

## Summary – stakeholder opinions about Shattering Stereotypes

### ***Experiences***

- Most Yr8s rated their experience of the project positively, with a focus on the communications challenge. They based their positive ratings on the significance of the subject matter, including the relevance of gender stereotyping to them and others.
- Outreach Officers welcome the opportunity provided by the project to work as part of a team and to be involved in building up a relationship with schools, as opposed to one-off activities. They appreciate the chance afforded by Shattering Stereotypes to share best practice and ideas with one another.
- Teachers valued external visits and having access to resources from universities.
- The active involvement of the Year 8s was deemed a particular strength of the communications challenge.

### ***Outcomes***

- Some Yr8 students reported that, following their involvement in Shattering Stereotypes, they now view future opportunities as not being constrained by stereotypical perceptions of gender
- Year 8 was felt to be the right time to work with students on this topic as any later and they will have already formed opinions about gender and made subject choice options.
- Year 12 students developed transferable leadership and communication skills through their participation in the communications challenge.
- Year 12 students need to be presented with a clear project plan from the outset so that they understand what to expect and what they can gain from their participation.

### ***Opportunities for development***

- There is potential for the Year 12 students to learn about studying physics and physics opportunities from University undergraduate ambassadors.
- Teachers need a clear project plan from the outset with a defined main aim plus clear information on individual activities, resourcing and key milestones and dates.
- Dates for activities need to be agreed with the school one to two terms in advance and in the preceding year for autumn term delivery.
- Activities need to be cohesive and presented as a year-long programme. This should include additional activities that the school can deliver themselves outside of external visits to maintain interest and momentum.
- Clear messaging and language for all stakeholder groups needs to be used throughout the project.
- All activities have strengths and areas for development and these should be reviewed to enhance individual activities and to develop a cohesive programme.
- There is potential to work with teachers to embed the messages of gender stereotyping and unconscious bias across a school.
- When working with a wider team of teachers, those teachers need to be fully on board with the project to ensure reinforcement of project aims and messages.