**Topic: Social Sciences**

**Session 1: What is social justice/social fairness?**

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| **Aims:**   * Outline the project * Conversation: what is social justice? * Form student research groups |
| **10 mins**  **Starter (as students arrive):** Post-its on the boards. Give each student 2 post-it notes. Write “Justice / Fairness” on the board, and, underneath, write “write down 2 things you think are unjust, or un fair”. Then, they can put the notes up on the board. Begin discussing what they wrote, and start to open up the topic of social justice. Transition into next class segment.  **3 mins**  Outline expectations of this class: challenge each other. Push each other. Play devil’s advocate. Care about each other. Really try to think critically. Importance of justification. Respect each other. Think about their contexts. Check whether they think anything else should be there. Or removed? *Put on PPT. Maybe also print on A3.*  **15 mins**  **What is social justice? (whole group exercise)** Unpack how we can begin thinking about social justice:   * Why should we care about justice/fairness? *Who gets to decide what is fair?* * Why are we talking about SOCIAL justice? *What scale are we thinking on? Bring in topical news: ie, Syrian refugees. Use PPT with images* * What is social justice? *Maybe think about social fairness? Give them a rough definition, with some examples (maybe from theory).* * Domains where social justice can be applied: *Narrow their focus, plus gives them something tangible to work with. (Again, use PPT images)*   + Inequality   + Health   + Education   + Perceptions of women   + Perceptions of young people   **10 mins**  **Introduce the project:** students will conduct a small-scale social sciences research project, specifically on one aspect of social justice. Why? So they get a taste for what social science research at university is like. *Remind them that there are NO marks for this project. The point of it is to learn and have fun. Link this project to their world view. Why should they care about research? Once you’ve done your school projects and coursework, research is what you do when you get to uni. The skills they develop in GCSE are useful for research and uni; the essays they write are smaller versions of a research essay, or thesis, you’d write at uni.*  Introduce myself, and my research, linking it to social justice. Introduce ambassadors and their research interests, linked to social justice. Describe different kinds of social science research. **Outcome**: a poster presentation, similar to the one you’ve done in January. This is a research poster showcase.  **15 mins**  **Group formation.** Organise the groups they will be working in for the remainder of the project. *To make a point about social justice, ask them what the fair way of dividing them into groups is. Should the teacher pick? Should they choose their own groups? Should the teacher give them the topic, or let them pick it?* *Presumable they will want to choose their own groups, and their own topic. There are 6 posters stuck on the walls. 5 about Social Fairness topics, and one that says ‘other’. Underneath each of the headings, are 2 or 3 examples. Get up, move around, and read the posters. Stand by the one that interests you the most. Then we’ll form groups. If you aren’t convinced by another of the ones there, stand next to ‘other’. But you’ll have to come up with an idea, and maybe convince others that your idea is promising.*  Put up six signs in six areas of the room. Then, get the people to stand up and move to the side of the room where there is a topic they find interesting. Then, split them into groups of 3 or 4. *It is likely to be a bit chaotic, but giving them autonomy will hopefully pay off.*  Once the groups are made, they can start to brainstorm what exactly they want to look at for their project. They should think of something that affects the group, or some members of the group, in their day to day lives. Or something they see around them. Something they want to learn about, or explore in more detail.  *Write down their topics so I can think of resources for week 3.*  **5 min**  **Plenary:** Imagine someone walks through the door now, and that you have to bring them up to speed about what we learned in class. You tell them that you´ve been learning about social justice, or social fairness. “Social what?” they say. What would you say? Write down 2 or 3 sentences on a post-it about what you think social justice is. Share a few examples. They can then stick the post-its into their folder.  **Tell students what will happen in the next session.** We will begin to shape a question. If you are going to do some research, you need to know what question you are asking!  **Materials:**   * Whiteboard. * Projector. * Post-it notes. * Blue tac. * Printed out signs for the corners of the room with a different research topic (x6).   **Skills developed:**   * Group work * Critical thinking * Communication |

