



**Resource List for NGCP webinar:
Gender Equity in Online STEM Learning**
September 2, 2020

Early Childhood Resources:

Activity Idea	Age Range	STEAM Areas	Resources
Building and Engineering:			
Build the Tallest Tower	2+	Engineering Math	Toddler Towers Tutorial Marshmallow Towers Tallest Tower Challenge
Building Bridges	3+	Engineering Architecture Math	Building Bridges Pre-K Activity Instructions Video: What Makes Bridges Strong?
Building Houses	4+	Art Engineering Architecture Math Storytelling	Tutorial for LEGO House Three Little Pigs Engineering Activity Video- Three Little Pigs
Activity Idea	Age Range	STEAM Areas	Resources & Materials
Coding:			
Coder Says game	2+	Coding Communication Math	Code.Org Simon Says Tutorial LittleCodr Card Game KIBO Says Game
Code a Robot	3+	Technology Engineering Math	Robot Turtles Board Game Code-A-Pillar KIBO Robot
Code a Story or Dance	4+	Technology Engineering Art Storytelling Math	ScratchJr Printable Coding Blocks ScratchJr Scratch Hour of Code Dance Party

More Early Childhood Resources:

- [ScratchJr At Home](#)
- [ABC's of STEAM](#)
- [Inspiring STEM Learning for Young Girls](#)
- [STEAM Learning at Home: How to Break Stereotypes & Inspire Young Children](#)



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Framing Classroom Climate:

Google survey form for Setting Up the Frame

- <http://bit.ly/SetUpFrameForm>

Google presentation form for sharing survey results

- <http://bit.ly/FramingPresentation>

Framing Classroom Climate Summary and Instructions

- <http://bit.ly/FramingInstructions>

Virtual Classroom Décor and Classroom Climate Webinar & Annotated Slides

- www.ncwit.org/virtual-classroom

Additional Resources:

- Search: NCWIT How do you retain women through inclusive pedagogy? Framing a supportive classroom climate. <https://www.ncwit.org/resources/how-do-you-recruit-or-retain-women-through-inclusive-pedagogy/framing-supportive-classroom>
- Barker, Lecia, O'Neill, Melissa, Kazim, Nida. (2014). Framing classroom climate for student learning and retention in computer science. *Proceedings of the 45th ACM Technical Symposium on Computer Science Education* (pp. 319–324). [doi:10.1145/2538862.2538959](https://doi.org/10.1145/2538862.2538959)