

## Hey... Science Is Fun! (video lesson)

level: upper-intermediate (B2)+

class: group

time: 1x 90 min

skills: speaking, listening

### Warm up

1. Show your students pictures in worksheet 1 and let them guess your today's topic. Of course, it's science!
2. Using vocabulary below the pictures, each student chooses one picture and describes what is happening.

### Me and technology

3. Ask your students: *'What's your relationship to science? Why do you think you've developed such an attitude? Which areas are you most/least interested in?'*
4. Brainstorm 5 important inventions of the last 100 years and write them on the board. Then, your students discuss them as a group answering the following questions: *'Have these inventions changed our lives for the better or worse? Which one has had the biggest impact on our lives?'*

### It's fun!

5. Tell your students that they are going to watch a TED Talk by someone whose job is in science. If your students don't know TED, you might want to introduce the concept before you watch.
6. Watch the first part (0:00 – 1:20) of this talk: [http://www.ted.com/talks/tyler\\_dewitt\\_hey\\_science\\_teachers\\_make\\_it\\_fun](http://www.ted.com/talks/tyler_dewitt_hey_science_teachers_make_it_fun) and ask your students the following questions: *'What is Tyler's job? Why do you think he chose this profession? What was the problem at the beginning of his career?'*  
(answers: 1. a high school science teacher; 2. students' own answers; 3. the topics presented in textbooks were too boring and complicated for the children)
7. Now, have a short discussion about your students' own experience with their science lessons at school. *'Did you like it or was it one of your least favourite subjects? Why? What was the teacher's approach and how did it affect how you felt about the lessons?'*
8. If your students didn't come up with any ideas yet, ask them what could be done about poor quality of science teaching. Invite multiple suggestions for improvement, then watch another part of Tyler's talk (1:47 – 6:37) and ask: *'What approach did Tyler come up with? Can you sum up what he's just taught us and explain how viruses attack?'*  
(answers: 1. he used story-telling to make difficult topics more engaging and comprehensible; 2. see the talk ;-)

Your students are very likely to be able to summarise the two ways by now, which is meant to prove that this approach does work and prepare them for the next part. If you think they might have problems understanding the language, you can turn on the English subtitles.

### **Tell me a story**

9. Explain to your students that now it's their turn to tell a story and use it to explain a difficult concept in their area of expertise. Ideally, they should choose something they are working on in the office, but parents might also wish to explain something they have been helping their schoolchildren with recently. One way or another, make sure they include these points:
- what kind of story is it? (a horror story, a love story, a drama, ...?)
  - the main characters
  - the plot
  - pictures/other visuals!
- Allow enough time for preparation and help with any necessary vocabulary.  
If you are running out of time, set this for homework.
10. Students take turns to give their mini-presentations and tell their stories.

### **Cooler**

11. Put students in pairs and give each pair a copy of cut-out cards from worksheet 2. Explain that they are going to revise some vocabulary from the lesson. Each pair puts the cards in a pile facing down and takes them one by one. Student A explains the word at the top but mustn't use the other words listed below! Student B tries to guess the word A is explaining. Then, they swap roles.
- Remember to introduce/pre-teach/check/highlight the words throughout the lesson, otherwise it would make this activity too challenging.



**samples**

carry out an  
experiment

**genetic food  
engineering**

*lab*

**telescope**

<p><u>virus</u> bacteria biology</p>	<p><u>eager</u> keen happy</p>	<p><u>suck</u> annoying fun</p>
<p><u>clarify</u> clear explain</p>	<p><u>spread</u> wide go</p>	<p><u>clueless</u> idea hopeless</p>
<p><u>attached</u> like feeling</p>	<p><u>flood</u> water a lot</p>	<p><u>nightmare</u> dream bad</p>
<p><u>rock</u> well success</p>	<p><u>crafty</u> clever intelligent</p>	<p><u>harmful</u> injure danger</p>