



### Time Required

One 45-minute period



### Materials Needed

- 4 Sponges
- Newsprint
- Colored markers
- Masking tape



### Time Required

Three 45 -minute periods



### Materials Needed

- Resource Books
- Internet Access

## Suggested Activities Sponges

### Activity Objective

Students practice listening for important concepts and retaining them. Students practice inventive thinking and clarify ideas for their inventions.

### What To Do

Divide class into teams of three. In groups, students take turns discussing the inventions they are working on, and explain one problem they have encountered. Students should give each other feedback and constructive criticism (review the difference between constructive and negative feedback).

Meanwhile, quietly take a group of three aside when the class is engaged. Hand the students a sponge, and tell them that they will act as “sponges”: their job is to listen and soak up information, which they will later share with the class. In about 20 minutes, the sponges should have circled around to all the groups. Assemble the class, and ask the “sponges” come to the front of the room. Ask a student to write “sponge thoughts” on the newsprint. Elicit their observations then ask the groups if they captured the essence of what was discussed.

### Extension

Ask groups (including sponges) to take notes, keeping track of who said what. Have students practice being sponges in other activities. Whenever you want students to listen for key concepts, say “Let’s be sponges!”

## Suggested Activities Women Inventors

### Activity Objective

In groups of three, students will research information on women inventors, identifying barriers and challenges faced by them. Students choose one inventor and using the information they’ve researched, draft a script to use to mock-interview their inventor. Student then assign roles and present the interview for the class.

### What To Do

The weekend before Day 1 of this activity, ask students to conduct their research on women inventors.

**Day 1:** Ask students to come up to the board three at a time and write the names of the inventors they found. If their inventor’s name is already there, they can put a check mark next to it. Next to the name, they should write the invention. Explain that they will go to the library or computer lab to use the Internet (or stay in the class with books you provide) to research one woman inventor as a group. Explain that the groups will use their research to draft an interview script which they will then use to mock-interview their chosen inventor. Interviews will be presented in front of the class.

**Homework:** Students finish their research and bring all notes to class.

**Day 2:** Students assemble their research as a group, and begin to draft their interview script. Circulate around the room, assisting groups in the production of the script and articles. Before the end of class, have each group assign roles: *Who will introduce and conclude the interview? Who will be the interviewer? Who will play the inventor?*

**Homework:** Any incomplete scripts should be finished, and interviews should be rehearsed.

**Day 3:** Students should make their presentations to the class. All of the materials produced should be bound into a “women inventors” book or newsletter to share with other classes.

### Extension

Presentations could be videotaped. Students could research the time frame and come ready with appropriate dress and props for a mock TV show.