

## March 2020

The Green Zone was launched as a pilot zone due to school closures in light of the global pandemic of COVID-19, Coronavirus. This has enabled us to launch *I'm a Scientist, Stay at home* as an expansion and continuation of the Green Zone.

We had a total of 82 scientists sign up to participate in this zone; ranging in specialities from animal behaviour to nuclear engineering.

The screenshot shows the Green Zone website interface. At the top, there is a search bar, 'Ask?' and 'Chat?' buttons, and a 'LOG IN' button. Below this is a navigation menu with 'Home', 'My Profile', 'Meet The Scientists', 'Info For Teachers', 'Info For Scientists', 'Ask', and 'Chat'. The main content area features a 'Welcome to Green Zone: Open zone for schools' message, a 'Log in to Your Account' form with fields for 'Username' and 'Password', and an 'About Green Zone' section. The 'About Green Zone' section lists activities for students, such as asking questions and participating in live chats. There is also an 'About I'm a Scientist' section with a video thumbnail.

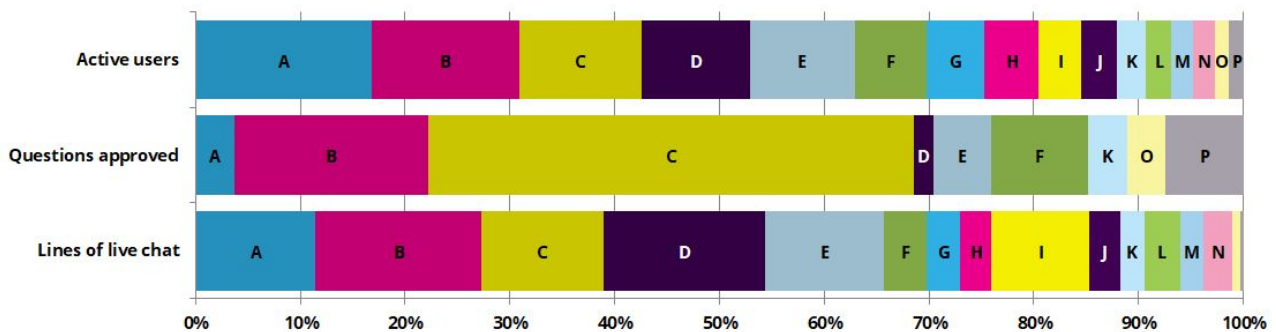
## Key figures from the Green Zone

	GREEN ZONE	MAR '20 ZONES AVERAGE	2012-19 ZONES AVERAGE
Schools	16	7	10
Students logged in	393	300	385
% of students active in ASK, CHAT, or comments	74%	86%	87%
Questions asked	69	251	637
Questions approved	54	154	284
Answers given	118	287	512
Comments	16	27	66
Live chats	36	14	16
Lines of live chat	11,023	4,869	5,722
Average lines per chat	306	358	357

