

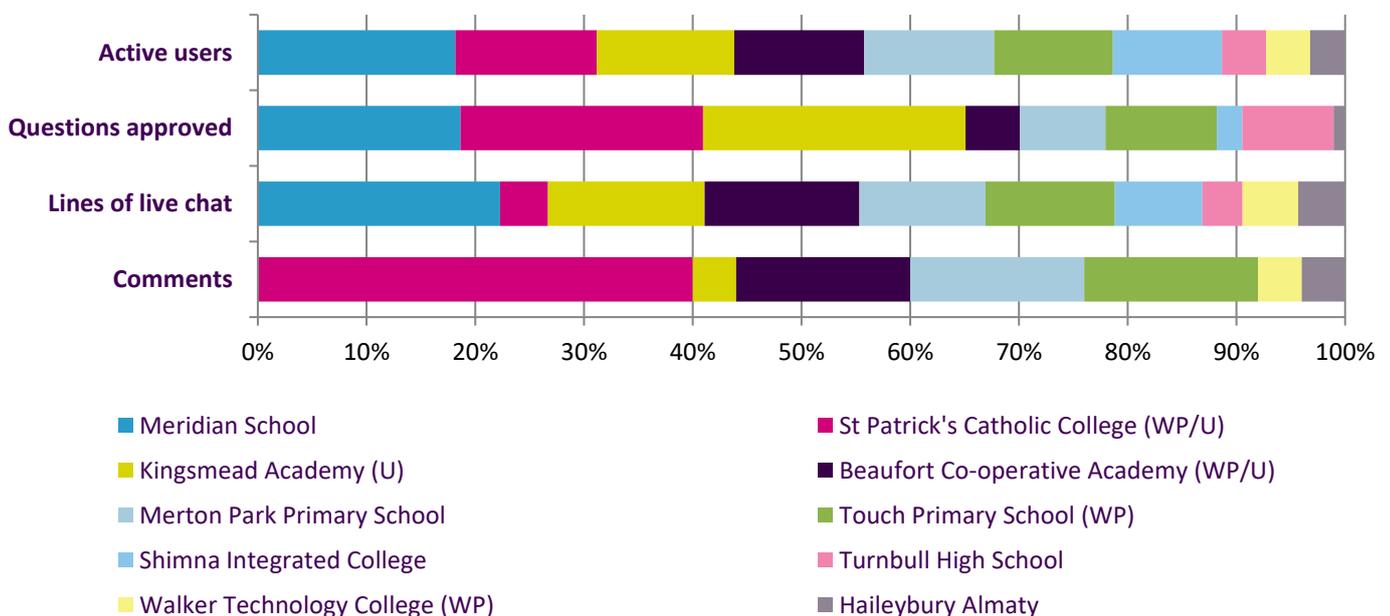
June 2018

The Healthy Cities Zone was supported by Wellcome and encouraged students to think about how we could build healthier places for us to live.

- Urslaan is a data scientist who makes sure databases for roads, railways and other transport are correct
- Nicola is an environmental geologist, looking at maps and ground investigation information to test the soil for chemicals
- Helen specialises in designing infrastructures for cyclists and pedestrians
- Daniel, the winner of the Healthy Cities Zone, is an environmental scientist who measures air pollution within the demolition and construction industries
- Becky teaches courses in ecology and conservation and researches how people's actions affect wildlife
- Andrew is an environmental scientist looking at how we pollute our environment, the impact of this influence and possible solutions

This was the busiest zone in June's event, with the highest number of students logging in and questions in Ask. We also ran an evening chat in every zone for students to show their families the zone, and 20 students from the Healthy Cities Zone logged in from home to chat again with the scientists.

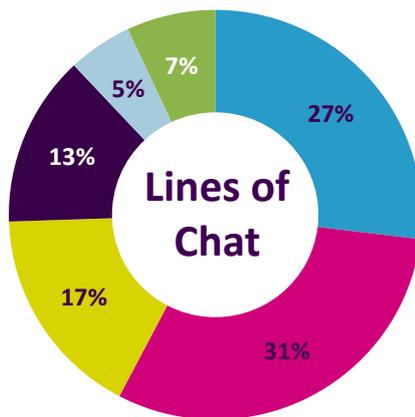
School data at a glance



We want to increase the participation of under-represented groups going into STEM careers. Find out what we mean by our under-served (U) and WP schools (WP), and how you can support us in working with more of these at about.imascientist.org.uk/under-served-and-wp/

