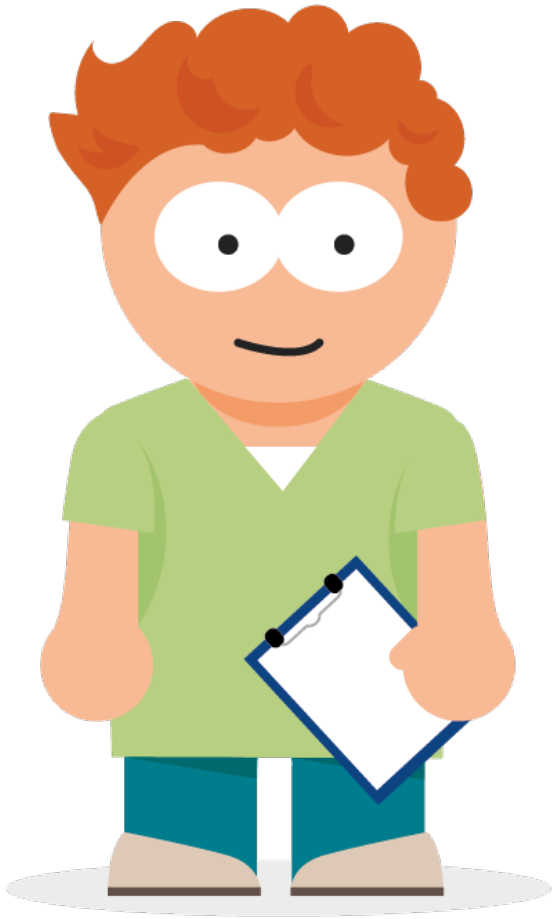
START

Schools Teaching Awareness of Randomised Trials

Welcome!



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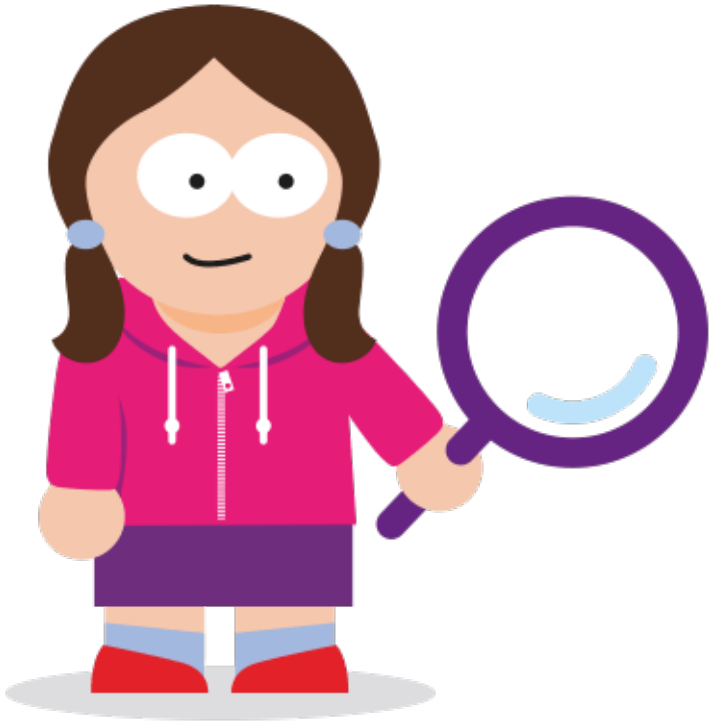


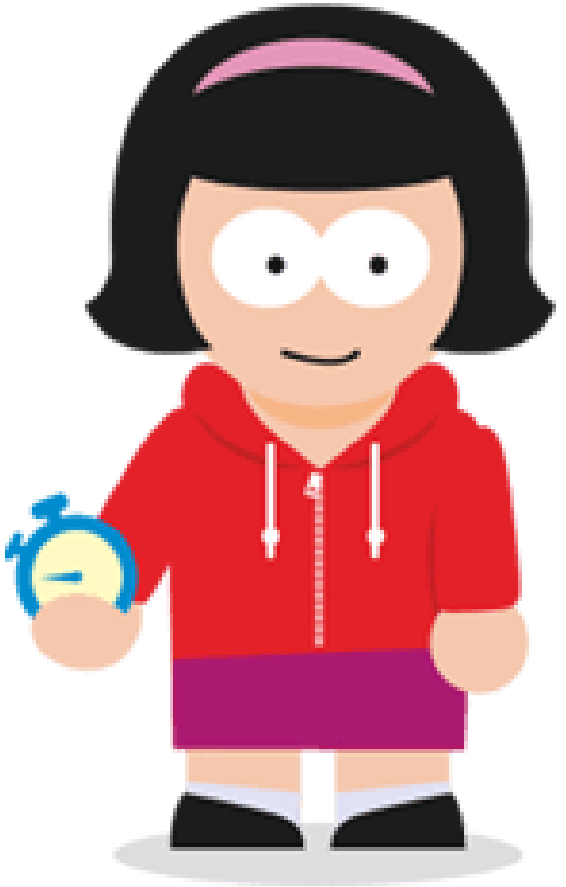
Free competition challenging 4th to 6th class primary school children to run their own randomised trial in the classroom

