

## Unit 3

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# RESEARCH AND ACTION

*“One of the most difficult problems we face is to make it possible for young people to participate in the great tasks of their time.”*

*- John W. Gardner, Self Renewal*

*“Part of what YELL is about is going out there and researching and exposing all that you find - there will always be an issue that people want to gather around and address.”*

*- Anahi Aguilar, YELL participant and mentor 2001-2006*

Notes



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**KEY STEPS TO THE INQUIRY PROCESS****STEP 1 UNDERSTAND THE POWER OF RESEARCH**

What is social science research and how is it useful in creating change?

**STEP 2 IDENTIFY COMMUNITY PROBLEMS AND ASSETS**

What is our community like? What are the advantages or challenges of living in our community?

What are the most important issues for youth in our community?

**STEP 3 CHOOSE A TOPIC AND DEVELOP RESEARCH QUESTIONS**

What is the problem or issue that you want to address and/or change in your school or community?

What are your goals for addressing this issue?

**STEP 4 IDENTIFY POTENTIAL SOURCES OF INFORMATION**

What specific kind of information might you need to solve or address the problem?

Whose ideas, perspectives, and knowledge do you need to better understand this issue?

**STEP 5 DECIDE ON RESEARCH METHODS AND DEVELOP RESEARCH TOOLS**

How are you going to get this information? What tools will you use to collect it?

How are you going to get people to answer your questions and be involved?

**STEP 6 COLLECT DATA**

How will you make sure your research is complete?

Who is responsible for doing what? By when?

**STEP 7 ORGANIZE AND ANALYZE DATA**

What are the major trends or themes that your data show?

**STEP 8 DECIDE ON RECOMMENDATIONS AND PRODUCTS**

What are your main recommendations based on the evidence you gathered?

What types of products will make these recommendations accessible?

**STEP 9 TAKE ACTION**

Who should know about these findings and recommendations?

How are you going to share the information and get your message out?

**STEP 10 CELEBRATE**

What have you achieved? What successes do you want to celebrate?

Who do you want to include in your celebration?



**TIPS FOR UNIT 3****Facilitation Tips: Research and Action**

- *Provide each student or team with a project binder that includes all of their work. This binder can help participants stay organized and provide project leaders with a tool for portfolio assessment.*
- *Develop a visual roadmap on butcher paper or poster board that outlines each of the steps in the inquiry process. Ask youth to take turns reading the stops on the roadmap aloud. This will help them develop a clear picture of the project and where they are going. You can also copy the **Steps to the Inquiry Process**, white out the step numbers, cut the steps into strips, and hand out the individual steps. Then have the youth organize themselves in a line according to which step they think should go first, second, third, and so on. Write the steps on the roadmap after everyone agrees on the order.*
- *Before students begin their research, it is critical that group norms and processes are in place. Please refer to the following session agendas prior to beginning a research and action project.*
  - *Agreements and Contracts (Unit 1, Session 5)*
  - *Decision-Making Structures (Unit 1, Session 7)*

NOTES



# UNDERSTAND THE POWER OF RESEARCH

## Session 1

**90 minutes**

### OBJECTIVES:

Youth define social science and understand the power of social science research to make change happen.

### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the *Knowledge is Power Role Play Scenarios* (Master Copy 3.1).

### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a subject that you have researched.

### II. WARM UP: NAME ORIGINS (10 MINUTES)

Have youth go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know more.

### III. DEFINING RESEARCH BRAINSTORM (20 MINUTES)

**Step 1:** Think. Give participants a piece of paper and a pen, and ask them to spend a few minutes silently brainstorming all of the research they have ever done. What subjects have they researched? How did they collect information about their subject (e.g., read, search the Internet, interview people)?

**Step 2:** Pair. In pairs, have youth share what they wrote, and then together come up with a definition of research.

**Step 3:** Share. As a group, have youth share their definitions of research. Also have youth give examples of research from their experience. Record answers on butcher paper.

**Step 4:** What is social science? As a group, ask youth what social science is (the study of human society and relationships in and to society), ask for some examples of social science disciplines (e.g., anthropology, sociology, economics, psychology, history, and political science). Ask youth to identify the examples and definitions from steps 1-3 that are related to a social science.

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Knowledge is Power

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### IV. KNOWLEDGE IS POWER: ROLE PLAY (30 MINUTES)

**Step 1:** Split youth into two groups. Have each group plan out a skit using scenarios in which research is used to make an argument. Use the *Knowledge is Power Role Play Scenarios* for students to work from, or you can make up your own scenarios.

**Step 2:** Give youth 5-10 minutes to prepare their skit. Each skit has to answer the questions:

1. What is the problem being addressed?
2. What is the solution?
3. How is research used to advocate for a solution?

**Step 3:** Have youth present their skit to the entire group.

# UNDERSTAND THE POWER OF RESEARCH

## Session 1

90 minutes



### V. DEBRIEF (10 MINUTES)

Sample questions:

- Why do you think these groups used research in their campaigns for changing their community (e.g., helped them prove their point; made them better advocates.)?
- What kind of research was best for making a solid argument (e.g., video evidence, surveys, statistics, interviews)? Why?

### VI. CLOSING (10 MINUTES)

Do the take-home assignment as a brainstorm or close with an Around the World statement.



### *Optional Take-Home Assignment*

*Instructions:*

- *Write down three issues or problems that impact you and other youth in your community.*
- *After each issue or problem, write down at least one thing that a person or group could do to solve, improve, or raise awareness of that issue or problem. Briefly explain how this would help.*
- *Bring your ideas to the next session!*



## Session 2

## IDENTIFY ISSUES AND ASSETS

90 minutes

**OBJECTIVES:**

Youth will define what community means to them and understand the interdependency of the people and places within their community. Youth will begin to map the resources and needs they see in their community and identify the diverse perspectives that group members bring to the community.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Prior to session, refer to the *Community Web* example (Master Copy 3.2a).
- Map of your city or town (hand drawn or large wall map).
- Push pins and string.
- Optional: *Neighborhood Mapping Assignment* (Master Copy 3.2b).

**I. OPENING: ATTENDANCE, SNACKS,  
ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): What one word would you use to describe your neighborhood? If you have time, hand out pens and index cards so that youth can write their word before sharing out. This will allow more variety in answers.

