

Making Science Attractive to Female Students through Open Science Schooling Focused on Climate Change



<https://science4girls.eu/>

Highlights of The Work

Science4Girls in Portugal

The 5 Days Students' Mobility, hosted by project partner University of Lisbon, brought together all school teams from the consortium to work face to face. This mobility represents the first time that the partnership has physically met (due to the restrictions that the pandemic has imposed around EU).

The Mobility was the climax of the project activities and a superb opportunity for students to meet and inspire each other.

During the Mobility, teachers and students were engaged in hands-on workshops contributing to the creation of the project outcomes, describing their own locally developed work and reflecting on the implementation of innovative science learning.

The teams also had ample opportunities to strengthen friendships established online and to share and enhance their cultural understanding.

May 2022

The Consortium



Linnæus University



UNIVERSITY OF
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STAY TUNED!

Next Issue: Introducing
Lithuanian Team's Work

Teachers
at work!



Students'
workshops



The Erasmus+ **Science4Girls** project aims at engaging teams of teenage female students in science missions in their community to address local climate change challenges. The girls learn science through this open science schooling methodology – and through engaging deeply and long-term in local climate change missions, linked to a wide range of important science learning topics – at the same time following their own passions and preferences. **The project will produce 4 outcomes:**



The Teacher Guide – An intuitive and practical guide for science teachers to start developing attractive science learning for the female students.



The Science4Girls Movie – a visual account of the female students' climate change missions in narrative language, including personal testimonies from teachers and participating girls about trying to “assimilate” or “reconcile” science into their identity.



The Policy Recommendations – an explanation of the huge benefits of creating attractive science learning for teenage girls in secondary school, and how such initiatives can be supported at local and national policymaking levels.



The Research – a contribution to EU directions in science learning for female students. This includes analysing girls' re-engagement in science, and how this can happen through systematic involvement in climate change education and action.



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