



Tom



Sarah



Owen



Nathan



Lorna



Abbie

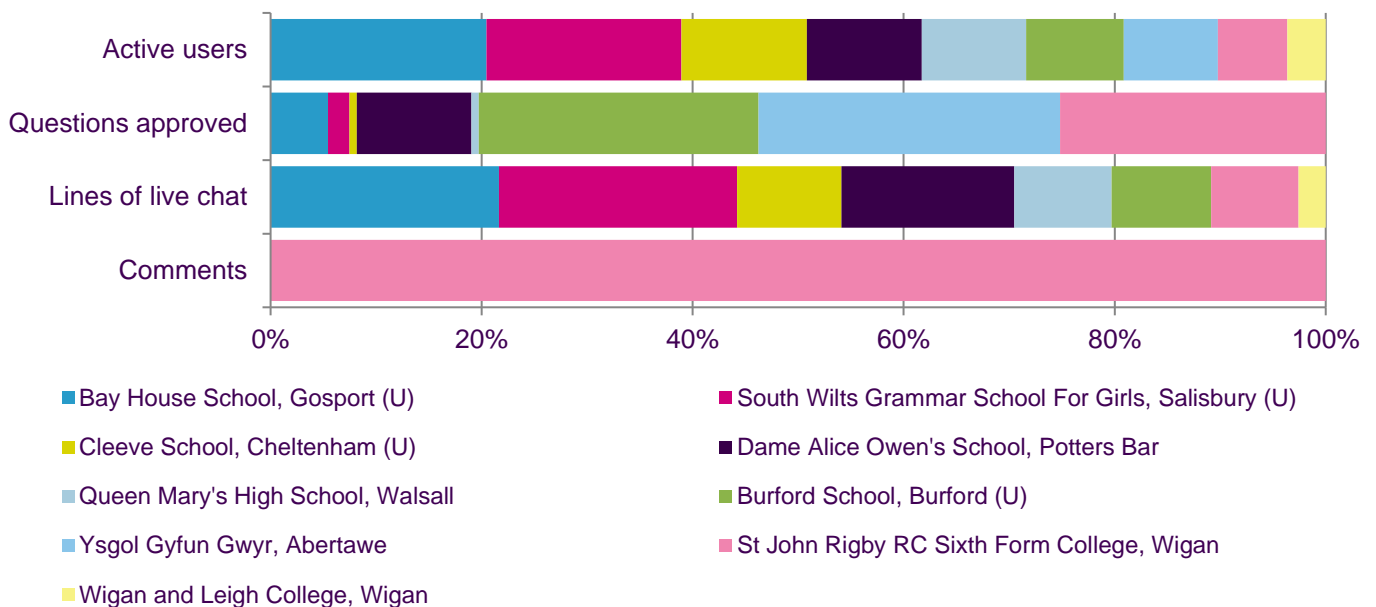
November 2018

The Childhood Zone was a themed zone supported by The British Psychological Society. It featured six psychologists:

- Tom Gallagher-Mitchell's PhD focuses on how we learn numbers from a young age. He's also a lecturer in psychology at Liverpool Hope University.
- Sarah Hodge specialises in Cyberpsychology and she is interested in how we make moral decisions in videogames.
- Owen Jones doing a PhD at Liverpool John Moores University looking at how children travel to school and what they like, and dislike, about how they travel.
- Nathan Hook works for Ofsted, using data to generate insight about the Further Education & Skills sector.
- Lorna Camus is a PhD student, looking at how secondary school affects autistic children's mental health.
- Abbie Jordan, the winner of this zone, is a working with young people who experience ongoing pain.

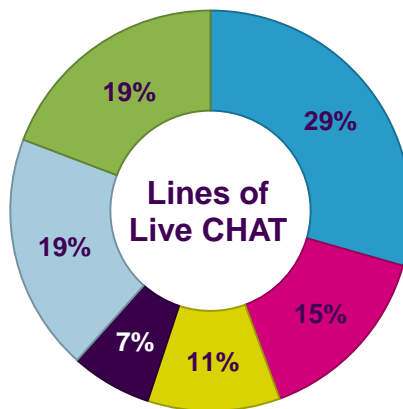
Being a sixth-form zone, the questions were often linked to university and degree choices. Students asked about specific areas of psychology and sometimes asked for links to studies. Popular topics included 'Nature vs Nurture', sexuality and social media.

