

## Professional Development Situation: Meeting

Skill Focus: Developing a STEM Identity

Time Required: 15 minutes

# INVOLVING FAMILIES TO SUPPORT STEM IDENTITY

Participants will reflect on how they engage parents in order to add more opportunities for reflection to their program.

## Agenda

Parent & STEM Chalk Talk—10 minutes

Conclusion—5 minutes

## Materials

- Chart paper and markers
- Pens for participants

## Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Watch all videos and read informational materials.
  - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
  - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be “Developing a STEM Identity”. Let me know if you require any accommodations to participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.*
- Gather all materials needed for the session.

- Develop a list of possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.
- On the day of the meeting, test the audio and video equipment.

## Session Outline

### Parent & STEM Chalk Talk (10 min)

- Prepare a large piece of paper that everyone can write on simultaneously. In the middle of the paper, write a question in bold marker:
  - *How can we engage parents/caregivers in getting youth interested in STEM?*
- Gather the participants and tell them they are going to do a “chalk talk” in which they respond to and read the ideas of other people. The topic for this chalk talk is how your program can help support parents to keep youth interested in STEM.
  - **Note:** One of the primary indicators of whether a student will develop a STEM identity is his or her parents’ attitude towards it. This is especially true for girls. (There is a good deal of research around this topic. For example, [How Dads Influence Their Daughters’ Interest in Math.](#))
- Allow everyone to write on the chalk-talk paper for about 7-10 minutes or until the conversation winds down.
- Follow-up questions you can add to keep the conversation moving forward:
  - *Is there some kind of event that could support this effort?*
  - *What kinds of materials can we send home with youth to use with their parents?*
  - *Why is interest important in building a STEM identity?*

### Conclusion (5 min)

- Ask participants to reread the comments on the board and **circle strategies** that they think are actionable.
- Have a short conversation in which the group chooses one action strategy to implement over the next six weeks. Develop a timeline and a to-do list for this action strategy.

## After the Session

- Email the participants:
  - *Thank you for your participation in the recent Click2Science training. I hope you found it useful and applicable to your practice. I am including details about the action strategy you chose for engaging young people in STEM. Consider sharing*

*your thoughts with a co-worker, supervisor, or friend. Please let me know if you have any question. You can reach me at CONTACT INFO.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>