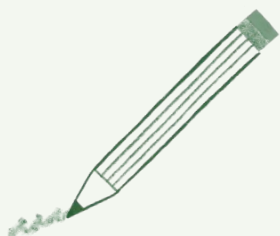




Activity Key:



Discuss



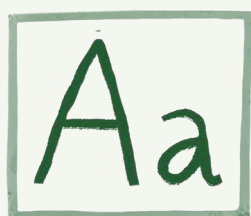
Draw



Listen



Individual



Write



Pairs



Read



Group

These resources were developed and delivered by the Voices of the Future project team in collaboration with teachers from Seymour Park Community Primary School in Old Trafford, Manchester. The resources were adjusted in response to children's engagement and feedback. They are meant to offer ideas to encourage the idea of the child as a researcher.

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Learning about trees as researchers



Lesson Aims:

- 1 | Explore the idea of 'research' and who 'researchers' are
- 2 | Discuss the ethics of doing research with humans and non-humans

Who are researchers?

Have a look at the illustrations and discuss who you think these people are? What do they all have in common?



Definition of Research:

"a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding"

What are different ways research is done?

A green rectangular survey form with a white border. The title 'SURVEY' is at the top. Below it, the text 'Please select the below:' is followed by five radio button options: A. Excellent, B. Good, C. Average, D. Poor, and E. Very Poor.

Do we
research in
groups?

Can research
be a form of
empowerment for
children?

What is consent
in research?

What are
research
ethics?

Learning about trees as researchers



WALT | We Are Learning To
Discuss what research is and
what researchers do.

Lesson Aims:

- 1 | Introduce children to the idea of 'research' and who 'researchers' are
- 2 | Explain the ethics of doing research with humans and non-humans

For the first aim, children can discuss the photos in groups or in pairs to identify different types of researchers. It is common for children to think of researchers as scientists in lab coats. While this is certainly a common image of researchers, anyone can be a researcher. This includes teachers, parents, and the children themselves.

It is useful to ask the children to think of examples of when they tried to find out something and what they did to find the answers. This starts the conversation around children as researchers. This lesson aims at nurturing the researcher identity among children so that they become engaged in the follow up lessons that engage them in different research activities about trees.

This leads to discussing the definition of research. The children can talk about why research is important. Research offers new information, new understanding, new tools, new technologies, new ways of improving things and new relationships. Research can be done in many ways. These ways are called research tools, or methods. Teachers can ask the children to brainstorm ideas or activities for doing research: interviewing people, spreading questionnaires, analysing samples in a lab, finding the best way to teach, looking for a healthy recipe, trying to solve a maths problem, etc.

The questions in the bubbles are meant to focus the discussion on research relationships.

Researchers do not always work alone. Children can discuss the benefits and challenges of researching in groups. After that, the discussion can centre around research as empowerment for children. Rather than being positioned as passive receivers of information about the world around them, children can be active researchers who contribute to new information or understandings. This shift in positionality is a form of empowerment. It is important to develop this concept at this stage to ensure active engagement in follow up tree research activities.

For the second aim, the children are encouraged to reflect on their PSHE learning, especially on lessons related to rights, privacy, online safety and treating others fairly and respectfully. This forms a big part of understanding research ethics which seeks to ensure the prevention of harm, and respect of anonymity and confidentiality.

Teachers can ask: what areas of research ethics do we need to think about when we are researching trees as a group? Key terms to discuss are 'consent', 'privacy', 'permission', 'data safety', 'anonymity'. At the end, children can develop a list of ethics tips for doing research about trees.

Subject Links | PSHE, Science, English
Skills | Oracy, English, Group Working
Example from Classroom:

