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# SESSION 3

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## UNDERSTANDING RESEARCH SKILLS

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### Time

One hour.

### About this session

Students will find out about primary and secondary research methods. They are given the opportunity to experience primary research skills that they might use to investigate their Taking Action Project issue. They also start planning what research they need to complete and allocate responsibility for these tasks.

### Learning objectives

Students will be able to:

- know and understand the different types of research: primary and secondary;
- choose a primary research method to investigate their issue.

### Key questions

What information is there about our issue?

What are the different ways we can research our issue?

### Resources required

Computer/laptop with projector for PowerPoint slide show

PowerPoint: Taking Action Project – Session 3

6 x A4 envelopes

Labels 1 to 6 for tables

*On target* (worksheet 3 from Session 2)

Research pack resource sheets (see below)

### How to prepare

You will need to create six research packs – one for each carousel table. Firstly, label each of your A4 envelopes with a number one to six. Then put the following into the relevant envelopes:

#### Envelope 1 & 4

1 copy of Research activity 1: Questionnaires (on the Instruction cards) } per envelope  
15 copies of the Questionnaire }

#### Envelope 2 & 5

1 copy of Research activity 2: Interviews (on the Instruction cards) } per envelope  
9 copies of Interview questions }  
3 copies of Interviewee role card }

#### Envelope 3 & 6

1 copy of Research activity 3: Observations (on the Instruction cards) } per envelope  
3 copies of Observer's recordings }  
3 copies of the Actor role card }

The number of sheets needed (outlined above) is an approximation based on a class of 30 students, with five students per group. You will need to decide how many copies of each sheet you will need for your class (or keep some spares to hand).

# SESSION 3

## UNDERSTANDING RESEARCH SKILLS

### Session plan

Time	Introduction	Resources
0-5 minutes	Each student needs to choose a key skill to focus on in this lesson: cooperation/teamwork, communication and critical thinking. Ask students to set up six clusters of tables around the room and to think carefully about their chosen key skill as they do this. Randomly divide the class into six equal sized groups and assign them a table to sit at.	Session 3 PPT slides 1-3
Activities		
5-35 minutes (10 minutes for each table)	<p><b>Research skills carousel</b></p> <p>Introduce the two types of research – primary and secondary (slide 4). Explain that in this activity they will experience three different types of primary research: questionnaires, interviews, observations (slide 5). The issue being researched in this activity is linked to the human right to rest and leisure.</p> <p>Label the tables one to six and hand out the corresponding envelopes/research packs. Each group will have 10 minutes to read their Instruction cards and to complete the activity. After 10 minutes, each group rotates to the next table (the group at Table 1 moves to Table 2, and so on. Table 6 moves to Table 1). Repeat again so that all students try all three research methods. Please note that each group will only visit a total of three different tables.</p> <p>Go through slides 6-9 explaining the research skills explored in the carousel activity. Use the slide questions to prompt discussion. Slide 7: Students can work in pairs to work out which questions are ‘open’ and which are ‘closed’ (open: 2,3,6; closed: 1,4,5).</p> <p>Explain that primary research skills are likely to be most useful for groups taking action on local issues, although groups taking action on global issues may wish to research local attitudes to the issue.</p>	Research packs  PPT slides 4-10
35-55 minutes	<p><b>Research skills uncovered</b></p> <p>Students should return to their Taking Action Project groups. Hand out each group’s <i>On target</i> worksheets from Session 2 and turn to side two, <i>Roles and responsibilities</i>. Each group should decide what primary and secondary research they will need to undertake in the next lesson. Students should work out what other specific tasks they might need to do to achieve their target, and record roles and responsibilities on the back of the worksheet.</p>	<i>On target</i> (worksheet 3, Session 2)  PPT slide 10
55-60 minutes	<p><b>Plenary</b></p> <p>In pairs students reflect on the skills used this lesson. How well do they think they did? See slide 11. Collect in <i>On target</i> worksheets and keep them safe for Session 4.</p>	PPT slide 11

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# SESSION 3 RESEARCH PACK

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## INSTRUCTION CARDS

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To be copied onto card, cut out and put into the relevant research packs

### Research activity 1: Questionnaires

In this research activity, you will experience filling in a questionnaire about a local park. The issue being researched relates to the human right to rest and leisure.

Each member of your group should fill in a copy of the Questionnaire contained in this envelope. Read the questions carefully. You can either think of a park local to you and answer the questions truthfully, or make up the answers.



### Research activity 2: Interviews

In this research activity you will experience an interview situation. The issue being researched relates to the human right to rest and leisure.

Pair up with someone in your group. One of you is the interviewer, one of you is the interviewee. The interviewer should read and follow the instructions on the Interview sheet. The interviewee should read and follow the instructions on the Interviewee role card. If you are an odd number, work in threes, with two people acting as the interviewees.



### Research activity 3: Observations

In this research activity you will experience an observation. The issue being researched relates to the human right to rest and leisure.

Half of the group will be 'observers' the other half will be 'actors'. The actors will role-play some activities that might take place in a local park (see the Actors role cards for details). Observers have to make notes on what they see, using the Observers recordings sheet.



