



Thumbs Up
We were great at
the task
because...



Thumbs Sideways
We were good at
the task
because...



Thumbs Down
We were OK at the
task because...

we thought about why
people might have
different ideas, opinions
and feelings, some reasons
were...

we shared our own ideas,
opinions and feelings on
different issues such as...

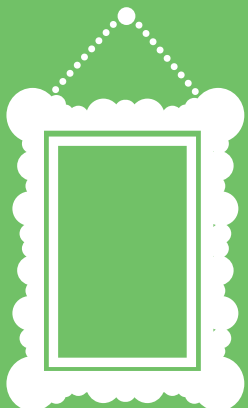
we presented a range of
ideas by...

we explored how scientific
developments improve
everyday life, e.g....

we made links between
scientific developments
and other effects they
have e.g....

we...

Next time we will...





Picture Power



Communication: to share ideas, opinions and feelings with others

Investigative skills: to establish links between cause and effects



Generic task Chatterbox!



Learning Objective

Communication: to share ideas, opinions and feelings with others

Introducing the task 5 minutes

Say to the group that everyone knows a chatterbox and everyone knows what they're like. They talk and talk and talk! Unfortunately, that means that they don't always get their jobs done properly and often stop other people doing theirs. All they manage to do is chatter, chatter, chatter.

Ask the children – Do you know people who tell you to stop talking and get on with your work? This task is about doing just the opposite! This time we're all going to see how it feels to be a chatterbox – it may be harder than you think!

Running the task 15 minutes

You need: a stopwatch, a partner, to sit in a small group.

Optional: the storybook (Little Miss Chatterbox Book, ISBN: 0-7498-3865-5).

- 1 Organise the children into teams of three or four. Ask them to decide who will take the first turn.
- 2 Tell them that they must speak for 30 seconds about one of the topics below. But, they're not allowed to say 'umm...' or 'err...' or take a break for more than a second, otherwise their go passes to the person to their right.
- 3 The rest of the team have to listen carefully, making sure they really are a 'chatterbox'! If they manage to get to the end, they call out 'Chatterbox!' but they should call 'Stop!' or make a signal if they hear an 'umm', 'err' or a pause.

Helpful Hints

Increase or decrease the time depending on the level of challenge and age of the group. You could use prompt cards with keywords or phrases to help the group choose what to talk about. Don't let anyone spend too long thinking about what they will talk about – this should be a quick fire game.

Topics to chatter about:

If you want it to be general...	If you want it to be science-linked...
<ul style="list-style-type: none"> - yourself - your family - your school - what you like - what you don't like - what's in the news - what you ate last night - just about anything at all! 	<ul style="list-style-type: none"> - plants - minibeasts - food types - materials and the way we use them - things that live in the garden - what we need light for - why we need to eat - things that make sound



Science embedded task

Picture Power



Learning Objectives

National Curriculum

Breadth of Study: 1b, Sc1: 1a

Scientific communication

to look at the part science has played in the development of many useful things to think about and establish links between causes and effects

Success Criteria

To be successful the children will:

- consider why people's ideas, opinions and feelings can be different
- share and present their own ideas, opinions and feelings on different issues
- explore how scientific developments have positively affected everyday life
- make links between scientific developments and other effects.

Introducing the task 10 minutes

Discuss with the children that different people often have different ideas, opinions and feelings about the same situation. Emphasise that the way people communicate can also be very different (relate this back to the generic task). Briefly discuss an example, for instance views on siting of mobile phone masts or whether we should experiment on animals. Tell the children that they are going to look at situations where people might think and feel differently and where scientific understanding and ideas could affect what people think.

Running the task 25 minutes (plus time for presentations)

- 1 Read aloud or give out the Picture Power sheet and situations illustrations sheets. Set a time limit of 20 minutes. Use the Picture Power Support cards and the Picture Power Science Ideas cards, as appropriate, to help this process.

It may help to discuss the science ideas linked to each picture with the teams or whole class before they start to plan their presentations.

- 2 Ask each team in turn to give their presentation including their 2 minute 'mini play'.

Reviewing the task 10 minutes

After the presentations, the class should discuss:

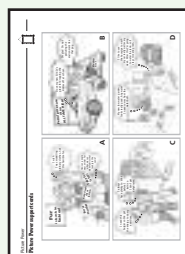
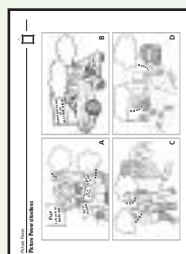
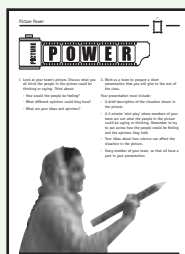
How well did the teams communicate the different ideas, opinions and feelings of the characters?

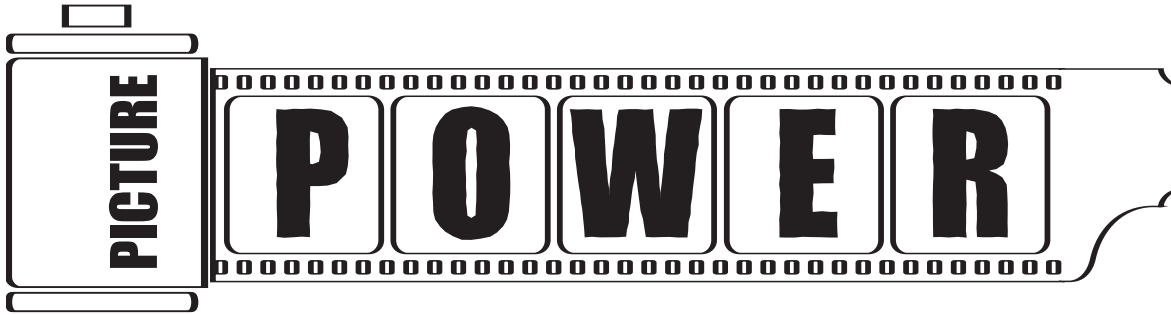
What their own opinions and feelings are on the issues discussed?

