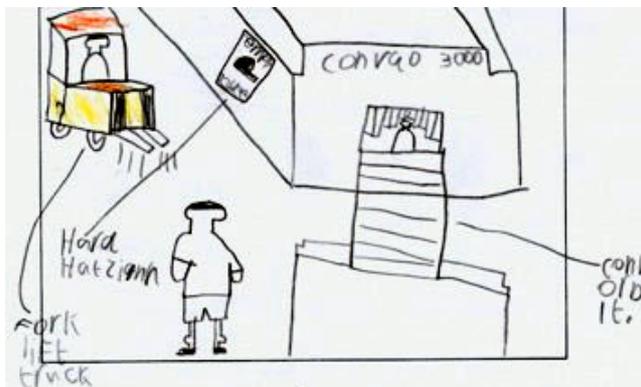


Children Challenging Industry

West Yorkshire Region Report, 2003-2005

Executive Summary

Classroom-based training, consisting of three 2½-hour sessions, was delivered to primary school teachers and their year 5 and 6 pupils. The children completed one of four topics on offer, chosen by the teacher. These were, Water for Industry, A Pinch of Salt, Plastics Playtime and Exploring Colour and Industry.



The advisory teacher demonstrated how industry could be used as a resource, by providing a real and motivating context in which to teach science. The classroom activities were set within an industrial context, and the children visited an industrial site. The advisory teacher conducted a 1½-hour training session on science–industry links for the whole staff in each school.

The Children Challenging Industry (CCI) project aims are to:

- Provide classroom-based training for teachers in aspects of the National Curriculum for science
- Increase children's enjoyment of science
- Improve primary school children's perception of the chemical industry and other science based manufacturing industries, and their relationship with science
- Improve teachers' knowledge and confidence of teaching science
- Improve teachers' perception of the chemical industry and other science based manufacturing industries, and their relationship with science.

Children's data

318 children completed questionnaires from the academic years 2003-2005, after completing the CCI project. They were asked questions regarding their awareness of industry and its relationship with science.

Two thirds of the children said they enjoyed science more since the positive experience of the CCI project. The aspects of the project enjoyed the most were the practical experiments. The children rated the project extremely highly with two thirds of children giving it the highest possible rating. The vast majority of the children said they enjoyed the project because they learned something new and it was fun.

Virtually all the children learned about the importance of science demonstrated by the fact that 96% of children said scientific testing was important and gave reasons for their opinion.

In addition to their increased enjoyment of science, the children increased their awareness of industry. After the CCI project, the children were able to describe modern industry more accurately. They were more likely to say that an industrial site was safe and employed fewer people than expected, compared to baseline data. They were less likely to say that a site was hot, smelly, dirty or dark. The children who had a site visit were particularly able to describe modern industry more accurately.

Children's drawings of their perceptions of industry were scored, with a positive score indicating a more informed image of industry as a result of the project. The children's

drawings of the internal and external views of an industrial site were more detailed and accurate after the project.

The project also raised the children's awareness of the variety of jobs held in industry. The children learned about the importance of scientists and engineers and their roles on industrial sites. After the CCI project, the proportion of children who were aware that scientists and engineers worked in industry increased. 40% of the children stated that scientists and/or engineers worked in industry.

When asked which job they would choose to do in industry, there was an increase in the proportion of children who chose scientist as a job they would like to do. The reasons the children chose to be a scientist were that it would be fun or interesting or they would enjoy it.

These results demonstrate how much the children learned about industry and the types of jobs in industry during the CCI project. By the end of the project, the image of scientists was immensely positive. If these views were sustained it would be expected that the number of children who wanted to work in science and industry would rise in the future.

Teachers' data



49 teachers returned questionnaires in the academic years 2003-2005, after involvement in the CCI project. It was clear that this type of training was greatly needed. A third of the teachers had not had recent science training, and training related to industry was even less common.

Before they had any CCI training there was very little awareness of the manufacturing industry. More than half of the teachers had not received any information about the manufacturing industry either through resources developed by industry or through links with the chemical industry. However, the teachers who had used resources were most likely to say that they did so because they were of good educational quality. Teachers were more likely to teach about industry in the context of geography, than science.

The feedback from the training was overwhelmingly positive. The sessions and site visits were of an extremely high standard and were highly rated by the teachers. Aspects of the sessions most often cited as strengths were the practical science activities. Teachers who rated the visit most highly were twice as likely to say they would arrange a future visit.

The change in attitudes towards industrial links that occurred during the project was impressive. Virtually all the teachers said they had learned something about industry and teaching science. In addition, 9 out of 10 teachers intended to re-use the CCI materials again and repeat the industrial visit in the future.

These results provide strong evidence that the CCI training has changed the attitudes of teachers. At the beginning, the teachers were mostly neutral about involving industry with primary science. By the end of the training, the majority of teachers were extremely receptive to involving the manufacturing industry to teach science with a more practical approach, with the implication that permanent changes were to be made to their science teaching methods.

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