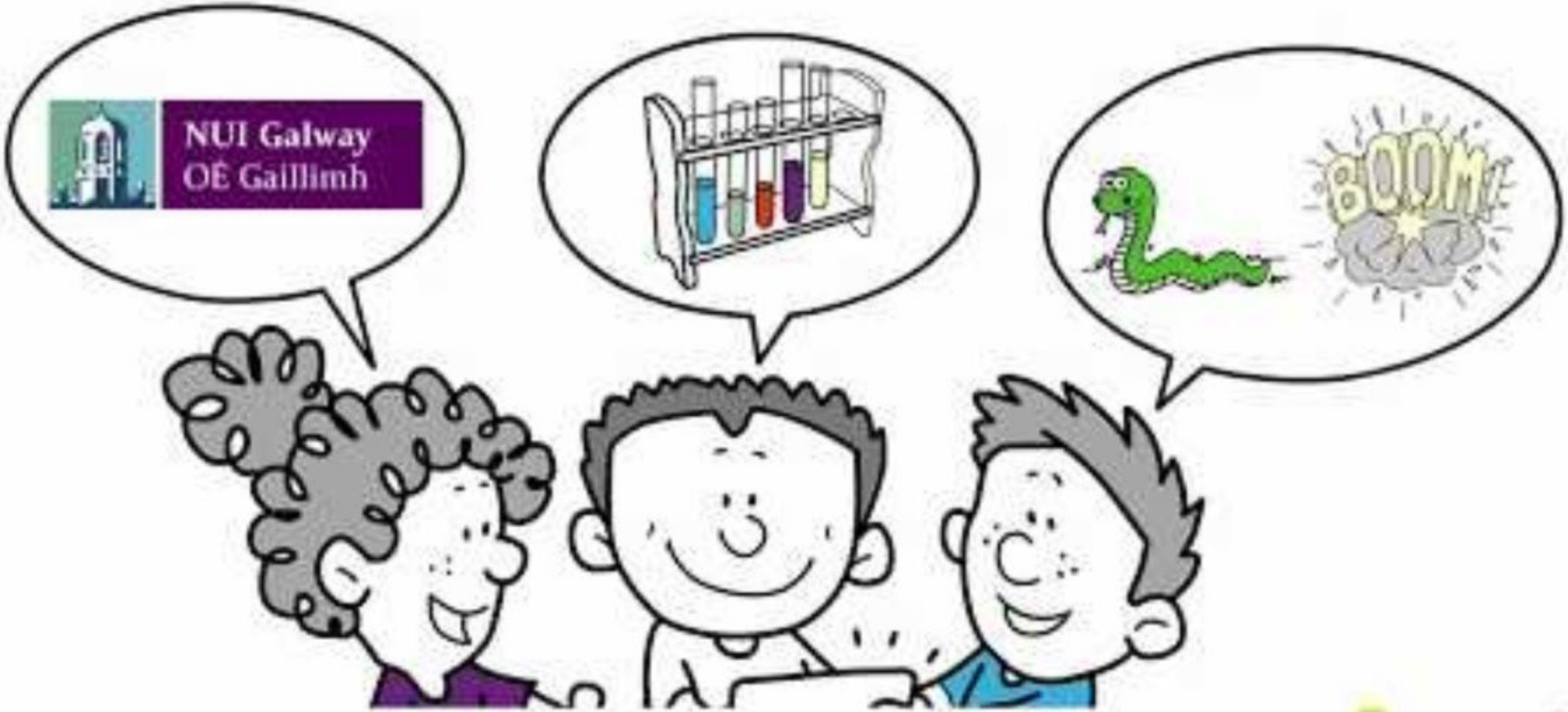
https://startcompetition.com/

Workshop Outcomes

By the end of today, you will:

- See how a child-led trial links to the curriculum and supports UDL
- Get practical tools for guiding trials in class
- Gain resources to support inclusive practice





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www.hrb-tmrn.ie

The START Competition

Step-by-step

HRB Health Research Board

University College Dublin
Ireland's Global University

UCC

Trinity College Dublin
The University of Dublin

University of Limerick

Taighde Éireann Research Ireland

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The START Competition

Linking the primary curriculum and UDL

Taighde Éireann
Research Ireland

Ollscoil na Gaillimhe
University of Galway

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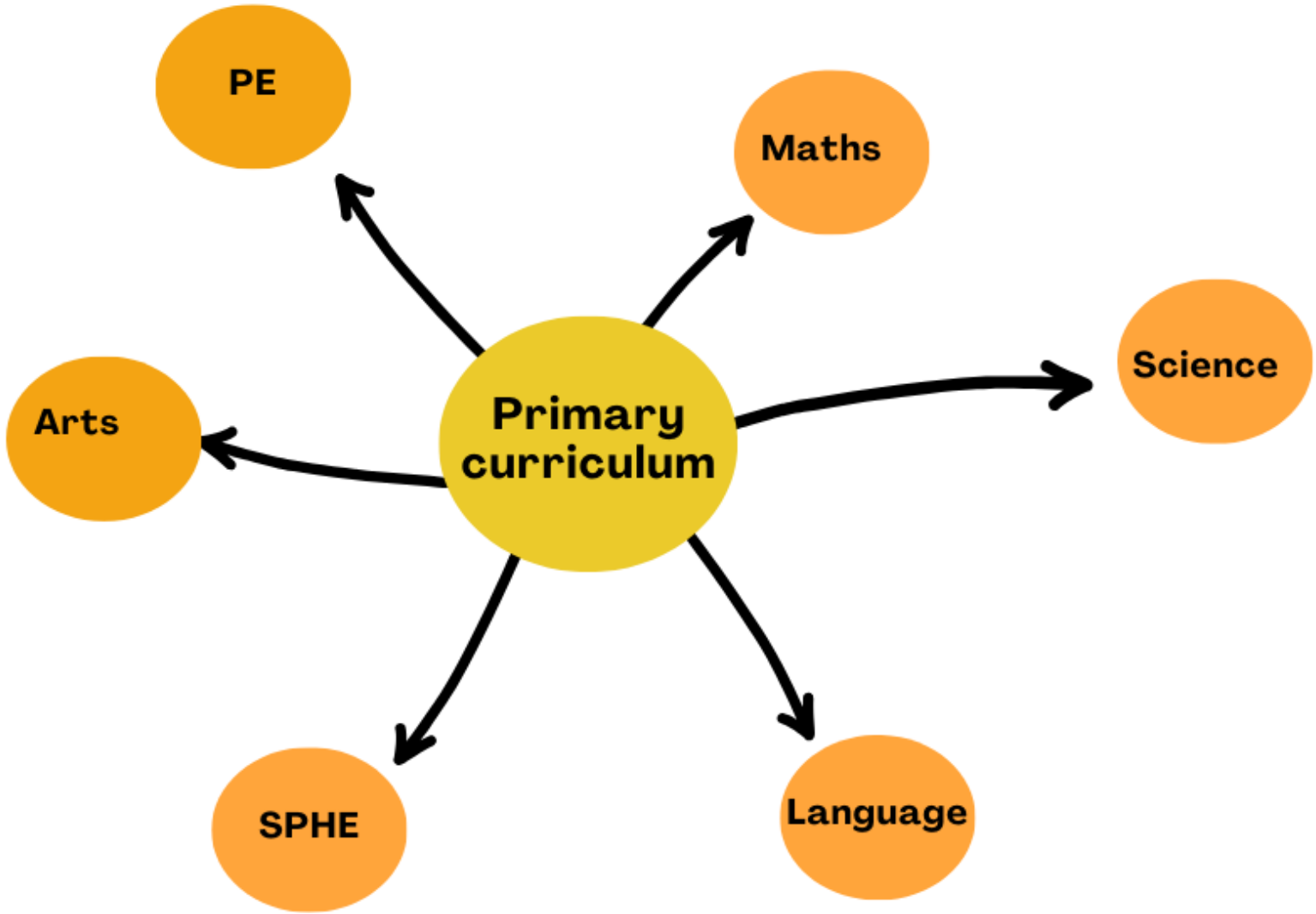

Curriculum integration overview

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Maths

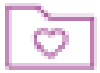
Students analyse data and apply critical thinking when comparing trial results.

Science

Hands-on trials develop skills in observation, reasoning, and scientific inquiry.

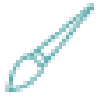
Language

Team discussions help students communicate ideas clearly and effectively.



SPHE

Projectson health and personal growth build self-esteem and responsibility.



Visual Arts

Creativepresentation of findings nurtures confidence and artistic expression.

PE

Physical activity trials connect movement to health knowledge.

