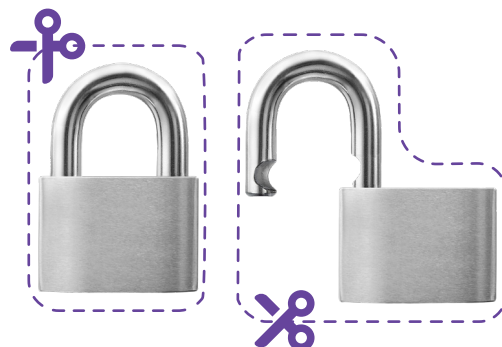


Anonymity — Keeping Information Safe

Aim: To explain that when we are involved in research, we might be asked to share information about ourselves. But we might want to keep some information about ourselves private.

Resources:

- ☐ Padlock (real or use our picture)
- ☐ Information ideas written on paper
- ☐ A hat



How to:

1. Pull pieces of information out of a hat.
2. Is this something it would be safe for anyone to know about you? Discuss as a group.
3. Sort the information examples into piles to show which information they would choose to share or not. Use the open and closed padlocks to represent these groups. This can be done individually or as a group.

Information ideas:

 Your address	 Your hair colour
 Your favourite colour	 Your favourite biscuit
 Your phone number	 Your full name

Extensions:

1. Repeat the activity with information that may be collected in your research — how will you keep this information safe?
2. If you will anonymise information, use this activity to discuss this (e.g. we will ask for your name, but we won't tell anyone else your name — you can make up a code name, a bit like a spy).

Consent — Mystery Box

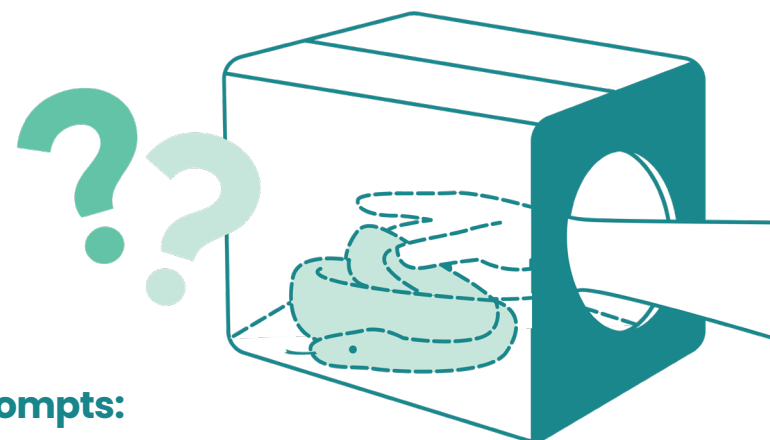
Aim: To explain the concept of informed consent.

Resources:

- A cardboard box with holes cut into the sides
- 'Good' and 'bad' mystery items. Use images of items (try cutting out the images provided) or use physical/sensory objects (e.g. a pot of beans, slime, rubber snake or chocolate coins)

How to:

1. Put a mystery item in the box without anyone seeing.
2. Ask if anyone would like to put their hand in the box! Emphasise that we don't know anything about what is in there (it could be a good or bad thing) and they can only use their hands.
3. Discuss their choice — why did they say yes or no?
4. Reveal the item — is it good or bad? Why might this be a risk or reward in research?



Prompts:

If participants are concerned that something in the box will hurt them — encourage them to ask questions to help them to decide if they should put their hand in the box? (e.g. will it hurt me? Is it a nice thing or a bad thing? What's in the box?)

Extending the activity:

1. After practicing with general objects, use images/items that represent risk and reward in your research.
2. End the activity by emphasising that before saying yes to doing research, it's important we have information about it. When we do research there can be good things and bad things to think about. We need to know the good and bad parts of taking part in research before we make a choice.



Use this clock to discuss that research will take time



Use this bear to talk about things that might make us feel hurt or sad



Use this money to talk about incentives for research*



Use this snake to talk about things that might feel scary or unexpected

Or maybe you love snakes! In which case, talk about how some things can be a risk or reward to different people

Use this image to talk about having your voice heard



*Remember that incentives can be complex for those in receipt of benefits.

Research — The Research Cycle

Aim: To explain the steps involved in doing research.

How to:

Research is when we answer a question about something — there are **6 main steps**:



- ✓ Show an overview of all steps — you could do this by showing our image, using multisensory items (e.g. an object or song to represent each step) or movement (e.g. actions or themed spaces in a room for each step).

Step 1 — Pick a topic

Pick a topic that the group would like to find out more about (this could be related to your research, or something light-hearted like 'biscuits'). You can discuss ideas, give the group options to pick from or decide the topic in advance.