## Participating scientists

<b>Zoya Ali</b> Genetic Counsellor, RHC	<b>Yewande Oyekenu</b> Researcher, Prescouter	<b>Tom Scott</b> Professor of Nuclear Materials, University of Bristol
<b>Tom Hartley</b> Neuroscientist, University of York	<b>Stewart Martin-Haugh</b> Particle Physicist, CERN	<b>Simon Waldman</b> Lecturer, University of Hull
<b>Shruti Turner</b> PhD student, Imperial College London	<b>Sarah Carter</b> Medical Research Council, Southampton	<b>Sarah Brown</b> PhD Student, University of Nottingham
<b>Sameed Muhammed</b> Researcher, CERN	<b>Rowena Fletcher Wood</b> Doctoral Researcher, University of Birmingham	<b>Rob Ives</b> Research Scientist, GlaxoSmithKline
<b>Pizza Chow</b> Research Fellow, Max Planck Institute for Ornithology	<b>Phil Denniff</b> Bioanalyst, GlaxosmithKline	<b>Paul O'Mahoney</b> Research Assistant, University of Dundee
<b>Oliver Gordon</b> PhD Researcher, University of Nottingham	<b>Oli Wilson</b> PhD student, University of Reading	<b>Nikolai Adamski</b> , Post-Doctoral Scientist, John Innes Centre
<b>Muhammed Rassul</b> , PhD student University of Birmingham	<b>Mick Schubert</b> Science Writer, Texere Publishing	<b>Martin Ward</b> Postdoctoral Research Fellow University of Strathclyde
<b>Martin Coath</b> Associate Lecturer, University of Plymouth	<b>Lydia Bach</b> Researcher University of Glasgow	<b>Lucy Kelly</b> PhD student, University of Warwick
<b>Liza Selley</b> Research Scientist, University of Cambridge	<b>Lauren Burns</b> PhD Student, Swansea University	<b>Katherine Graves</b> PhD student, University of Leeds
<b>Kate Dobson</b> Volcanologist, University of Strathclyde	<b>Kaitlin Wade</b> Lecturer, University of Bristol	<b>Julian Onions</b> Astronomer, University of Nottingham
<b>Judith Sleeman</b> Senior Lecturer, University of St Andrews	<b>Jose Martinez-Gonzalez</b> Marie Sklodwska Curie Fellow, ISIS Neutron and Muon Source	<b>John Foster</b> Post doctoral Researcher, QMUL
<b>Joanna Barstow</b> Research Fellow, UCL	<b>Jennifer Rudd</b> Research Officer, Swansea University	<b>James Roberts</b> Graduate Medical Engineer, UK Atomic Energy Authority
<b>James Munro</b> Psychology Technician, Edinburgh Napier University	<b>Heather Eyre</b> Research Technician, University of Manchester	<b>Hayley Pincott</b> Associate Healthcare Scientist, NHS
<b>Hannah Collingwood</b> Engineer, National Physical Laboratory	<b>Hannah Blyth</b> PhD Student, University of Nottingham	<b>Gabriela da Silva Xavier</b> Senior Lecturer, University of Birmingham
<b>Freya Addison</b> PhD Student, University of Leeds	<b>Elena Maters</b> Postdoctoral Researcher, University of Cambridge	<b>Eleanor Jones</b> PhD Student, CERN
<b>Edoardo Vescovi</b> Postdoctoral Researcher, Imperial College London	<b>David Underhill</b> Special Projects Officer, Mineral Products Qualifications Council	<b>David Threlfall</b> Lifecycle Engineer, Rolls-Royce
<b>Danica Pinto</b> PhD Student, Heriot Watt University	<b>Claire Melia</b> PhD student, Keele University	<b>Claire Donald</b> Researcher, University of Glasgow
<b>Chris Carlton</b> Senior Programme Manager, Science Technology Facilities Council	<b>Carol Wallace</b> Research Technician, University of Aberdeen	<b>Bryony Hockin</b> PhD Student, University of St Andrews
<b>Bella Boulderstone</b> PhD Student, University of Southampton	<b>Alexa Grotis</b> Postdoctoral Research Associate, University of Dundee	<b>Aina Roca Barcelo</b> Research Assistant, University Autonomous of Barcelona

## School activity



### NUMBER OF LIVE CHATS

<b>A</b>	The Cooper School, Bicester (U)	4
<b>B</b>	Kingsmead Academy, Taunton (U)	5
<b>C</b>	Holy Trinity CE Primary School, Weymouth (WP/U)	1
<b>D</b>	Hammersmith Academy, London (WP)	7
<b>E</b>	Goffs Academy, Waltham Cross (U)	2
<b>F</b>	St Bridget's Primary School, Glasgow City (WP)	2
<b>G</b>	The Holy Cross School, New Malden (U)	1
<b>H</b>	South Wilts Grammar School for Girls, Salisbury (U)	2
<b>I</b>	Rampton Primary School, Retford (U)	1
<b>J</b>	St Winefride's RC Primary School, London (WP)	1
<b>K</b>	Colne Community School, Colchester	2
<b>L</b>	Ashby School, Ashby-de-la-Zouch	2
<b>M</b>	Queen Elizabeth's Grammar School, Blackburn	1
<b>N</b>	Reepham High School, Norwich (U)	1
<b>O</b>	Arbroath High School, Angus (U)	1
<b>P</b>	Lawnswood School, Leeds (WP)	1

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/](http://about.imascientist.org.uk/under-served-and-wp/)

## Popular topics

Discussions in the Green Zone were varied but remained on topic. Students were interested in each of the scientists' research areas.