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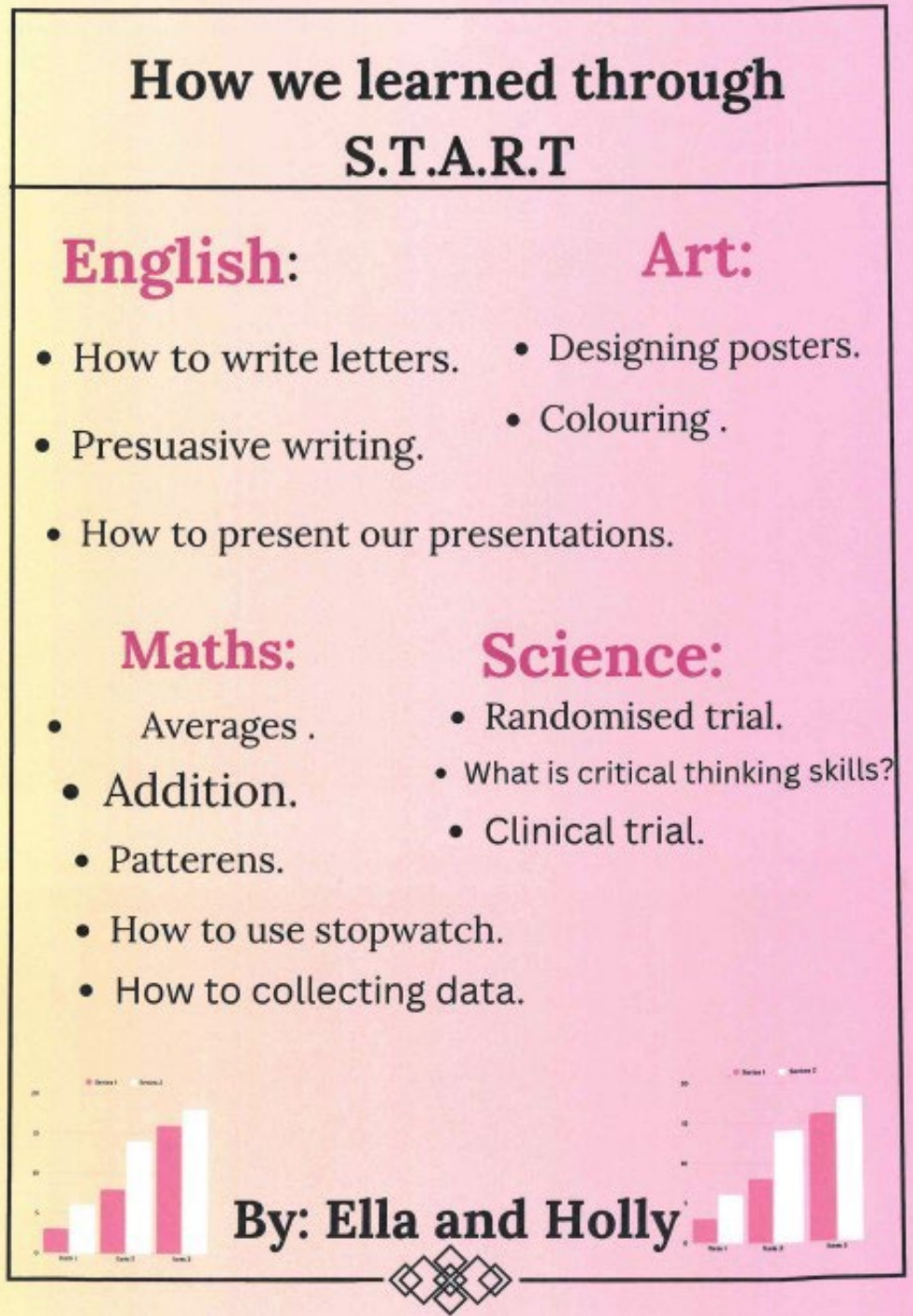
St. Cuana's trial:

Does homework make children feel stressed?

Monday	Tuesday	Wednesday	Thursday	Friday
Creative writing	Artwork	Drama	Survey	Data Analysis and Reporting

→ Teamwork, thinking outside the box



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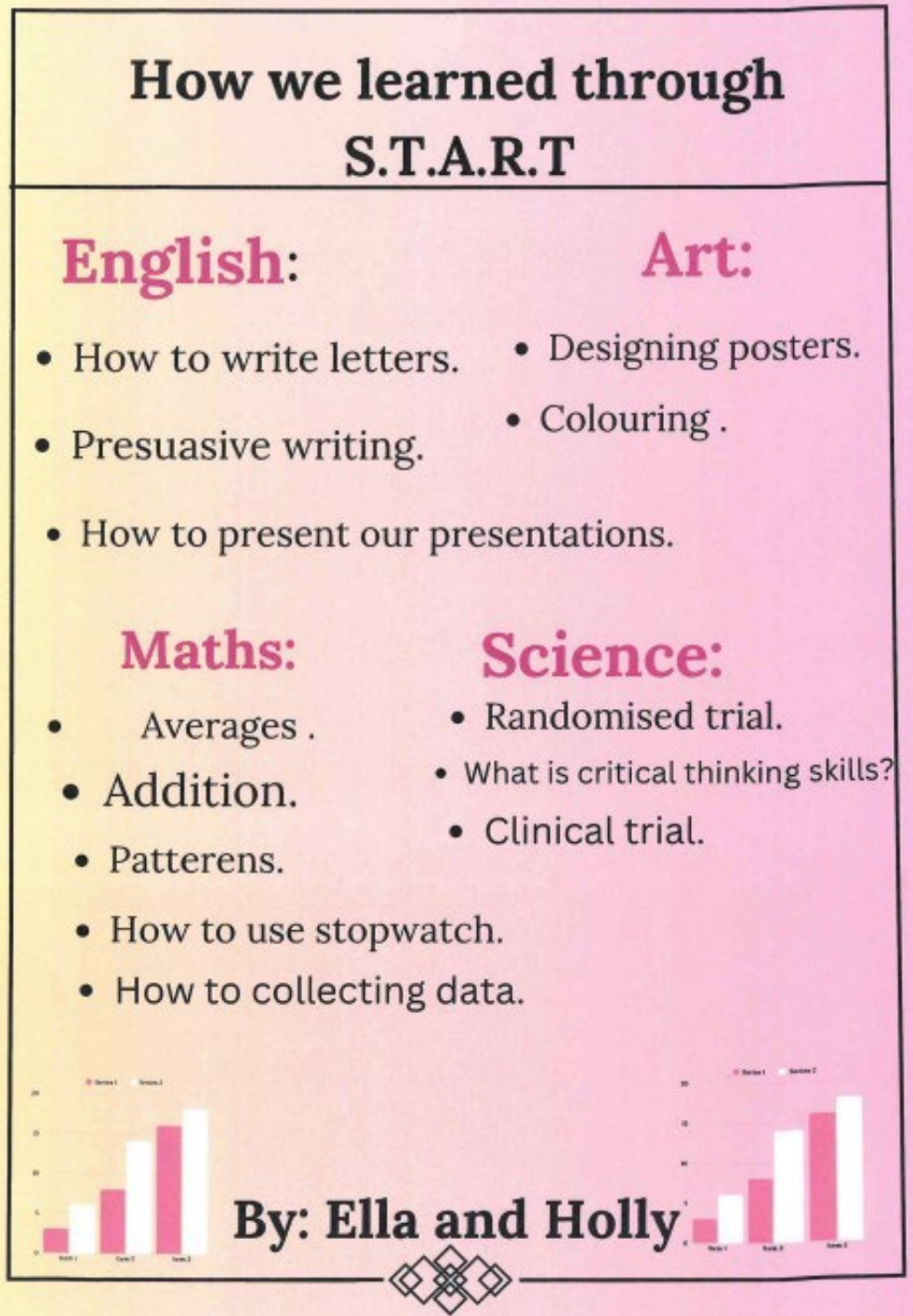
"As a class teacher in a DEIS Band 1 school, where our students face significant social and economic challenges, I was so impressed by the impact this cross-curricular project had on my class [...]



