

Hi Carol and team,

Please find enclosed a scrapbook entry for the START Project. My class and I really enjoyed it from start to finish. As a teacher I loved how you gave the steps and the children and I could work through them. They really took ownership of it and wanted to work on it the whole time. They have gained such great life skills from this project and I was thrilled when I heard about it online. I knew they would enjoy it and learn from it. I am very proud of them.

They saw from previous entrants; the request to return the project so we decided to make an A4 sized copy to have in our library to treasure their amazing work so there is no need to post this back.

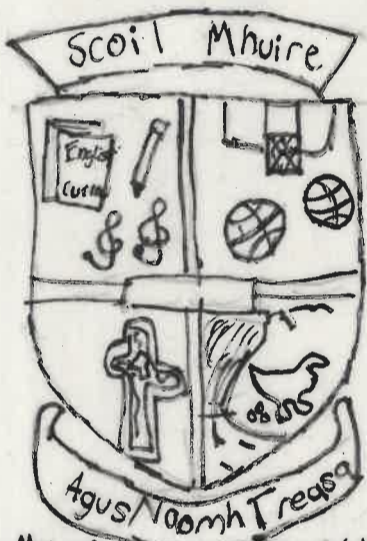
Thanks so much for such a brilliant competition; the whole school community enjoyed it.

Kind regards
Róisín



START

Schools Teaching Awareness of Randomized Trials



5TH CLASS

Running Debate:

Should you run for
DISTANCE or **TIME**

Introduction

We are 5th class from Currow NS in County Kerry. Our teacher told us about this project in January because we love doing competitions and doing experiments so it was perfect for us. We are very competitive and love being active.

We first learnt what a clinical trial was and how to execute it. We looked at the past winners to see how they did theirs for some tips. We picked some of these ideas that we thought were the best to put into our project.

By Gwen and Ellie-Kate



Brainstorming Questions-in groups

1. If there wasn't a clock in the room would children feel the day goes faster.
2. Do children learn better from books or with exercise
3. Do children work better with a reward or without.
4. Is it easier to learn from a book or from the screen
5. Is it easier to focus on your work with the lights on or off?
6. Would children learn better from ipads than books?
7. Would you learn better if you had a different teacher for every subject?
8. Is watching a video explaining something more beneficial to you than the teacher?
9. Is having a bright and colourful classroom better for you than a dark classroom
10. Do children work better if they are on a comfortable seat or hard chair
11. Would students be less stressed if they didn't get homework.
12. Do children work better in groups or pairs.

Step 1

Choosing a question

All good trials start with a good relevant question. We read the guide and looked at previous winners to help us. We worked in groups and brainstormed ideas and we came up with 12 different questions. We narrowed it down to 4 ideas. We took a vote for which question we should do. We decided on "Do you run faster when given a certain time or a certain distance."

Our class thought it was a brilliant idea!

Now we had to keep it a secret until we had our control and participant groups picked.



By Abbie, Rose and Emily



Counting the votes

Step 2

Register Your Trial

Our teacher registered our trial online.



We still wanted a photo opportunity!!!!!!



step 2

Step 3

Select your outcomes

We decided to compare the 6th class running for time vs distance to see which strategy works better.

We used the control group to see how long it takes them to run 10 laps as that's what the 6th class normally run.



By Aimee, Marie, Clodagh and Ellen



Deciding how to carry out
our trial.

Step 3



Step 4

Identify who is taking part

We originally thought about using the 4th Class and 6th Class but we thought the age difference might affect the results.

So, we just picked 6th class because they regularly ran on the yard all year as a part of a "Run Around Europe" challenge to achieve an Amber Flag for the school.

We thought the results might then give interesting information to help their running. Also, 6th class enjoy running. We felt it would help improve their fitness.



By James, Jack and Malachy

Step 5

Divide up participants into groups

So for our fifth step we had to evenly divide 6th class. There is 19 in the class so we had 10 on the control group and 9 on the test/participant group.

To do that fairly we got our 4th class teacher Ms Horan to pick names out of a hat.

This procedure was necessary and was very fairly done.



By Luke and Séamus



Improve your Fitness

Dear 6th Class,

We are going to improve your fitness before Easter with a running challenge.

We are setting new running goals to run around Kerry. Your first goal is to run to Currans which is 4km. Every lap is 100m. We will be counting your laps.

We will take half the class at a time as the yard is wet.

We are entering the START competition. We had to come up with a question we could answer in school.

We are trying to find out do you run faster when you are given a certain time or a certain distance.

We are writing you this letter as a consent form to allow us to complete this study

Consent form:

Listen to the statements below and sign to take part.