Many of the scientists were asked about the COVID-19, Coronavirus outbreak and the wider issue of managing and treating viruses.

Many questions were also about possible career paths and scientists' interests outside work. Students were eager to gain answers to questions on a variety of science topics including, but not limited to: food, the human body and our weather systems.

**Frequent words used in live chats  
by students and scientists**



**Question themes and example questions  
in the Zone**



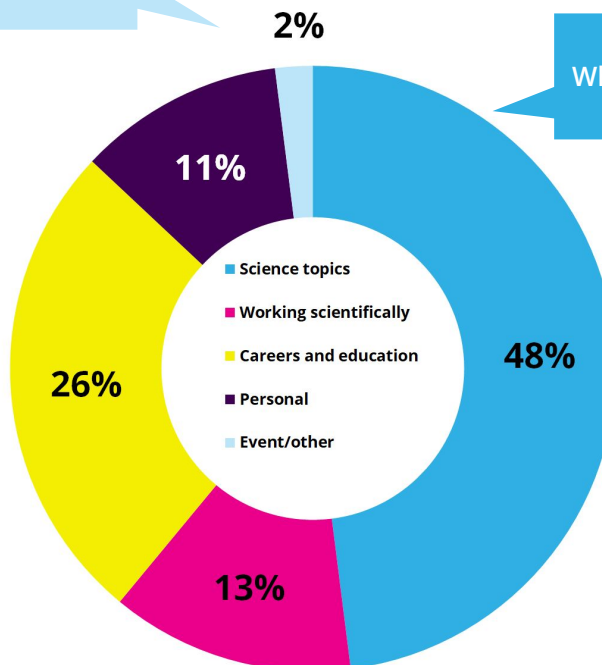
Can you send me some links for experiments that i can do at home?

What's your favourite lego set?

What advise would you give to someone who kinda likes science, loves filming and photography, loves writing and editing videos, loves trains, and also likes learning about animals because all those things are me summed up in a nutshell

How has the Corona Virus been affecting your job lately? Do have to work from home and if so do you enjoy it?

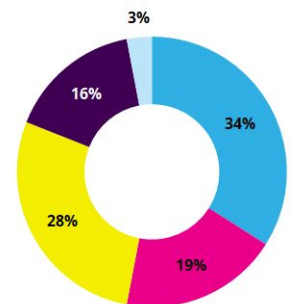
How do you test the animals' IQ?



What chemical is in seaweed?

How big of a threat is antibiotic resistance?

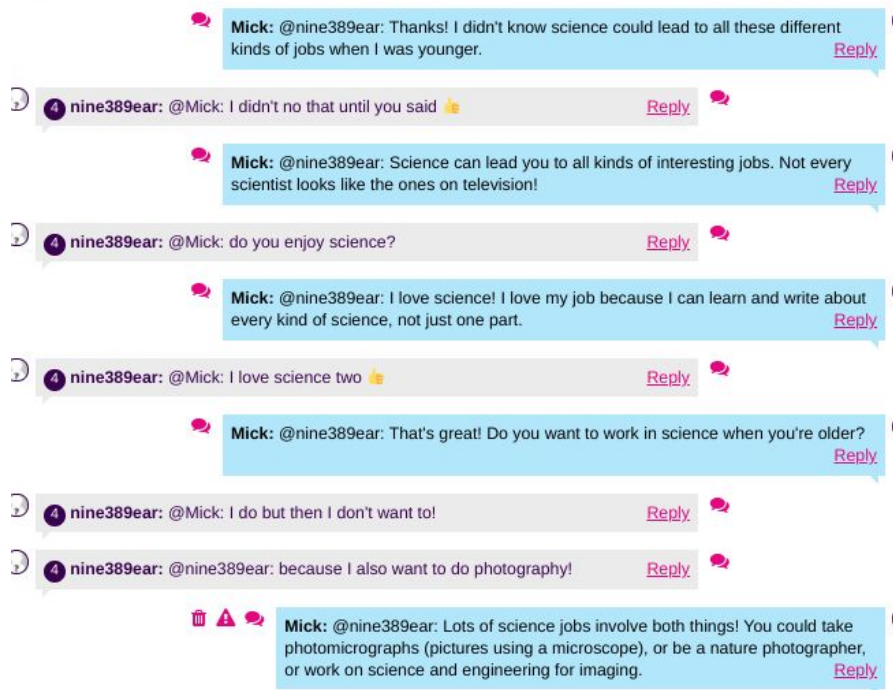
Is there a secret ingredient in chocolate?