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

Psychologist activity



PSYCHOLOGIST	PROFILE VIEWS	POSITION
Abbie Jordan	500	Winner
Tom Gallagher-Mitchell	567	2nd
Owen Jones	530	3rd
Lorna Camus	362	4th
Nathan Hook	418	5th
Sarah Hodge	480	6th

Key figures from the Childhood Zone and the averages of the November zones

PAGE VIEWS	CHILDHOOD ZONE	NOV '18 ZONES AVERAGE
Total zone	10,499	18,272
ASK page	609	1,482
CHAT page	1,065	1,443
VOTE page	473	742

	CHILDHOOD ZONE	NOV '18 ZONES AVERAGE	IAS 2012-18 AVERAGE
Childhood Zone Schools	9	10	10
Students logged in	356	471	391
% of students active in ASK, CHAT or VOTE	85%	87%	86%
Questions asked	212	711	690
Questions approved	147	337	302
Answers given	235	585	539
Comments	45	57	74
Votes	272	378	307
Live chats	24	21	16
Lines of live chat	4,375	8,300	5,642
Average lines per live chat	182	395	358

Popular topics

There were a lot of questions in ASK that were related to psychology. Students asked about the 'nature vs nurture' debate, but also about the ethics of the psychologists' research.

Students also showed an interest in knowing more about things they experienced themselves every day, such as social media and video games. They asked about the psychological influences of these, but also wanted to know the psychologists' own experiences with networking sites or gaming.

Sarah's cyber psychology research was particularly popular with students in live chats, as was Abbie's chronic pain research. Students asked Abbie questions like "what's the most common cause of pain among young people?" and "to what extent is pain psychological?"

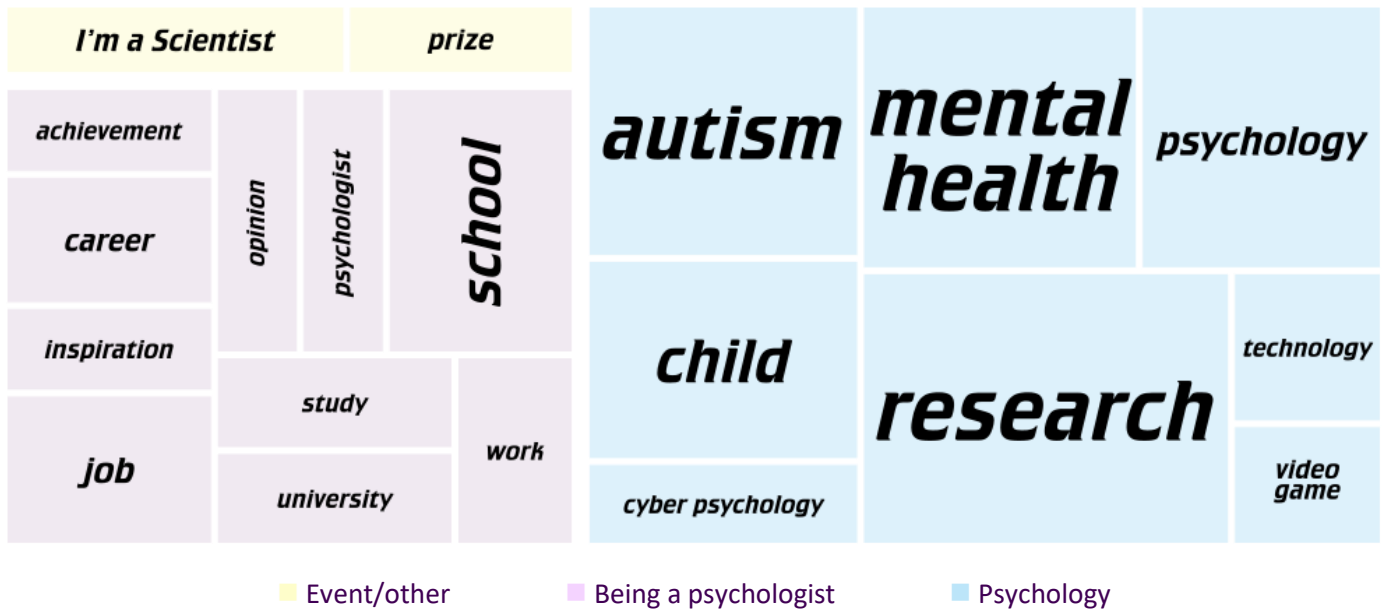
In ASK, students wanted to know about autism and mental health, asking Lorna questions such as "Why are autistic people more likely to develop mental health issues such as anxiety and depression?"



