# Activity 2. The skill game (ΝΕΜΟ)

1. **Learning outcome(s):** (list up to 3)
   * 1. Students discover the variety of skills that can be developed in a STEM career and to face some bias concerning STEM professions.
     2. Students have a chance to speak with actual STEM-professionals.
     3. Students learn how to reflect on their own skills.
2. **Relation of activity with the STEM, gender inclusiveness and Entrepreneurship:** (text, not bullets, explaining the relation of the activity to 3 above)

This activity deals with the orientation after secondary school and helps to develop awareness towards STEM careers. During this activity students will discover all kinds of STEM professions, such as research, work in industry or entrepreneurships. They will meet with STEM professionals of various skill and gender and discover how much variety there is among STEM professions and how much a variety of people with different skills are necessary in STEM careers.

1. **Indicate the area of focus:**

**☒ STEM**

**☒ Gender inclusiveness**

**☒ Entrepreneurship**

1. **Materials:** (including ppts, videos, hands-on material)

* 30 pencils
* 100 post-its
* Posters with STEM professional profiles
* Example posters STEM professional profiles (in attachment 2)

1. **Preparation:**Make sure there is one facilitator (e.g. a teacher) and at least three STEM professionals, but preferably more. We suggest to represent a variety of STEM professions and of gender, for example researchers, policy makers, entrepreneurs, business people, teachers, journalists etc. Make sure as least one professional is an entrepreneur. For STEM-entrepreneurs, think of realistic and local examples such as a local welder or electrician or sound technician. This activity may also be combined with an excursion to a STEM-company where employees are the professionals. Create a circle with all the chairs the room(one for every participant). Hang to the wall or to a poster support the posters with STEM professional profiles, but without the corresponding professionals.
2. **Duration:** 60-90 (minutes)
3. **Target group:** 12-18 (student age)

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1. **Description of the activity:**

**Introduction (10 minutes, plenary)**

Present yourself and all the STEM professionals without specifying their profession yet (the participants have to guess the professions it later).

Introduce that everyone has skills and we want to help the participants to discover what their main talents are and how they could be developed in every environment. Sometimes it is hard to define a quality for the participants. In order to help them to focus on their own predispositions, give some examples asking questions to be answered raising the hands.

* Who likes to chat with other people?
* Who likes playing role games?
* Who finds easy to remember quotes, poems or song lyrics?
* Who sings in the shower?
* Who finds easy to remember telephone numbers?

**Development of the activity  
  
Individual skills on post-it (5 minutes, individually)**

Distribute post-its and pencils and ask students to write down their own skills, using one post-it for each.

**Skill circles (15 minutes, couples)**

The group of students should know each other. We ask participants to divide into two groups. The first group forms a circle facing outwards. The second group forms a second circle, around the first one, facing inwards. In this way, each person would be in front of someone. In 3 minutes every one has to state which is the best quality of the person in front of her/him and listen to his best quality stated by the other. After 3 minutes, the external circle will turn clockwise in order to have new couples. They assignment is repeated. The rotation is repeated a third time.

The facilitators and the professionals go around, listen the participants and possibly help who finds difficulties.

**Comments on personal skills (5 minutes, plenary)**  
  
The facilitator collects spontaneous comments about this first part of the activity. She/he can ask: Who found a correspondence between what was written on the post-it and what was stated by the schoolmates? Who had correspondence among different schoolmates statements? Who received unexpected statements of qualities? Which ones? Why? Who feels rewarded after this comparison?

**Posters (10 minutes, individually)**

The posters present different professions, the related daily tasks and work contexts. An empty space is left for the related skills.

The facilitator delivers post-its and pencils asking each student to look at the posters, to write down one or more skills they would find necessary for this profession and to stick the post-its in the reserved space.

**Meet the STEM professionals (40 minutes, plenary)**

Ask participants to guess and associate every STEM professional to one STEM profession represented in the posters. Each professional comments on his/her related poster and on every students’ contribution and referring to their own personal experience. It would be interesting if the professionals elaborate on the skills that the students wrote down.

**CONCLUSION (5 minutes, plenary)**

The facilitator thanks the STEM professionals and all the participants and underlines how much variety there is among STEM professions and how much a variety of people with different skills are necessary in STEM careers.

**9. Link to curriculum:** professional orientation and reflection on skills.