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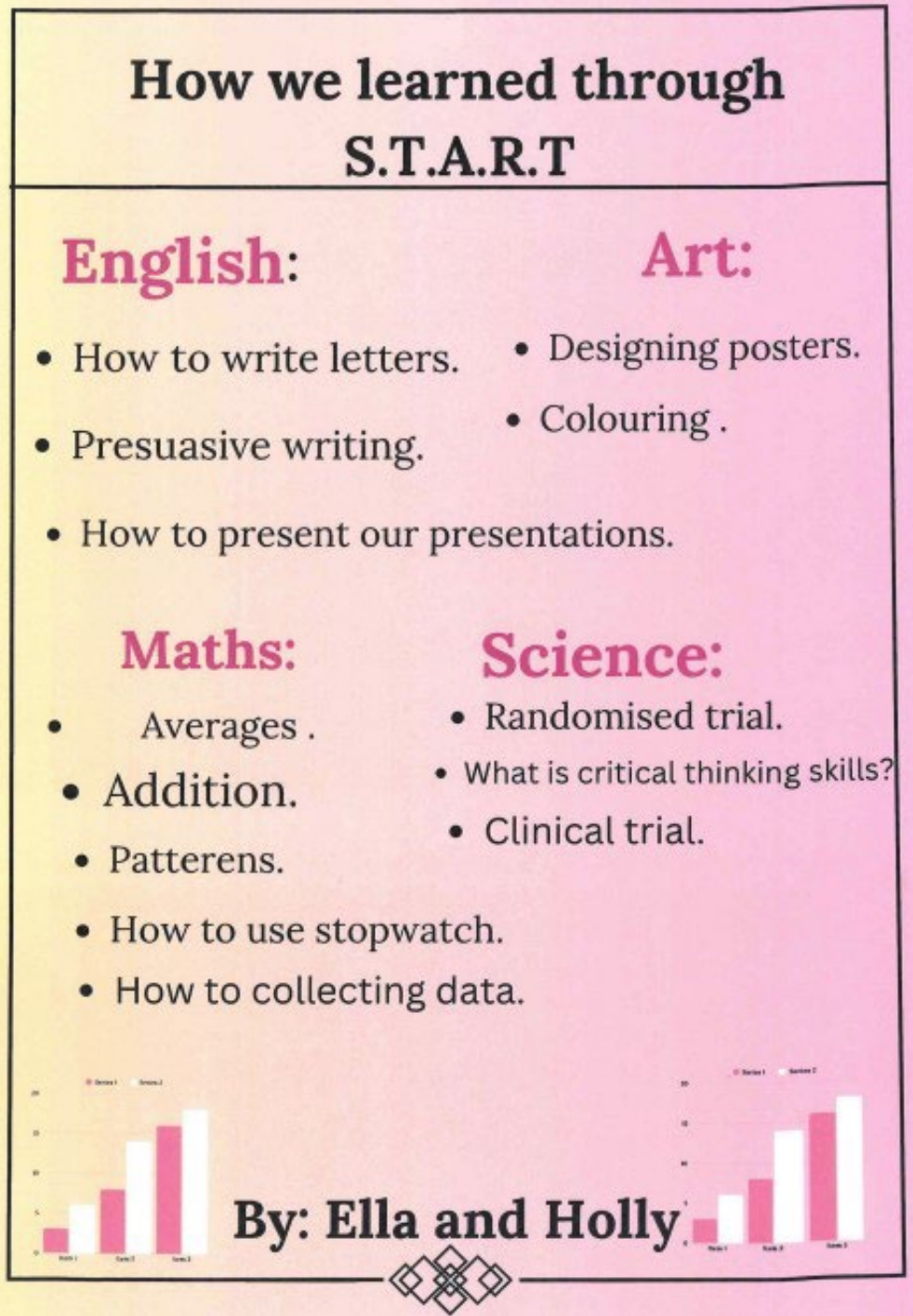
[...] The hands on approach not only engaged every student, but also provided them with a high-quality learning experience.

It was so rewarding to witness the student's enthusiasm and creativity as they tackled the trial. [...]



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[...] It opened the door to many genuinely thought-provoking conversations. Our project explored the concept that with the right opportunities, all learners can thrive."

Joan Byrne, Trinity Primary School, Tuam

Universal Design for Learning

Purposeful & reflective

Resourceful & authentic

Strategic and action-oriented

Confident learner

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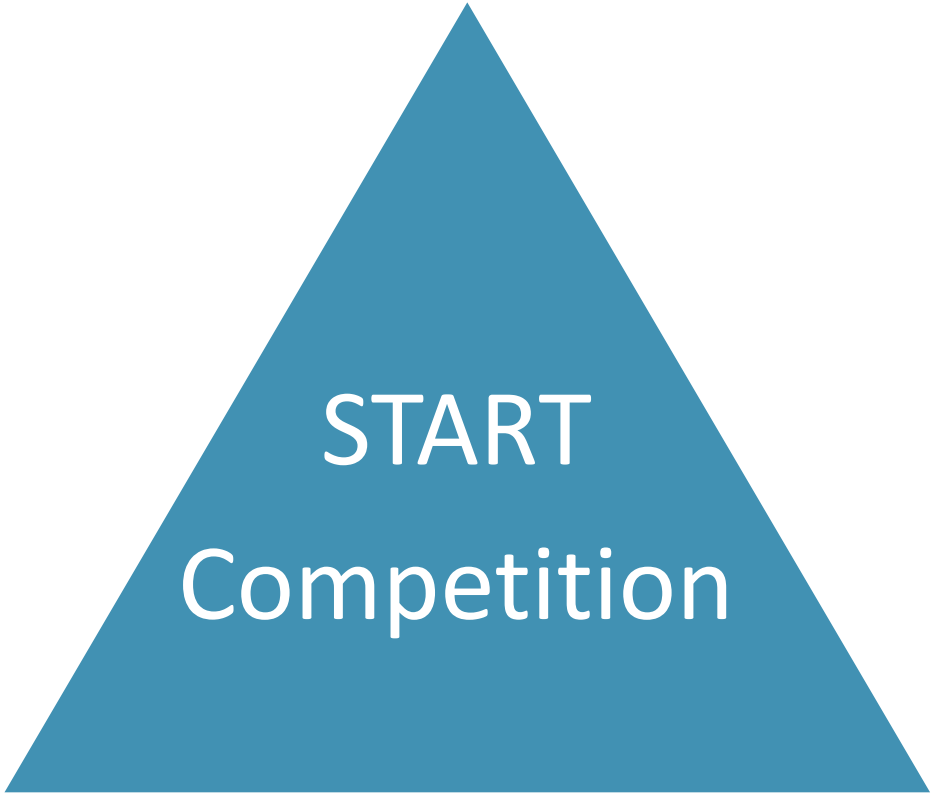
Engagement
(Choice & Collaboration)



