

Pupil Questionnaires

(NB: Questionnaire 1 is to be carried out before the first lesson is delivered; Questionnaire 2 is to be carried out at the end of the final lesson; Questionnaire 3 is optional, to be carried out 4-8 weeks after the final lesson).

Pre-survey note (will be slightly different for each questionnaire)

Our team at the University of Oxford are currently designing some science lessons for pupils of your age, which you have just taken part in! We would now like to ask some questions so we can find out how much you have learned during the lessons and what you thought of them. Some of the questions also appeared in the first survey, and some of them are new.

Don't worry if you find the questions tricky and don't know some or any of the answers. We aren't expecting you to know everything, and you can use the 'I don't know' option if you need to. Where there is no 'I don't know' option, just make your best guess and move on to the next question.

Your answers will be anonymous, meaning that nobody will be able to trace them back to you.

We hope that you enjoyed the lessons. Thanks for taking part!

Section 1 (in all 3 questionnaires)

1. What is the name of your school?
2. What year group are you in?
3. What is your gender? (male/female/other/prefer not to say)

Section 2 – Quiz (in all 3 questionnaires)

1. What is the name of nerve cells in the brain?
 - a. Axons
 - b. Epithelial cells
 - c. Neurons
 - d. Lymphocytes
 - e. I don't know.
2. Which of the following is the best definition of neuroplasticity?
 - a. The brain grows in size over a person's lifetime.
 - b. The fixed structure of the brain during a person's life, which is not changed by their experiences.
 - c. Different parts of the brain are responsible for different functions, tasks or skills.
 - d. The brain's ability to change and grow during a person's life because of their experiences.
 - e. I don't know.

3. How do experiences shape the structure of the developing brain?
 - a. They increase the number of connections between neurons.
 - b. They influence which neural connections are strengthened and which are pruned away.
 - c. They decrease the number of connections between neurons.
 - d. They increase the number of neurons in the brain.
 - e. I don't know.

4. Why is it important for a caregiver to communicate and respond to their child with their voice, eye contact or touch? *Select all the answers that are correct.*
 - a. It helps the baby's brain to develop and grow.
 - b. It develops the relationship between the child and caregiver.
 - c. It helps the baby to learn how to concentrate.
 - d. It helps the baby to learn about how to take turns.
 - e. I don't know.

5. It's important to first start 'conversations' with children...
 - a. When they are old enough to make recognisable words.
 - b. From birth.
 - c. When they can speak in whole sentences.
 - d. When they start to make babbling sounds (mamama or dada or bububu).
 - e. I don't know.

6. How should a caregiver speak to a baby? *Select all the answers that are correct.*
 - a. They should speak fast.
 - b. They should exaggerate their facial expressions (make their facial expressions very clear and obvious).
 - c. They should use a sing-song tone of voice.
 - d. They should make their speech as complicated as possible.
 - e. They should keep repeating the same words.
 - f. I don't know.

7. Why is it important for children to play? *Choose the best three answers.*
 - a. It helps healthy brain development.
 - b. It gives an opportunity for creative thinking and problem solving.
 - c. It helps children to develop their language skills.
 - d. It keeps children busy so they are tired at bedtime.
 - e. Children need to have fun.

8. At what age do you think a child's brain is developing fastest?
 - a. Start of pregnancy to 2 years
 - b. 3 - 5 years
 - c. 6 - 10 years
 - d. 11 - 15 years
 - e. Develops evenly throughout childhood until adulthood
 - f. I don't know.

9. Which of the following affects how children develop during their first 5 years of life?
- A child's genes.
 - A child's environment (where they live, who looks after them and their everyday experiences).
 - A combination of both their genes and environment.
 - Neither their genes nor their environment.
 - I don't know.
10. Which period of a child and young person's life is the most important for their health and happiness in adulthood?
- Start of pregnancy to 5 years
 - 5 - 11 years (primary school)
 - 11 - 16 years (secondary school)
 - 16 - 18 years (further education)
 - 18 - 24 years (young adulthood)
 - All equally important
 - I don't know.
11. How could you improve a child's resilience? Which of the following statements is **wrong**?
- Increase the number of people that can give support in a child's life, for example teachers, grandparents and neighbours.
 - Resilience is something you are born with and so you can't improve it.
 - Reduce the number of difficult situations a child is experiencing, for example conflict in the family or worries about paying bills.
 - I don't know.

Section 3 - Evaluation (in Questionnaire 2 only)

1. How did you experience the lessons?
 - a. In the classroom, taught by my teacher.
 - b. Online lesson, taught by my teacher.
 - c. Online, self-taught.
 - d. Other.

2. For each of the three lessons, please rate each activity that you completed out of 10 in terms of how engaging you found it. 1 = not at all engaging; 10 = very engaging. (By engaging we mean you found it interesting and challenging enough.) *If you don't remember which activities you did, please choose 'Don't remember' and give a rating out of 10 for the whole lesson.*

Lesson 1

	Completed? * <i>Required</i>		Rating out of 10
	yes	no	
True/False quiz (UNICEF)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
"Babies are amazing" discussion	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Brain development video (experiences build brain architecture)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Brain development worksheet	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Neuroplasticity video + definition	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Epigenetics worksheet	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Unscrambling key words and definitions	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Don't remember	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Lesson 2

	Completed? * <i>Required</i>		Rating out of 10
	yes	no	
Caregivers' role video	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Playful learning worksheet (getting into a child's mind - Iris and Lyra)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Playful learning worksheet (getting into a child's mind - girl with magnifying glass)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Public information leaflet	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Top 10 tips	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
"What will you do differently" learning review	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Don't remember	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Lesson 3

	Completed? * <i>Required</i>		Rating out of 10
	yes	no	
Evidence linking early years to health outcomes (ABC study)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
"Brains' journey to resilience" video and questions	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Don't remember	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

3. Do you think that pupils your age at other schools should be taught these lessons? (yes/no)
4. Why do you think this?
5. Did you share anything you learned in these lessons with anyone outside of your class (for example a parent/ carer or friend)? (yes/no)
6. (If yes) Who did you tell and what did you share with them?
7. Do you have any other feedback that you would like to share with us?
8. Lastly, what three words would you use to describe the lessons?

Thank you for answering our questions! We hope that you enjoy/ enjoyed taking part in the lessons.