**II. WARM UP: MAPPING YOUR HOME (15 MINUTES)**

Using a large map of your city or town, mark your school or program location with a large push pin. Ask youth to come up one at a time and put a pin where they live and


**Facilitation Tip:**

*This session youth will explore the benefits and challenges of living in their community and think critically about causes of important issues that impact them. This process positions youth to select a topic for research.*

*If you assigned the take-home task in the previous session, have participants share their thinking from the assignment during the debrief section. Write all of the student ideas on easel paper or the board.*

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**Community Webs and Maps**


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then connect a piece of colored string from their home to the meeting place. After everyone is done, ask youth if they see a pattern. Hint: Label the pins with their names so they can know which pin is theirs in relation to the others in the group.

**III. COMMUNITY WEB (15 MINUTES)**

**Step 1:** Think, Pair, Share. Ask each youth to consider their definition of community. They should think (or write) for at least one minute. Then divide participants into pairs to discuss their definitions, compare ideas, and create a definition of community that incorporates both sets of ideas. Have each pair share their definition with the full group. Have one of the youth or adult leaders write the definitions on chart paper or the board. In the center of the definitions, write the word "community."

**Step 2:** On the butcher paper or board, draw one large circle around both the word "community" and the youth's definitions. Ask participants to name specific places and people that make up a community and write these on the perimeter of the circle. Connect these to the center circle, making a web. See the *Community Web* example for category ideas.

**IV. CREATE A MAP (40 MINUTES)**

**Step 1:** Create small groups of three to four people. Preferably, youth should be divided according to their neighborhoods, the places with which they most identify, or where they spend the most time. You can also have youth do this as an individual activity or take-home task.

**Step 2:** Ask youth to draw a picture of their community according to the criteria below:

- What are the boundaries of your neighborhood – where does it begin and end? What markers tell you when you are entering or leaving this neighborhood?
- Draw this area to the best of your memory. Add in streets, particular houses, stores, businesses, parks, restaurants, landscapes, and other physical features.

## IDENTIFY ISSUES AND ASSETS

### Session 2

90 minutes

- Include areas that offer resources or are of interest to youth (positive and negative). Where do they hang out?
- On or near your map, list four adjectives that describe this area.

**Step 3:** Have each group share their map with the larger group. Note differences and similarities between the maps and the neighborhoods. Ask what youth think might account for the differences and similarities in what the different groups included.

**Step 4:** As a group, create a *Community Web* of your community, based on the small group maps, and think about what might have been omitted. Discuss how the *Community Web* shows the connectedness of the community. Demonstrate how a problem in a neighborhood could affect many other people and places in the community. Discuss how communities are interdependent on the people and places within them.

#### V. DEBRIEF: CONNECTING TO ISSUES AND SOLUTIONS (10 MINUTES)

Sample questions:

- What kinds of positive resources are there for youth in your community?
- Do you think youth use these resources or go to these places? Why or why not?
- Have you used these resources? Do you know who has?
- What do youth need that doesn't currently exist?
- What happens when there is a problem within the community? Who does it affect?
- What about when something positive happens?
- Who is responsible for making change?

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If I could change any one thing about my neighborhood...

#### *Example from Practice:*

*Some YELL participants had difficulty remembering specific street names and the details of entire sections of their neighborhoods.*

*Their experience of their community was defined less by conventional boundaries like streets and more by patterns of movement and particular structures that have local significance (like the subway station or the corner store). We learned that it helps to encourage youth to draw what is important to them, not what is usually on a map.*

#### *Optional Take-Home Assignment: Neighborhood Mapping*

*Give each youth the **Neighborhood Mapping** activity handout (Master Copy 3.2b) and ask them to complete the assignment by the next session. If possible, provide each youth with a labeled, disposable camera to use for this assignment.*

*In the next session, build in time to debrief the activity and have youth do a group collage.*

*Ask the youth to get in groups with others who live in their neighborhood. Use magazine pictures and any photos that the youth took of their neighborhoods to create collages on poster board. (These can be used as display boards during presentations.)*

*Have youth discuss the following for each collage:*

- *Where were the pictures taken? (What neighborhood?)*
- *If there are people in the photographs, how are they related to the youth researcher? (Are they friends, family, or perhaps just random people?)*
- *What grabs your attention? What is the most interesting thing to you about the photographs or the collage?*
- *What did you LEARN from looking at this collage? What would someone who has never been to this area see based on the collage?*

## Session 3

## IDENTIFY ISSUES AND ASSETS

90 minutes

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The Ideal Neighborhood

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**OBJECTIVES:**

Youth will work in groups to design an ideal neighborhood. Students will use their ideal neighborhood designs to consider issues in their own community.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper and pens.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): In my neighborhood... (have youth fill in the blank). It can be fun to keep this going several times around the circle, and see where it goes. Much will depend on the mood and comfort level of the group. You may need to give an example to get them started.

**II. COMMUNITY BUILDER: ROLE CALL (15 MINUTES)**

Divide the group into two teams. Ask the teams to line up in order according to various criteria (e.g., birthday, name, hair length, amount of time living in the community, number of siblings, number of cousins). The team that lines up in the correct order the fastest wins that round. Go through the order to make sure they are lined up correctly. If one team is winning more frequently move people around. After you have completed a few rounds of the activity, discuss what strategies helped and hindered their process. You can also do this as a full group to see how fast they can complete the tasks together.

**III. IDEAL NEIGHBORHOOD (45 MINUTES)**

**Step 1:** Ask youth to close their eyes and take a moment to silently imagine what a perfect neighborhood would look and be like, what sorts of things there would be to do (e.g., who would live there). Give them time to form a picture in their minds. Remind them of the categories they came up with in their community mapping exercise from the previous session.

**Step 2:** Let youth know that they now have an opportunity to design their ideal neighborhood. Divide participants into small groups and distribute butcher paper and markers. They may not begin writing or drawing for five minutes. These five minutes are to be spent discussing the things, places, people, or features they imagined in Step 1 and want to include in their ideal neighborhood.

**Step 3:** Students have 20 minutes to work with their team to design an ideal neighborhood and will need to be able to explain what makes it ideal.