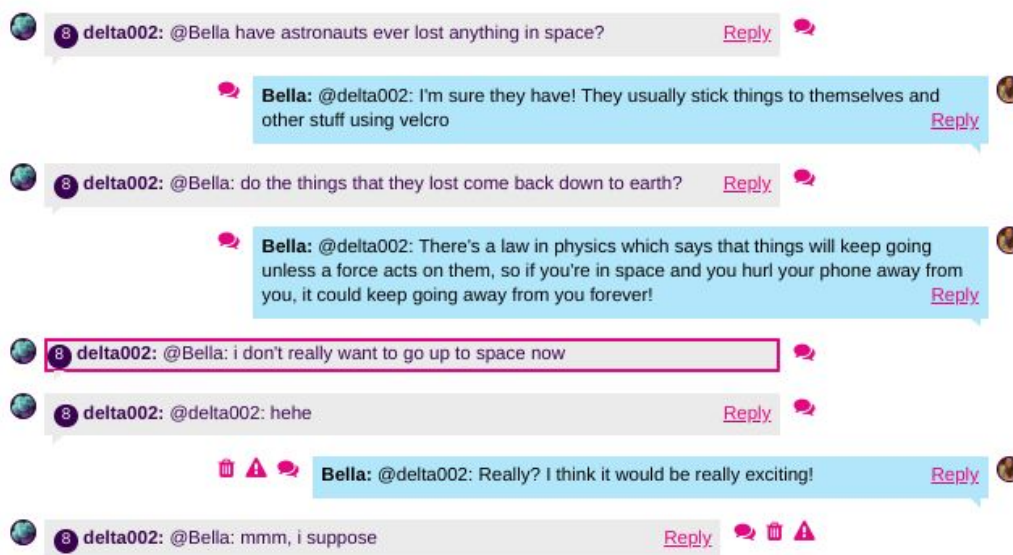
2017-20 IASUK zone average

## Examples of good engagement

The students were asking lots of questions based upon satellites within in space. By discussing shared interests with the scientists, students were able to view scientists as normal people:



Students were also able to ask questions about work the scientists had done, allowing the students to see the types of thing the scientists did on a day-to-day basis, and allowed the students to view the scientists as normal people:



## Feedback

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

*"I loved the chat! This is now the 3rd chat that I've taken part in and have found they get better and better each time. Some really great questions were asked and the answers from the scientists were really easy for the children to understand.."*

— **Teacher, Holy Trinity Primary School**

*"The classes really enjoyed the chat. In fact, some are asking when the next one will be! The engagement was really good considering they are at home and I thought their questions were brilliant. The number of scientists online was great and it meant there were lots of answers too..."*

— **Teacher, St Bridget's Primary School**

*"I wanted to help out parents and it's so much fun to do..."*

— **Scientist**

*"My favourite part is the live chat where you can ask as many questions as you want"*

— **Student**

*"I like how interactive the scientists are and how fast they are at answering questions"*

— **Student**

*"Much better than boring school!"*

— **Student**