- I understand what this project is trying to do
- I am happy for my photo to be taken

Step 6

Make it a secret

This was our favourite part. We did not want the control group's running to be impacted. We also didn't want the test group to be overly influenced by our question but that they knew what they were participating in and also they had to sign consent to take part.

Our detective skills were called into play and we decided that we'd pretend we were making up a new fitness challenge; this time we would 'Run Around Kerry' for the week. We'd start by running to Currans which is 4km away. Each lap is 100m.

Kevin and Alex read this information to all of 6th Class. They then explained we could only take half of 6th at a time as the yard was wet. The control group went out to run.

Kevin and Alex then went back into 6th class and told the test group we are entering the START Competition and told them about our experiment and got consent.

Kevin and Alex were very cool as all of the boys and girls got into their places for ACTION.



BY Billy, Kevin and Kieran

Step 7

Conduct your Study

This was a very exciting part of the project. We did not want to impact the participants run by watching them. Our teacher had told us about the hawthorn effect (*a phenomenon in which participants change their behaviour as a result of watched in a part of an experiment*) so we monitored them from the classroom, computer room and the halla.

We split our class into 2 groups, one group for participants and one group for the control group. Each person had a student to monitor. Some of us stayed in our classroom, some went to the computer room and more went to the halla to monitor them.



Day 1: First Run -The control group (8 on the day as 2 were absent)

The control group ran for 10 laps and we timed them. We found their average time and we used that time for the participant group's run.

Day 1: Second Run -The participant group (9)

The participant group ran for 5 minutes, we counted their laps and we found the average was 12 laps.

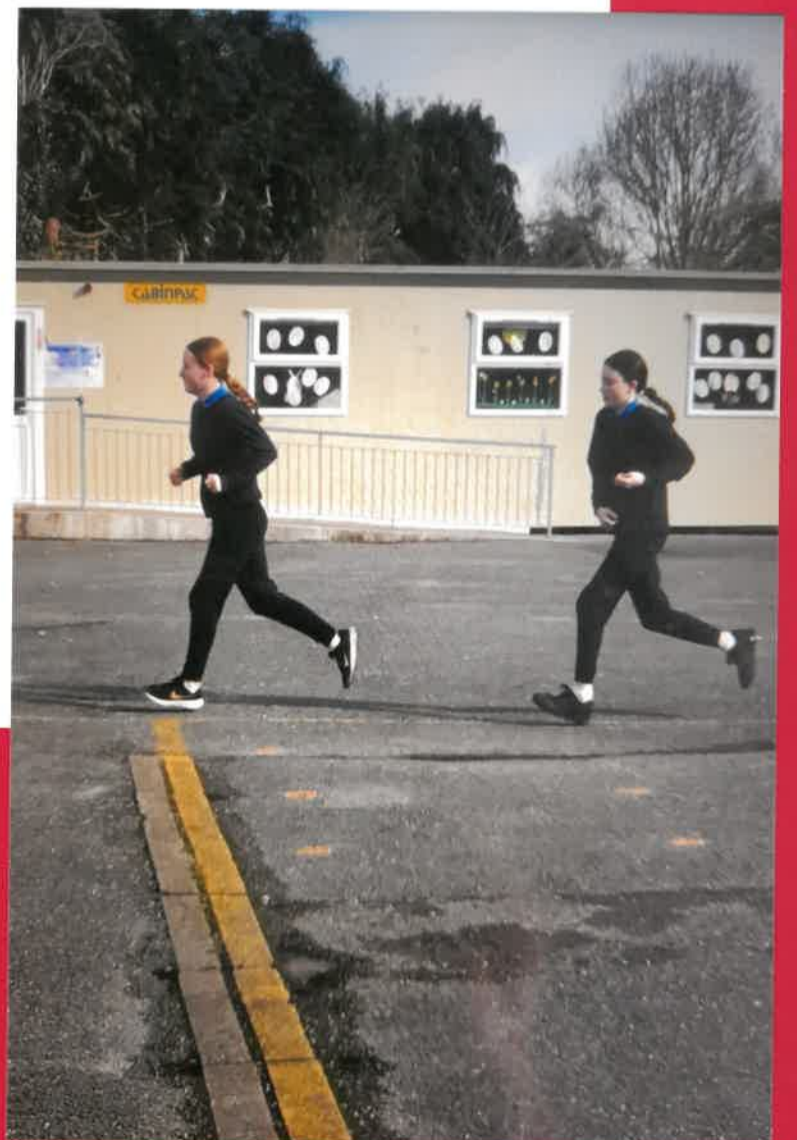
Day 2: Third Run -The participant group (8)

The participant group ran for 12 laps and we timed them and found the average time

We also ran with the control group on day 2 so it wouldn't be too suspicious.