Scientist activity

SCIENTIST	PROFILE VIEWS	POSITION
Daniel Marsh	742	Winner
Becky Thomas	760	2nd
Urslaan Chohan	1,126	3rd
Helen Littler	751	4th
Nicola Reid	833	5th
Andrew Singer	583	6th



Key figures from the Healthy Cities Zone and the averages of the June zones

PAGE VIEWS	HEALTHY CITIES ZONE	JUNE '18 ZONES AVERAGE
Total zone	29,096	19,125
ASK page	2,383	1,307
CHAT page	2,135	1,422
VOTE page	2,223	1,252

	HEALTHY CITIES ZONE	JUNE '18 ZONES AVERAGE	IAS 2012-18 AVERAGE
Healthy Cities Zone Schools	10	9	10
Students logged in	512	393	387
% of students active in ASK, CHAT or VOTE	91%	91%	86%
Questions asked	784	461	689
Questions approved	381	225	300
Answers given	772	400	536
Comments	41	68	74
Votes	437	300	304
Live chats	21	18	16
Lines of live chat	7,941	6,513	5,509
Average lines per live chat	378	357	354

Popular topics

Students were very interested in the zone theme and asked lots of questions about sustainability, pollution and global warming. A lot of students wanted to know where the most polluted cities and countries in the world are, and how bad cities in the UK are in comparison. They asked what effect this pollution can have on the environment as well as our own bodies. There were also lots of conversations about how students could make changes to their own lives in regards to not polluting, and what they can do to help wildlife in their gardens.

Students were interested in how local areas could be made healthier, asking Helen if she was working on bike trails near their schools and how other cities are trying to make the areas safer for wildlife. Daniel had written on his profile that he is also a beekeeper, and the students asked him about how he balances this with his work, which led onto what would happen if bees became extinct. There were lots of general questions about animals, with students and scientists bonding over their pets and favourite animals.

Question themes and example questions in the Zone

Find out about how we've coded the questions at about.imascientist.org.uk/2017/student-question-coding



Examples of good engagement

There were lots of discussions in chats about how the students could help the environment, such as this conversation about how we can protect birds:

"What is your best science fact?" – Student

"Might not sound that exciting, but I find it amazing that 50% of people in the UK feed birds in their gardens... and that pet cats kill 180million animals (like mice and robins) a year!!!" – Becky, scientist

“Should we ban cats then?” – Student

“Nooooooooo!” – Helen, scientist

“Cats make great pets, and it's not the cats fault. Owners can do things to reduce the effect they have (belled collars, keeping them in at night). Some countries ban cats in certain places (like near nature reserves) and that works well” – Becky, scientist

“But why should we not do more to protect birds?” – Student

“There are many other ways to protect birds, like making sure that we protect our green spaces, that we encourage the insects that they eat etc.” – Becky, scientist

“Anything else that you have in mind that I could do to help save birds?” – Student

“There are so many things that threaten birds, but the biggest one is habitat loss. Intensification of agriculture (when farmers removed hedges and trees and farmed more intensively), has been a massive problem in the UK... reducing those effects would be the best thing if we could do it.” – Becky, scientist

Students were interested in the scientists working experiences, with thoughtful questions about their career paths and previous jobs:

“Have you had a previous job which has influenced what you do now? If so, if you never had that job, would you still be doing what you do today?” – Student

“Good question! I ask myself these kinds of questions a lot. I'm quite certain that I would not be where I am today if not for many good and bad choices. I had a typing job which made me realise I wasn't qualified to do anything I wanted to do.” –Andrew, scientist

“I used to do railway engineering but I realised it was dull! I did a project at uni where we looked at putting a tram from Warwick to Coventry and it made me think how much good transport would change people's lives. If the tram is quicker than the car then people are more likely to use it” – Helen, scientist

Scientist winner: Daniel Marsh

Daniel's plans for the prize money: *“I will spend the money developing some interactive online tools especially designed for children to help them better understand the causes of air pollution and how to reduce their exposure to it.”* Read Daniel's [thank you message](#).



Student winner: Chris

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 was a bit apprehensive about pupil motivation but was delighted and amazed at how quickly the pupils understood the concept and wanted to get stuck in!" — **Teacher**

"I have learnt about different areas in science and how people's jobs work! Also I have learnt that most jobs have something to do with science!" — **Student**

"I have learnt a lot and have enjoyed this. I give thanks to the people who made the effort organize and take part." — **Student**



Merton Park Primary
@MertonParkSch



So we're on a very interesting Live Chat with @imascientist tonight - our children are asking great questions when at home with the parents - Keep it up 😊 #imascientist #takelearninghome pic.twitter.com/zPPQZ69fjS