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**Session 1: What is research? SESSION PLAN**

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| **Target learners:** *(Who are they, what is their experience, how many learners are there and what is the setting for the teaching?)* |
| **Session description:** *(Type of session, length of session, name(s) of teacher(s) and background) 1 hour + up to 2 hours independent work* |
| **Student-centeredness considerations:** |

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| **Learning outcomes:**  *By the end of the session and work completed at home, students should be able to:* | **Assessment:**  *(Constructively aligned with learning outcome)* |
| **LO1:** Describe what research isand why it is important | **A1:** Contributions to discussion |
| **LO2:** Discuss aspirations for the future, considering challenges and opportunities | **A2:** Plausible Futures Grid completed |
| **LO3:** Start choosing an appropriate research question | **A3:** Independentworksheet including PICO grid completed for session 2 |

**Session 1 details:**

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| **Time** | **Length** | **Description (including teaching activities and resources)** | **Student activities** | **Lead** | **LO mapping** |
|  | 10 mins | Welcome and ‘What is research?’ Powerpoint slide – encourage ideas and participation  Show video ‘What is research?’  Define research and what is involved in it | PPT slide 1- 3 / contributing ideas |  | LO1 |
|  | 5 mins | Why is research important? Discuss headlines and research behind them | PPT slides 4-5 / contributing ideas |  | LO1 |
|  | 15 mins | ‘Plausible Futures’ exercise – what are your aspirations for the future?   1. Discuss priorities / barriers / removing barriers. See notes in Powerpoint slide. 2. Complete Plausible Futures grid with these axes, printed on A3 paper or larger   X axis: Comfortable & safe ------------------------------------------ Independent & adventurous  Y axis: Hobbies & wellness ------------------------------------------ Money & work  Each young person to have a different coloured pen:   * ask them to decide where they are now on each axis and plot the intersection and label ‘1’ * ask them, if nothing changes, where do they think they will be in their future – label the point ‘2’ (‘Business as usual’ world) * ask them, where would they want to be – label this point ‘3’ (Ideal world) | Use print outs of slide 6 to annotate and add ideas.  Discussion about their future and what is important to them now – and what might be important in the future. |  | LO2 |
|  | 10 mins | Continue with further discussion about what is stopping them from reaching the future they would ideally want, and what needs to change to enable them to reach these futures. | Discussion |  | LO2 |
|  | 5 mins | Who can do research? Link with skills developed when you do research. | PPt slides 8-9 |  | LO1 |
|  | 5 mins | Finding a research question – how to develop ideas | PPt slides 10-12 |  | LO3 |
|  | 10 mins | Explain the independent work and how they will use the work sheet to help them develop ideas for their research question. Use acronym PICO to start coming up with their research question (a research question should define the ‘**Population**’ to be investigated, the ‘**Intervention**’ to be tested or issue to be investigated, the ‘**Comparison**’ group (and whether there is one) and the ‘**Outcomes**’ explored). Questions and farewells. | Take worksheet for independent work to complete by session 2. |  | LO3 |