Representation
(Supports & examples)

Action and expression
(Multiple outputs)

Activity 1

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Card Game

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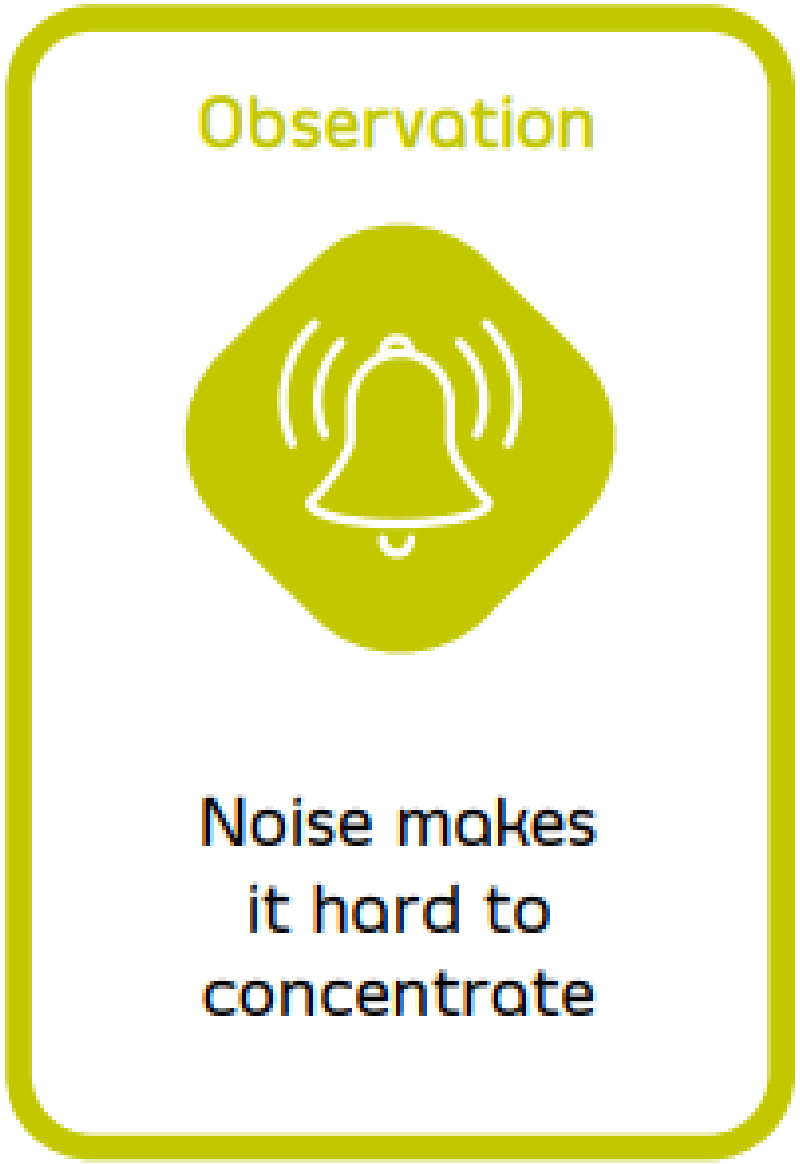
Choose an **observation** that resonate with your class.

For example:



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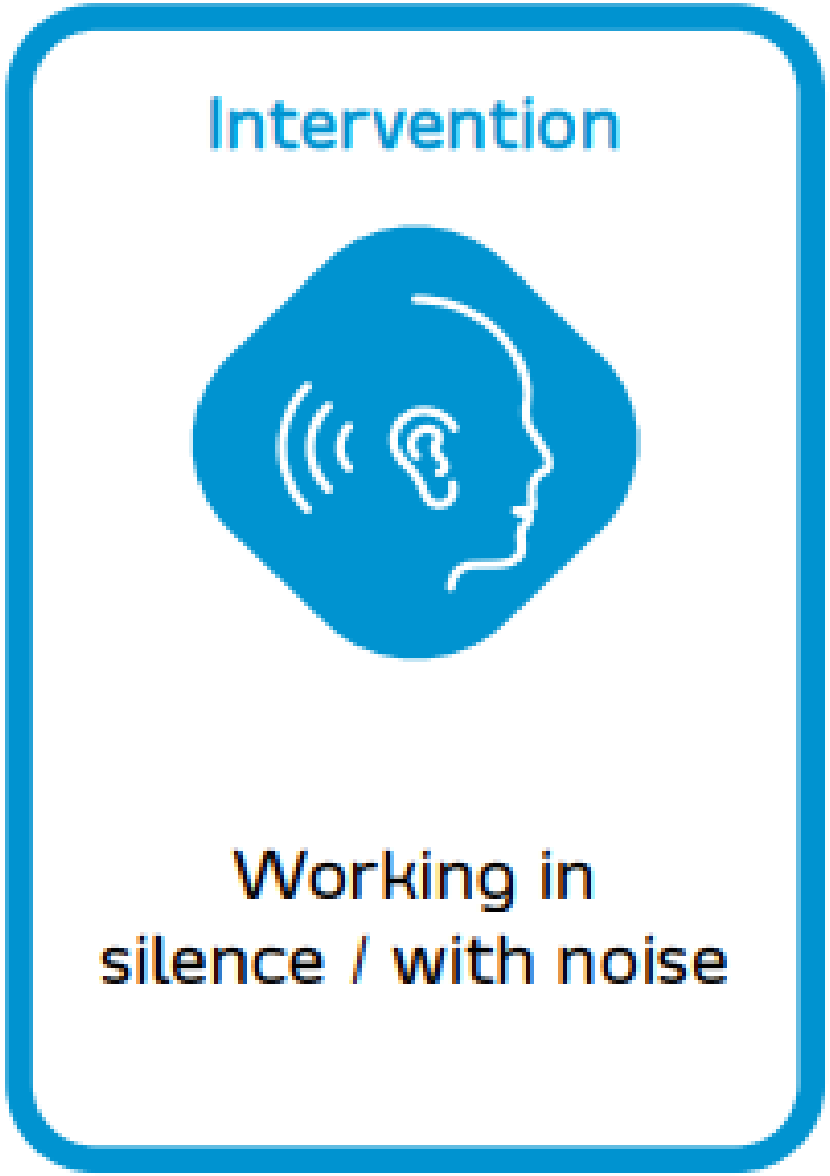
Choose an **intervention** that could have an impact on the observation.