**Step 4:** Have each team present their designs to the full group and explain their choices. Encourage youth to notice differences and commonalities in the designs. Ask what was challenging about this activity. How was it to work on this alone versus in a group?


**Facilitation Tip: Ideal Neighborhood**

*Encourage youth to be as specific as possible. This lesson is intended to raise awareness and critical thinking on the issues in their neighborhoods.*

**IDENTIFY ISSUES AND ASSETS****Session 3****90 minutes****IV. DEBRIEF AND DISCUSSION (10 MINUTES)**

Once all groups have presented, raise questions about differences between these neighborhoods and the ones they actually live in. What differences exist? What makes one more ideal than another?

- What is the difference between a good neighborhood and a bad one? How would you feel living in each of these places? Why?
- What could happen that would cause problems in these ideal communities? Poor economy? No jobs? Violence? If this neighborhood is ideal, why might these problems arise?
- What could we do to transform a “bad” neighborhood into a “good” one? How easy or difficult do you think this would be?

**V. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): If you could make ONE aspect of your neighborhood more like your ideal one, what would you choose? What would you do?

## IDENTIFY ISSUES AND ASSETS

### Session 4

**90 minutes**

#### OBJECTIVES:

Youth will identify key issues that concern them and key assets that support them in their community.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- As a reminder, provide copies of the *Active Listening Guidelines* (Master Copy 1.1a).
- Butcher paper prep: two columns labeled with the name of your school and neighborhood or city/town.

#### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a community of which you are a part.

#### II. WARM UP: GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly make groups of three or four. Each small group then has three minutes to select an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver; the final member can "make a call." Each group has a chance to show their object to the other teams, and everyone tries



### Identify Issues and Assets

to guess what they are. Repeat the process for two or three rounds as time allows. Alternatives: Participants stay in the same group while the facilitator names specific categories (e.g., common household items, appliances, something you would find at an amusement park, a type of food). Debrief: What were the different approaches taken by different groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

#### III. IDENTIFYING PROBLEMS (20 MINUTES)

**Step 1:** Divide participants into small groups and give each group a piece of paper and pens. Have them create two columns on the paper, and label the columns with the name of your school and the neighborhood or city/town. Have adult staff and leaders do the activity as well.

**Step 2:** Ask participants to brainstorm as many problems they can that exist in these places. Encourage students to think about what really bugs them, or if they could change something, what would they change?

**Step 3:** After brainstorming, come back to the full group and record all of the issues on chart paper. Compare participants' responses and recall the importance of different perspectives in understanding their community.

#### *Facilitation Tip: Identifying Strengths*

*Walk around the room as youth work, offering additional prompts such as: What do you like about living here? What is unique or special about this place? Who or what supports you or helps you? People? Places? Programs?*

*Be sure to refer to the role of personal assets in bringing strength to a community (and vice versa!).*

*Refer to the Community Webs that youth created as part of Session 2 earlier in this Unit.*

## IDENTIFY ISSUES AND ASSETS

### Session 4

**90 minutes**



#### IV. IDENTIFYING STRENGTHS (20 MINUTES)

Remind the group about the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a building, or a program). Ask youth for examples.

**Step 1:** In the same small groups, have youth turn their paper over and label the same columns: school, and neighborhood or city/town. Under each heading, have youth write assets (e.g., people, places, programs) that are supportive and important for them and for youth in general and that make their community a better place to live.

**Step 3:** Share back as a full group: Invite the participants to share their lists of assets, and write them all up on a chart paper above or next to the chart of problems or issues.

#### V. DEBRIEF (15 MINUTES)

**Think:** Give each youth a piece of paper and ask them to take a few minutes to:

- Choose one issue from the list and write down why this particular issue bothers them.
- Choose one asset from the list and write down why they think this asset is particularly important.

Ask them to recall experiences that may cause them to feel this way.

**Pair:** Have youth share their thinking with a partner. Remind them of *Active Listening Guidelines* (Master Copy 1.1a).

**Share:** Have youth share some of the things they said or heard in their pair. Allow time for sharing and questioning from other students. Is there agreement on the issue that is most important?

#### VI. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Name something about your school that you particularly like or appreciate.

# IDENTIFY ISSUES AND ASSETS

## Session 5

**90 minutes**

**OBJECTIVE:**

Youth will select a topic(s) for their research and action project.

**MATERIALS AND PREPARATION:**

- Index cards.
- Sticker dots.
- Paper, pens, and clipboards.
- Butcher paper, tape, and markers for writing possible topics (include space for pros and cons of each topic).
- List of characteristics of a good research topic that could contribute to social change (see Topic Brainstorm below).
- Copy *Research Topic Budget Activity* (Master Copy 3.5a) and the *Research Topic Debate Preparation* (3.5b) before the session: one copy of each for each participant.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): Name a political or social issue that you feel strongly about or are passionate about one way or another. (e.g., racial equality, gender equity, environmental conservation, death penalty, access to health care, military recruitment)

**II. WARM UP: QUESTION GAME (5 MINUTES)**

The group must sit or stand in a circle. Have someone volunteer to start by asking a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another

Pick a Topic



question. Whoever is asked a question must then ask the person to their left or right another question. If someone repeats a question or hesitates with his or her question, that person is disqualified. The goal is to keep going with new questions. The questions don't need to make sense – they just need to be questions!

**III. TOPIC BRAINSTORM (25 MINUTES)**

**Step 1:** List some characteristics of a good research topic:

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain
- Important to other youth
- Could use more examination
- Has realistic or possible solutions

Ask if youth have anything to add to the list based on their experience. Write down any additions.

**Step 2:** Have youth brainstorm possible topics to research based on what they have identified as issues or concerns in their community (in previous sessions). List all topics mentioned on a piece of butcher paper. Remind everyone that this is a time to get all ideas out, not to make decisions or evaluate options.

**Step 3:** Brainstorm and record the pros and cons of each topic.

**Facilitation Tip:**

*Be open to all issues that youth raise even issues that, on the surface, may seem relevant only to a small or specific group (a minority). For example: Some youth might think that homophobia only affects a small group. Challenge youth to think about the issue more deeply, and refer to the community webs.*

## IDENTIFY ISSUES AND ASSETS

### Session 5

90 minutes



#### IV. TOPIC NARROWING: MONEY GAME (15 MINUTES)

**Step 1:** Decide on the final topic or topics to pursue for the year. Each youth will pretend they are mayor of their community, and that, as mayor, they are deciding on the the top priorities for the year by allocating money to different areas. Youth will vote on their preference by assigning funds to the topics they think are the most important. Remind youth to think about the characteristics of a good research project.