Keywords from live chats in the zone. Size of the word represents its popularity

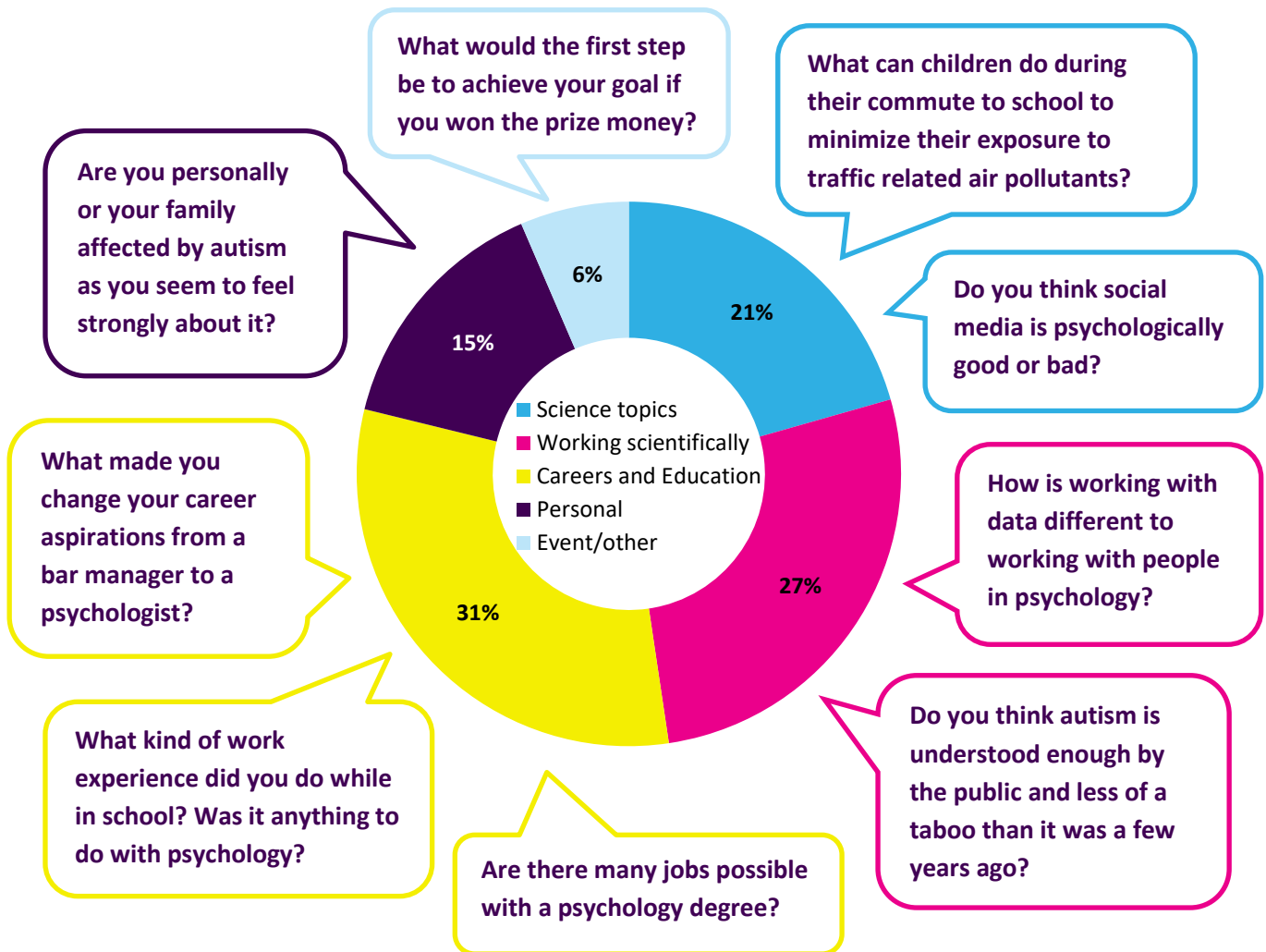


Top Keywords of questions approved in the Zone



Question themes and example questions in the Zone

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



Examples of good engagement

There was lots of discussion around the use of social media and its affects on mental health. In the evening live chat, students offered their own opinions on networking sites with psychologists Sarah and Abbe:

"In your opinion how does social media affect mental well-being?" – Student 1

"Good question I think the way we use social media affects our mental health and well-being for example the negative impacts come from overuse, peer pressure and bullying but there are positives as well such as socially connecting with people" – Sarah, psychologist

"Do you think there should be a time limit on social networking sites, that block you after a certain time?" – Student 1

"This is a good question and shows the difficulties designers are faced with, on the one hand it's good to give people freedom the only other hand it's good to help then moderate their own social media use. I think this feature would be really helpful to those that are new to social media or find they have problematic usage" – Sarah, psychologist

"Would you recommend a time limit to younger users of ages 13? How often do you use social media sites per day?" – Student 1

"I think a time limit the younger ones would be really good idea even those are 18 and below. So I use Twitter and Facebook for my research, keeping in contact with other researchers from across the world. I probably use social media about an hour day" – **Sarah, psychologist**

"Not aimed at me but having young children (7 and 9), mine don't have social media yet. But I will be giving a time limit when they do (no way as yet!)" – **Abbie, psychologist**

"Do you think you use social media too much?" – **Sarah, psychologist**

"no i think the pros of social media out way the cons" – **Student 2**

"Do you think social media is negtative?" – **Student 3**

"I see both the positive and negative aspects to social media, I think that the core if using social media in a healthy way" – **Sarah, psychologist**