**Session 2: How to do a project on social justice/social fairness**

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| **Aims of the session:**   * Introduce academic social science research structure * Develop a research question |
| **10 mins**  **As they come in, ask them to sit in their groups.**  **Starter:** Remind them about why social justice matters. Play a short, powerful, video clip: global wealth inequality (<https://www.youtube.com/watch?v=uWSxzjyMNpU>). Then begin a class discussion: how does the video relate to what we talked about last week, to your definitions? *Encourage them to look at their post-its from last week.*  **10 mins**  **Social science research structure:** explain how academic research is conducted. Show them the structure of a research project, since they will do all of this:   * Question * Background (what has been said about your topic already?) * Methods (what did you do?) * Data collection * Analysis of data collected * Conclusion (who cares?)   **5 mins**  **What is a research question, and why does it matter?** Show how important a good question is. Put a question on the board “should everything be free for people?” Get them, as a class, to unpack it. What do we mean by ‘everything’? Who do we mean by ‘people’? This is a closed question, ‘yes’ or ‘no’ – ‘why’ or ‘how’ questions are more open. Can that give us a helpful answer? What do we mean by ‘free’? Free money wise and free to do something (like burgle a house) is not the same! The question is too big to research – need to be more specific. *Don’t go into too much detail. The point is to highlight the need to be as precise as possible with our questions, because that will determine the rest of the research process.*  **15 mins**  **Group exercise.**  **Brainstorm.** Each group will brainstorm what aspect of their area of social justice they want to look at (continuing from last week). Narrow down topic.  **Research question:** come up with a research question. It must be something they can actually answer, or attempt to answer. Remind them they don’t have much time to find an answer. *Research questions often change during the research process!*  **10 mins**  **In pairs, then back in their original project group.**  **Blitzing your research question (playing devil’s advocate):** find someone in the class that is not in your group. Form a pair. Now, ‘blitz’ each other’s question like we did on the board. Can they really answer it? Is the question specific enough? Then, get back into their original group and compare notes of what other people said. They should strengthen their question. *Maybe have a bell chime for them to find different pairs? It could be fun!*  ONCE THEY HAVE A QUESTION, TEACHER SHOULD KEEP HOLD OF IT FOR NEXT WEEK, OR AT THE VERY LEAST, A COPY, IN CASE THEY LOSE IT. THE QUESTION IS THE CRUX OF THE WHOLE RESEARCH PROJECT – IT IS THE GROUNDING ROD.  **5 mins**  **In their groups.**  **Plenary:** Justification. *This will help them gain confidence in the question they are asking.* Get them to write down, in a single sentence, why answering their research question is important. Then, the whole class will turn to a group and ask “why should we care?” The group speaker will then retort, with confidence “you should care because X” (and read out their sentence). This same process will be repeated with each of the groups.  **1 min**  **Tell students what will happen in the next session.** We will work on the background, and think of a method to answer each question.  **Materials:**   * Whiteboard * Projector * Photocopies of a single A4 sheet depicting the research process.   **Skills developed:**   * Self-directed learning * Group work * Critical thinking * Problem solving |

**Session 3: How will you answer your question?**

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| **Aims of the session:**   * Literature review. * Decide on a research method. |
| **5 mins:**  **Starter: Feelings.** Remember what question you and your group are asking. Write down 3 words about how you feel towards your research topic. *For instance, if my topic was to explore why people think sport is important, I could say I am feeling “excited”. I could also be “nervous” – will I be able to answer the question? I could say I am “passionate” about my topic, sport.* Ask for volunteers to share a) what their topic is and b) their feelings towards it. *This exercise will help them look at their topic through the lens of their emotions, and recognise what they think about it.*  **25 mins**  **In their groups.**  **Research question recap:** what question are you asking, and why?  **What is the background of a project (ie, the literature review)?** Summarise what a lit rev is, and what it is for.  **Literature review:** each group to find information on their topic, to read around**.** What is interesting?*We will* ***not*** *use academic journals – I’ll bring a series of resources to class*. They can also use their phones, or computers, or iPads. We will encourage them to think about what is a ‘trustworthy’ source. *This will give them an opportunity to search google, read news articles…*  **5 mins**  **Methods.** Explain how social science methods that can be used to answer research questions: interviews, statistics, policy analysis, document analysis, drawing, storytelling. Offer examples: women’s objectification could be studied via male deodorant adverts.  **Ethics.** Explain how ethics in research works. How will they protect their participants? *No need to go into much detail about ethics, but just make them aware. Think about consent, and privacy. Ethics of working with certain participants, like Syrian refugees.*  **20 mins**  **In their groups.**  **How to answer their research question + ethical considerations.** Discuss what methods they will use, when, where, how, to answer their research question. Think of what participants, and equipment, they have at their disposition. They will be going to the University of Bath to conduct their research, so they can talk to people, or use the library. *To guide them, teacher will give them a sheet of paper with questions (what? how?) so they can fill in each area. There will also be equipment questions, and ethical questions.*  If there is time, they can pair up with other people in the room and play devil’s advocate in the same way they did for the research question. Alternatively, they can continue working on their literature review.  **5 mins**  **Plenary: Half way check**. We are half way through the project, so this exercise will help them and the teachers grasp whether the students are comfortable with what is going on. Write down a few questions and hand them out to them, such as “I understand what is going on” or “I am enjoying the project”. Next to each statement, they should give it a thumbs up, a neutral thumbs, or thumbs down. Only do 3 statements, or 4. Then ask them to write 1 or 2 things they are unsure about or would like to change (maybe to do with delivery?)  **1 min**  **Tell them what will happen in the next session:** data collection!  **Materials:**   * Whiteboard * Projector * Ethical considerations document. * Voice recording apps on their phones (identify app)? * Check YPs special data collection equipment for the next session. * Document with what? where? Why? Questions for them to write out the method, equipment, and ethical considerations. * Half way check sheet. * Literature Review resources – magazines, newspapers, websites…   **Skills developed:**   * Group work * Research * Project design |

