Go Further is a one-day STEM conference for female-identifying students in grades 8-10.

Go Further strives to provide participants opportunities to:

1. Explore and learn about career fields in Science, Technology, Engineering and Math through hands-on activities
2. Connect a STEM field to a major at Iowa State University
3. Interact with female-identifying STEM role models

Faculty, staff, student organizations and industry professionals are invited to present a 45 minute or 90 minute session. Each session should include a hands-on activity. Below is a sample breakdown of how sessions can be organized:

<table>
<thead>
<tr>
<th>45-minute session Structure</th>
<th>90-minute session Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 minutes: Intros/About you/Icebreaker</td>
<td>5-10 minutes: Intros/About you/Icebreaker</td>
</tr>
<tr>
<td>10 minutes: Setting up context</td>
<td>20 minutes: Setting up context</td>
</tr>
<tr>
<td>15-20 minutes: Activity</td>
<td>45-50 minutes: Activity</td>
</tr>
<tr>
<td>5-10 minutes: Wrap up/questions</td>
<td>10 minutes: Wrap up/Questions</td>
</tr>
</tbody>
</table>

Best Practices & Inclusive Language

- Ensure enough volunteers for your session; with 1-2 floaters to troubleshoot as students will be at differing ability levels
- Ask students to put away cell phones or consider having students use their phones to engage with the activity (i.e. poll everywhere)
- Small prizes (candy, stickers) for answering questions or winning a design challenge or competition can be helpful in keeping students engaged
- Keep safety measures in mind.
- Avoid acronyms and abbreviations.
- Keep presentations to a maximum of 15 minutes. The session should focus on the activity.
- Practice your session ahead of time with test groups (students, friends, etc.) to work out timing and identify any issues.
- Remember, students will be at differing ability and knowledge levels.
- If you use images of people in your presentation, be sure to include images that are representative of various social identities.
- Focus on Figuring Out instead of Learning About: Develop your activity so students are figuring out some aspect of an interesting scientific phenomenon (check out Phenomenon Website for examples) or exploring engineering problems or designs.
- Engage students in doing one or more science/engineering practices
• If your session involves students designing something, build in multiple levels of challenges or revisions.
• Link your activity/topic to STEM careers/majors at ISU
• Share a bit of your story
  o How did you choose your major/career? What is the best part/what do you love about it?
  o How did you persist when something in your major/college/life was hard?
  o Who have been your female-identifying role models? What did you learn from them?
• Use gender inclusive language such as “you all” or “folks” or “everyone.” Avoid using “you guys.”
• Ask critical thinking questions such as
  o What’s your evidence?
  o How did you arrive at that conclusion?
  o Does it always work that way? Under what conditions would it not work that way?
  o What did your partner say? How did your partner explain that?
  o Do you agree or disagree and why?
  o Take that idea and push it a little further
  o What does this remind you of in other parts of your life?
  o Has anyone seen something like this? In what ways did it work the same/was it different?