"Interesting! Personally, I like to stay off sites like instagram as I compare myself and feel like I have to change to be accepted. Do you feel like this is common in teenagers today?" – **Student 1**

"what are the negatives" – **Student 3**

"Joining in, I agree by the way. As ever there are good and bad things about everything (including social media) but on balance it is positive generally." – **Abbie, psychologist**

"excessive use, trolling/ cyber bullying, peer and social pressure, fake news, hacking and poor role models and bad behaviour, unsavoury content, security to name a few" – **Sarah, psychologist**

"Sometimes I wished I used social media less, as I feel like it changes my mood." – **Student 1**

"I think social media is set up for comparison as my colleague says 'compare and despair' and this is such the case. It's really good to hear that you are aware of this outcome :)" – **Sarah, psychologist**

"That's interesting. What's really 'good' about that is that you are already aware of that. So that means you can take steps to do something about it if you want to. I have been known to stay away from Twitter sometimes if it is not making me feel good for whatever reason." – **Abbie, psychologist**

Students also wanted to talk about sexuality and psychology, with one playing devil's advocate to further the discussion:

"Do you think gay couples should be able to raise children? also does their sexuality have an effect on the psychology of a child?" – **Student**

"We allow single parents to raise children, so clearly there is no requirement for a mixed sex couple." – **Nathan, psychologist**

"Absolutely, I think loving parents are what matters, not sexuality. I truly don't know what the research literature says about the impact of parental sexuality on children's outcomes. But, I do know how much having a good quality life with loving parents etc means in terms of children doing well. That's way more important" – **Abbie, psychologist**

"In my opinion I think care is care and that's really important to a chance development regardless of who is giving this care" – **Sarah, psychologist**

"Surely gay people shouldn't be able to raise children as it can have a negative psychological effect on the child. they could grow up thinking being gay is the norm and hence be gay. but do you know of any evidence that suggests this is not the case? That is NOT my opinion just the other argument" – **Student**

“The outcomes for children in the care system are pretty terrible. Getting adopted by two loving parents is certainly a lot better than that.” – Nathan, psychologist

“Your upbringing does not necessarily relate your sexuality. For example my parents about vegetarian yet I'm not.” – Sarah, psychologist

“You are good at playing devils advocate – this will help you develop arguments and see both sides” – Sarah, psychologist

“I truly don't know the literature in this area at all as far from my area. I would disagree though and would personally advocate for loving parents (gay or straight). That is what matters.” – Abbie, psychologist

“But what do you actually think? why is it social” – Student

“Human beings are very social creatures therefore by our nature being social, sexuality could also be related to this.” – Sarah, psychologist

“Then again, being straight must be due to early experience as well. do you consider being heterosexual innate?” – Student

“Good you're thinking to the argument and yes it would be the same for heterosexuality. What's also helpful is to think of sexuality as a continuum rather than heterosexual/homosexual” – Sarah, psychologist

Psychologist winner: Abbie Jordan



Abbie's plans for the prize money: *“I want to fund an exhibit about stories children and families tell about pain. I would use the money to pay for materials which children, young people and adults could use to describe what pain means to them and to record how they talk about pain. These might include craft materials, writing materials, cameras and different sound effects.”*

Read Abbie's [thank you message](#).

Student winner: Fran

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

Feedback

We're still collecting feedback from teachers, students and psychologists but here are a few of the comments made about the Childhood Zone...

[The psychologists] are really friendly, they gave me information that google can never provide. They way of *I'm a Scientist* is really interesting and it kept me engaged in it a lot... – Student

Thank you so much for providing and amazing opportunity for my future psychologists to take part in. We have enjoyed it so much and they have developed excellent research skills, and understanding that scientists are “real people”. – Teacher

I was blown away by the detailed questions about my work and the impact that it will have on the lives of young people and their families. These questions really made me think and that's a great thing! – Abbie, zone winner

Feedback

Here are a few of the comments made about November's *I'm a Scientist* activity...

The students were actually cheering when the first scientist answered a question. It was a fantastic moment. – **Teacher**

I have learnt about other scientists' lives and that even if they are scientists they have the same life as us. – **Student**

The whole event probably involved more students from a wider variety of backgrounds than any single real-life event. – **Scientist**

I have learnt that many scientists did not have any clue as to what they wanted to be when they left school. – **Student**

I would like to say thank you. Friday when our children went on the live chat, there was so much excitement with the children when they saw the scientist replying. The buzz they got from it was fantastic. It is a long time since I've seen children buzzing from science. – **Teacher**

I have learned that science isn't just sitting with some test tubes pouring them into a big pot and that they are real, rather interesting jobs that I could consider going into. – **Student**