



I See, I Think, I Wonder

Learning Outcome:

Share and discuss thoughts relating to images.

Resources:

- Image cards
- I See, I Think, I Wonder template

What to do:

1. Present learners with a picture.
2. Ask them what they see—note this down.
3. Ask them what they think—note this down.
4. Ask them what they wonder about the picture—note this down.
5. Discuss with others.



I See, I Think, I Wonder

I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a**

- *Explores, through role-play, how science and science skills are used in a variety of jobs.*

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

- *Discusses how people use science in their everyday lives.*
- *Creates and Justifies a solution to a given design challenges considering who is it for, where and how it will be used.*
- *Uses appropriate tools and joining methods to construct a model.*



Odd One Out

Learning Outcome:

Justify and explain answer/opinion.

Resources:

- Image cards

What to do:

1. Look at the pictures and discuss which you think is the 'odd one out'.
2. Give a reason and justify your thinking.

Questions to help your thinking:

- What is the same?
- What is different?
- Can you give more than one reason?



Odd One Out

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What am I?

Learning Outcome:

Discuss the moral, ethical and environmental issues surrounding scientific news.

Resources:

- Image cards

What to do:

1. Present learners with the magnified image cards.
2. Examine each image and share what you think each is.
3. Justify answers.
4. Check the back to find out the answer.



What am I?

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I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

- *Discusses how people use science in their everyday lives.*
- *Creates and Justifies a solution to a given design challenges considering who is it for, where and how it will be used.*
- *Uses appropriate tools and joining methods to construct a model.*



Mystery Objects

Learning Outcome:

Identify the mystery objects.

Resources:

- Image cards
- Objects (if available)

What to do:

1. Present learners with the mystery object cards or objects
2. Examine each image and share what you think each is.
3. Justify answers.
4. Check the back to find out the answer.



Mystery Objects

I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a**

- *Explores, through role-play, how science and science skills are used in a variety of jobs.*

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

- *Discusses how people use science in their everyday lives.*
- *Creates and Justifies a solution to a given design challenges considering who is it for, where and how it will be used.*
- *Uses appropriate tools and joining methods to construct a model.*



Let's Talk Topical

Learning Outcome:

Discuss the moral, ethical and environmental issues surrounding scientific news.

Resources:

- Let's Talk Topical cards

What to do:

1. Look at the Let's Talk Topical information cards and discuss the issues considering for example, moral, ethical, societal, cultural, economic and environmental aspects.
2. Choose a card to discuss further.
3. Split the group equally in to 2, those for and those against.
4. Set up a Conscious Alley with those with opposing views on opposite sides.
5. One person walks between the lines as each member shares their advice.
6. When they reach the end they should choose which side to join. Then repeat.



Let's Talk Topical

Through research and discussion I have appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**

- *Demonstrates understanding of how science impacts on every aspect of our lives.*

I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.

SCN 2-20b

- *Shares opinions about a variety of topical scientific issues considering, for example, moral, ethical, societal, cultural, economic and environmental aspects.*

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

- *Contributes a number of relevant ideas, information and opinions when engaging with others.*
- *Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.*

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

- *Identifies the difference between fact and opinion with suitable explanation*



STEM Selfies

Learning Outcome:

Match historic and contemporary scientists to their STEM contributions.

Resources:

- STEM Selfie template
- STEM Selfie photo cards

What to do:

1. Read the information about STEM discoveries.
2. Discuss the selfie picture cards and who discovered or created what.
3. Match the pictures to the information cards.



STEM Selfies

Through research and discussion I have appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**

- *Demonstrates understanding of how science impacts on every aspect of our lives.*

I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.

SCN 2-20b

- *Shares opinions about a variety of topical scientific issues considering, for example, moral, ethical, societal, cultural, economic and environmental aspects.*

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-20a**

- *Contributes a number of relevant ideas, information and opinions when engaging with others.*
- *Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.*