Session 1 – What is research

Session overview	This session looks at how we envisage our futures, what do they look like to us, what are the opportunities and challenges facing us. We then look at how to develop effective research questions that are meaningful to us.

Resources	Session considerations
• PowerPoint • Session plan • Printed copies of bingo card • Pre-prepared 'Plausible Futures' grid on flip chart • Self-directed task worksheet • 'What is research' video https://bit.ly/LifeLabYRTPWhatIsResearch • 'Reflective and reflexive' video https://bit.ly/LifeLabYRTP_ReflectiveAndReflexive	Plausible futures exercise could lead people to reflect on their lives and their futures – be aware of need for sensitive conversations

Learning outcomes: By the end of the session the researchers should be able to:	Assessment: (constructively aligned with learning outcome)
LO1: Describe what research is and why it is important	A1: Contributions to discussion
LO2: Discuss aspirations for the future, considering challenges and opportunities	A2: Plausible Futures' grid completed
LO3: Devise own appropriate research question	A3: Self-directed task worksheet, including P.I.C.O grid completed

Length	Resources	Description
10 mins	• Bingo card • PowerPoint slide 2	Introductions: Research bingo – 'researching' others in the group as warmer activity. Each researcher receives a bingo card and tries to find peers who relate to different statements. This is essentially the researchers conducting light-touch data collection! When 5-8 minutes are up, ask a researcher to introduce another researcher from their bingo sheet to the rest of the group. The researcher chosen then repeats until everyone has had a go.
15 mins	• PowerPoint slides 4+5	What is the group about? Here, outline: • The programme • Self-directed tasks • Ground rules: complete ground rules for the group – you could have researchers write these on a flip chart board with post-it notes.

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5 mins	• PowerPoint slide 6	Outline the learning outcomes: LO1: Describe what research is and why it is important LO2: Discuss aspirations for the future, considering challenges and opportunities LO3: Devise own appropriate research question
5 mins	• PowerPoint slide 7 • Mentimeter if using, or post-it notes	Either: Scan Mentimeter where students have to submit the answer to: 'Name one future aspiration you have for yourself' as a hook for Plausible Futures. Or: Write 'name one future aspiration you have for yourself' on the board, ask for thoughts and create discussion.

10 mins	• PowerPoint slide 9
	• Plausible Futures grid on flipchart paper
		Outline the background of 'Plausible Futures'.
		[The 'Plausible Futures' exercise is a strategic planning tool originally developed for communities in low- and middle-income countries to stimulate discussions about how to allocate limited resources effectively. We have adapted it so that we can use it to explore people's aspirations for the future and specifically looking at the role that they believe health and well-being will play in their future.
		Key activities to be carried out by researchers:
		• Axes Creation: The exercise begins by defining two axes that represent different approaches to life or decision-making. These axes, when combined, create a grid with four quadrants*
		• Quadrant Analysis: The four quadrants formed by the axes represent distinct "possible worlds" or future scenarios
		• Naming the Worlds: Each quadrant (or "world") is given a descriptive name that captures its essence
		• Positioning themselves on the grid at 3 timepoints:
		    ○ Where they feel they are NOW
		    ○ Where they think they will be in the future if circumstances don't change (BUSINESS AS USUAL)
		    ○ Where they would like to be in an IDEAL world
		The purpose of the exercise is to stimulate discussions about the opportunities and barriers they might experience in reaching their IDEAL futures, and to engage them in thinking about the role played by their health and well-being in achieving this.
		
		*To speed the process up, we have pre-prepared axes and world names, these have been developed through discussions with various groups and are designed to be broadly applicable. However, if time allows, you can modify the axes or rename the worlds to better fit your group's specific context or perspectives.]

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		Bring out the pre-prepared Plausible Futures grid (printed on A3 paper or larger) with these axes: • X axis: Comfortable & safe -------------------------------------- Independent & adventurous • Y axis: Hobbies & wellness -------------------------------------- Money & work Show the group names of the four 'worlds': • Top left: Stable world • Bottom left: Prioritising life world • Top right: Entrepreneurial and 'money-making' world • Bottom right: 'Fulfilling life' world [These can be changed – they are not set.] **TASK**: Researchers have to place the 'worlds' in the quadrants they think are correct and have them discuss why.
15 mins	• PowerPoint slide 10	BREAK
45 mins	• PowerPoint slide 11	Ask researchers to mark their plots on the Plausible Futures axes based on the following points: 1. Where are you now? (Mark with a 'N') 2. Where will you be in 15 years' time if nothing changes? (Mark with a 'B' ~ Business as usual) 3. Where would you want to be on this grid, in an ideal world? (Mark with an 'I') After each point above, discuss the reasons for their choices. No need to ask each researchers each time but ensure that everyone has spoken by the end of the three points, to ensure all researchers have been 'assessed'.
10 mins	• PowerPoint slides 12-15	Introduce 'Research questions' and P.I.C.O
5 mins	• PowerPoint slide 16 • Self-directed task worksheet • 'What is research' video • 'Reflective and reflexive' video	Explain & set the self-directed tasks, including how they will use the worksheet to help them develop ideas for their research question. Use the acronym P.I.C.O 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). Answer questions.
	• PowerPoint slide 16	Post-it note evaluation - for every session, ask researcher to do 1 post-it note for what went well and 1 post-it note for something to be improved