By Eibhlín, Maryanne and Kelly



Step 8

Report your findings

Results

- The first day the experimental group ran for 5 minutes and they got an average of 12 laps.
- The second day the experimental group ran for 12 laps and we timed them. The average time was 5 minutes.

Lap/Distance Results

P1= 11 laps	P2=13 laps	P3=11 laps
P4=11 laps	P5= 12 laps	P6=12 laps
P7=13 laps	P8=11 laps	P9=10 laps

Time Results

P1= 5.20	P2=5.18	P3=5.29
P4=5.52	P5= 5.32	P6=5.31
P7=5.10	P8=5.22	P9=absent

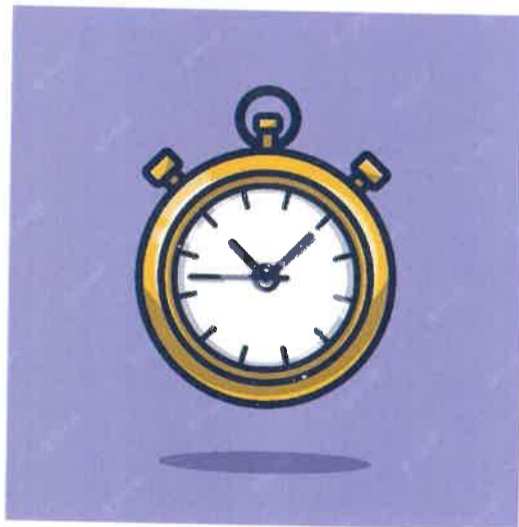
By Aine, Alex and Aaron

Table comparing running for time versus distance

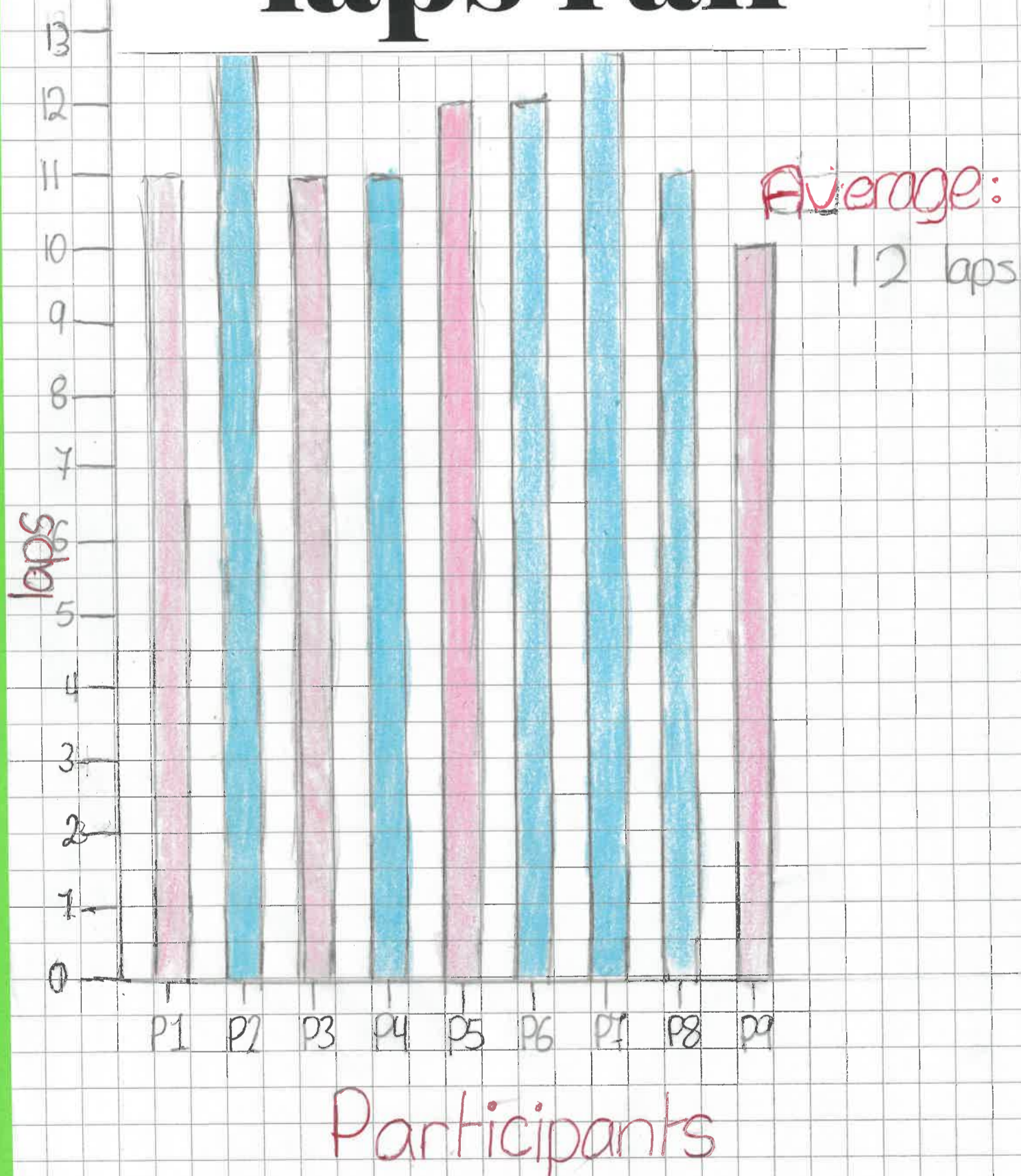
<u>Participant</u>	<u>Run for time</u>	<u>Run for distance</u>	<u>Which they were faster for</u>
P1	11 Laps	5.20	Distance
P2	13 Laps	5.18	Time
P3	11 Laps	5.30	Time*
P4	11Laps	5.52	Time*
P5	12 Laps	5.30	Time
P6	12 Laps	5.30	Distance*
P7	13 Laps	5.10	Time
P8	11 Laps	5.22	Time*
P9	10 Laps	absent	absent
<u>Average Boys</u>	<u>12 Laps</u>	<u>5.42</u>	<u>Time</u>
<u>Average Girls</u>	<u>12 Laps</u>	<u>5.40</u>	<u>Time</u>

