



<b>Provisional Mark</b>	<b>56%</b>
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## School of Social and Political Science – PG Feedback Form

<b>Course Instance</b>	<b>February 2014</b>
<b>Course Name</b>	<b>Involving Children and Young People in Research &amp; Consultation CPD</b>
<b>Component Name</b>	<b>Blog 2</b>

Please note that both the comments and the grade remain provisional until ratified by the external Exam Board in May and will be subject to change, moderation and review by our external examiners. This includes whether or not any penalties imposed are upheld.

<b>Exam number</b>	<b>Student C</b>
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**Overview**

<b>Marking criterion</b>	<b>Comment</b>	<b>Grade A-H (if appropriate)</b>
Critical/conceptual analysis	The blog provides a fulsome description of the resource. Given word constraints, this description could be edited down to what the reader needs to know for the subsequent critical analysis. The critiques made in the penultimate paragraph are insightful.	C
Strength/cohesion of argument	The argument is well made in the penultimate paragraph, and a distinct conclusion is made at the end.	A
Use of sources/evidence	Backett-Milburn et al. is used very effectively to support critique. Even further reading and resources to evidence/support points would have deepened and broadened the argument.	B/C
Structure & organisation	The blog is well structured, with description at the start and a suitable conclusion.	A
Breadth and relevance of reading	See above.	B/C
Clarity of expression, presentation and referencing	The writing is very clear and referencing follows conventions.	A
Suggestions for future work	The blog benefits from the critical analysis in the penultimate paragraph, the use of a relevant article to support points, and a logical structure. Further work could maintain sufficient description for the reader to engage with the argument, but to ensure that enough words are available for more critical arguments. Broader reading would only increase the argument's quality.	

Susan Elsley and Kay Tisdall, as course convenors, maintain a file of anonymised assessments with feedbacks for further students to consult. If you would prefer to have your assignment not included within this file, please inform Kay Tisdall [k.tisdall@ed.ac.uk](mailto:k.tisdall@ed.ac.uk).



Confidence to Learn: A guide to extending health education in the primary school.

Published by The Health Education Board for Scotland (1998).

This resource is some years old but remains a valuable tool for involving children in planning health education and putting it into practice with the support of the children themselves. The draw and write technique is predominantly used within school settings and was developed as a result of children's voices not being taken into account when deciding the content and focus of health education within schools.

The resource presents 3 classroom strategies based on drawing and writing activities which enable the teacher to discover what sense the children have made from their learning in terms health. The resource suggests the activities allow the children to demonstrate the following:

- What they know, or believe they know about being and staying healthy.
- What they know, or believe they know about schools as health promoting schools.
- Whether they feel that their school is a health promoting place and what could be done, by them and others to make it healthier.
- The changing perceptions and misconceptions they have around all these issues.
- The pictures and written (or dictated) language they use to share their views (Wetton and McCoy 1998: 7).

All 3 strategies have clear instructions. The children are made aware they must not talk about their work or share ideas whilst completing the activities as it's important the ideas are their own. Those requiring support with writing can use someone to scribe. However, the scribe can only write what they say and cannot make suggestions.

An example of one of the strategies involves children drawing and writing about an imaginary healthy person and then doing the same again but this time thinking about themselves and the person whose job it is to keep them healthy.

To support the teacher with the analysing stage example analysis sheets are provided with suggestions as to how the information may be categorised. During this process the resource encourages teachers to focus on what the child has

Kay 3/7/14 18:51

**Comment [1]:** Fine, this paragraph brings your reader into your topic.

Kay 3/7/14 18:51

**Comment [2]:** This sentence is particularly useful, as providing the specifics for your reader to engage with.

written and only use the pictures to assist in determining what the child means (Wetton and McCoy 1998).

The draw and write approach has a degree of flexibility in terms of the areas of health concentrated on. However, there are important ethical issues to be aware of, especially concerning children's right to privacy. The very nature of the setting in which the activities take place make privacy practically impossible to achieve. Even if steps are taken to guard against the scrutiny of each-others work it is possible some of the children's ideas will lead to subsequent teasing by others. There is also the issue of using the drawings in published material as they are much harder to anonymise than the written word. Furthermore, drawings relating to health may provoke emotional reactions, one; from those who may have family or friends facing sensitive health issues and two; those who are aware of the predominance of 'unhealthy' in their lives when drawing and writing about 'healthy' and 'unhealthy' concepts (Backett-Milburn and McKie 1999).

Overall this resource does provide an appropriate method of eliciting children's opinions. However, ethical issues must be carefully considered.

### References

Wetton, N. and McCoy, M. (1998) *confidence to learn: A guide to extending health education in the primary school*. Health Education Board for Scotland: Edinburgh

Backett-Milburn, K. and McKie, L (1999) 'A critical appraisal of the draw and write technique', *Health Education Research*, 14 (3), 387-398.

Kay 3/7/14 18:52

**Comment [3]:** The above material is very informative about the resource! It is descriptive, however, and you might have considered cutting down to allow for more analysis.

Kay 3/7/14 18:53

**Comment [4]:** Yes. I presume by the group instruction to *not* look at each other's work, that this is done in a group setting.

Kay 3/7/14 18:53

**Comment [5]:** Are they necessarily harder to anonymise than the written word? Would it depend what the drawing was like?

Kay 3/7/14 18:54

**Comment [6]:** These are very insightful points, backed up with a reference. Great.

Kay 3/7/14 18:54

**Comment [7]:** You have provided a succinct conclusion.