**Step 2:** Hand out the *Research Topic Budget Activity*, and give youth a few minutes to fill in their answers.

**Step 3:** Have someone add up the totals for each category (with a calculator). Have someone else record the total amounts for each topic on butcher paper. The two topics or issues with the most support are the topics that youth will debate in the next activity.

**Optional:** You can also narrow down topics through a sticker-vote. Give each youth two or three sticker dots to put by the topic(s) in which they are most interested. Each person can choose how to distribute the dots (e.g., evenly between high-interest topics or concentrated around one topic for a weighted vote).

#### V. TOPIC DEBATE (30 MINUTES)

**Step 1:** Divide the group according to the number of issues (usually two or three) that have received the most interest. Have youth choose the group that represents the topic most relevant to them.

**Step 2:** Hand out copies of the *Research Topic Debate Preparation* worksheet to each group and have the groups prepare for the debate by answering the questions on the worksheet.

**Step 3:** Assign a moderator and have each group take two to three minutes to present the case for their topic. Give the other group one minute to respond with a counter argument.

**Step 4:** After the debate, review the topics as a group, and use your group decision-making process to narrow it down to your final topics.

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If you had a million dollars that you had to give away, what would you do? How would you decide to whom or what organization you would give it?

#### *Example from Practice:*

*In 2004, youth in the middle school YELL project divided into three research teams: Youth Hang Out Spots, X-expression (school climate and physical environment), and Bullying. Each group designed its own surveys, interviews, and focus group protocols, and made a short film highlighting its research findings and recommendations.*



# IDENTIFY ISSUES AND ASSETS

## Session 6

**90 minutes**

### OBJECTIVE:

Youth will identify the causes and effects of their selected community issue.

### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Refer to the *Cause and Effect Concept Map Example* (Master Copy 3.6a).
- Copy the *Cause and Effect Concept Map* (Master Copy 3.6b) before the session: one copy for each participant. Another option: Provide each student with blank paper and pens to create a Cause and Effect Tree – each roots drawn represents a cause of problem and each branch represents a symptom.

### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Something I have done that made a difference (e.g., can be large or small – smiled at a friend, raised money for a cause, worked out).

### II. WARM UP: FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word, and go around with each person saying the first thing that comes to mind. Remind them to keep it appropriate!

### III. BUT WHY? (45 MINUTES)

Review the community issues and assets that youth identified in the previous sessions, including the final issue(s) or topic(s) that youth selected. Explain that today you will try to identify the roots of this issue(s). Stress that the way to create change is to get to the root of the problem. Start with an example that explains the difference between a cause and an effect. (The flu is a good example: have youth identify what might cause someone to get the flu, and what are its effects or symptoms.)

## Getting to the Root of the Problem



**Step 1:** Write a key issue or problem on the board or butcher paper. Now ask the students to say why this is a problem. Once they have brainstormed a list, pick one of the most salient causes they raised and then repeat the process for that particular cause. Do this at least one more time.

**Step 2:** Divide into pairs. Have each pair pick one of the causes from the last But Why? list you generated in the Step 1 brainstorm. Have one partner ask “Why” and have the other partner respond. This should continue until the root of the problem is reached. (Example: Girl is in the hospital. Why? She broke her leg. Why? She was fooling around on her bike. Why? Her friends told her she should try some new tricks. Why?) Have partners switch roles and switch causes from the list.

**Step 3:** Debrief with participants.

- How hard was it to get to the root of the problem? When did they know they had reached it? How can you tell a symptom from a cause? Are some things both causes and effects?
- What were some of the root causes that the pairs generated? Any similarities?

**IDENTIFY ISSUES AND ASSETS****Session 6****90 minutes****IV. ACTIVITY: CONCEPT MAPPING (20 MINUTES)**

As a group, use answers from the But Why? activity, and lead the participants through a Causes and Effect Concept Map (or Tree). You can do this as an individual activity or as a full group. Questions as you proceed could include: Why do you think that? Tell me more. Can you give an example?

- Encourage all responses, even if there is disagreement. Different perspectives are important.

**V. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): What did you learn from this activity?

  
*Another Approach: Roots and Branches*

*On a large piece of paper, draw a tree with many roots and branches. Explain that the branches are the symptoms of the problem, and the roots are the causes of the problem. For example: For the issue of alcohol abuse, the branches could be bad grades, skipping school, violence, failed relationships, accidents, and falling down. The roots could be depression, stress, insecurity, and easy access. If you opt to use this model, encourage “sub-roots,” or smaller roots that feed into the larger roots. For example, a sub-root of depression could be genetics, or a sub-root of easy access to alcohol could be lack of enforcement of laws against selling to minors.*

**IDENTIFY ISSUES AND ASSETS**

**Session 7**

**60 minutes**

**OBJECTIVE:**

Youth will understand the differences between charity and change. Participants will apply these concepts to the issues or problems in their community.

Charity and Change

**MATERIALS AND PREPARATION:**

- Paper, pens, markers, and clipboards.
- Copy *Charity and Change* (Master Copy 3.7) before the session: one for each participant.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): Name a person or an organization working to make positive change in your community. Write down what youth say where everyone can see it. You will use this later in the session.



**II. WARM UP: BIG WIND BLOWS (10 MINUTES)**

Arrange a circle of chairs, providing one less chair than there are people in the group. Stand in the center of the circle, with everyone else sitting in one of the chairs, and name a quality or strength that you think members in the group display. Anyone that thinks this quality applies to them should stand up and switch seats. When this happens, take one of the empty seats. One person will now be left without a seat. This person then names a different strength or quality and then tries to find an empty seat when other youth stand up to switch. Do this about five times, prompting if necessary. Debrief: Is it hard or easy to talk about and admit to your strengths? Why or why not?

