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| Everyday Drone Stories 0.1 Teacher information form  |

Before you decide whether or not you would like your school to participate in the Everyday Drone Stories research project, we need to provide further information on what the research will involve and how any data is collected and stored. Participation in this study is voluntary and you are welcome to choose to take part or choose not to take part. You do not need to provide a reason if you choose not to take part. You are most welcome to ask the researcher (Dr Anna Jackman) any questions you have (contact information below).

**The research project**

Your school is being invited to take part in the Everyday Drone Stories research project. The project is a collaboration between Dr Anna Jackman at the University of Reading and the Royal Geographical Society with Institute of British Geographers. Drones are a growing feature of UK skies.

In addition to growing recreational drone use by hobbyists, drones are increasingly deployed in a range of civil and commercial applications, from emergency services and infrastructure inspection to the delivery of goods. While associated with a range of benefits and opportunities (such as increasing safety and reducing costs and carbon emissions), so too are drones associated with challenges and risks (including safety and security concerns, and privacy and noise disturbance). We are interested in how children and young people understand and view drones, and their thoughts on how we might use and live with these technologies in the future.

**What will we have to do if we take part in the study?**

Participation in the research involves pupils completing an activity enabling them to share their views on drones. Alongside several classroom resources introducing drones, we have designed two activities, depending on the stage/ age of the pupil. One activity is designed for pupils at key stage 3 and encourages pupils to develop a map depicting a chosen location or area familiar to them (e.g. home and garden, town centre and shops, or a local park) and to mark out where they think drones are currently and could in the future be used, what the drones are used for, and who or what they think this drone use might benefit and impact (people, environment, wildlife). The second activity is designed for pupils at key stage 5 and is more scenario focused. It encourages them to share their views on drones, including what drones are and can do, their responses to current drone applications (including potential benefits, considerations, and risks), and views on how drones might be used in the future. **Each activity includes an explanatory blurb and can be done in the classroom or as homework**. Where pupils and their parents give their consent to do so, we welcome you to share pupil responses to the above activities, via a secure online survey (accessible at: [Everyday Drone Stories](https://uor-redcap.reading.ac.uk/surveys/?s=34PDDKWPMF3KRL74)). We will collate the responses and feature a selection of them (anonymised – meaning any personal or identifying information is removed) on a project page on the Royal Geographical Society website (<https://www.rgs.org/schools/teaching-resources/everyday-drone-stories/> ).

**Why have we been invited to take part?**

All schools within the Royal Geographical Society network have been invited to participate.

**Timescale:** The research project will be open to receive responses until Friday 29 March 2024.

**How will our data be managed and used?**

Pupils who participate in either of the activities outlined above are invited to share their responses with the research team (Dr Anna Jackman and the Royal Geographical Society) via their teacher uploading a picture or copy of their response to a [secure online survey](https://uor-redcap.reading.ac.uk/surveys/?s=34PDDKWPMF3KRL74). Alongside the copy of the pupil’s response, the online survey asks the teacher to upload a completed pupil consent form and a completed parent or guardian consent form, and to provide the pupil’s name, confirm their school year, and school name. The survey data will be visible to the researcher, and where copies of the activity responses are shared with the wider team (the Royal Geographical Society and any research assistants), these will be labelled with a number and any personal or identifying information (e.g., pupil name, school name) will be redacted. Personal data will be stored separately from the responses, which will be anonymised. The project will adhere to all relevant UK data law. In its collection, storage and dissemination of data, the project will follow the UK General Data Protection Regulation’s (GDPR) principles of lawfulness, fairness and transparency. These include: (1) identifying valid grounds for collecting and using personal data; (2) ensuring data is not used in breach of any other laws; (3) using personal data in a way that is fair (i.e. not detrimental, unexpected or misleading); (4) being clear, open and honest about how any personal data will be used. The project will also adhere to the requirements of the UK Data Protection Act (2018). Personal data will be obtained lawfully, will be obtained only as is appropriate (not excessive) for the project, will be kept for a limited period (destroyed within six months of the project ending), will be used for the stated purpose, will be processed in accordance with the above laws, and will be captured, stored and communicated in a way that protects it against unauthorised or unlawful processing, accidental loss or destruction.Participants have certain rights under data protection law which are: Withdraw your consent; Access your personal data or ask for a copy; Rectify inaccuracies in personal data that we hold about you; Be forgotten, that is your details to be removed from systems that we use to process your personal data; Restrict uses of your data; Object to uses of your data, for example retention after you have withdrawn from a study. The organisation responsible for protection of your personal information is the University of Reading (the Data Controller). Queries regarding data protection and your rights should be directed to the University Data Protection Officer at imps@reading.ac.uk, or in writing to: University of Reading, Information Management & Policy Services, Whiteknights House, Pepper Lane, Whiteknights, Reading, RG6 6UR, UK.Uploaded activity responses may be featured (quoted, paraphrased, pictured) on a project webpage page on the Royal Geographical Society website and/or in in research outputs (such as academic publications, reports, web pages) more widely. Anonymised project data will also be archived, so that it is available for other academic researchers to access and re-use.

