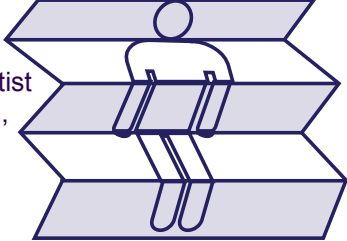


Lesson	Format
<p>Lesson 2 - Meet the Scientists Scientific speed-dating, a fun, exciting way to 'meet' the scientists.</p>	<p>Starter: 10 minutes</p> <ol style="list-style-type: none"> 1) Tell students they will be getting to know the scientists. Split students into five groups and number them 1-5. 2) Ask them to think about what they imagine scientists are like. Draw a scientist as a group. Starting at the top, each person in the group draws a different part of the scientist (head, shoulders, etc) without others seeing, folds over what they have done and passes it on (like a game of consequences). 
<p>Learning objective:</p> <ul style="list-style-type: none"> • Get to know the scientists in-depth in a structured way. 	<ol style="list-style-type: none"> 3) Unfold and look at the pictures – any common themes? Do they think scientists are really like that?
<p>Other learning outcomes:</p> <ul style="list-style-type: none"> • Stimulate interest and raise questions they may want to ask. 	<ol style="list-style-type: none"> 4) Assign each group a scientist from your zone and hand them a print out of the scientist profile from the I'm a Scientist website. Get each group to read out their scientist name and job role.
<p>Curriculum points covered:</p> <ul style="list-style-type: none"> • Select, organise and present scientific information. • Evaluate scientific information and make informed judgements from it. 	<ol style="list-style-type: none"> 5) Remind the students of the five most important criteria they chose in Lesson 1: You're the Judges! for rating scientists. <p>Activity: 30 minutes</p> <ol style="list-style-type: none"> 1) Get the students to read through their scientist profile as a group. 2) Split each group in half, into A's and B's, to end up with ten groups for scientific speed-dating. Those in Group A are students who will go around and question the scientists. Group B are the scientists who will use the printed scientist profile pages on which to base their answers. 3) Hand the Group A students the list of Assigned Questions to ask the Group B scientists. They can also ask questions of their own. If the answer is not available on the scientist profile the group can speculate as to what their answers could be. 4) The Group B scientists will stay seated and the Group A students will rotate between each scientist, asking questions. Ring a bell every 3 minutes to move the students on to new scientists.
<p>Resources:</p> <ul style="list-style-type: none"> • List of the top five criteria decided on in Lesson 1: You're the Judges! • Five copies of the Assigned Questions in Lesson 2. • Printed downloads of each of the scientists' profiles in your zone. • Paper and pens for drawing a scientist. 	<p>Plenary: 10 minutes</p> <p>All the students discuss the scientists as a class. Go over the questions for each scientist to make sure they got the right answers. Did they like the questions? Did they feel they got to know the scientists? Would they ask similar questions or others?</p> <p>Suggested Homework:</p> <p>Bearing in mind the five most important criteria decided on in Lesson 1: You're the Judges! think of three questions to ask the scientists. Research how a famous scientist (e.g. Stephen Hawking, Isaac Newton, Marie Curie, Dorothy Hodgkin) would answer your three questions.</p>

Suggested adaptations

Support:

Do the activity as a class with the five scientists at the front. 2 or 3 play each scientist.

Extension:

Concentrate more on their own questions rather than assigned questions. Go back onto the site and submit some questions for scientists.

Lesson	Format
<p>Lesson 2 – Meet the Scientists (alternative version) This is an alternative version of Lesson 2 that does not involve scientific speed-dating and student movement around the classroom.</p>	<p>Starter: 10 minutes Recap the event, and what can be done on the site. Can also use 'fold game' starter from the scientific speed-dating version of Lesson 2.</p> <p>Activity: 35 minutes</p> <ol style="list-style-type: none"> 1) As a class brainstorm suitable questions that they want to ask to get to know the scientist. Get students to write them all down. Appoint a question to each pair to ask when they use the site. 2) Take students online, (in pairs or threes in ICT suite or all look at site together on projector) and read the profiles of all the five scientists in your zone and the information on the site. See if the impression they get of them is different from what they expected. Decide which scientist they like the best. 3) Write down three interesting things they find out on the site. 4) Ask a brainstormed question, and one of their own for the scientists to answer when they use the site. 5) Present their three interesting things to the class, and for which scientist they intend on voting, or for which they would not vote. <p>Plenary: 5 minutes Discuss what they found out – did anything surprise them?</p> <p>Suggested Homework: Pick one of the scientists. Find out about their area of science and write about it, including:</p> <ul style="list-style-type: none"> – What they study – Where they do their research – A famous scientist from the area they study.
<p>Learning objective:</p> <ul style="list-style-type: none"> • Get to know scientists and realise they are normal people! 	
<p>Other learning outcomes:</p> <ul style="list-style-type: none"> • Stimulate interest and raise questions they may want to ask. • Opportunity to interact with real scientists. 	
<p>Curriculum points covered:</p> <ul style="list-style-type: none"> • Select, organise and present scientific information. • Evaluate scientific information and make informed judgements from it. 	
<p>Resources:</p> <ul style="list-style-type: none"> • Pupils' own pen and exercise book. • ICT suite or a computer and projector in the classroom so students can work together with the teacher leading. 	

Suggested adaptations

Support:

Give more assistance in brainstorming questions. Use the criteria from Lesson 1: You're the Judges! and suggested Lesson 2: Meet the Scientists questions as a basis.

Extension:

Allow more freedom when looking at the site. Write a short paragraph about what they find on the site to present back to the class. Justify more clearly which scientist they like best.

Assigned Questions

1. What kind of place do you work?
2. What do you do?
3. What's your favourite band?
4. Do you work alone or as part of a team?
5. How long have you done your job?
6. What is your research trying to find out?
7. Will your research affect people?
If so, how many people and in what way?