**Written Comms 2**

**Learning Objectives/aims**

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| **1.** | To examine why we use scientific posters |
| **2.** | To understand the structure of a scientific poster  |
| **3.** | To analyse and judge scientific posters to prepare for your own |

**Main Learning Activities** *(starter, main learning activities, plenaries with timings)*

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| **Time** | **Learning Activities**  |
| 5 mins5 mins5 mins15 mins20 mins10 mins | Students come in and sit in pairs. Recap what was done last lesson and **Introduce the lesson title an objectives:** Explain that at the end of the first project they are going to produce a poster which they will then exhibit and explain to staff and parents in a presentations session. Go through objectives**Starter:** Posters – purpose, audience, structure, visual impact On the board show the words – purpose, audience, structure and visual impactStudents walk around and take notes about these headings.**Activity 1:** What makes a good poster?Get students to feed back their notes and talk through the answers on the power point for each point. Clarify what this will mean for their own poster.**Activity 2:** AnalysisEach pair is given a mark scheme and marks at least 2 posters around the room. Students feed back their scores and describe good and bad elements of posters they noticed. Give about 10 minutes for marking and 5 for feedback. **Activity 2:** writing practiceStudents work in groups of about 5. Explain that an essential skill for making their poster is narrowing down a longer text and turn it into the essential information and a graphic. Students read the text on Excuses for Being Lazy and turn it into an A3 poster.**Reflection:** Each group shows their poster and raises issues they had as well as tips on how to overcome these. If possible note these down on the board and take a picture.  |

**Learning Resources**

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| * Power point
* Example posters
* Copies of the mark scheme
* Copies of “5 Excuses for being lazy”
* Plain A3 paper
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