- Pupils did not run 12 laps—they ran between 10 and 11 laps

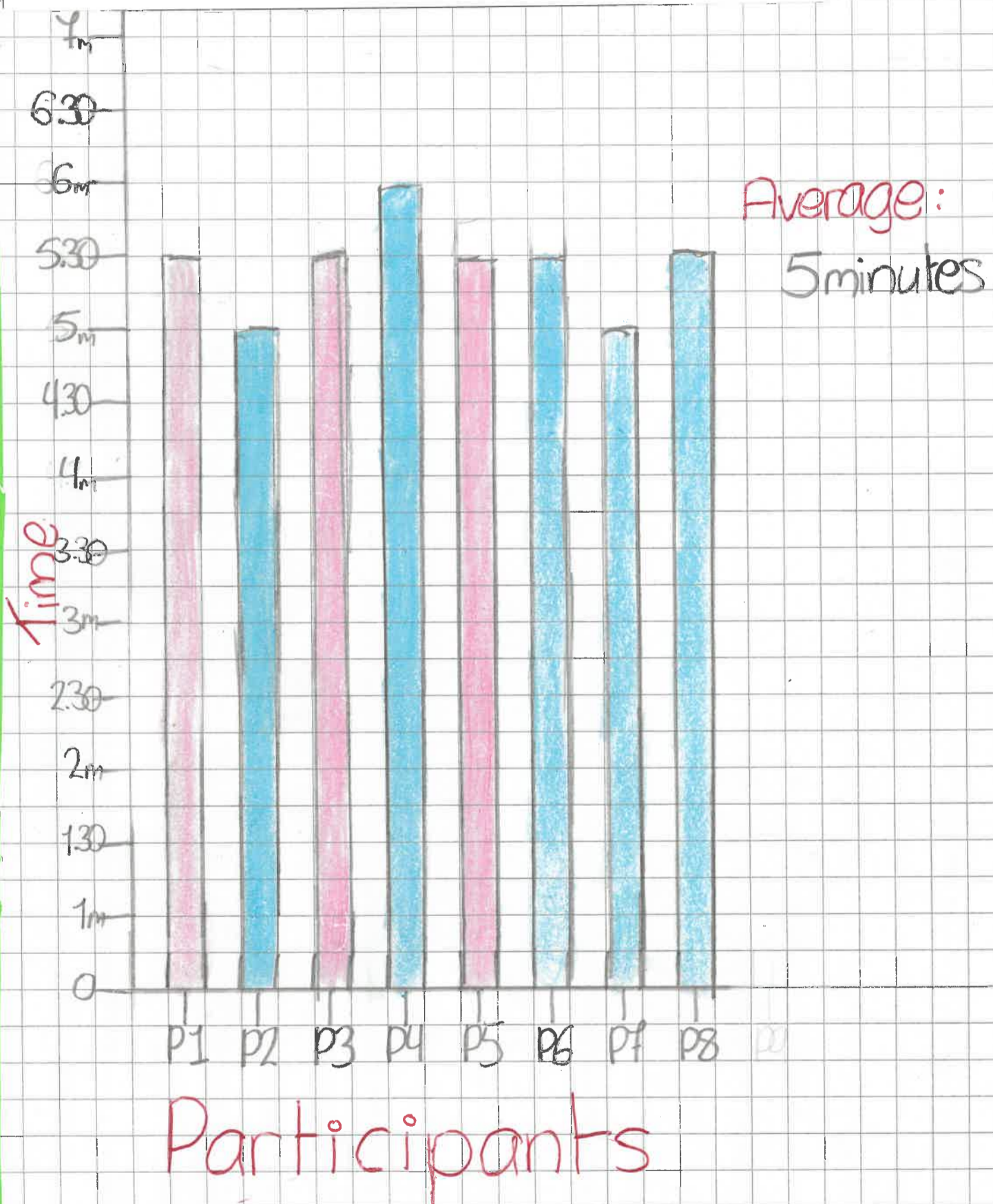
By Emily and Eibhlín



Number of laps ran



Time



Discussion

There was no difference between running for time versus running for distance for this group. It shows us that either training method works for these pupils.

There was not much of a difference between girls and boys. There was only a 2 second difference and no difference in average laps. Also one of the girls was not running in the second run which was the distance run. If she ran, it might have changed the results but we think not by much.

So really we found there is no difference between running for time or distance. If you are training for a race you could train either way. Maybe if the participants had to run for a longer distance and time we might have seen different results.



Issues

- We think that some of the 6th class did not finish the second run as when one finished their 12 laps they all stopped and unfortunately we think that the results might have been affected. We felt peer pressure effected them-they did not want to appear to be the slowest or be different.
- We discussed getting them to run again but school life is busy; we had badminton and 6th Class were planting trees so we decided not to get them to run again.



Future Recommendations

Next time we might change the class. It might have been better if we had picked a class that weren't used of running laps and finishing when the first person finishes.



What We Liked

Emily
spy on the
6th class

Alex
typing
the chart

Billy
typing
on the
computer

Aine
Doing the
Graph and
typing

Aimee
typing
on computers

Malachy
Spy on the
6th class

Ellen
I Liked
Typing on the
Computer

Luke
I enjoyed
going to the
computer room
and typing.

Sean
I liked
timing
the laps

Jack
Being a
SPY

Kelly
Typing and
spying on
the 6th class

Rose
Getting out
of class to
