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STEM Society
Draw a Scientist
Trisha Paul

This lesson was designed to introduce students to the stereotypes and common misconceptions about science.

Engagement: Draw a scientist!

Students are given time to draw what they think a scientist looks like. They are encouraged to include details such as where the scientist is, what the scientist is doing, etc.

Exploration: What similarities and differences can we see between our scientists?

Discuss what common characteristics are seen in the drawings.

- ❖ How many people drew a male scientist? A female scientist?
- ❖ How many scientists have crazy Einstein-like hair? Glasses?
- ❖ How many scientists are wearing lab coats and goggles?
- ❖ How many scientists are working in a lab with chemicals and beakers?

Explanation: Dissecting the scientist.

As a group, discuss these observations.

- ❖ What do these observations suggest about prevalent misconceptions?

Elaboration: Understanding the diversity of science.

Think about what aspects of science may be obscured by these stereotypes.

- ❖ What can be considered science?
- ❖ What are components of science are commonly overlooked?

Evaluation: (Re)Draw a Scientist [optional]

Have students redraw a scientist, taking into consideration the class discussion.

- ❖ In what ways did the drawings change?
- ❖ In what ways did the drawings stay the same?