Example:



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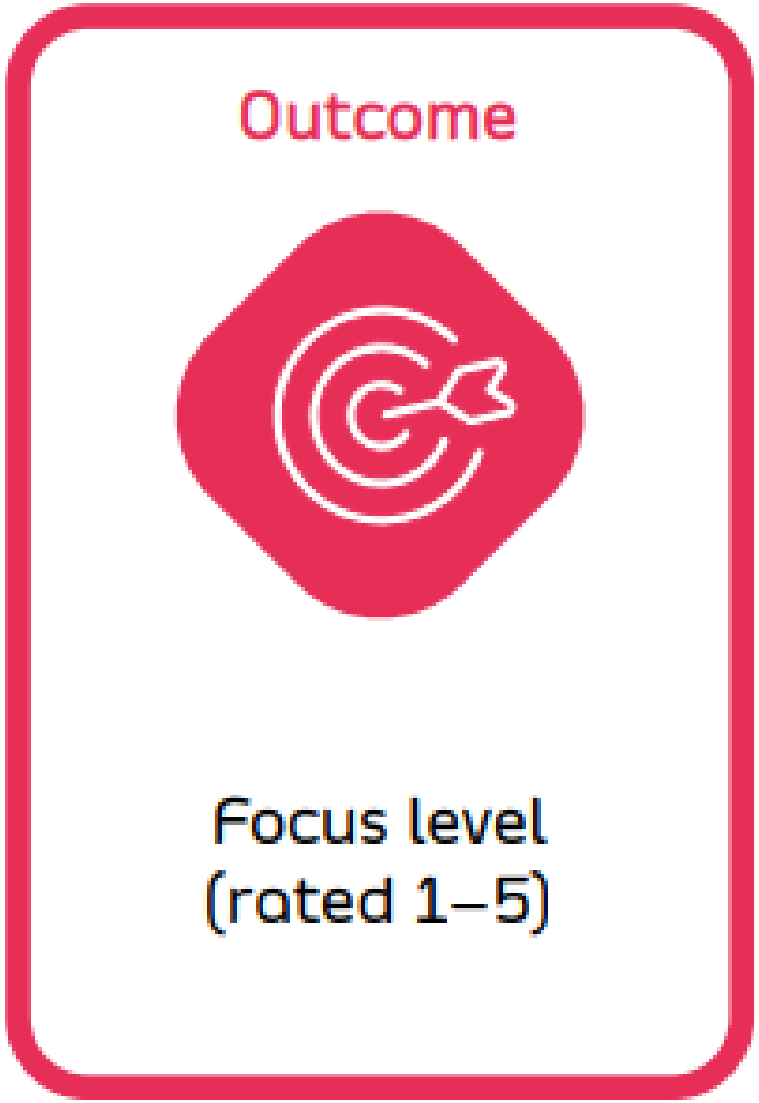
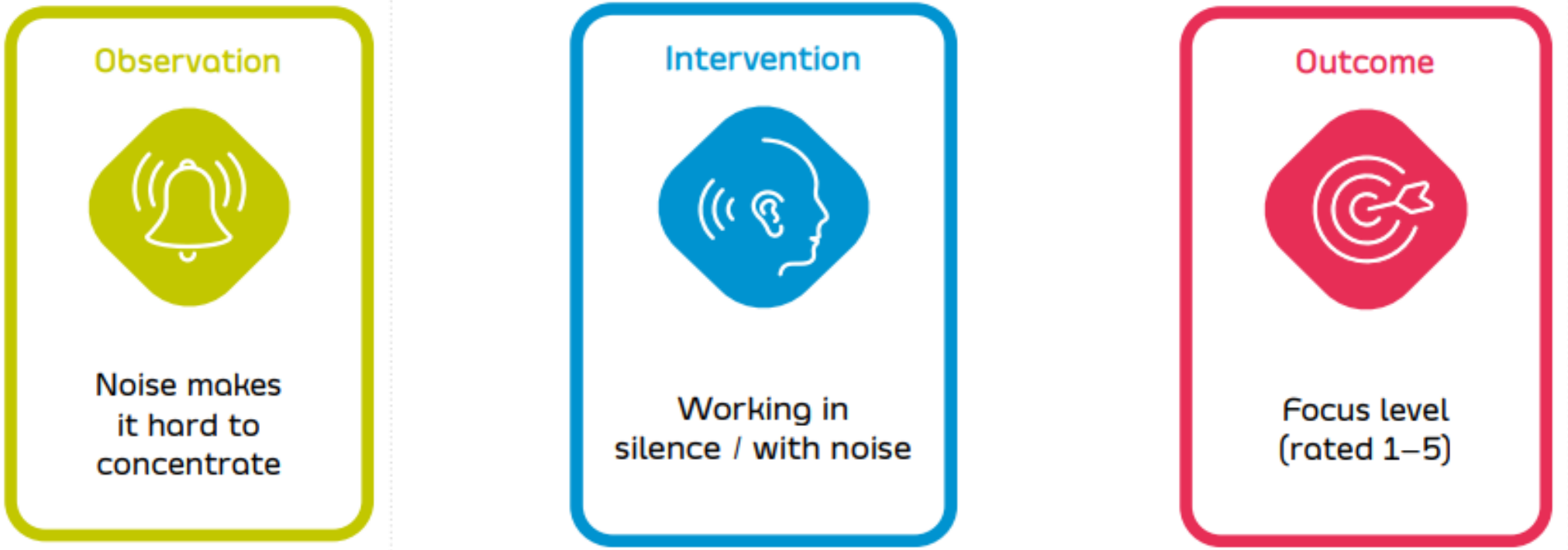
Select an **outcome**
(how will you know if your intervention worked?
How will you measure?)

For example:





Refine your question.

Example: Does working in silence help children concentrate better compared to working with noise?

