

## > Section 1

# Research

This section of your Learner's Skills Book helps you to develop your research skills using interesting global issues.

### Starting with . . .

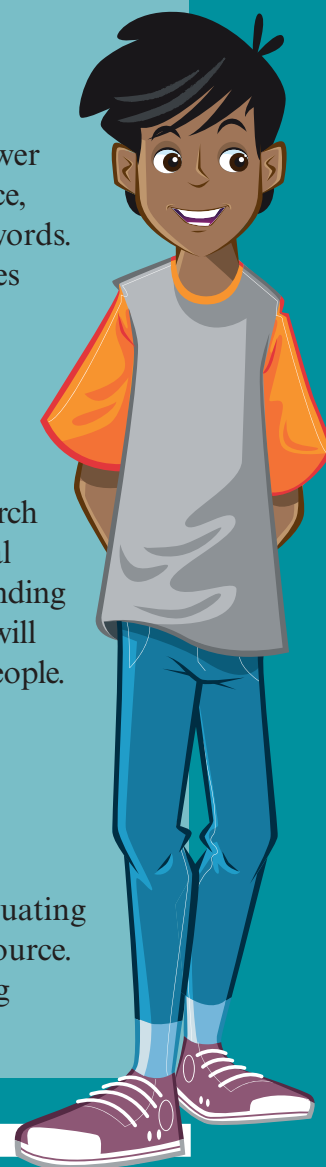
As you start to develop your research skills in Stage 9, you will learn to discuss the features of effective research, and how to evaluate and write relevant research questions. You will learn how to choose which research question might be suitable for a research report, and also how to select suitable research methods to help answer a research question. You will learn how to select relevant information from a source, including primary research, and how to summarise this information in your own words. You will explore how to reference information sources accurately and use references to find relevant information.

### Developing . . .

As you develop your research skills further in Stage 9, you will discuss and explain the features of good research questions. You will evaluate, reword and formulate research questions that help you to write reports which include specific features, such as a global and national perspectives and a course of action. You will also develop your understanding of how to select the most suitable research methods depending on your aim, and you will write questions to gain information about an issue from both the internet and other people.

### Getting better at . . .

As you get better at research during Stage 9, you will explore how writing research questions and conducting research helps to test a prediction. You will understand why we use primary and secondary information sources. You will get better at evaluating research questions, as well as gaining and recording relevant information from a source. You will also get better at presenting the information you find to an audience using a suitable method of your choice.