**III. CHARITY AND CHANGE (30 MINUTES)**

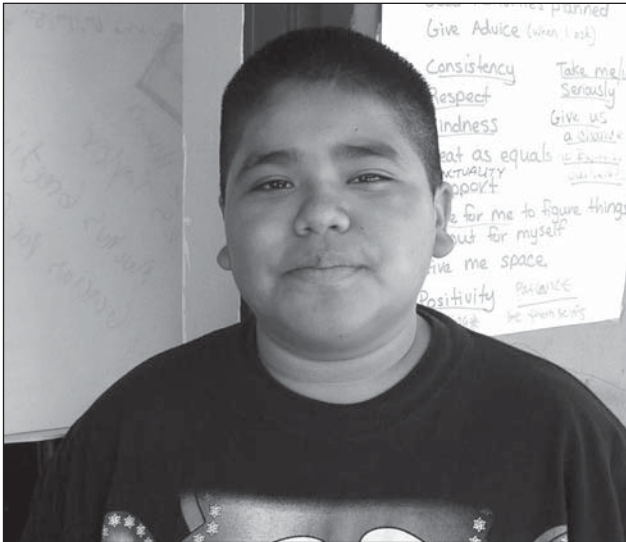
**Step 1:** Brainstorm examples of charity and change. Start with an example like homelessness: Charity would be volunteering at a soup kitchen or setting up a homeless shelter; change would be figuring out why homelessness occurs and finding ways to prevent it. Think of examples of charity and change throughout the world. Examples range from donating clothes to the poor (charity) to helping the unemployed find jobs (change). See example below.

Problem/Issue	Charity	Change
Homelessness	Spend a Saturday helping at a soup kitchen.	Interview homeless people about why they became homeless, then acting on those reasons.
Litter	Spend an afternoon cleaning up a park.	Raise money and provide bright-colored trash cans for areas where there are none.

# IDENTIFY ISSUES AND ASSETS

## Session 7

60 minutes



**Step 2:** Hand out the *Charity and Change* worksheets to all participants and divide youth into pairs. Have youth:

- (1) Identify the differences between charity and change using the examples from the opening circle.
- (2) Brainstorm examples of charity and change related to their selected issue or problem.

**Step 3:** Have pairs share out some of the things they discussed. Ask for responses from the group.

#### IV. DEBRIEF AND CLOSING (10 MINUTES)

- Which seems more powerful in addressing the issues that concern us – charity, change, or both? How do charity and change work in combination?
- How will these ideas help us in thinking about our project? How does research connect with charity and change?

#### *Example from Practice:*

*YELL program youth used both charity and change approaches. For example, youth researched student experiences of bullying and stereotyping, and presented the findings to school leaders. They then made several recommendations, including a peer mediation program, teacher training in positive classroom management, and bringing the Challenge Day curriculum to their school. To promote Challenge Day, they wrote letters to local businesses and held fundraisers to help raise money for the one-day event.*

# DEVELOP RESEARCH QUESTIONS

## Session 8

90 minutes

### OBJECTIVE:

Youth will come up with research questions related to their chosen topic.

### MATERIALS AND PREPARATION:

- Sticky notes.
- Butcher paper, tape, and markers.
- Butcher paper labeled with the research topic(s) youth selected in Session 5.
- Copy the *Topics and Questions – Examples from YELL Projects* (Master Copy 3.8) before the session: one copy for each participant.

### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): I wonder... (fill in the blank). It may be useful to give youth several moments to think about or to write down something that they wonder about to increase the variety of answers.

### II. WARM-UP: PUSH ME – PULL ME'S (adapted from National 4-H Council) (10 MINUTES)

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and lean forward. Instruct the people on each side of this person to lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his or her nose

#### Facilitation Tip:

*This session begins Step 3 of the inquiry process, in which youth will choose a final topic for their project, and transform that topic into a series of questions to investigate and analyze.*

## Decide on Your Research Questions



touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times. Debrief: Ask participants to identify how the group worked together during this activity.

### III. DECIDING ON VISION AND MISSION (35 MINUTES)

On the board or butcher paper, write the selected research topic or topics. Youth should think of themselves as teaching others in their community about youth experience as related to this topic (refer to *Topics and Questions – Examples from YELL Projects* sheet to assist with the following section). As you move through this exercise, encourage youth to think about how they will get other people excited about their topic.

#### Step 1: What is your guiding vision?

This is what youth would like to see happen in an ideal world if their problem or issue was completely solved. For example: "We envision a community free from violence, where all youth feel safe and supported." The vision needs to be clear and motivating. It does NOT need to be attainable.

## DEVELOP RESEARCH QUESTIONS

### Session 8

90 minutes



#### Step 2: What is your mission?

The mission is what you will actually attempt to do or make happen. For example: "Our mission is to increase understanding of youth's perspectives on violence and youth's experiences of violence in our school and community, and show adult decision makers that young people can be part of making a positive difference for the whole community."

#### Step 3: What are your specific goals?

Start with a brainstorm: have youth imagine that they have finished collecting all their information and are ready to share what they found. What type of impact do they expect? What type of change do they want their findings to make? What do they want to be able to share? Have youth agree to at least two goals. Make sure the goals are realistic based on the time frame available. For example:

"Our goals are:

- (1) To share research findings and recommendations with decision makers in our school and community.
- (2) To develop action steps for putting our recommendations into practice."

#### IV. DECIDING ON RESEARCH QUESTIONS (25 MINUTES)

Let youth know that now they will come up with questions to help them meet their goals.

**Step 1:** Work through at least one example of research questions on the board by using *Topics and Questions – Examples from YELL Projects* or an example of your own. Ask the youth to add at least one research question to the example.

**Step 2:** Divide youth into groups of two or three. Give each small group three sticky notes. Each group is responsible for coming up with at least three questions they think will help them better understand their topic. Have youth write one question per sticky note. After they have completed their questions, have them number their questions from one to three, with one being the most important, and three being least important.

**Step 3:** Come back together as a group and have each group pass up the question they think is the most important. Post all of these #1 questions on a whiteboard or piece of butcher paper. Once all of the #1 questions are up, ask if anyone has any duplicates, and if so to pass them up for the facilitator to group accordingly. Then, have youth pass up any non-duplicate #2 questions, and repeat the process until all questions are up on the board or paper. As much as possible, group the questions according to common themes. After the questions are grouped, have youth state the key overarching question that covers each grouped set of questions. Write these overarching questions on a separate sheet of butcher paper. If there are more than three question categories, have youth prioritize the three most important by whatever decision-making process is best for your group.

