

## WORKSHEET: *Finding Your Authentic Voice*

Communicating science in a clear and engaging way is an important skill for science students and scientists. In this exercise students will be challenged to find their own authentic voice for science communication. Rather than trying to be 'the next Dr Karl' or the next 'Raven the Science Maven', students who would like to be effective science communicators should aim to be 'the first [insert student name]'. To support students to be the best version of themselves when communicating science, it's important for them to find their own voice. In this exercise, they will be supported to identify different elements of their own communication style by first identifying these elements in the communication of others.

### Exercise

1. Select three short video clips featuring science communicators with different styles of communication. (**NB** you may wish to choose examples that relate to the disciplinary content you are teaching or communicators that are particularly relevant to your cultural context or for the audience you're teaching students to communicate to in your course or for their assessment. You can also use any medium of communication e.g. podcast, article, etc.).
2. Ask students to complete the first part of the attached worksheet for each of the videos you supply.
3. Lead a class discussion with the students and ask them to share some of their observations.
4. Optional: Next ask them to complete the second part of the workshop and to consider their own communication and things that they like about their own style and some things that they would like to improve.

### References

1. This list is far from exhaustive, but some possible examples of videos are: [Antibodyody Antibody Song](#) - Raven the Science Maven; [Graveyard Orbits](#) - Kirsten Banks; [COVID-19](#) - Siouxsie Wiles; [How to Look Inside a Volcano](#) - Chris Jackson; [How Does The World End?](#) - Upulie Divisekera; [Will The Universe Expand Forever?](#) - Tara Murphy, ABC Elevator Pitch; [Great Moments In Science](#) - Dr Karl.

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## Part One

Watch the clips provided by your lecturer and record observations about the following aspects of each piece of communication:

<p><b>Tone</b> (What mood or feeling is conveyed through a) the person's voice and b) the language used? Do these things match or contrast?)</p>
<p><b>Pace and volume</b> (Is this fast? Slow? Does it change? If so, when and why?)</p>
<p><b>Structure</b> (How was the communication structured? How much time was spent on each part of the communication?)</p>
<p><b>Script</b> (Was the piece improvised or tightly scripted? What are the important elements to their script e.g. humour? Analogy? Short sentences?)</p>
<p><b>Body Language</b> (record any observations)</p>
<p><b>Language/Rhetoric</b> (Was the language formal/informal? Any jargon? Suitable for intended audience? Does the speaker use language to influence or persuade the audience? How?)</p>
<p><b>Slides or Props?</b> (How are these used? How do they connect with words being said?)</p>
<p><b>Any other observations?</b></p>

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## Part Two

Consider your own communication style. You might like to watch a recording of a recent talk or to consider another form of communication you have recently completed. For each of these elements identify things that you like about your own communication style and some things that you might like to further develop or improve:

Element	Things you like	Things you'd like to improve/develop
Tone		
Pace and volume		
Structure		
Script		
Body Language		
Language/Rhetoric		
Slides or Props?		
Any other observations?		

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