

Present the news: Changing the state of water scarcity

Introduction

In groups of three or four, you will present the news on the science research you've read about. Your group will have five minutes for the presentation. Each person in the group will be given one of these roles:

- News anchor – introduces the story and ends the presentation. The news anchor is also in charge of making sure the presentation runs on time.
- Reporter – interviews the scientist/s about the research and asks questions that will interest the audience.
- Scientist – answers the questions, so that the audience understands the science of the story. If you are in a group of four you will have more than one scientist.

Instructions

Work together to prepare what you're going to say as a group during your presentation. It's important that everyone has something to say. Practise doing your presentation. Was it too fast, or too slow? What do you need to adjust to make it last five minutes?

Make sure you include the terms **condense**, **sublime** and **crystals** in your presentation. How many other scientific words can you include?

Tips

- Use the script template on the next page to help you.
- Read over your answers to step 6 in the worksheet, these will help you too.
- You can also use slides with diagrams or other images to help your audience understand the science in the story. Remember to write down on your script when to show them to the audience.

| 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 classmate 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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|-------------|--|--|
| Scientist | Tell the reporter what else needs to be done or found out in order to move closer to this discovery having a real impact on people. | |
| Reporter | Thank the scientist. | |
| Scientist | Acknowledge the thanks. | |
| News anchor | Say something in response to what the scientist and the reporter have said, which reflects what your audience might be thinking. Thank the reporter. This will end the presentation. | |

Fill in the feedback sheet below while your classmates are giving their presentations.

| Role | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|--|---------|---------|---------|---------|---------|
| Did everyone in the group speak about the science news? | | | | | |
| Was it clear what each person's role was? | | | | | |
| Did the group stick to their time limit? | | | | | |
| Was it clear what the news was and why people should care? | | | | | |
| What could the group improve on, if we do this task again? | | | | | |