**Step 4:** Write the final topic, vision, mission, goals, and main questions on butcher paper and post in a prominent place.

#### V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): If you could know the answer to any question in the world, what would it be?



## IDENTIFY SOURCES OF INFORMATION

### Session 9

**90 minutes**

*The Power Analysis Matrix is adapted from Co/Motion Guide to Youth-led Social Change by the Alliance for Justice, [www.afj.org/index.html](http://www.afj.org/index.html)*

#### OBJECTIVES:

Youth will discuss and identify who can give them information about their topic, and who has power and influence in community and school decision making.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes.
- Copy the *Power Analysis Matrix* (Master Copy 3.9a) before the session: one copy for each participant or make a poster on butcher paper.
- Create four stations around the room labeled Our Group; Allies; Opponents; and Decision Makers. See *Stations for Power Analysis Activity* (Master Copy 3.9b) for materials and instructions. Each station should have pens and a sheet of butcher paper with the respective questions or charts.

#### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): One word that describes how you are right now.

Explain that today you will be analyzing the people and groups who could impact your research efforts – their positions, the influence they have, and the power they exert. If necessary, review any unfamiliar terms the participants might encounter.

#### II. WARM UP: TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie. Hint: Hand out index cards or scrap paper and have youth take a few minutes to think about what they are going to say. This will keep the truths and lies varied, and will help the activity to move more smoothly.

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### Allies, Opponents, and Decision Makers

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#### III. POWER ANALYSIS (60 MINUTES)

##### Step 1: Small Groups – 35 minutes

- Divide into four small groups and assign each group to a station (Our Group, Allies, Opponents, and Decision Makers). Give them 15 minutes to answer the questions or fill in the charts at their station.
- Ask each group to rotate to the next station, review what the previous group wrote, and add or note disagreements or confusion, marking these for the large group discussion. Give each group about five minutes at each of the new stations.

##### Step 2: Whole Group Discussion – 10 minutes

- Reconvene and review the final answers and charts for each station.
- Ask if any questions or problems arose as they moved among the stations.
- Review the people or groups that came up at each station. Ask if there are additional people or groups who should be included. Are any people or groups on more than one chart?

**IDENTIFY SOURCES OF INFORMATION**

**Session 9**

**90 minutes**

- Have one or two volunteers write the names of every person or group mentioned on sticky notes – with one name or group per sticky note. Distribute at least one of these sticky notes to each individual youth.

**Step 3: Power Analysis Matrix – 15 minutes**

- Present and explain the *Power Analysis Matrix*.
- Invite each youth to place his or her sticky note in the quadrant he or she thinks best represents the position and the power of the person or group written on it. After each places the sticky note, ask him or her to explain the decision. Then ask the group if they agree. Adjust the placement according to the discussion, using the group decision-making process if applicable.

**IV. DISCUSSION: (10 MINUTES)**

How can we include these groups and individuals in our planning and in carrying out our research and action project?

- How can we inform our helpers?
- How can we sway our opponents?
- How can we stand up to our adversaries?
- How can we collaborate with our allies?
- How can we persuade the decision maker(s)?

From this discussion, create a chart on butcher paper with three columns (see below).

Keep this chart for after you have completed your research. You will refer back to this list when you are designing your action campaign.

**V. CLOSING (5 MINUTES)**

Closing Circle Statement (Around the World): Who is your greatest ally?

SAMPLE CHART:

Partner (Allies)	Inform (Helpers)	Persuade (Decision Makers and Adversaries)



## Session 10

## RESEARCH METHODS AND TOOLS

60/90 minutes

**OBJECTIVES:**

Youth will learn basic social science research methods and understand the pros and cons of using each method.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Butcher paper or a blackboard with heading "What are some ways to do research?"
- Copies of the main research questions that youth came up with in Session 8.
- Review *Research Methods: Pros and Cons Example* (Master Copy 3.10a)
- Copy the *Research Methods: Pros and Cons* worksheet (Master Copy 3.10b) before the session: one copy for each participant.
- Set up stations in separate areas of the room – one station for each of the research methods (three to five). See the *Research Round Robin Stations* (Master Copy 3.10c) for details.
- Each station needs a facilitator or leader (or detailed written instructions).
- The focus group station will need index cards and pencils.
- The survey station will need pencils, copies of the *Survey Station* handout (Master Copy 3.10d), the *Sample Survey Introduction Letter* (Master Copy 3.10e): one for each for each participant.
- The interview station will need copies of the *Interview Station Questions* (Master Copy 3.10f) and *Interview Consent Form* (Master Copy 3.10g): one copy of each for each participant.

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 Research Round Robin
 

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**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Explain that today youth will learn some of the most common ways to do social science research. Opening Circle Statement (Around the World): If you had to be a scientist, what kind of scientist would you be?

**II. WARM UP: PAIR SHARE (10 MINUTES)**

In pairs, have youth discuss their reactions to "research."

- What do they think about it?
- Have they had positive or negative experiences?

After youth have each had time to speak, have them share out themes from their conversations. This will help to gauge the experience and attitudes of the group.

**Facilitation Tip:**

*This session can be modified, depending on the number of research stations you want to use with the group (two optional stations are described for this session).*

*During this session refer to the definition for research that youth came up with in Session 1 of this Unit.*

**RESEARCH METHODS AND TOOLS****Session 10****60/90 minutes****III. BRAINSTORM RESEARCH METHODS (5 MINUTES)**

Ask the students to brainstorm different research methods:

- How can you get information about an issue?
- How can you find out what other people think and experience?
- How do politicians or major companies find out about people's opinions or interests?

Record answers on butcher paper or the board.

**IV. RESEARCH METHODS ROUND ROBIN (30/60 MINUTES)**

Explain that youth will now experiment with some of the most common ways to do research or collect data. Youth will rotate from station to station, spending 10 minutes at each station (modify as necessary) trying out the research method and then thinking about the pros and cons of that method.

- Give each student a *Research Methods: Pros and Cons* worksheet to fill out at each station.
- Divide youth into three to five groups and send each group to a station.