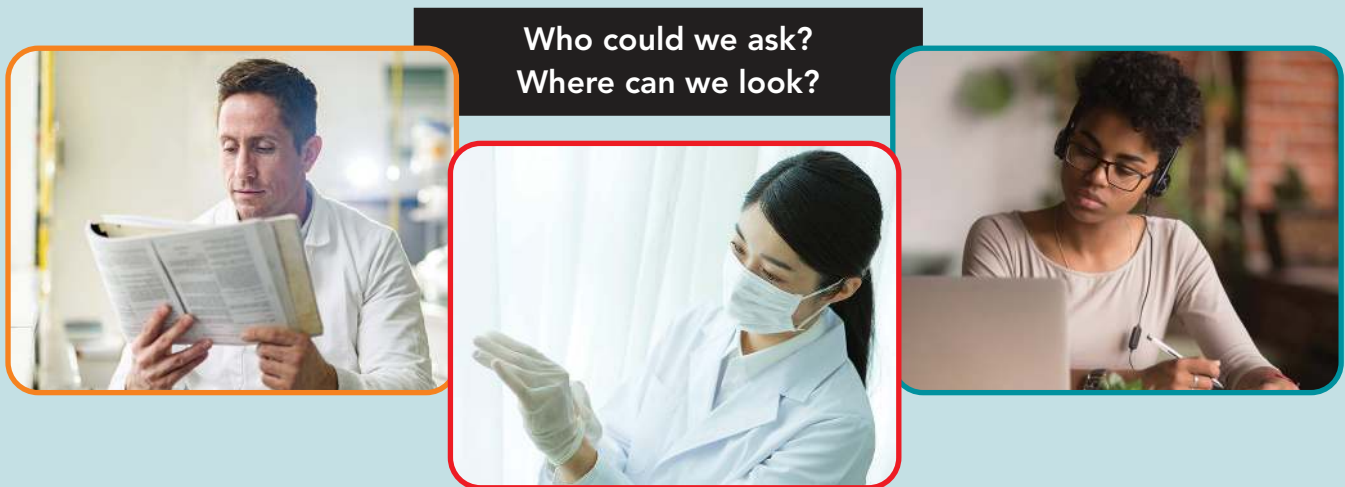
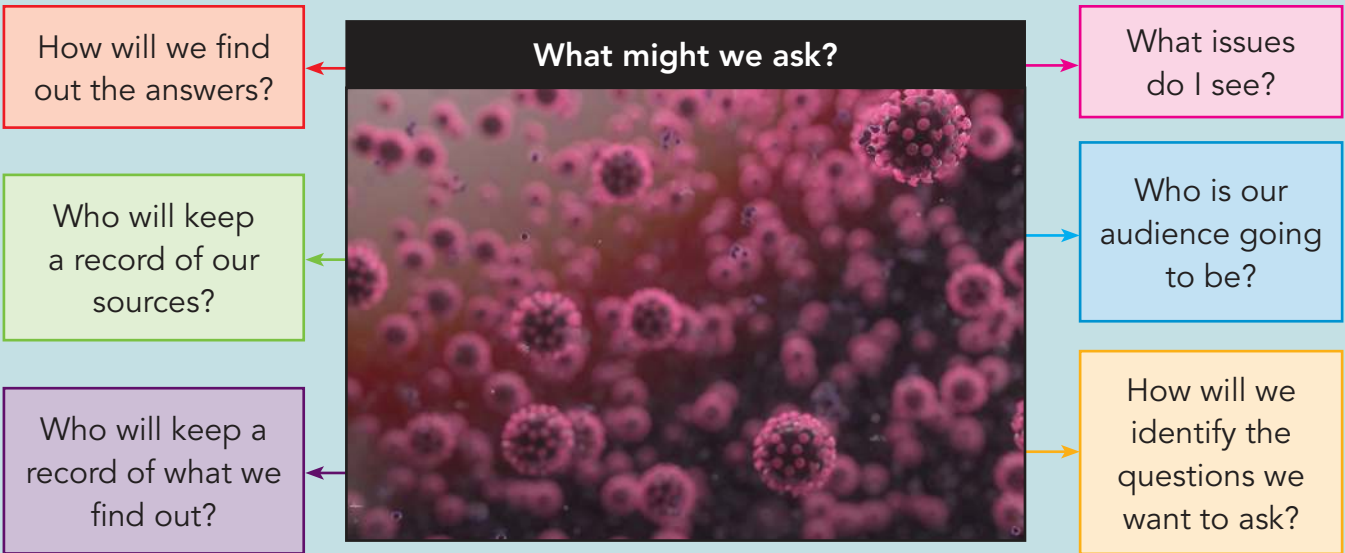


