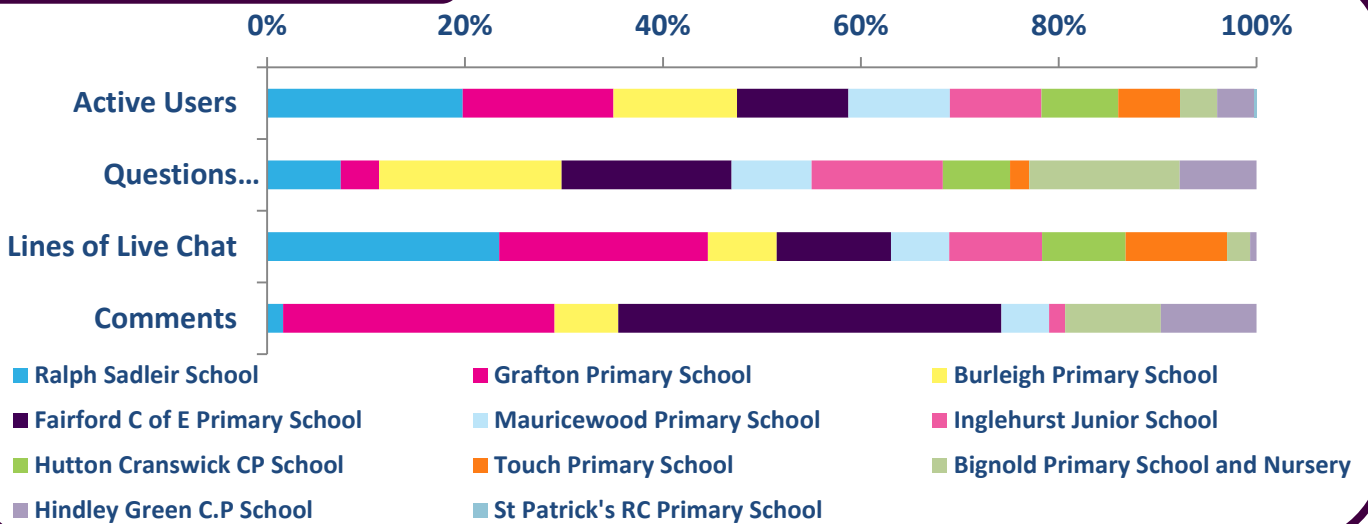




## March 2016

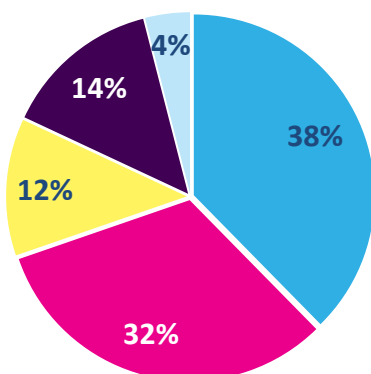
The Climate Change Zone was a themed Primary School zone, funded by the Royal Society of Chemistry, and Helena, Iain and Cat were members. Iain studies the effect of cars and factories on the air, Elaine studies the chemistry of fossils to find out about what the climate was like in the past, Helena is researching new ways to make biodegradable plastics, Gabriel is a PhD student researching the sources of pollutants in the air and Cat is looking at how the chemicals emitted from trees affect the climate of the planet. Within ASK and the live chats there were a lot of on topic questions about weather and climate, with students taking the topic of climate change quite seriously with an interest in how global warming can affect our future. The two final scientists, Cat and Helena, accounted for over two thirds of all scientist live chat interactions and ASK answers between them.

### School data at a glance

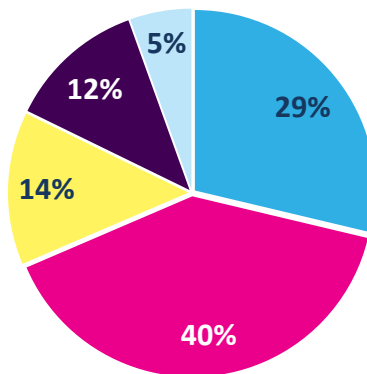


### Scientist activity

#### Answers



#### Lines of Live Chat



Scientist	Profile views	Position
Cat Scott	1,092	Winner
Helena Quilter	913	2nd
Olusgen Gabriel Fawole	653	3rd
Iain McLellan	762	4th
Elaine Mawbey	513	5th

## Key figures from the Climate Change Zone and the averages of the March zones

PAGE VIEWS	CLIMATE CHANGE ZONE	MAR '16 ZONES AVERAGE
Total zone	21,897	26,007
ASK page	1,946	1,896
CHAT page	2,891	3,412
VOTE page	1,246	1,820

