**Communicating Science to Different Audiences: In-Class Activities Instructor Guide**

This guide complements the final worksheets and PowerPoint slides, including suggestions for when to use the slides.

**Activity 1 (work together, 10 min, + 5 min for instructor to show/discuss answers, *total time elapsed = 15 min*)**

You should allow a **total of 10 minutes** for students to complete Activity 1 before showing sample solutions and discussing any different answers students might have come up with. *Note: There are always other potential angles that can be taken when communicating science stories, so there may by unique answers that are still reasonable.*

**Activity 2 (work together in pairs/threes, 15 min, *total time elapsed = 30 min*)**

You should allow **15 minutes** for students to complete Activity 2. You may need to answer student questions during this time to help them move forward. Stress the importance of choosing an article that they are interested in to start adapting into a short news story lead. For the purposes of this exercise, simple research papers are advisable.

*Note: For students that have not brought laptops/tablets with them, you will need to provide an article for them to work with. A recent example has been included with a suggested solution in the Instructor copy of the worksheet – please make sure you have printed a few copies of the related article to hand out to students.*

**Activity 3 (work together in pairs/threes, 10 min, *total time elapsed = 40 min***

You should allow **10 minutes** for students to complete Activity 3. You may need to answer student questions during this time to help them move forward but encourage them to discuss ideas among themselves.

**Activity 4 (work together, 10 min, *total time elapsed = 50 min*)**

You should allow **10 minutes** (or however much time you have remaining) for students to complete Activity 4. They should only have written a maximum of two paragraphs for their news story leads, so each group should have a chosen member read their lead in less than a minute. Once all groups have finished, lead a brief discussion, focusing on the four questions in the Instructor copy of the worksheet to help the students reflect on their work and assess where the strengths and weaknesses lay.

***Note that if the class size is large, that, due to time limitations, it might be better to split the groups into sub-groups and have student groups present to each other before holding the concluding discussion with the whole class. Sub-groups can contribute to this discussion.***

**Activity 5 (work alone, homework, ~ 5 min)**

You should encourage students to tackle the ‘homework’, which will not take long to complete. It is designed to make them think about the importance of communicating uncertainty accurately and objectively.