spy on the
6th

Seamus
spying on
6th class.

Gwen
I enjoyed
the whole
experience mainly
they decorating

Kieron
and I liked
being under
cover

Clodagh
I loved
spying on the
6th class it
was really
fun.

Odhrán★
I liked
writing
on the
computer

Ellie Kate
I loved brainstorming
and spying.

Maryanne
I liked
typing stuff
and spying
on 6th class

Abbie
it was
very fun
and I like
taking photos.

James
spying on the
6th class

Kevin
Keeping it
a secret

Aaron
Keeping it
a secret

Sharing with our School Community

We decided to present our project and its' finding to the 6th Class, to their teacher Mr. Brosnan and our principal Mrs. Hanifin and the SET teacher Ms. Hanifin to fill them in on our work and to thank them for taking part. It is important to share your findings.

We made a PowerPoint presentation and made some rice krispie buns and invited them to the halla for our presentation. We told them all about the START competition and what a clinical trial is and the importance of them especially for us since Covid-19 vaccines have been made- and the positive difference they make to the world. They were very interested in our findings.

Our teachers and principal were very impressed with all our hard work. Our principal commended our presenting skills also and was very impressed with our question and how we carried out the project. We were delighted to hear such lovely comments. We always like to do our best.

We have also shared our project with the school and wider community through our school Facebook page. We are excited to be able to share our work with everyone.

This was a very enjoyable finish to the project and we also got to enjoy making and eating some rice krispie buns. Our teacher told us sharing our findings was a very important part of our project and we felt very proud after all the time and effort we put in. It was a really fun project and we'd love to do it again.