**Consent**

In order to participate in this research project, the researcher will seek the informed consent of each pupil and their parent or guardian, and yourself (the teacher). The consent form includes a checklist to read and respond to, to ensure yourself, the pupils and parent or guardian are aware of what the project will involve, how personal data will be used and stored, and how they/ you can withdraw from the project (covered in this information sheet). You are welcome to ask the researcher any questions you have. Copies of the pupil and parent or guardian consent forms will need to accompany any submissions that you share with the researcher via a secure online survey (accessible at: [Everyday Drone Stories](https://uor-redcap.reading.ac.uk/surveys/?s=34PDDKWPMF3KRL74)). Please note, the headteacher will also need to submit a copy of the Headteacher consent form to the researcher via email, to Dr Anna Jackman a.h.jackman@reading.ac.uk.

**What happens if we decide to withdraw?**

Participation in this study is voluntary and you are welcome to choose to take part or choose not to take part. You do not need to provide a reason if you choose not to take part. You are welcome stop project activities at any time (e.g., to choose not to run or disseminate the activities, choose not to upload responses). If you opt to share the pupil responses (via uploading them to the secure online survey), you can request the removal of specific responses until 29 April 2024, after which time it may not be possible to guarantee the removal of the submission. No personal or identifying information will be visible where selected activity responses are featured (quoted, paraphrased, pictured) on a project page on the Royal Geographical Society website and/or in in research outputs (such as academic publications, reports, web pages).

**What are the possible benefits of taking part?**

Drones are an increasing feature in UK skies. While attention is growing to the public perception of drones, national studies focus attention exclusively on the views of adults. By sharing their perspectives, the participation of pupils is really valuable in deepening our understandings of how children and young people perceive drones. The responses that pupils opt to share (anonymised) may be featured in research outputs (such as academic publications, reports, web pages) which will widen our understandings of different views on and experiences of drones. Any items (e.g., publications, reports, blogs) produced during and from the research will be shared on a project webpage both on the Royal Geographical Society’s website ([https://www.rgs.org/schools/teaching-resources/everyday-drone-stories/](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rgs.org%2Fschools%2Fteaching-resources%2Feveryday-drone-stories%2F&data=05%7C01%7Ca.h.jackman%40reading.ac.uk%7C454851d2e7354fe12a0f08db70dd53dd%7C4ffa3bc4ecfc48c09080f5e43ff90e5f%7C0%7C0%7C638227868122063554%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=rysVOSoA32EreCf9Xj8p0IvdtG%2Fd%2BRwm4rwP1Uc79Q8%3D&reserved=0)), and on the researcher’s website (<https://research.reading.ac.uk/drone-geographies>). You are welcome to access these websites.

**What are the possible disadvantages of taking part?**

This research is interested in how children and young people perceive drones. Some participants (pupils) may have or express concerns about sensitive issues such as noise or privacy. The researcher has included a blurb to accompany each activity, as well as some wider resources, to aim to facilitate a balanced conversation on both the benefits and opportunities, challenges and risks accompanying the growing use of these technologies.

**Who do I contact if I have any questions?**

Please contact lead researcher Dr Anna Jackman (on a.h.jackman@reading.ac.uk) with any questions.