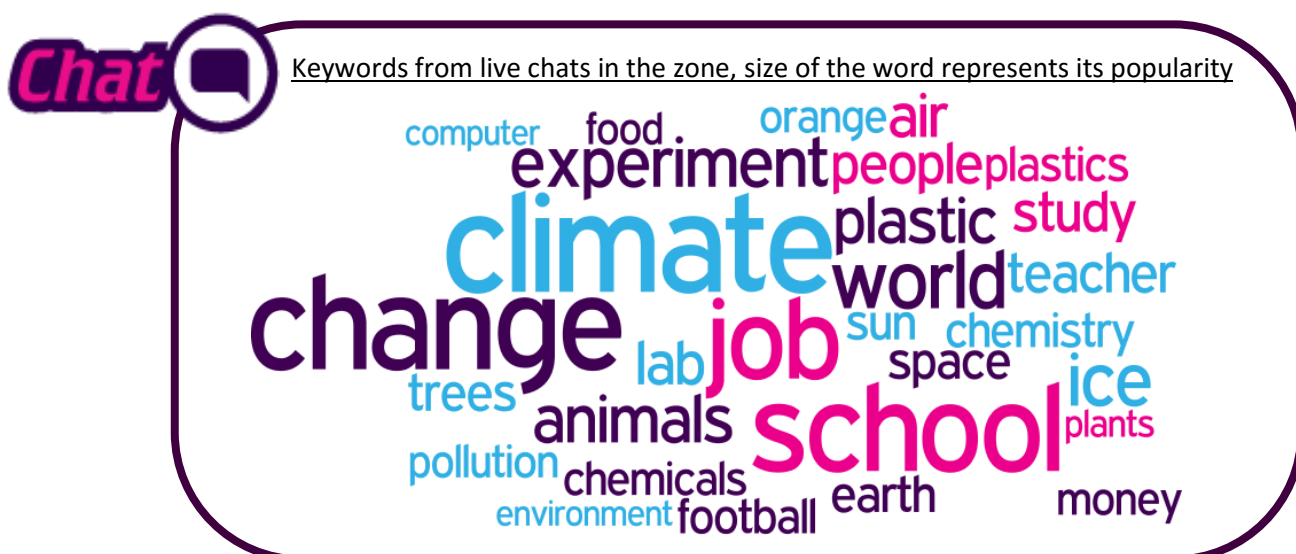
	CLIMATE CHANGE ZONE	MAR '16 ZONES AVERAGE	IAS 2012-16 AVERAGE
Schools	11	12	10
Students logged in	443	461	360
% of students active in ASK, CHAT or VOTE	90%	87%	85%
Questions asked	734	642	712
Questions approved	309	287	306
Answers given	449	586	555
Comments	96	132	80
Votes	312	352	286
Live chats	19	19	15
Lines of live chat	6,409	6,750	4,970
Average lines per live chat	337	364	339

### Popular topics

Many questions covered climate change with students interested in global warming and how different animals and environments are being affected. There were also lots of questions about the weather, with students asking how hailstones form without becoming snow or rain, for example. Students were interested in the scientists' individual areas of research. For example, Elaine was asked how she measures tiny fossils, Cat was asked about what sort of

chemicals come from trees and Helena was asked about different sorts of plastics. Iain answered questions about his work and many of these were focussed on pollution, and what it means if somewhere is polluted. Students were interested in whether the scientists had invented anything that became famous, or had met any famous scientists.

In off topic areas, there were some general science questions on topics such as space and DNA. There was interest in the scientists' personal interests with students asking for their favourite animals, music and food. Within the chats these questions allowed students and scientists to find common interests.





Keywords of questions approved in the zone, length of bar represents frequency of use

0 2 4 6 8 10 12 14



### Example Questions (click for links)

"If the ice caps melt, can we expect major flooding?"

"What is your opinion of carbon dioxide and how humans are affecting the world with greenhouse gases?"

"How can we stop global warming?"

"Why are there only seven colours in the rainbow?"

"How do hail stones form without becoming rain, snow or sleet?"

"How do you explain the word 'science' in less than 40 words to an alien, what would you say?"

"Why are some oceans hot and some cold?"

"Why is the North Pole snowy?"

"Will climate change affect us a lot?"

"How can we help all the animals that live on the ice if it melts?"

"At what age were you most interested in science?"

"Why is crude oil so bad?"

"Have you ever tried making plastic out of milk?"

## Examples of good engagement

Cat was especially good at engaging with the students in a positive and interesting manner.

*“What would happen if there were no polar bears?” – Student*

*“It would be really sad if there were no polar bears!! 😞 If a species becomes extinct it can have knock on effects for a whole chain of animals. For example, there might end up being too many of the fish that polar bears normally eat (because the polar bears are not there to eat them) 🐻👉 this can then affect the other fish in the sea. Did you know that polar bears actually are not white?? Their hair is hollow and it reflects light, making it look white.” – Cat, scientist*

Students told the scientists about what they were learning in school, and on one occasion Helena tried an experiment they had suggested which she posted about later in the comments section in ASK.

*“@Helena I did an experiment and I found out that you can make plastic out of milk and vinegar.” – Student*

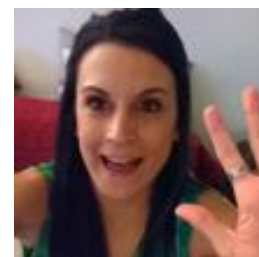
*“I haven't made plastic out of milk but I'm going to try it tonight! You've all taught me something today!” – Helena, scientist*

*“I just tried this, it's so cool!!” – Helena, scientist*

*“My science project was this experiment. I also used food colouring to change the colour and moulded the case in plastic into different shapes using cookie cutters.” – Student*

## Scientist winner: Cat Scott

Cat's plans for the prize money: *“I am setting up a project to twin a forest in Leeds with a forest in Tanzania in Africa (like when you 'twin' a town). I would use the money to make some activities for school children in Tanzania to learn about why their forests are so important and encourage them to preserve the forests for as long as possible.”* Read Cat's [thank you message](#).



## Student winner: Izzyd

For great engagement during the event, this student will receive a gift voucher and a certificate.

## Feedback

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made during the event...

*“I have learnt just how much the children enjoy engaging with scientists and finding out about the world around them. A really enjoyable, memorable learning experience for all involved, thank you” – Teacher*

*“im really sad this is gonna end i have really enjoyed it!” - Student*

*“I like voting and learning about all the facts” – Student*

*“We have learnt that science is amazing and i will do it a lot more at home” – Student*