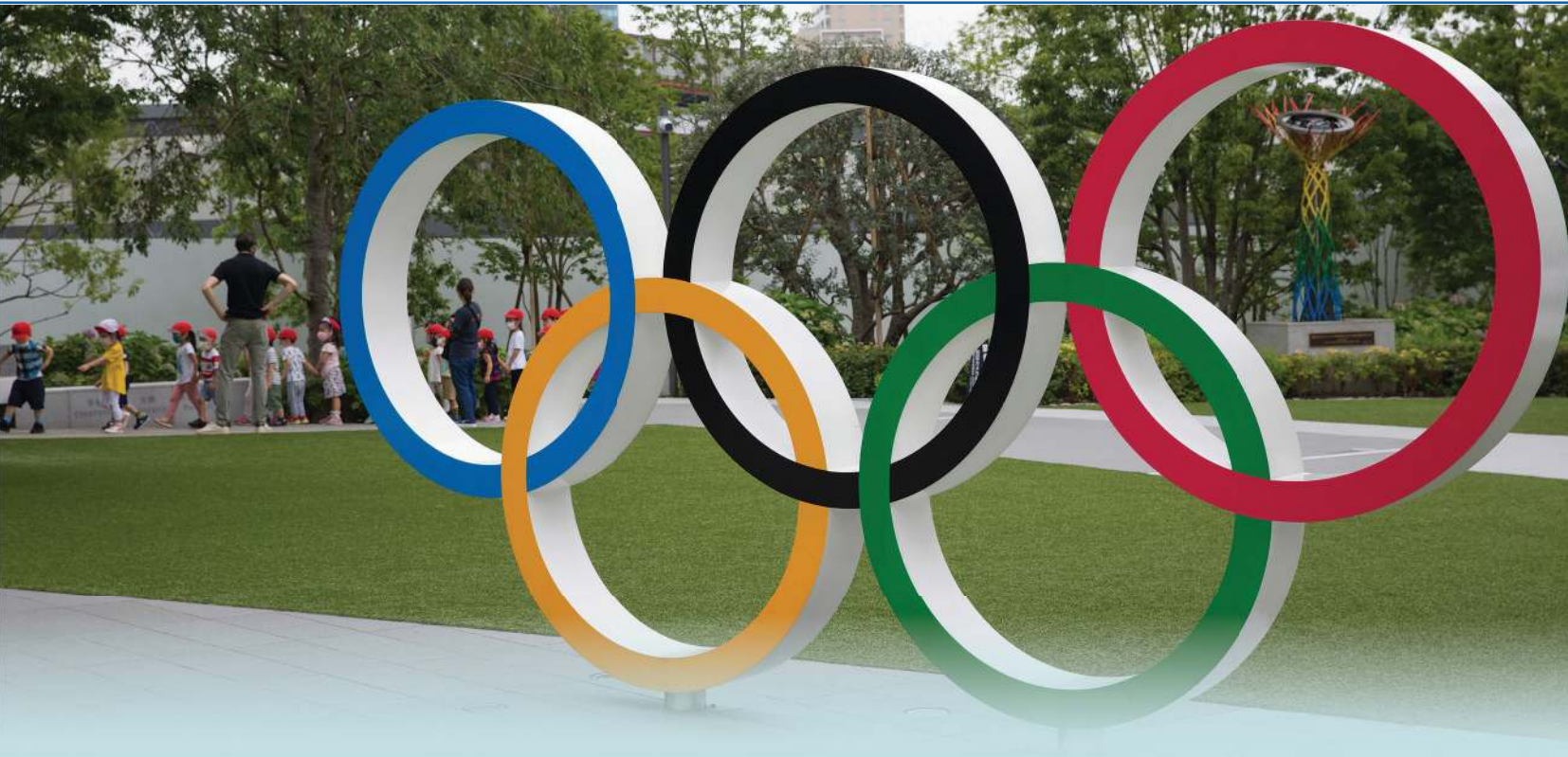
1 Research

# Let's start thinking about research!

In *Section 1 Research*, you might choose to focus on the Challenge 'Can disease be prevented?' and the topic 'Health and wellbeing'.

In this Challenge, you will learn how to ask the right questions to help you to find out more about diseases. For example: What are they caused by? How do they spread? What might we do to prevent them from getting out of control?





You might choose to focus on the topics ‘Sport and recreation’ or ‘Media and communication’, which are explored in this section of your Learner’s Skills Book.

Think about your answers to these questions:

- What might we ask?
- Who could we ask?
- Where might we look?

### What is ‘research’?

**Research:** a way of collecting information

Research is about learning how to:

- ask the right questions
- find the best pieces of information from the most interesting places to answer those questions
- record your sources properly.

### Remember!

You can use any of the Challenges or topics as the starting point to develop your research skills. Your teacher may direct you to focus on a specific Challenge or topic or you may be able to choose for yourself.

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# Starting with research skills: Lesson 1

My learning goals are to start to:

- discuss the features of effective research
- evaluate research questions
- write relevant research questions

Starting with research skills: Lesson 1

How will I know if I reach my goals?

As you work through this lesson and you achieve your learning goals, tick the 'Achieved' box to show you have completed this. If you haven't quite achieved your learning goals, tick 'Not there yet'. Start to think about how you are going to showcase your learning goals. Add an example once you have achieved each learning goal.

Lesson 1	Not there yet	Achieved	Example
I can discuss the features of effective research.			
I can evaluate a research question.			
I can write a research question.			

Prior learning

- Which of these features are part of effective research and which are not? Discuss this with a partner.
  - A Looking at an author's webpage to see where they work, their expertise and what else they have published.
  - B Copying and pasting relevant information from a newspaper article found on the internet.
  - C Making notes from an information source to answer questions relevant to a research study.
  - D Recording the title of an article, the date published and the author's name to add to a reference list.

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- Do your classmates agree with you? Yes/No  
 Why? .....
- Add one further feature to explain how to conduct effective research.  
 .....

Tip

Effective research enables you to find relevant information to help answer a **research question**; it helps you to find **facts**, statistics and **evidence** to support your own points; it helps you to check information that you might have got from a different source.