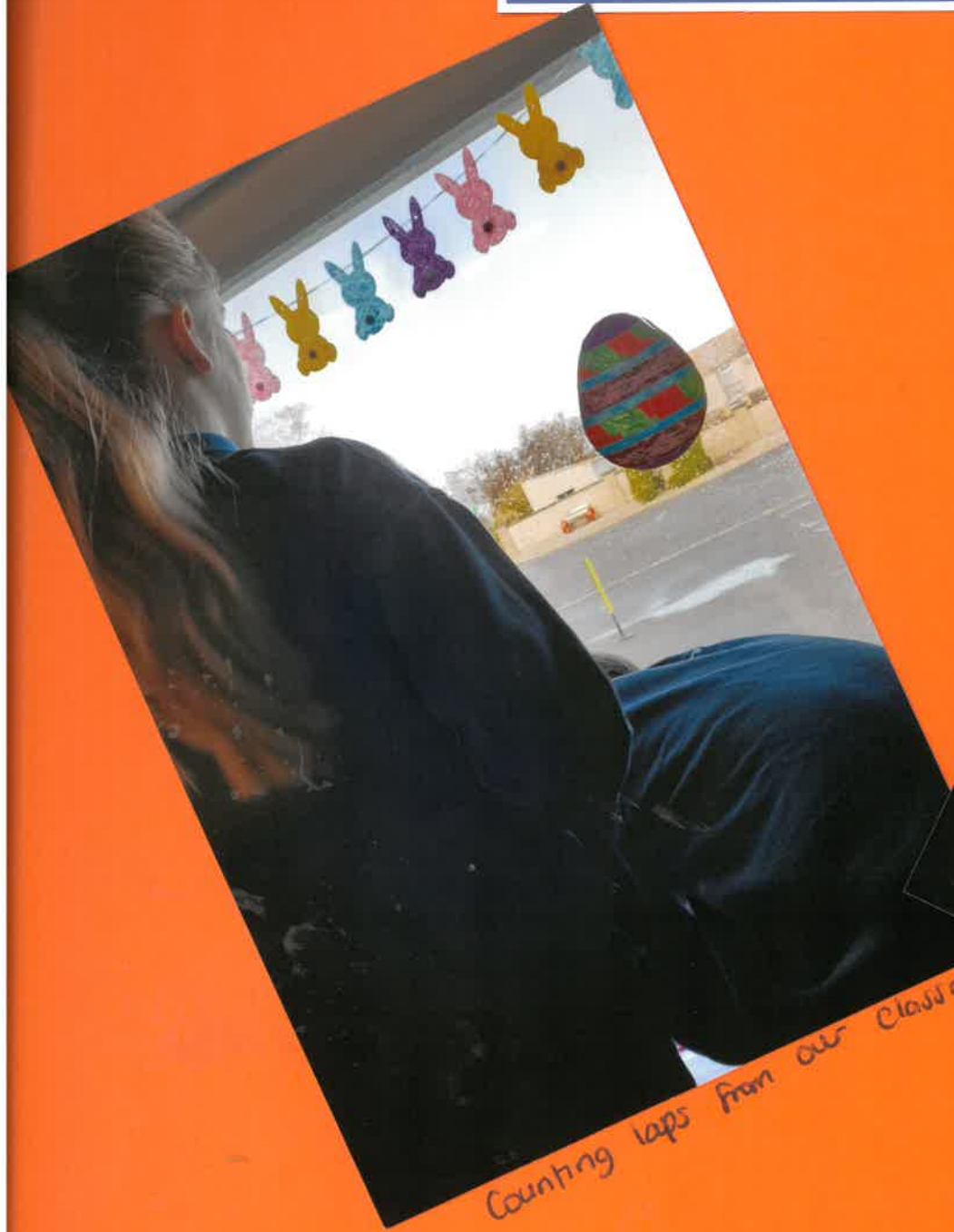


5th Class Production Starring:

Marie	Agent Barry
Aaron	Animation Artist
Abbie	Photographer
Kevin	Data analyst
Ellen	Agent Casey
Emily	Agent Galvin
Malachy	Photographer
Kieran	Agent Jones
Seán	Agent Looney
Eibhlín	Results Manager
Clodagh	Agent Mc
Billy	Data analyst
Luke	Scriptwriter
Aimee	Scriptwriter
Séamus	Agent O'Connor