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# SESSION 3 RESEARCH PACK

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## QUESTIONNAIRE

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We are interested in finding out whether local people are able to fully enjoy their human right to rest and leisure. In particular we are undertaking some research into people's experiences of the local park. We would like to know what your attitudes are to the park. Please answer the following questions truthfully, marking your answers with a cross in the relevant box and writing your answers clearly

### 1. Do you ever use the park?

Yes  No

### 2. How often do you use the park for the following activities? Tick the box that applies to you.

Activity	Never	Once a week	Two to three times a week	Four to five times a week	More than five times a week
Playing football					
Playing cricket					
Playing basketball/ netball					
Hanging out with friends					
Sitting on the benches					
Walking home from school/a friend's house					
Walking a dog					
Taking a young relative to the children's play area					

### 3. What is the first word that comes into your head when you think of the park?

Record your answer here.

### 4. 'The park is not a safe place to be.' How far do you agree with this statement?

Mark your opinion with a circle on the scale below, with 1 being strongly agree, and 5 being strongly disagree.

1                      2                      3                      4                      5

# SESSION 3 RESEARCH PACK CONTINUED

## QUESTIONNAIRE

### 5. Are there any particular areas of the park where you feel unsafe?

Please complete the table below as appropriate.  
You may add other places in the park to the left hand column.

Area of the park	I never feel unsafe here	I sometimes feel unsafe here	I often feel unsafe here	I always feel unsafe here
The football pitches				
The cricket pitch				
The basketball/netball court				
The children's play area				
The benches				

### 6. Are there any particular times of day or days in the week when you are most likely to feel unsafe?

Early morning       On the way to school       On the way home from school

Evening       Week days       Weekends

### 7. Have you every noticed any vandalism in the park?

Yes       No

### 8. Which of these statements do you think best explains the likely cause of the vandalism?

Rank the statements from 1 to 4, with one being the most likely reason.

- a. The vandals don't like the park
- b. The vandals don't have anything better to do – there's nothing to do around here
- c. The vandals could be doing other things, but they want to show off
- d. The vandals are under peer-pressure, eg it's part of a gang-initiation

### 9. How you feel when you see vandalism in the park?

OK       Doesn't bother me       Annoyed       Don't really care

Really angry       Bit upset       Other

# SESSION 3 RESEARCH PACK

## INTERVIEW QUESTIONS

Instructions for interviewer: Explain to the interviewee that you are interested in finding out whether local people are able to fully enjoy their human right to rest and leisure. Explain that you are undertaking some research into people's experiences of the local park. You would like to know what your interviewee's attitudes are to the park. Ask them to answer the following questions truthfully and record their answers on the sheet below.

### 1. Do you ever use the park?

Yes  No

### 2. How often do you use the park for the following activities?

I will read out some options to you; please let me know which ones apply for each activity.  
Tick the boxes that apply to your interviewee.

Activity	Never	Once a week	Two to three times a week	Four to five times a week	More than five times a week
Playing football					
Playing cricket					
Playing basketball/netball					
Hanging out with friends					
Sitting on the benches					
Walking home from school/a friend's house					
Walking a dog					
Taking a young relative to the children's play area					

### 3. What is the first word that comes into your head when you think of the park? Please explain your answer.

Record their answer here.

### 4. 'The park is not a safe place to be.' How far do you agree with this statement?

Record their answer on the scale below, with 1 being strongly agree, and 5 being strongly disagree.

1                      2                      3                      4                      5

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## SESSION 3 RESEARCH PACK INTERVIEW QUESTIONS CONTINUED

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**5. Are there any particular areas of the park where you feel unsafe?**

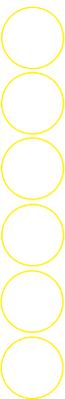
Why is this? Is there any particular time of day that you feel particularly unsafe?

**6. Have you ever noticed any vandalism in the park? If so, where?**

**7. What do you think motivates people to vandalise areas of the park?**

**8. How do you feel when you see vandalism in the park?**

**9. Add your own question here**



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# SESSION 3 RESEARCH PACK

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## INTERVIEWEE ROLE CARD

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An interviewer is going to ask you some questions about your experiences of and attitudes towards a local park. Think of a park local to you and answer the questions truthfully, or use the fictional character information below for your response. Use your imagination to develop your answers and respond in character.

### Character information

You live very near to the park and walk through it every day to and from school. You usually play football about three times a week after school in the park, and you used to feel very safe there. However, after a recent incident, you've stopped going. You were playing football in the evening with your friends when the ball went over into the children's play area. A group of teenagers from another school were hanging out there. They wouldn't let you get your ball and made threats towards you and your friends, so you ran off. The children's play area is a mess – there are cigarette butts everywhere, plus the slide has been graffitied. You think the group are part of a gang and they are vandalising the children's play area so that only they can use it. They don't seem to care that the young children can't play there any more. You still cross the park to get to and from school – that's the only time there are lots of other people around and you feel safe.



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## OBSERVER'S RECORDINGS

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**Location:**

The park

**Time:**

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**Observers present (names):**

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Record only what you see. Discuss with your fellow observers if you are unsure.  
Be careful not to misinterpret what you see.

**Observations:**



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# SESSION 3 RESEARCH PACK

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## ACTOR ROLE CARD

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You are going to pretend to be members of the public using the local park in different ways. Use mime or role-play to perform quick sketches of the activities listed below in front of the observers in your group. You can add your own activities too.

1. Playing football energetically, without a care in the world
2. Walking in a rush to get somewhere (eg school/work), looking at your watch
3. Laughing and chatting, looking happy
4. Smoking and drinking, looking threatening
5. Spraying graffiti onto a wall



You are going to pretend to be members of the public using the local park in different ways. Use mime or role-play to perform quick sketches of the activities listed below in front of the observers in your group. You can add your own activities too.

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