**Example Workshop Outline**

Outline for session for sense-checking research findings with young women using domestic abuse services

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|  | **Workshop Title** | e.g. sense-checking workshop with adults/children and young people with lived experience of research topics |
|  | **Workshop 1 of**  |  |
|  | **Date/Time** |  |
|  | **Venue** | **NOTE: consider access, comfort & privacy** |
|  | **Facilitator Names** (min 2)  |  | Relationship to participants: |
|  | Relationship to participants: |
|  | **Objectives** | e.g. sense-checking emerging research findings; consideration of ‘pathways to impact’ in line with participants’ priorities |
|  | **Number of anticipated participants** | **NOTE: check if any infants/ children are attending with adults** |
|  | **How will it be recorded?** | e.g. audio-recording (and ideally good to have back up if audio recording)? Someone taking notes? Using collaborative noting, by using flip charts, post-its etc? |
|  | **Known ‘reasonable adjustments’ required to support inclusion** |  |
|  | **Travel Support**  | **NOTE: check** **funding and arrangement of participant travel**  |

**Example Workshop Outline: ‘**sense checking’ research findings with young women using domestic abuse services

| **Guide****Time** | **Objective** | **Action** | **Notes** |
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| TBC\*  | **Support participants to feel welcome and relaxed** | **Arrival and settle in*** Make people drinks/ offer snacks
* Ask everyone to make a name sticker (or if needed make them one)
* Informal chats and welcome

\* Leave sufficient time for a margin of error for arrivals | * Think about room set up and creating a warm welcome
* Prepare for accommodating late arrivals/ cancellations
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| 10 mins | **Introductions** **Build rapport** | **Introductions*** Share names, individual introduction in circle - with or without a simple icebreaker

**Example Icebreaker****Informal check in:** **‘**How is everyone?’ and quick question - or something good that they’ve seen, heard, tasted or has happened to them in last week/(*workers set scene by sharing something simple and modest*)**Finding common ground:** get into pairs and take two minutes to introduce your name and find out something you have in common. Feedback to group introducing your ‘pair’ and sharing your ‘common ground’(*workers can give examples to reassure that you can use mundane simple examples – how you take your tea/ favourite songs/ breakfast/ TV programmes you like etc)* | * Enough chairs in circle
 |
| 10 mins | **Ensure everyone understands why they’re here and has clear expectations about the session** | **Project and session overview*** Facilitators provide brief (3 min) overview of research project and its aims (in accessible terms). Use of a simple poster, flip chart of PP slide may help.
* Facilitators provide a brief (2 min) overview of the session and its objective – signposting to simple session plan on wall (or power point) inc. key activities and timings
* Provide an opportunity for questions (3 – 5 mins)
 | Everyone should have received information prior to the session and spoken to a worker about it BUT don’t assume that people have read information they’ve received or are clear about it. |
| 10 mins | **Setting boundaries for the session** | **Confirming group agreement and consent** * **Develop a simple group agreement** (recorded on flip chart and subsequently pinned to wall) **or recap a pre-existing group agreement**
* **Reaffirm terms of research** **and consent.** Use a simple pre-prepared infographic sheet on paper or power point to remind people of their ‘rights in research’
* Talk through each point and make sure everyone understands and has a chance to ask questions
* Ensure this includes info about how session will be recorded and how data is stored and used
* **Verbally check consent** (and provide means for people to discretely opt out)
 | Ensure everyone has a chance to reflect individually (or in pairs) about items they’d like to add to the group agreement and/or changes made to existing group agreementsRemember that facilitators can add items tooOption to get people to sign it |
| 10 mins  | **Helping participants understand the emerging research findings** | **Presenting Research findings** * **Facilitators to present brief overview of research project and headline findings**.
* **Could use range of different approaches**
	+ Slide show
	+ Talk and flipchart summary
	+ Present ‘vignettes’ or ‘composite case studies’ that bring the topic to life – what does this mean for people like them?
	+ Share some key quotes which are representative of key findings
* Opportunity for questions but try not to pre-empt the facilitated discussion
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| 25 mins | **Gauging the groups’ immediate response to findings** **and helping to get people talking.**  | **“Agree/ Disagree temperature line”*** **Facilitators explain that they’d** **like to gauge participants’ initial responses to the research findings.** To do this you will read out 3 statements and ask people to position themselves on an imaginary line between the ‘agree strongly’ sign (at one end of room) and the disagree strong’ sign (other end) to indicate how they feel about each statement.
* **Ask for volunteers to explain why they chose to stand in that position** (\*reminder no right or wrong answers)
 | The statements used for this activity should be strong and absolute – rather than nuanced - to force people to adopt a clear position and help get people talking. |
| 15 mins | **Creating visual ‘map’ of people’s views** | **Mapping or ranking exercise to capture detailed views on specific findings****Example ranking exercise*** Provide participants with coloured or numbered stickers to indicate their strength of support for different findings.
* Reflect as a group on the picture that emerges of people’s feelings towards different findings.
	+ What do they notice?
	+ Is anything surprising for anyone (researchers or participants)?
* Ask for volunteers to explain why they placed stickers as they did.

**Example mapping exercise*** Participants work in pairs to identify potential positive and negative outcomes of a practice or policyfocus of the research OR potential outcomes for different stakeholders (e.g. women and children)
* Encourage chatting and brainstorming
* Participants then write each individual idea on a separate post it (can be coloured to signify positive/negative outcomes or different stakeholders)
* Stick them on the flip chart paper under headers.
* Once everyone has put post-it notes up – reflect as a whole group
* Use pre-prepared prompt questions to support discussion
	+ e.g. do outcomes differ for different groups of women & children?
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| **5-10 MINUTE COMFORT BREAK** |
| 15 mins | **Support participants to consider the implications of these findings.** | **What do they want to see change or develop as a result of these research findings?*** **Whole group discussion**
* **Researchers can aim to compile a list of ‘do’s and don’ts’ (for professionals) in response to the discussion**
* **If time can work with the group to prioritise their recommendations**
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| 15 mins | **(IF TIME)****Capture/ summarise key messages** | **Whole group OR individually sharing ideas and key messages on postcards** Consider who they want to address these to?(\*n.b. this question may have already been answered) |   |
| 10 mins | **Ensure people leave the session feeling valued and positive with clarity about next steps** | **Close down discussion** **Reminder/affirmation of what’s been achieved today** – the value they’ve brought to our work**(Potential ending activity** – researcher chooses someone in group - thank them for something specific they’ve contributed today – pass them a box of chocolates (invite them to take one) and for them to repeat the exercise with a new individual. Continue until everyone has a chocolate!)* **Reminder of follow up and feedback - next steps for research and how they will be kept informed**
* **Further snacks, tea/coffee, lunch, relax**
* **Organise transport/taxis home**
* **Researchers to be available for any questions or 1:1 discussions**
 | Vouchers and thank you cardsBox of chocolates. |