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## Starter activity

### The issue I am focusing on today is ...

1 Look at the research questions your teacher gives you. Discuss them with your partner and answer the following for each question:

- a Is the question interesting?
- b Is the question clear?
- c Is the question too broad, too narrow or too vague?
- d Is the question a leading question?
- e Can the question be answered after research?

Question 1 .....

Question 2 .....

Question 3 .....

Question 4 .....

Question 5 .....

2 a Look at the research questions again. Which one question do you think is the best research question to allow you to do the following?

- Explain a range of **causes** and **consequences**
- Develop a global perspective
- Develop a national perspective
- Propose a course of action
- Reflect on how your personal perspective has changed or developed

Question: .....

b Do your classmates agree?

Tip

A **global perspective** is thinking about a situation or **issue** as it relates to the whole world. For example, 'According to the World Health Organization, children and young people between the ages of 5 and 17 should participate in at least 60 minutes of physical activity per day.' This is global as the World Health Organization is a global organisation.

Tip

A **course of action** is something you do to try to help resolve an issue. For example, you might hold a cake sale to raise money for a charity that helps people affected by conflict.

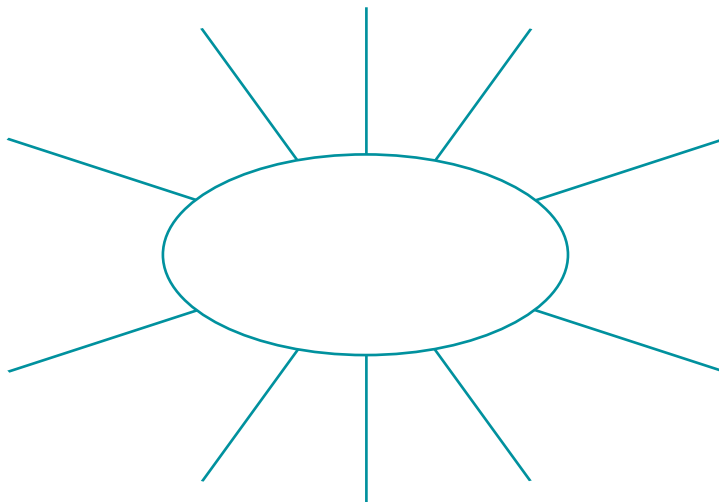
## Starting with research skills: Lesson 1

### Main activity

The issue I am focusing on today is ...

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- 1 Consider the issue your teacher has chosen. Discuss it with a partner. Produce a mind map of as many questions about the issue as you can think of.



#### Tip

A **national perspective** is thinking about a situation or issue as it relates to a specific country. For example, 'The National Health Service in the United Kingdom agrees that it is important that children and young people take part in at least 60 minutes of physical activity per day.'

#### Tip

A **personal perspective** is what you think, supported by evidence. Without evidence, it is just your **opinion**.



1 Research

Peer feedback

2 a Discuss your questions with another pair to check that they are relevant to the issue.

b Now write down your three best research questions. Remember to check whether each of your questions:

- is interesting
- is clear
- is not leading
- is not too broad, too narrow or too vague
- is arguable
- can be answered after research.

1 .....

.....

2 .....

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3 .....

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3 Check your questions with another pair.

4 Now choose one of these three questions. You might need to reword it to make sure your question allows you to:

- explain a range of causes and consequences
- develop a global perspective
- develop a national perspective
- propose a course of action
- draw a conclusion (answer the question and reflect on how your **perspective** has changed or developed).

Question: .....

.....

Starting with research skills: Lesson 1

**Class discussion**

5 After class discussion, write down the best research question and explain why you think it is the best.

Best research question is .....

.....

Because .....

.....

**Independent reflection activity**

What do you think has helped you develop your research skills in this lesson? Explain why.

- A Discussing the features of effective research
- B Evaluating research questions
- C Writing research questions

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Which of these other skills do you think you have used today? Explain how you used them.

- A Communication skills
- B Collaboration skills
- C Reflection skills

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**Check your learning**

If you haven't already done so, complete the **How will I know if I reach my goals?** table with 'Not there yet' or 'Achieved'. Don't forget to add examples.

## 2



# Starting with research skills: Lesson 2

My learning goals are to start to:

- select suitable research methods to help answer a research question
- select relevant information from an information source
- summarise relevant information from an information source

How will I know if I reach my goals?

As you work through this lesson and you achieve your learning goals, tick the 'Achieved' box to show you have completed this. If you haven't quite achieved your learning goals, tick 'Not there yet'. Start to think about how you are going to showcase your learning goals. Add an example once you have achieved each learning goal.