Discuss with the children some of the ways in which scientific developments affect each situation. Extend the work by asking if the children think that in future science could help to improve each situation?

Involve the children in reviewing their work and making an overall judgement about how well they shared their ideas, opinions and feelings. Use the assessment for learning Smart Grid (see back cover).

Resources





1 Look at your team's picture. Discuss what you all think the people in the picture could be thinking or saying. Think about:

- How would the people be feeling?
- What different opinions could they have?
- What are your ideas and opinions?

2. Work as a team to prepare a short presentation that you will give to the rest of the class.

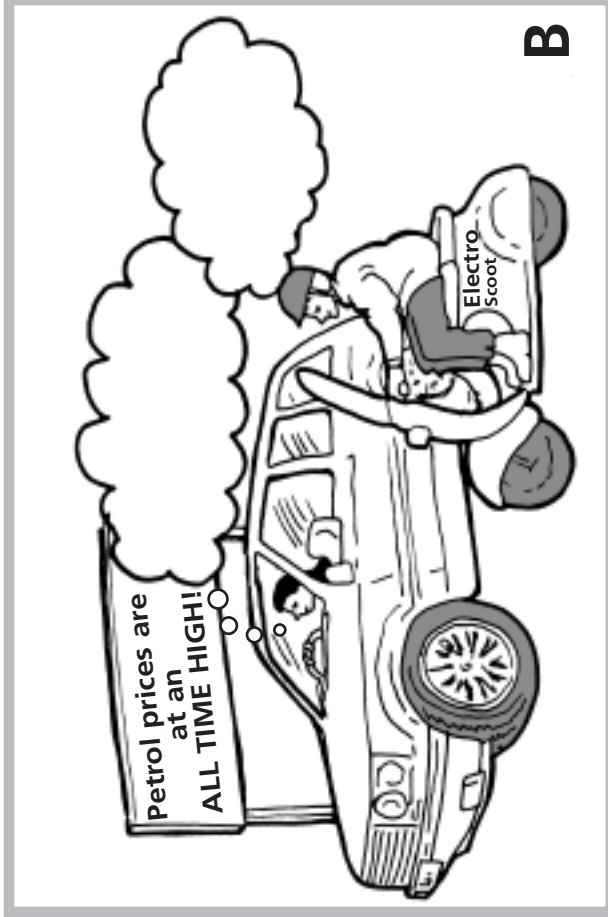
Your presentation must include:

- A brief description of the situation shown in the picture.
- A 2-minute 'mini-play' where members of your team act out what the people in the picture could be saying or thinking. Remember to try to put across how the people would be feeling and the opinions they hold.
- Your ideas about how science can affect the situation in the picture.
- Every member of your team, so that all have a part in your presentation.

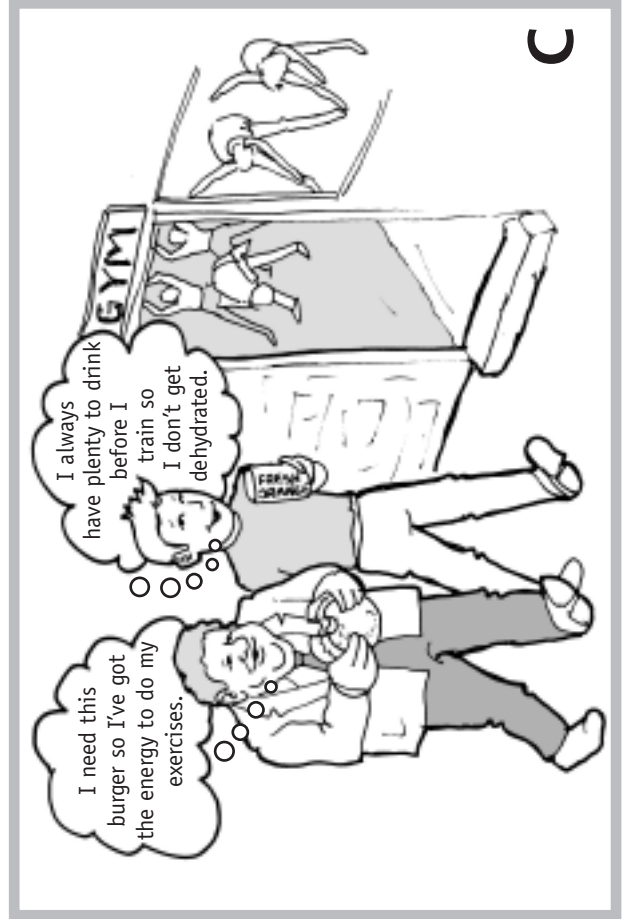




Picture Power situations



Picture Power support cards





Picture Power science ideas cards



Picture A

- Wildlife conservation is affected if animals are hunted for fur.
- Synthetic materials can be used to make fake fur that looks like the real thing.
- Animals bred for food can be used to make fur coats. Is this OK?

Picture B

- Driving children to school is unhealthy, they might be better off walking.
- Big 4x4 cars use a lot more fuel than ordinary cars, this increases air pollution.
- Electric vehicles may be developed in the future to replace petrol-driven vehicles.

Picture C

- People sweat when they exercise so this liquid needs to be replaced.
- To exercise we need energy from food but it can be unhealthy to take in too much fat.
- A balanced diet and exercise are both important for health.

Picture D

- Climate change may affect the water cycle.
- Rain water can be collected from rooves and used to water gardens and wash cars.
- Plants from dry climates need less water than lawns and flowers.