

## Lesson 8: IT

### Presenting different points of view

#### **AIM:**

To transfer information from video presentation to written document/power point presentation.

#### **OBJECTIVES:**

To select relevant information from sources.

To organise and present information clearly and in a format appropriate to its audience.

#### **NATIONAL CURRICULUM LINKS**

**ICT:** KS3 1b, 3a & 3b and KS4 1a, 3a & 3b

#### **RESOURCES:**

Access to weblink:

<http://www.ytouring.org.uk/productions/breathe/education/moviemenu.html>

#### **ACTIVITY:**

1) Explain the following background:

During the early stages of creating EVERY BREATH, Y Touring Theatre Company invited a selection of speakers from different organisations involved in the use of animals in medical research debate to come to a workshop where they could present their point of view on the issues involved. The videos of those talks are viewable on weblink: <http://www.ytouring.org.uk/productions/breathe/education/moviemenu.html>

2) Divide the class into small groups (i.e. 2-4). Each group needs access to the internet. Assign each group a speaker from the list below:

Antony Burn - British Union for Anti Vivisection

<http://www.ytouring.org.uk/productions/breathe/education/antony.html>

Vickie Cowell – Patient’s Voice for Medical Advance

<http://www.ytouring.org.uk/productions/breathe/education/vicki.html>

Kathy Archibald – Europeans for Medical Progress

<http://www.ytouring.org.uk/productions/breathe/education/kathy.html>

Ted Griffiths – Biomedical Research Educational Trust

<http://www.ytouring.org.uk/productions/breathe/education/Ted.html>

Your task, in your groups, is to watch the video of the speaker's presentation and to communicate the point of view of that speaker and the organisation they represent to the rest of the group. This information can be communicated in one of the following ways:

- A written document. Copies could be produced for the class and the group could talk the class through the information contained in it.
- Power point presentation.

The students could supplement the content of the videos by referring to:

- The introduction to speaker contained on their title page.
- The website of the organisation they represent (see links on speaker's title pages).

3) After allowing appropriate time for the students to prepare their presentations, ask each group to present their information.

Discuss:

- The relative strengths and weaknesses of each presentation.
- New things learnt about the animals in medical research debate.