

# SCIENCE MUSEUM GROUP

## ENGAGEMENT REFLECTION POINTS

A science capital-informed approach is about reflecting on your science, technology, engineering and maths (STEM) experiences through the eyes of your audience using these key considerations.

### USE INCLUSIVE LANGUAGE



Use visual and verbal language that acknowledges diversity and is sensitive to differences, to help everyone feel that they can do and be a part of STEM.

Try not to use expressions, words or imagery that might exclude individuals or groups, and be sure to avoid or at the very least clearly explain any jargon.

### BUILD CONFIDENCE AND OWNERSHIP



How can you ensure that everyone feels welcome and confident to take part in your experiences?

Allow people to follow their interests. Give them choice and control in the activities you create while providing opportunities to contribute and share their knowledge and experiences with you and each other.

### HIGHLIGHT AND DEVELOP SKILLS



Help people recognise that they already use a wide range of STEM skills in their everyday lives. Highlight how these skills are transferable to jobs in and beyond science.

Give examples of where and how STEM skills are used by different people in daily life.

### PROMOTE STEM TALK



Spark discussion and encourage people to think and talk about the STEM in their lives.

Invite people to share their own stories and viewpoints through questions which generate conversations among families, peers and communities.

### EXTEND THE EXPERIENCE



Provide ways to help people to continue making STEM connections in their everyday lives.

Make your experiences last longer by giving people simple ideas and activities that they can do afterwards, such as questions to think about or research further, or challenges to do at home, at school or while out and about.

### BROADEN PERCEPTIONS OF WHO USES STEM



Show diverse examples of the people who use and benefit from STEM in their work and everyday lives.

Help people to recognise that they already know people who use STEM skills and knowledge, while encouraging them to reflect on how STEM is shaped by everyone in society.

### USE EVERYDAY EXAMPLES



Think about how you can support people to link STEM content to their own diverse interests and experiences.

Show examples of where and how STEM has helped solve real-life challenges. Don't make assumptions about people's interests and experiences – everyone is different.

### BUILD ON STEM CONTENT KNOWLEDGE



Value and build on people's existing STEM knowledge and experience. New information should feel like a natural extension of what people already know.

Broaden people's ideas around what science and maths are. Communicate that they are more than content knowledge, they are a way of thinking, working and exploring the world.

### GIVE POSITIVE REINFORCEMENT



Help people to feel that science and maths are something they can do.

Highlight and reward when people use STEM skills or knowledge. Empower them with the feeling of 'I can do this' and 'I want to find out and do more'.