**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 mins  5 mins  5 mins  15 mins  20 mins  10 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 impact  Students 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:** Analysis  Each 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 practice  Students 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 |