Step 2 — See what is known already

- ✓ Ask the group what they know about the topic already.
- ✓ Search the topic on the internet/bring sources for the group to look at (books, videos, easy-read summaries etc).
- ✓ Hide facts about the topic around the room — ask the group to 'hunt the facts', and then discuss them as a group.

Step 3 — Set a question

Based on what we have learned, what question would we like to answer today? E.g what is your favourite biscuit?

Write the question somewhere visible.

Step 4 — Collect evidence

Collect evidence in different ways. E.g. using the example of biscuits, groups could:

- 🗳️ Do a taste test of biscuits and give them a rating.
- ✏️ Draw their favourite biscuit and why it's their favourite.
- ✅ Put a tick next to a picture of their favourite biscuit from a list of options.
- ❓ Ask someone else what their favourite biscuit is and write it down/draw it.

Step 5 — What have we found out?

Look at what the group have learned, depending on the activities in step 4. **You could:**

- ✅ count votes
- ✅ look at artwork
- ✅ discuss experiences
- ✅ look at what other people said
- ✅ group the data into themes, e.g. different reasons why a biscuit is someone's favourite

Step 6 — Share what we have learned

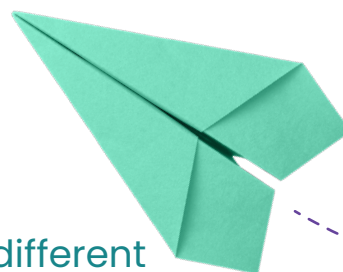
Explain that now we need to share what we have learned. **You could:**

- ✅ Create a poster/write a story/write a poem or song to share what the group found out.
- ✅ Pass the main message of the top biscuit around the circle.
- ✅ Put your findings on a paper aeroplane, and practice flying them to new people around the room.

At the end explain that this is research — research is about answering a question and today we found out more about **your topic**. But it can be about anything.

Extension:

Share examples of different types of research, or the research that has led to your specific project, breaking it down into each step.



Withdrawal — Taking Information Back

Aim: To explain that it's ok to change your mind about being involved in research. If you change your mind, this is called withdrawal.

Resources:

- ☐ Paper cut into strips
- ☐ A bowl
- ☐ Pens



How to:

Round 1

1. Give everyone a slip of paper. Ask them a question (something related to your research, or unrelated like 'what's your favourite colour?')
2. Ask the group to write or draw their answers on the paper and fold it in half so you can't see it.
3. Add the slips to a bowl and mix them up.

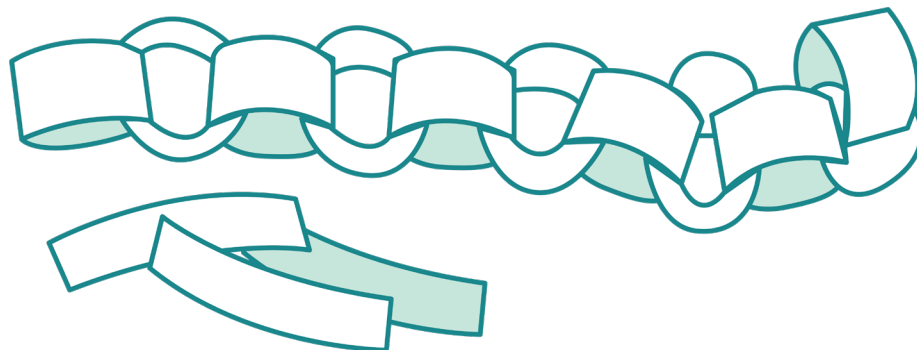
4. Pick out a random slip. Without unfolding it ask whose it is. Can you tell? Explain that when your thoughts go into research often no one will know it was you who said it.
5. Ask the group what would happen if they changed their mind about sharing their answer? It would be hard to find their answer and take it back.

Round 2

1. Repeat steps 1-3 from round 1. This time, ask the group to draw something on the outside of the slip.
2. Add the slips to a bowl and mix them up. Ask someone in the group to find their information and pull it out of the bowl. If you wanted to take back your answer, could you this time? Sometimes researchers give your answers a code so that they can remove it if you change your mind. This is called withdrawing your data.

Round 3

1. Explain that you're going to make something out of their answers to show other people about what you've learned.
2. Using the slips from round 2, create a paper chain in a closed circle.
3. Ask the group if it would be possible to remove their slip now without damaging the chain? Explain that sometimes you can take your answers out of research up until a certain time. After researchers have looked at what you said and made it into something to show other people, it can be difficult to take your answers back.



Activity variants

You can adapt this method by swapping paper chains for other items (e.g. lego, pasta, plasticine). For example:

★★ Round 1:

Use items of the same colour/type

★✶ Round 2:

Use different colours

☉✶ Round 3:

Combine items (e.g. blend plasticine, mix together pasta, build something from lego)

