

14–16 years

Present the news: Changing the state of water scarcity



The task

In your groups, prepare to present the science research news as an item on a news programme. Use the script template to help you.

You have five minutes for the presentation.

Everyone needs to say something during the 'broadcast'. You will have the following roles in your group:

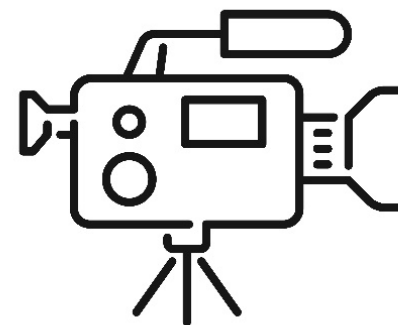
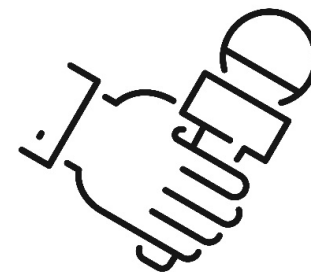
1. news anchor – introduces the story
2. reporter – gives more detail
3. scientist/s – answers questions.

STUDENT SHEET

Reading comprehension 14-16 years
Available from www.rsc.org/curriculum

| Role | What to communicate | Your script |
|-------------|-------------------------------------------------------------------------------------------------------------------------------|-------------|
| News anchor | Introduce the issue in one sentence. | |
| News anchor | Introduce the resolution, so briefly say that scientists may have solved the problem. | |
| News anchor | Introduce your classroom reporter who will provide more information. | |
| Reporter | Talk about the problem and its context in more detail. | |
| Reporter | In one sentence, introduce the scientist(s) and say what they have done to solve the problem. | |
| Reporter | Ask the scientist your first question to explain what they've discovered. | |
| Scientist | Answer the first question. | |
| Reporter | Ask the scientist why the discovery is important. | |
| Scientist | Explain what a difference this research could make to people and where it might be used. | |
| Reporter | Ask the scientist what they need to do or find out next, to move the research forward towards having a real impact on people. | |

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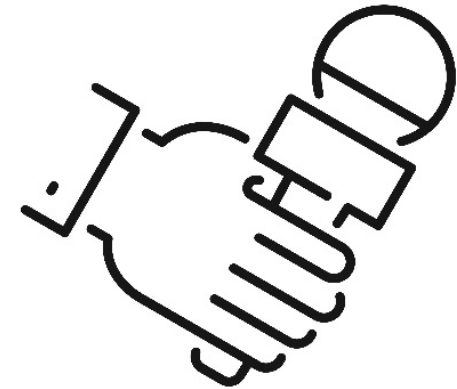
What the news anchor needs to do

- Introduce the news item and explain simply what problem the scientists were trying to solve, or what they were trying to investigate.
- Work with your group to make sure the whole presentation is no longer than five minutes. Talk together about how much time each part should take.
- End the news item after your teammates have finished. Give a closing statement in reaction to what's been said. For inspiration, imagine how your friends or family might feel hearing the news item.



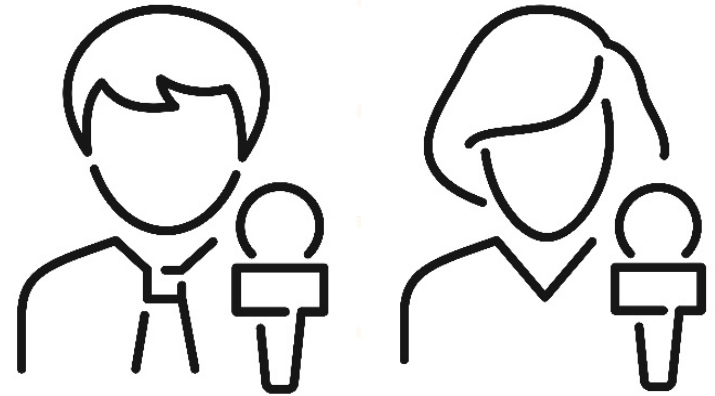
What the reporter needs to do

- After the news anchor speaks, tell the audience more about the problem the scientists were trying to solve.
- Ask the scientist questions so the audience can learn about their discovery. Think about what the audience would want to know. Look at the prompts in step 6 of your worksheet.
 - Findings
 - Context
 - Relevance/application
 - impact
- When practising with your group, try to respond to what the scientist says instead of just reading your questions.



What the scientist needs to do

- When the reporter asks you questions, give clear answers that your classmates will understand.
- Read the text carefully and make sure you know the main ideas. Look at the prompts in step 6 on your worksheet.
 - Findings
 - Context
 - Relevance/application
 - Impact
- If any words from the text seem hard, think of simpler ones to explain them.
- Talk to your group about whether pictures or diagrams could help the audience understand better. If you decide to use them, find and present them.



What does a good news presentation look like?

In a good presentation...

- there is a clear beginning, middle and end
- everyone involved gets to speak, and when they do, they are introduced and thanked for their contribution
- it's clear that the participants have considered the needs and interests of their audience
- it ends on time (remember each group has five minutes to speak)

When speaking...

- be clear
- be loud enough
- look at the audience
- use words the audience will understand
- look and sound confident (even if you don't feel it yet)