

How are you a STEM Educator?

LEARNING OBJECTIVE

Participants will illustrate and share how they see themselves as a STEM Educator and reflect on how certain qualities, useful for teaching STEM, transcend disciplines and improve student outcomes.

LENGTH OF ACTIVITY

30–45 min

MATERIALS

- Package of colored markers per group
- 6–7 ft. butcher paper per group (this activity can also be done using standard-sized paper)

ACTIVITY PROCEDURE:

1. Introduce the activity by communicating that participants are going to illustrate how they see themselves as STEM Educators.
2. Break into small teams of 3–4 and provide each one with a large (6–7-ft) piece of butcher paper and set of markers.
3. Have each group select one person to volunteer to lay down on the paper and have another person use a marker to trace their outline. (As an alternative, the group can draw a rough shape of a person.) This is the group's "STEM Educator".
4. Ask group members to consider and discuss how they see themselves as STEM Educators and attempt to illustrate specific qualities useful for teaching STEM in the classroom. For instance, adding **sunglasses** to demonstrate how one is **reflective**, or a **thought bubble** to demonstrate how one is **thoughtful**.
5. After 15–20 minutes have each group share what they have illustrated and why.
6. Ask participants to reflect on what they saw and heard and to connect this activity to their own practice.

Sample Reflection Questions

- a. How does this connect to STEM teaching?
- b. Do the qualities shared extend beyond traditional STEM disciplines?
- c. What qualities would you like to add or improve upon in your own practice?

Facilitator Notes: This activity can be used as an Ice Breaker or an introduction to help define STEM. If done at the beginning of a professional development training, it is helpful to refer to it again to see if more qualities should be added after additional learning.

Activity adapted with permission from Orange County of Department of Education