**V. DEBRIEF/CLOSING (5 MINUTES)**

After all students have gone to all three (or more) stations, bring the group back together and ask "What research methods did you like best and why?"



## RESEARCH METHODS AND TOOLS

## Session 11

90 minutes

**OBJECTIVE:**

Youth will identify methods to use in collecting data for their research topic.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Copy the *Planning Your Research Worksheet* (Master Copy 3.11) before the session: one copy for each participant.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle (Around the World): Name something that surprised you today...

Explain that today youth will select the research methods they will use to collect their data.

**II. ICE BREAKER: IN THIS CORNER (15 MINUTES)**

Number the corners of the room 1 to 4, writing each number on a large piece of paper and posting it so that it is visible. Start by using an example: Ask youth to go to #1 if they are an only child, #2 if they have one sibling, #3 if they have two, and #4 if they have three or more siblings. Once the group is divided, ask youth to each share (in their small group) their favorite movie and why it is their favorite. Repeat this process several times using different categories (e.g., types of pets, neighborhoods, where they were born) and different discussion questions (either general "get to know you" questions or questions specifically related to the project).


**Facilitation Tip: Choosing Methods**

*Youth may opt to use several methods or focus on just one. If they choose to use several – and you have enough staff or volunteer support – you can divide the group into teams, each with a focus on a particular method.*

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**Choose Your Research Methods**


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**III. CHOOSE METHODS (45 MINUTES)**

**Step 1:** Review the *Research Methods Pros and Cons Worksheet* and the research methods brainstorm the students experienced in the research Round Robin (Session 10). Ask the students the following questions and write their answers on the board or butcher paper.

- Which method did you like best? Why?
- Which method did you like least? Why?
- What are some advantages to using one of these methods over another?

**Step 2:** Ask youth to consider the type of information they will need to answer their research question(s). Discuss what kind of information would help meet their project goals.

For example, if their issue is homelessness, you could ask the following questions:

- Would personal stories work? Interviews?
- Do they need to know the opinions of a lot of people?
- What about mapping?

# RESEARCH METHODS AND TOOLS

## Session 11

90 minutes

### Step 3: Choose Your Research Methods

- Divide youth into three or four small groups.
- Hand out the *Planning Your Research* worksheet.
- Give youth 5-10 minutes to work on the questions.
- Have youth share their answers with the full group and record what they say on the board or butcher paper.
- Have them discuss until they reach agreement on the methods best suited to their project (usually two or three methods), and the goals for data collection. Use sticky-dot voting if there is disagreement

### IV. DETERMINE DATA COLLECTION STRUCTURE (10 MINUTES)

Group Brainstorm: How can we structure our group to best collect all of our data?

Examples of Methods of Data Collection:

- Pick one method. For example, survey the entire student body.
- Divide into teams on each method. While everyone will learn the methods together, particular teams can be responsible for the key administration of protocols and analysis.
- Divide into teams around several topics. For example, you could have one team researching youth violence and another researching after-school programs – each group using the methods they choose.
- Discuss the benefits and limitations of each strategy to come to an agreement.

### V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Have youth name their favorite ice cream flavor.



#### Facilitation Tip:

*This is a good time to refer back to group agreements, and your group's model of youth-adult partnership (see Unit 1, Sessions 5-6).*

## RESEARCH METHODS AND TOOLS

## Session 12

90 minutes

**OBJECTIVES:**

Youth and adult staff will create a timeline for their research and action project.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Index cards.
- Copy the *Project Timeline Example* (Master Copy 3.12a) and *Project Timeline* worksheet (Master Copy 3.12b) before the session: one copy of each for each participant.
- Make a poster listing the group's vision, mission, and project goals, and put up where it can be seen easily.
- Have available youth's completed *Research Methods* (Master Copy 3.10f) worksheets from Session 10.
- Create a LARGE CALENDAR (big enough for students to see and refer to easily) of the months left in the project. You can do this by writing the names of the months along a horizontal continuum with space to write tasks under each month or as an actual calendar grid. Make sure to note any vacations or breaks so that youth incorporate these when planning their timeline.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): Name something you could teach others about (e.g., music, Web design, art, history, football, animals, fashion, origami, cooking).



**Facilitation Tip: Timeline**

*Start from your completion dates and work backward!*

*If you have a youth and adult partnership structure, both should decide together on tasks and due dates, and play active roles in the work.*

*To model the power of youth and adult partnership in change efforts, YELL groups can align project timelines with the scheduled meetings of school administrators or city leaders and present research and recommendations.*

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## Planning for Data Collection

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**II. WARM UP: RANDOM SPEECHES (10 MINUTES)**

Provide each youth with an index card and pencil or pen. Have them write three things on the card: (1) A type of job people do, (2) A common household item, and (3) The name of a popular band. Then have everyone pass their card to the person on their left. Each person must stand up and tell a very brief story (two sentences or less!) starting with "Yesterday, the strangest thing happened...", including the three things on their card.

**III. AGREE ON STEPS TO TAKE (40 MINUTES)**

**Step 1:** Remind youth of the mission and goals of their project, and that all of this work is helping to fulfill that mission and meet those goals. Review the completed *Research Methods* worksheets to remind youth of the methods that they have agreed to use for their research.

**Step 2:** Divide youth into three groups and assign each group a section of the planning timeline (Methods, People, or Products). Give each group a piece of butcher paper and a *Project Timeline Example*. Ask them to write their chart on the butcher paper. For now, they should focus on tasks and the dates, and to leave the People Responsible section blank.

**GROUP 1: METHODS**

Have youth make a list of deliverables and deadlines that will help complete their research. Be sure to address the following questions:

- How many interviews, surveys, or focus groups do you plan to do?
- When will you have your questions ready? A draft? Final copy?
- When will you start and complete your data analysis?

## RESEARCH METHODS AND TOOLS

## Session 12

90 minutes

**GROUP 2: PEOPLE**

Have youth list the individuals and groups that they need to inform and enlist along the way, and decide the following:

- Who needs to know about your research plan? Whose permission do you need to carry out your research? Whose support and involvement could help you get things done?
- What groups or individuals have the greatest impact or influence? How do we get them involved (or get involved with them)?
- With whom will you share your final recommendations and findings? When?

