

Encouraging discussion skills gives children and young people an opportunity to develop their views on social, environmental, moral and ethical issues. Take a look at some great science presenters and some not so great! With ice breaker games and group presentations, discover what makes a good communicator.

**This highly participatory workshop gives your pupils the tools to feel confident interacting and presenting both within and beyond their place of learning. Beginning with icebreaker games, we look into why our voices are so important in communication. We take a look at some real science presenters and discuss what makes them a good communicator or a bad one. Pupils are encouraged to think about body language and eye contact as well as voice dynamics. Pupils have the opportunity to put their new skills into action and communicate a piece of science information in groups to the class. They will have interesting stories and objects to present.**

**This workshop enables pupils to:**

Communicate, collaborate and build relationships.

Explore the richness and diversity of language, how it can effect me and the wide range of ways in which I and others can be creative.

Engage in activities which encourage enterprising attitudes.

Develop skills for learning, life and work.

Develop as a scientifically-literate citizen with a lifelong interest in the sciences.

**Curriculum for Excellence Experiences and Outcomes:**

Literacy and English - Listening and talking.

*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a*

I can recognise how the features of the spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a

*When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a*

Having explored and analysed the features of the spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. ENG 3-03a

