10 Inclusive Science Teaching Tips for Teachers

1 Use everyday **language**

Girls (and boys) can be intimidated by technical jargon. Avoid it and make sure you only introduce equations once the science behind them is understood.

2 Avoid asking for **volunteers**

Boys may be more likely to raise their hands, call out answers and volunteer to take part in activities. Other techniques, such as individual whiteboards or selecting students at random, can broaden the range of students participating.
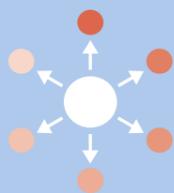
3 **Assign roles** for practical work

Boys often dominate the equipment while girls hang back and write down the results. You can assign roles or use single-sex groups for practicals, to avoid this.

4 Use **examples** that show how science links to their experience

This is useful for all students, but girls in particular tend to appreciate context and seeing the big picture.

5 Use **gender-neutral** contexts whenever possible

Try to avoid using examples that focus on stereotypically male or female hobbies or interests.

6 Allow time for pair or group **discussions**

Give time for students to discuss answers to challenging questions before asking them to share ideas with the class.

7 **Challenge** discriminatory language

Science is for everyone. Treat sexist language as being just as unacceptable as racist and homophobic language.

8 **Monitor** your interactions with girls and boys

You might be surprised at the ratio of boys to girls asking or answering questions in your class. Keep a note yourself or ask a colleague to observe one of your lessons and keep count.

9 Regularly refer to a range of **careers** that use science-based skills

Girls are more likely to consider their future career when choosing their options. Emphasise the transferable skills that studying science helps to develop.
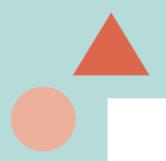
10 Ensure that your students are exposed to a diverse **range of scientists**

Be wary of giving your students the impression that science is only for high achievers. Emphasise that science is for everyone, irrespective of their background.

Find out more at **iop.org/genderbalance**

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