

**Professional Development Situation: Meeting**

**Skill Focus: Creating a STEM Learning Environment**

**Time Required: 20 minutes**

## SPACE: THE FINAL FRONTIER

Participants will critique drawn models of their learning spaces in order to creatively use the physical space in their program.

### Agenda

Our Learning Environment—10 minutes

- [Learning Environment Design Template](#)

Safety Patrol—10 minutes

### Materials

- Chart paper and markers
- Pens for participants
- One copy of [Learning Environment Design Template](#) for each pair of 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 “Creating STEM Learning Environments”. 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 session, test the audio and video equipment.

## Session Outline

### Our Learning Environments (10 min)

- Pass out copies of the [Learning Environment Design Template](#). Notice that the design does not have doors, windows, etc.
- Group participants in pairs.
- Introduce the challenge.
  - *You are going to make this learning space look as closely as you can to your own learning space.*
  - *Add doors, windows, cupboards, sinks, electric outlets, plug ins, desks, tables, chairs, carpet, electronics, etc.*

### Safety Patrol (10 min)

- Have one partner from each dyad volunteer to be the safety patrol.
  - *Now, we are going to have a safety patrol. We have our safety officers. What are some of the things you think the safety officers are going to be looking for? (Try to elicit: sharp objects, extension cords to trip on, spaces that might encourage running, not enough space for youth to work, no way for youth to access materials they need)*
- Give 10 minutes for the safety patrol to walk around and help people make changes to their plans.
- Debrief the activity.
  - *What were the more common safety concerns that you saw, patrollers?*
  - *What can you try to improve on in your learning space?*
- Have a short conversation in which the group chooses one action strategy to implement over the next six weeks. Help them support each other to do this, whether that means getting duct tape to tape down wires, helping move furniture, etc.

## After the Session

- Email the participants:
  - *Thank you for your participation in the recent Click2Science training on “Creating STEM Learning Environments”. I hope you found it useful and applicable to your practice, and that you’ve made some tweaks to your learning environment based*

*on our “safety patrol”. Consider inviting a co-worker, supervisor, or friend to your space for a real safety patrol. Please let me know if you have any questions. 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>

# Learning Environment Design Template

