Week 2 Lesson Plan

**Session length:** 1 hour 30 mins

**Session leaders:**

**Room set up:** One table per group

**Materials required:** USB with teaching slides, whiteboard pens, flipchart paper and markers

**Lesson Objectives:**

1. What are the root causes and consequences of the health problem I’ve identified?
2. What factors make the health problem more or less likely?
3. How do you develop an effective intervention?
4. Why do we need to conduct research?
5. How do you get from a research topic to a research question?

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| **Time** | **Duration** | **What happens?** | **Slide number** |
| Before | N/A | * Set up room (one table per group), prepare all materials for activities, edit slides if necessary.
 | N/A |
| 09:00-09:05 | 5 mins | * Remind students where in the course we are and check if there are any questions.
* Remind students of the ground rules.
 | 1-3 |
| 09:05-09:15 | 10 mins | * Go through last week’s homework and check that they have included references
* Before moving onto the next activity, assign students to groups of 3 or 4 based on the health problem they’ve identified.
 | 4 |
| 09:15-09:25 | 10 mins | * “PROBLEM TREE” ACTIVITY
* Using flipchart paper, support the students in drawing their “problem tree” and labelling the trunk with the health equity-related issue they have identified, the roots with as many different causes of the problem they can think of (this can be biological, social, behavioural or economic) and the branches with the consequences of the health problem.
 | 5-7 |
| 09:25-09:35 | 10 mins | * “SYSTEMS MAPPING” ACTIVITY
* Using the “causes” section of their problem tree, support students to think of other things that may influence the problem and write each one on a post-it note. Some will directly link to the problem (immediate influences), and some will indirectly link to the problem via one or more immediate influences. Ask students to label the influences on post-it notes according to whether they make the problem more likely (+) or less likely (-). Using another sheet of flip chart paper, ask the students to draw arrows between each influence and the problem to show how they relate to each other and the problem.
 | 8-11 |
| 09:35-09:45 | 10 mins | * “INTERVENTION POINTS” ACTIVITY
* Focussing on the intervention points identified in the previous exercise, ask the students to brainstorm ideas for interventions (e.g. treatment, activities, programmes, innovation in delivery of services etc) and write each one on a post-it note. For each idea, discuss what impact they could have on the problem and the feasibility of implementing it in practice. Place ideas on a chart of impact (low to high) vs do-ability (easy to hard) to identify which interventions best balances ease and impact.
 | 12-13 |
| 09:45-10:00 | 15 mins | * “PITCHING IDEAS” ACTIVITY
* Give the students 5 minutes to prepare a one-minute pitch to sell their idea to the rest of the group.
 | 14 |
| 10:00-10:05 | 5 mins | * Why conduct research.
* Explain what we mean exactly by “research”.
* Explain why we conduct research – what is exploratory, descriptive and explanatory research?
* Describe the different conducts in which research can be conducted (e.g. voluntary/community, clinical/health, market/commercial, academic and policy/public sector.
 | 15-19 |
| 10:05-10:15 | 10 mins | * Explain to students how to get from a research topic to a research question using examples and asking students to suggest possible research questions.
 | 20-31 |
| 10:15-10:25 | 10 mins | * “FORMING A RESEARCH QUESTION” ACTIVITY
* Assign a research topic to each group.
* Ask students to write down 1-2 research questions.
* Feedback to the class and refine the research question together.
 | 32 |
| 10:25-10:30 | 5 mins | * Set homework and make sure students understand what is expected.
* Remind students of the deadline.
 | 33 |