**An example outline for the first session of an online young expert advisory group supporting research design**

**Overview**

**Aim of advisory group**

To provide advice to the CAFADA research team on specific research tools for our direct research with parents and children with experience of domestic abuse.

**Some key questions for the advisory group to address**

* What are the best ways to measure children’s (and families’) health and wellbeing, safety, resilience and recovery over time?
* What are the best ways to evaluate children’s (and families’) experiences of using a service over time?
* What are the best approaches to conducting interviews with parents and children?

**Overview of sessions and approach** (all online due to context of COVID)

* Five 1-1.5 hour online creative workshops over Zoom
* Potential for some 1:1 sessions with children and young people, but preferred method to focus on time available and include breakout sessions (in twos or/and with a worker/researcher each)
* Support before and after the sessions will be provided by support worker/s (from NGO partner agencies)
* Potential 1:1 info and consent sessions with researcher before sessions
* Packs to be sent to participant in advance – food, drink, stationery, outline, any worksheets etc.
* Final session (session five) will be a fun session of expert advisory group’s choice
* Optional additional session in six months for women and children to finalise research tools (‘measures’) to be used

**Draft Session Outline**

**Session 1: 1- 1.5 hours. Theme: Getting to know each other, CAFADA and this project**

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| **Session 1 – Theme - Getting to know each other, CAFADA and this advisory group project** |
| **Activity** | **Description** | **Resources in advance** | **Resources during session** | **Breakout room?** | **Recording** | **Lead** | **Time** (70 mins total) |
| **Introductions and warm up**  | Welcome participants Ask everyone to introduce themselvesPictionary game – draw your favourite activity/hobby and ask others to guess what it is | Information sheet inc. introductory information about researchers | Zoom whiteboard/ paper *(need to enable screensharing so everyone can show their whiteboard for Pictionary activity/ or ask them to draw it on paper and hold up to the camera)* | No | Audio only with consent | *TBC* | 10 minutes |
| **Ground rules and rights**  | Go over ‘principles for working together’ and introduce relevant rights, include zoom rulesTime for discussion, space to add in other principles and Q&A | Info and consent sheet | Ground rules and rights slide (display using screen sharing)Whiteboard – participants can contribute their own ideas | No | Audio Note of any agreed changes to slide | *TBC* | 10 minutes |
| **What’s an expert advisor?** | Activity to explore role of an expert advisor. Explore definition of words ‘Research’, ‘Expert’ and ‘Advisor’ – what do these words mean to participants?  |  | Zoom whiteboardPrompt questions | No | AudioNotes of definitions | *TBC* | 10 minutes |

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| **Activity** | **Description** | **Resources in advance** | **Resources during session** | **Breakout room?** | **Recording** | **Lead** | **Time** (70 mins total) |
| **Advice on CAFADA project information** | Introduce project by showing intro videos from researchers and looking at project webpage. Explain we are looking for their advice on if it makes sense, if language is appropriate for children /young people; what they think of videos; ideas of how to explain about project to other children. In breakout rooms use ‘Keep, Change, Dump, Add’ options to explore what is good/ not good; how could we improve information; ideas for communicating; any ideas for better resources/platforms etc. Provide feedback to rest of group after activity. | Project webpage text Introductory videos from researchers | Video introductions from project team Use screenshare to capture notes from discussion – Keep/dump/change padlet  | Yes | AudioNotes from discussion | *TBC* | 20 minutes |
| **Questions or feedback** | Ask if any questions or feedback from what we’ve done so far? | None | None | No | Audio | *TBC* | 5 minutes |
| **Cool down activity** | Look ahead at future sessions. Run through themes for future sessions, provide quick overview and leave room for discussion Introduce scenario and characters (child, young person, mum, worker and researcher) we’ll be using for future sessions. Explain we’d like their help bringing the characters to life. Ask them each to choose a character and draw/create image of them and think about what they like to do/wear/eat etc. Ask them to bring these to the next session. | Paper, pens, access to online software (send creative resources in advance) | Whiteboard screensharing to do quick example of character Slide with info on future sessions | No | Audio | *TBC* | 15 minutes |

**Appendix: Research project scenario**

**Supporting resources:** Scenario to explain a potential research experience for other children and young people – to support expert group discussion about the support, information and resources potential participants might need.

**Scenario**

A mum, her 8 year old son and 15 year old daughter have been living with domestic abuse.

At the beginning of 2021 they access a service to get some support (could be NGO, social work, police/education).

When they first start going to the service they are told about a research project taking place to help researchers understand how the service helps children, young people and parents experiencing domestic abuse.

They are asked if they would like to take part in the research project and they say yes.

Three times in the year (January, April, and October) they will be asked some questions about their health, wellbeing and safety.

They will also be interviewed twice (?) by researchers about themselves and their thoughts about the service.