

Blue - 'Jennifer Lavers' Reflective Writing



Name _____

Class _____

Student worksheet

Thought starter: Who is Dr Jennifer Lavers?

Part A: Think of the Seabirds!

Complete the 'See-Think-Wonder' visible thinking routine below. This activity is a visible thinking routine that encourages you to make observations and interpretations about what you see. It can also help you establish goals for further learning. Respond to the image on the [Seabirds Stimulus Images Sheet](#) that captures your attention.

What do you SEE?	What do you THINK about that?	What does it make you WONDER?

Your teacher might ask you to share your responses or discuss them with the class. The following questions might help prompt you:

- What was something in the image that made you think that way?
- Did anybody think something different about this image?
- What might that be able to tell you about seabirds/marine ecosystems?

Part B: Who is Dr Jennifer Lavers?

Watch the following clip about Dr Jennifer Lavers, then note the biographical elements. Closely analyse and evaluate the use of reflective elements and language in the clip. You may need to re-watch some sections to be able to quote the dialogue. When considering the evidence or examples, also consider the effects that they have in positioning the audience.



Who is Jennifer Lavers? (<https://vimeo.com/211778521>)

Refer to the [Biographical Writing Factsheet](#) and the [Reflective Writing Factsheet](#) to help you respond to the questions below after watching the clip about Dr Jennifer Lavers.

Who is Dr Jennifer Lavers?

Where and when did Dr Jennifer Lavers start working with seabirds?

What are some of her achievements so far?

What motivates Dr Jennifer Lavers

What is her main goal or aspiration?

What challenges does she face and how does she work to overcome them?

List some key quotes from the video that you could use:

Any other information?

Reflective Text/Language Elements	Examples from video about Dr Jennifer Lavers (with analysis and evaluation of effects)
Context: Audience and purpose AND Subject Matter	
Language (first/third person, tense) Connectives that show passage of time (e.g., then, after)	
Concrete AND Abstract Language	
Use of anecdotes to enhance reflection Reference to emotion and feeling when referring to events and the impacts of these	
Personal vocabulary choices that reflect identity and achievements	
Reflection usually follows sequence of: DESCRIPTION > FEELINGS > ANALYSIS > EVALUATION	
Positioning (how is the audience positioned? I.e. what are they encouraged to think, feel and/or do?)	

Part C: Writing a Short Biography

Use the space below to plan, draft and revise a short biography of approximately 250-300 words about Dr Jennifer Lavers. You can use the example [Valerie Taylor Biography](#) to get some ideas, though aim to find some further information through research or from the video watched in the lesson. The information from the table and questions in Part B should help form the basis of your biography. Remember that a good biography captures the essence and interesting and engaging features of a person and their story to 'hook' the reader, so focus on the aspect of Dr Jennifer Lavers' 'story' that you find most interesting or feel would be most interesting for readers. Once completed, use the [Editing Checklist](#) and [Jennifer Lavers Biography](#) to help refine your work. You can also use some images from the [Seabirds Stimulus Images Sheet](#) to enhance the biography.

Reflection

Reflect on what you have learnt and participated in this lesson. This can be about the topic or the skills and thinking routines. Complete this short 3-2-1 activity that helps summarise your thinking and learning.

3 things I have learnt this lesson	
2 things that I found interesting	
1 question I now have (or still have)	

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