**Session 4: Data collection**

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| **Aims of the session:**   * Collect data |
| **5 mins**  **Starter:** Recap of the research process thus far. On the board, write 3 questions, and get them to give a one line sentence to each of them. Q1: why is a good research question important? Q2: what is the point of a literature review? Q3: what should you be aware of when you choose the methods to answer your research question? *This will remind them of the research process, but it should also help them to remember what their project is about*.  **5 mins**  **What is data collection?** Now they know how they are going to try and answer their research question, they need to collect their data. They must adhere to their ethical considerations.  **40 mins**  **Data collection.**  *NOTE: The data has to be collected in some form of visual way, such as notes, drawings, photos… there is no time to record and transcribe an interview. Unless they do it during the data collection session. All data has to be ready to analyse in the session after it is collected.*  **5 mins**  **Small group discussion**  **Plenary:** reflect on what they felt whilst collecting data. Was it weird? Was it empowering? Why? Then, for a minute or two, we can have a conversation as a class, to get to hear different people´s experiences, and make sense of them.  **1 min**  **Tell them what will happen in the next lesson:** data analysis and conclusion.  **Materials:**   * Whiteboard * Any tools they require to collect their data (determined in the last session) * Computers   **Skills Developed**:   * Self-directed learning * Research * Group work |

**Session 5: Data Analysis + Conclusion**

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| **Aims of the session:**   * Analyse data * Conclusion: answer the research question |
| **5 mins**  **Starter: Commonalities and differences.** Put four pictures on the board. One picture per topic of social justice. Get them to write down one thing all four pictures have in common. Get them to write down something different that 3 of the pictures have in common. Get them to write down a further different aspect that only 2 pictures have in common. *The point of this is to introduce them to data analysis. In the starter, they were looking for patterns, and had to justify what patterns they “saw”. Different people see different patterns. Now, when they look at their data, they have to “look” for patterns and justify them.*  **Recap research question, literature review, methods, and data collected.**  **5 mins**  **What is data analysis?** Now they have their data, they have to sift through it and analyse it. What does the data say? What is meaningful? *Link back to the starter.*  **20 mins**  **In their groups.**  **Data analysis.** Using thematic analysis, or pattern finding, the groups have to explore their data. What are the common elements? What does the data *not* say? What is interesting? What doesn´t really matter? What helps to answer their question?  **15 mins**  **In their groups.**  **Conclusion.** This is the final stage of the research process. It is time to summarise what they have found. Have they answered their research question? What is the message that emerges from their data, and their research? What is the so what of their research? How does their research affect the world, why does it matter?  **5 mins**  **Plenary: Newspaper headlines.** In a single sentence, using no more than 10 words, each group has to transform the answer to their research question into a catching newspaper headline. They will then read it out, group by group, to the rest of the class.  **1 min**  **Tell them what will happen in the next lesson:** Recap of the research process, and making the poster.  **Materials:**   * Whiteboard * Projector * Computers   **Skills Developed:**   * Research * Evaluation * Group work * Analysis |

**Session 6: The academic poster**

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| **Aims of the session:**   * Begin making the poster * Reflection: what have they learned? |
| **5 mins**  **Starter: (in their groups)**. On the board, write down all the components of the research process: research question, literature review, methods, data collected, data analysed, and conclusion. On a blank sheet of A4, which mimics their blank poster, they have to decide where they are going to put each section, and how much space they think they should devote to it. Should there be photos? *This is an easy way to get them thinking in poster terms*.  **5 mins**  **What is an academic poster?** They now have to build all the work they have done into a research poster. Now they’ve got a sketch of how they want the poster to look, they actually have to start making the poster. How they do this is entirely up to them – but those components have to feature there. They must be clearly recognisable. Perhaps different people in the group can work on different aspects?  **30 mins**  **Begin making poster**. This time can also be reduced if other aspects end up taking longer, since there is a 7th session where they can continue working on it.  **15 mins**  **Plenary: final group recap – as a class.** What did they learn? Did they pick up any new skills? What do they think about social justice? Encourage them to consider when they have used each of the skills they have developed. Ie, when did you guys use reflection? Do this for each skill. At the end, unveil a slide which shows them a) all the skills they have developed during the session and b) how they have conducted their own research process. It is something worth being proud of!  **Materials**   * Whiteboard * Projector * Computers (to make the posters)   **Skills developed:**   * Reflection * Critical thinking * Evaluation * Group work |