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The KITE Framework

Choose your Trial Question and Select your Outcomes

HRB Health Research Board

University College Dublin Ireland's Global University

UCC

Trinity College Dublin The University of Dublin

University of Limerick

Taighde Éireann Research Ireland

Activity 2:

Refine your question using the KITE Framework

	Research Question	K (Kids/Key Group)	I (Intervention)	T (test and comparison)	E (Evidence of change, outcome)
Example	Does eating fruit at breakfast improve performance in maths? (Compared to not eating fruit at breakfast)	3rd class students	Eating fruit at breakfast before school	Compare with students who do not eat fruit at breakfast	Maths test scores


What is randomisation?
0:04/2:34
powtoon

Activity 3: Randomisation Demo

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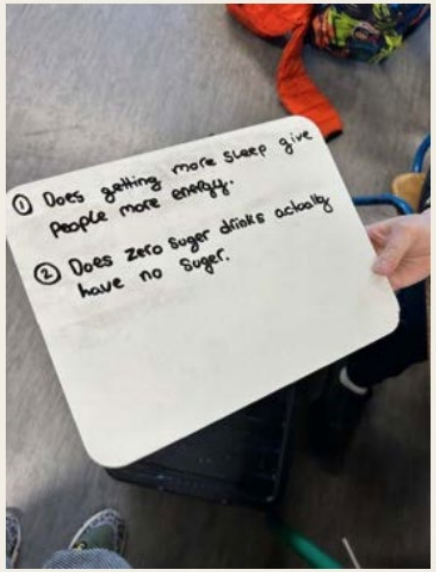
Activity 4: Mini-trial walkthrough

“Does 15 minutes of video games affect concentration?”

5th and 6th class,

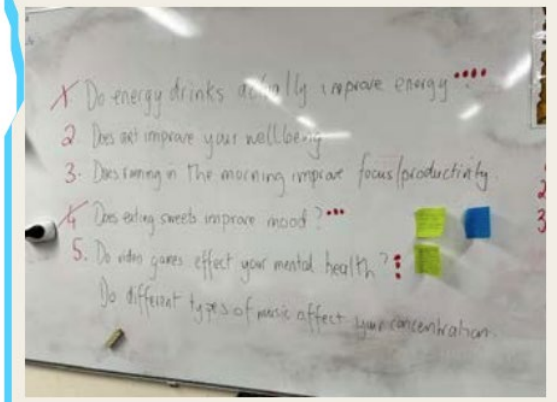
St Fintans BNS, 3rd place 2025

Step 2: Choosing a trial question



BRIANSTORMING

TROUBLESHOOTING



DECIDING

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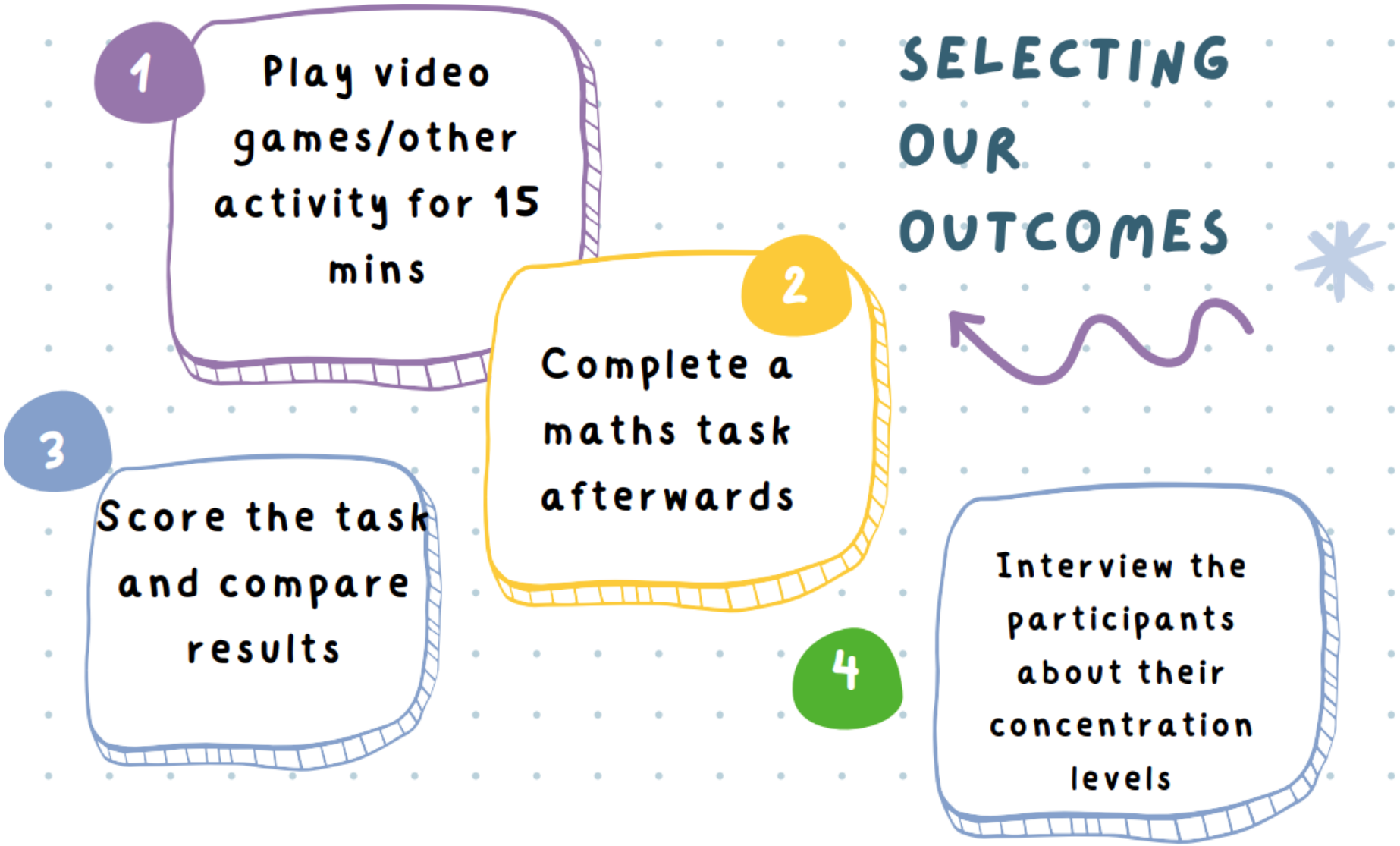
Step 3: Selecting our outcomes



Step 4: Collect consent

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Consent Form

About our study:
We are conducting a study to investigate how different activities affect our concentration in school.

What you will do:
1. You will take part in an activity, such as playing a game on the ipad or doing mindfulness colouring.
2. You will then do some school work for 10 minutes.
3. Afterwards, we will ask you some questions.
4. We will also examine the results of the school work you completed.

The benefits of taking part:
- You might learn something new about how your mind works and the activities you take part in.
- You will take part in enjoyable activities.
- You are helping us in our research/science project.

The disadvantages of taking part:
You don't get to choose the activity you want to do.

