

CPD 2 Contextualised biology teaching through storylines

Activity 1 Getting to grips with storylines

Purpose

- To identify storylines.
- To think about some of the potential problems that a context-led approach may raise and consider how the pitfalls can be avoided.

Tasks

Some SNAB stories, such as the forensics story in Topic 7, can scarcely be avoided. In other topics, such as Topic 3 and Topic 6, a storyline *per se* may be less evident. Other topics could be taught with little reference to the storyline, although we think that doing so would impoverish the topic. If components of a storyline are rushed, the message that the storyline is peripheral will be conveyed to the students: they will perceive it as an unnecessary impediment to their obtaining the 'real facts'.

Topic 1 starts with a very obvious story which introduces a storyline that runs through the topic.

Task 1

Identify the introductory story and the storyline.

Task 2

Look through Topic 1 in the SNAB AS Student book and decide if this topic could be presented without reference to the story.

Task 3

What are the advantages of using Student Activity 1.1 as an introduction to the topic?

Task 4

Suggest why Mark and Peter were selected for the storyline when they appear not to have obvious risk factors.

Task 5

Individually, or in a group, brainstorm ideas about some of the problems that using stories could present. For each problem, think of ways in which it could be avoided or overcome.

Task 6

Look through Topic 3 and identify the story that introduces the topic and any storylines that run through the whole topic.

Activity 2 Using additional stories within topics

Purpose

- To reflect on the use of storylines by considering the inclusion of an additional story within Topic 2.

Tasks

Start by reading the two articles that you have been given and highlight the biology in 'Hunter disease cruelly robs my children of health: one man's story'.

Task 1

What biological ideas could be introduced through a storyline concerned with Hunter disease?

Task 2

How could the story be used to introduce the ideas to be covered?

Task 3

Could this story be used alongside the cystic fibrosis (CF) story in situations where a class member had or knew someone with CF and found it difficult to use CF as a theme for the topic?