

THOUGHT ACTIVITY

CHAPTER 1: INTRODUCTION

First, consider what you believe about male and female students. Do you think that there are gender differences in performance, ability, enjoyment, interest or participation in science? Second, follow the instructions that follow in order to complete the chart

Directions: Think of one (or each one) of your science classes. Identify your highest achieving male student in the class, and your highest achieving female student in the class. Write the male name in the top left box and the female name in the top right box. Then think about a male and a female student who really struggle in your class. Write the male name in the bottom left box and the female name in the bottom right box. Jot down their characteristics.

	Male Student	Female Student
Highest Achieving	Name: Characteristics:	Name: Characteristics:
Lowest Achieving	Name: Characteristics:	Name: Characteristics:

Now, think about (or list) how the pair of students in each row are alike and how are they different? Next, compare and contrast the pair of students in each column. What have you learned about how you think about male and female students as well as high and low achieving students.

<http://www.niu.edu/eteams>

A companion website for *Enhancing Adolescents' Motivation for Science*, Shumow & Schmidt, 2013