The fine print:
- ☐ You may leave the study at any point
- ☐ I understand what the study is about

Signed:	
Date:	

Thank you for your participation

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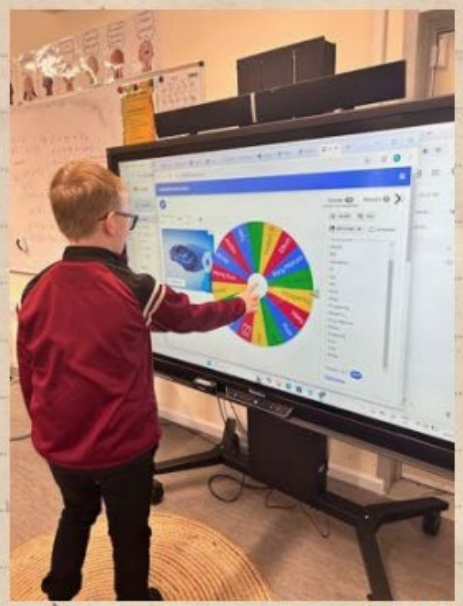
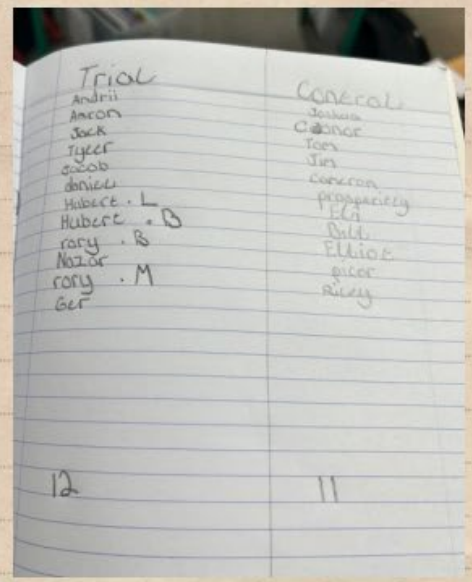
Step 5: Divide participants into groups (randomisation)

INPUT THE NAMES



SPIN THE WHEEL



OUR GROUPS

Step 6: Keep it secret (if you can) Blinding

"We are conducting a study to investigate how different activities affect our concentration in schools"

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Step 7: Conduct your study

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Step 8: Report your findings

Finding common threads in observation notes

Drawing graphs

Writing the project

We hope you enjoyed. Thanks for watching!

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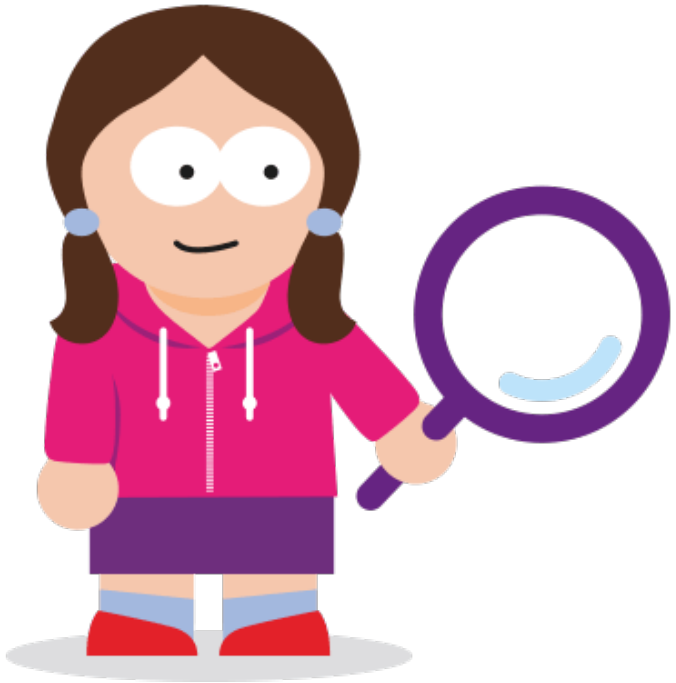
Key messages from today



- Engaging, hands-on, inclusive
- Support UDL
- Strong links with the curriculum
- Builds critical thinking, teamwork, and confidence

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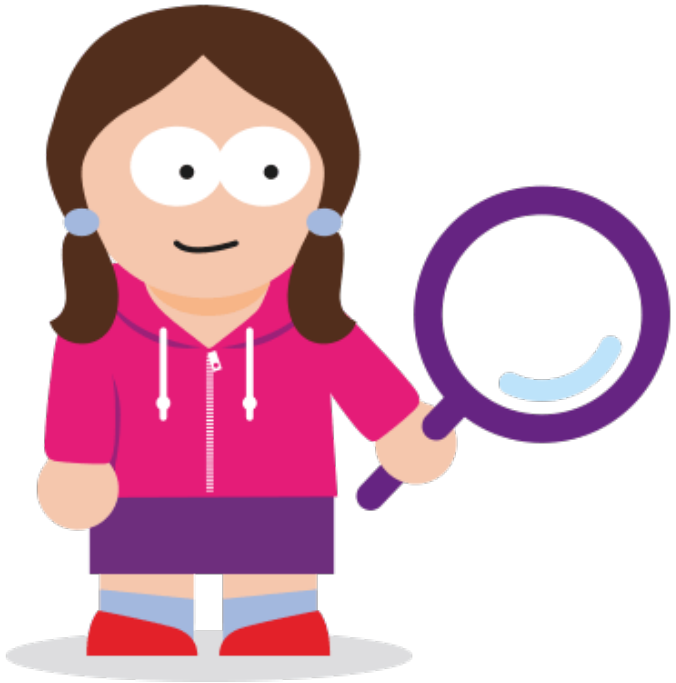
How to get started?



- Visit the START website: startcompetition.com
- Register your class
- Timeline reminder:
  - Competition is open
  - Closing date: 26 March 2026
  - Award Ceremony: 15 May 2026

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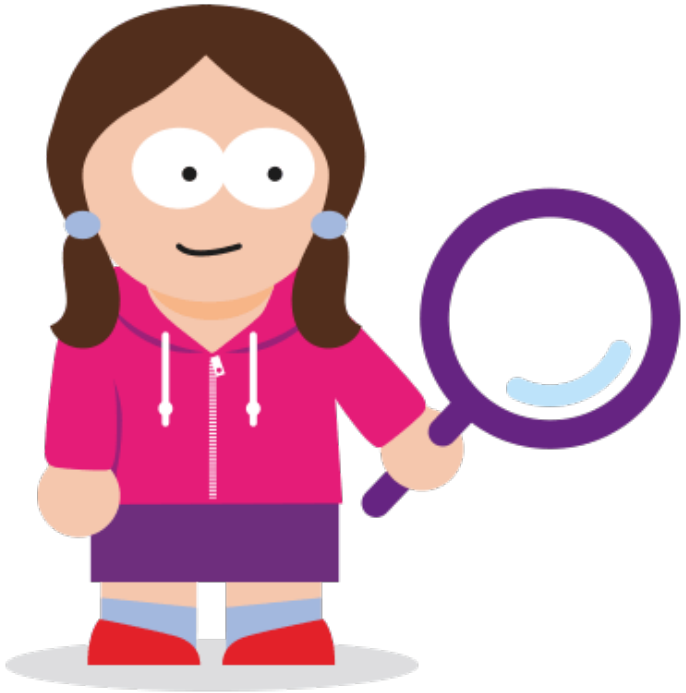
Support & Questions



- Planning Guide
- Website

start.competition@universityofgalway.ie