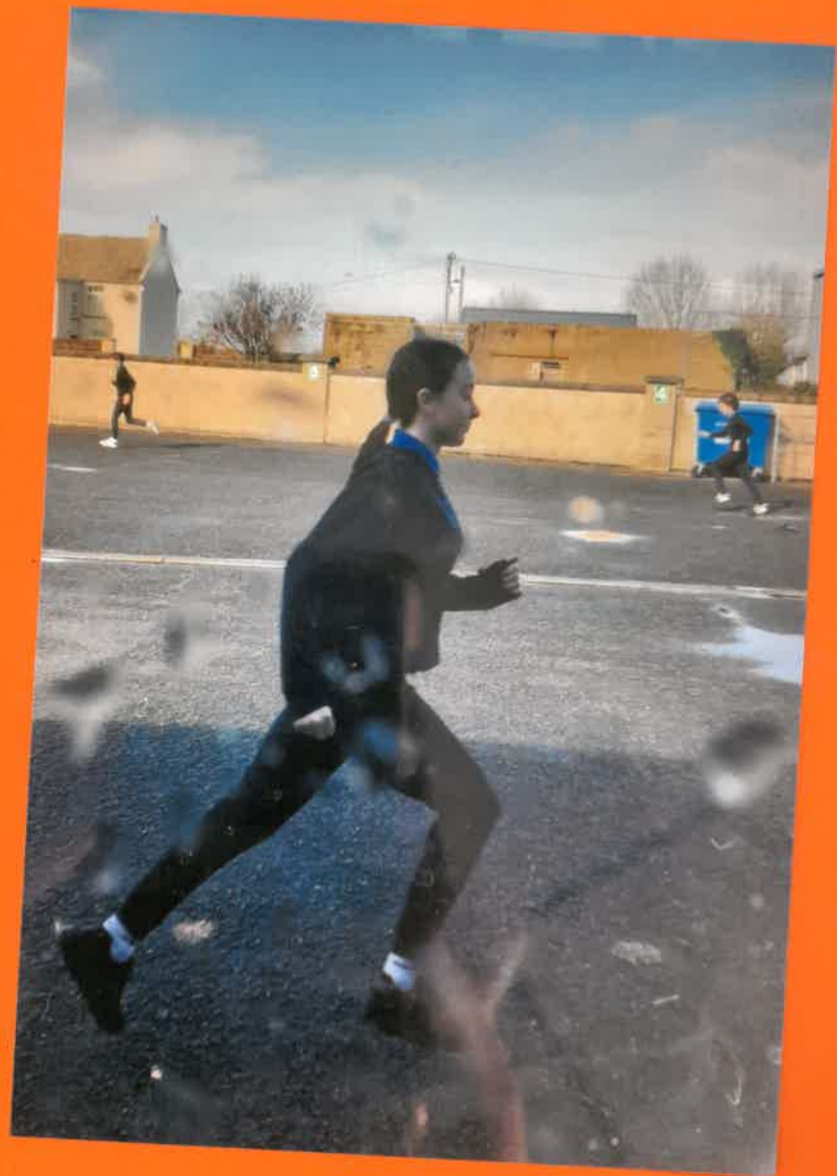
James	Scriptwriter
Maryanne	Agent O'Shea
Áine	Results Manager
Alex	Data Analyst
Gwen	Agent O'Sullivan 1
Jack	Typewriter
Rose	Agent O'Sullivan 2
Odhrán	Typewriter
Kelly	Agent Ryan
Ellie-Kate	Agent Sheehy
Mrs. McCarthy	Director

