

## PR2.A – TEACHING SOURCES

<b>Title</b>	Science Writing
<b>Duration</b>	2 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 15 people</i>
<b>Area</b>	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input checked="" type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>To gain greater appreciation for the importance of communication skills in science and engineering careers</i></li> <li>- <i>To gain greater appreciation for enhancing science literacy through written media</i></li> <li>- <i>To become involved in science communication and outreach through one or more forms of media</i></li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- Projector</li> <li>- Screen</li> <li>- Internet access</li> <li>- Files and reading material</li> <li>- Photocopies</li> <li>- White or backboard</li> <li>- Invited guest scientist</li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>Science is an important part of our society, our future and our values. It can influence broad topics such as governmental and corporate decision making or directly impact the consumer through personal, economic or environmental risks and benefits that influence a person’s willingness to adapt to new technology. Effective and engaging written communication between the scientist and the nonscientist is critical to influencing the perception of science.</i></p> <p><i>This is a full-day interactive lecture/workshop. The program focuses on writing science stories that engage both the general public and other scientists. Participants learn about various forms of science writing, helpful resources and potential career opportunities.</i></p>

	<p><i>The workshop is divided into two sessions. The first section emphasizes techniques to enhance the narrative by identifying and incorporating the components of a good story into various samples of media. The second session provides practical instruction in effective interviewing skills through exercises that emphasize drawing out the elements of an engaging story. Through the activities, participants will develop writing samples for their professional portfolio. At the completion of the workshop, participants are invited to submit a writing project for review and possible publication.</i></p>
<p><b>Procedure on how to put in practice</b></p>	<p><b>1<sup>st</sup> session: How to Tell a Story</b>  <b>Duration:</b> 3 hours  <b>No of participants:</b> 15  <b>Methods used:</b> open discussion, role-play  <b>Competences developed:</b> critical thinking, writing skills</p> <p><b>Step-by-step description:</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants and introduce the workshop.</li> <li>2. Key Elements of Storytelling:             <ol style="list-style-type: none"> <li>a. Hand out plot chart for writing a screenplay and ask participants to identify the story telling elements while diagramming each point.</li> <li>b. Explain the story telling elements from (a) by describing where each element occurs in the example film.</li> <li>c. Play the brief cartoon film at least twice, asking the participants to look for the elements and identify them after the film. This is done via open discussion.</li> <li>d. Perform a seated reading of the play. Participants volunteer to play the character roles and to direct. Participants are asked to look for the storytelling elements. These elements are identified via open discussion after the reading.</li> <li>e. Distribute copies of the feature article. Go around the room, asking each participant to read a few paragraphs aloud, and discuss certain elements of storytelling as they are recognized.</li> </ol> </li> <li>3. Critique of Writing Samples:             <ol style="list-style-type: none"> <li>a. Select three articles written by the participants. The selection is based on examples that best represent what everyone needs help on in their writing. This is assessed by the instructor ahead of time, from reading all of the articles.</li> <li>b. Distribute copies to all the participants. Ask for a volunteer to read aloud the article and instruct the participants to concentrate on the key elements of storytelling, or the concrete details, or another aspect of writing that the instructor determines needs to be discussed.</li> </ol> </li> </ol> <p><b>Debriefing question:</b> Which writing challenges should be addressed in the next session?</p>





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<b>Link</b>	<a href="https://www.nisenet.org/sites/default/files/catalog/uploads/Science%20Writing%20Workshop%20Lesson%20Plan.pdf">https://www.nisenet.org/sites/default/files/catalog/uploads/Science%20Writing%20Workshop%20Lesson%20Plan.pdf</a>
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