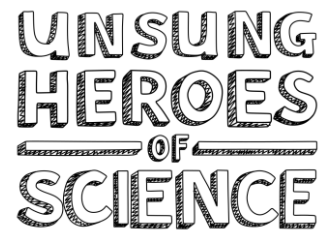


# Ten-minute class activity



## Science in context

### Learning objectives

- Learn about a lesser-known scientist, who may not feature in the usual textbooks and stories, but could be an inspiration to the students
- Debate ideas of gender and race in the history of science

### Context

This activity picks just one video from the set. It could be regularly repeated in form time or at the start / end of a lesson. The core activity is designed to fit into ten minutes, but it could easily be extended to fill more time.

A lot of the unsung heroes that feature in these videos have been sidelined because of their gender or race (or both). By understanding the impact of these scientists and exploring the reasons why they are “unsung”, pupils can better understand the human and social context of science in the past, present and future.

### Resources

- There is a set of optional PowerPoint slides to go with this activity
- There is an optional worksheet ('Question worksheet') to go with this activity
- The videos are available at [www.hertford.ox.ac.uk/unsungscience/videos](http://www.hertford.ox.ac.uk/unsungscience/videos)

### Activity

- Go to [www.hertford.ox.ac.uk/unsungscience/videos](http://www.hertford.ox.ac.uk/unsungscience/videos)
- As a group, choose one video to watch
- Watch the video.
  - You will probably want to make it full screen using the button at the bottom right of the video.
  - The videos all have subtitles, which you can turn on if you want.
- Having watched the video, as a group, answer or discuss the following questions:
  - (Optional) What scientific field(s) did they work in?
  - (Optional) What were their achievements?
  - Had you heard of this scientist before?
  - Would you class them as an 'unsung hero'? Why / why not?
  - Why were / are they unrecognised or under-appreciated?
    - Prompt: Does the history of gender and race in science play a role here?
    - This question should be a good starting point for a class discussion. Does it matter that most of the scientists we learn about in school are “pale, male and stale”, i.e. old, white men?
- You might not get through all these questions, but if you are having a good discussion about one of them, that's fine! Maybe use some of the other questions first next time to change it around.

You can repeat this activity for each of the videos over time.

### Further reading

- For explorations of gender and race in science, check out 'Inferior' and 'Superior' by Angela Saini. These are good reading for teachers and students alike!