Some Fun Photos

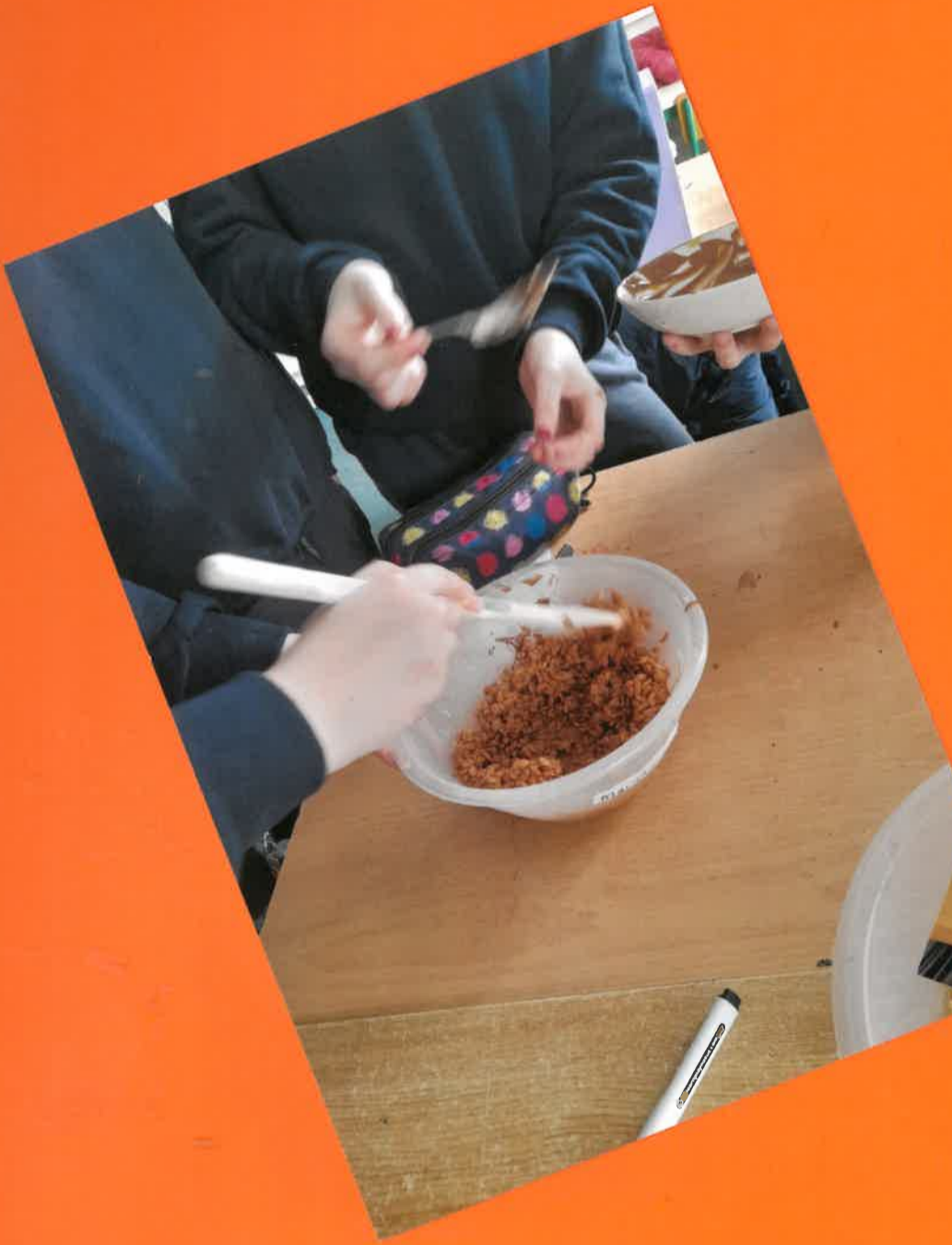


Counting laps from our classroom





Thanks to







Currow National School

March 31 at 4:49 PM · 🌐



5th Class have been very busy recently. They are entering the START competition. START stands for Schools Teaching Awareness of Randomised Trials. 🏆

This competition involved the pupils' developing and carrying out their very own clinical trial. 📄

They had to come up with a question that related to their daily lives and that they could answer in school. 🤔

Th... [See more](#)



Currow National School
Public

· Following



#ClinicalTrial
#START

Start Rap

We started a competition and got you involved
to make up a question and get it solved.

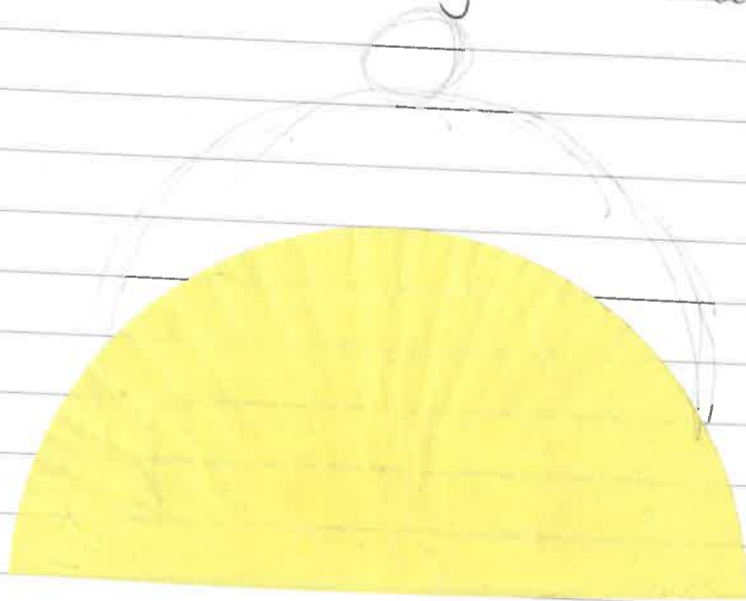
We didn't pick 4th class because they didn't jog,
thats when we knew ye would be perfect for the job.

The competition is about clinical trials,
So we hopped on the computers and made some files

We had to stay quiet and not shout,
We printed so many sheets of paper and you still didn't
find out

Thanks for the run,
Enjoy your bun,
and we hope you had fun.

By, Maryanne, Eibhlín, Kelly, Aine and Billy.



Do you Run
better if you
ARE GIVEN A
Certain TIME OR
DISTANCE?

Art No. 34403



60 A3 120gsm Pages in
5 Assorted Colours

www.premier-stationery.com



Another Quality Product from...

PREMIER