**Facilitation Tip:**

*If your group did Session 9: Allies, Opponents, and Decision Makers, refer Group 2 participants to the materials from this session and remind them of the allies and opponents that they have already identified.*

**GROUP 3: PRODUCTS AND PRESENTATIONS**

Ask this group to think about the products that would best communicate findings and recommendations. Make sure the following questions are addressed:

- How will you share your findings and recommendations?
- What products will you create? How long will it take to make each product?
- Who are the audiences for the products?

**Step 3:** Bring everyone back together and ask each small group to share their main tasks and assigned completion dates. As the groups present, ask everyone for feedback:

- Is this timeframe realistic?
- Are there any tasks we may have overlooked?

As the group comes to agreement on each task, write the tasks on the LARGE CALENDAR where everyone can see them. Once all of the tasks have been written in chronological order, ask the group again if this timeline seems realistic and if anything has been overlooked.

**IV. WHO IS RESPONSIBLE? (20 MINUTES)**

Together, participants need to decide who is accountable to the others for getting the listed tasks completed. How you do this depends on the structure of your group.

Examples:

- If you have teams assigned by method, have youth work in their teams to figure out their areas of responsibility and leads for each. Remind them that the skills they need will be developed through the actual creation of products and protocols for their project. However, several tasks will also take extra commitment outside of session time. Be sure to ask the group if there are areas where they want adults to take the lead.
- Either in team groups or as individuals, have youth write their name on three sticky notes and place those sticky notes under three things they would like to work on and be responsible for. You may need to add sticky notes depending on the number of tasks and number of youth. After all of the spaces are filled, reassess the timeline and the commitment it will take to fulfill it.

Finally, Ask if anyone seems over-committed in their responsibilities, and if all of the tasks still seem doable and realistic.

Once agreement is reached, have youth remove the sticky notes and place their signatures under the tasks to which they have committed.

**V. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): Name something you are responsible for outside of this group.

**Facilitation Tip:**

*After this session, write the tasks and names into the blank Project Timeline and make copies for all participants.*

## RESEARCH METHODS AND TOOLS

## Session 13

90 minutes

**OBJECTIVE:**

Youth will learn how to do an effective interview and gain self-confidence as interviewers.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy the *Steps to a Good Interview* (Master Copy 3.13a) and *Designing Open-Ended Questions* (Master Copy 3.13b) before the session: one copy of each for each youth.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Explain that the goal of today's workshop is to learn how to conduct a good interview.

Opening Circle Statement (Around the World): Someone I would like to interview and learn more about... (It can be anyone – famous or not, living or not.)

**II. WARM UP: LISTEN AND RESPOND (5 MINUTES)**

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be "interviewed" by the group, and pick another volunteer to ask an initial question (It could be "What do you think of your city?" or "What are your hobbies?"). After the first question has been answered, go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don't have a script, this exercise requires them to listen and respond to what was said. Remind youth to keep questions respectful.

**III. INTERVIEW EXPERIENCE BRAINSTORM (10 MINUTES)**

Ask youth about their experience with interviews. What have they seen? Done? Have they ever interviewed someone else? Been interviewed?

- On a piece of butcher paper or the board, list the different types of interviews youth mention: Entertainment (talk shows), employment, information (news, radio), and others.

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## How to Do a Good Interview

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- Ask youth to name, from their experience, qualities of good interviews and qualities of bad interviews. Ask for specific examples, and write down the comments on the board or butcher paper.

**IV. BAD INTERVIEW – GOOD INTERVIEW (20 MINUTES)**

**Step 1:** Ask for a youth volunteer. Interview the person using pre-written questions of your choice. Purposely do not do a good job (e.g., don't make eye contact, forget questions, check your cell phone for text messages, start telling a story about yourself, ask to borrow a pen, don't listen to what is said, ask leading questions, give your opinion, use poor body language).

Ask youth, what was wrong with this interview? Did you get good information? Why not? How did the interviewee feel?

**Step 2:** Brainstorm tips for conducting a good interview. What would have made the bad interview good? What are some principles of a good interview? Discuss and record. Examples include:

- Make eye contact.
- Show the person you are listening by repeating what they say.
- Ask follow-up questions (probes) to better understand what they are saying.
- Reference the warm-up activity here – the importance of showing the person that you are listening and are interested in what they have to say.
- Keep your questions open-ended so answers need to be more than "yes" or "no."
- Introduce yourself and the purpose of the interview.
- Ask for permission.

**Step 3:** Hand out the *Steps to a Good Interview*. Ask youth for questions and any additions based on the brainstorm.



## RESEARCH METHODS AND TOOLS

## Session 13

90 minutes

### V. OPEN-ENDED AND NON-LEADING QUESTIONS (15 MINUTES)

**Step 1:** Explain that one of the most important goals in an interview is to be open-minded and to really hear what the person has to say. Open-ended questions allow people to talk in detail about their own perspectives. If you can answer yes or no, it is not an open-ended question.

**Step 2:** Explain that sometimes questions are leading. When a question is leading, it puts ideas and opinions into the question in a way that makes it hard for a person to share their own thoughts. If the answer to the questions below is yes, then the question is leading:

- Does this question assume a certain opinion?
- Does it direct someone to a particular answer?

As a group, evaluate the following questions (or other questions that you or the youth make up). Decide whether or not each question is leading or closed ended, and then revise the leading and closed-ended questions.

- Don't you think that youth in our community are stereotyped a lot?
- It seems like the media is to blame, don't you think?
- The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don't you think so?
- How would you describe your neighborhood?
- Don't you think that school is a waste of time?

**Step 3:** Hand out the *Designing Open-Ended and Non-Leading Questions* worksheet. Students should revise each leading question to make it both non-leading and open-ended. Ask for volunteers to share a couple of examples.

#### *Example from Practice:*

*Former YELL participant Sandra Mendieta says that learning how to ask questions and learning the difference between open-ended and leading questions, helped her to be a better student in high school and in college.*

### VI. PEER INTERVIEWS (15 MINUTES)

The purpose of this activity is to practice interview skills.

**Step 1:** As a group, brainstorm what questions youth want to ask to find out more about each other (could also be related to their research topic, a current event, or something happening in the school). Make sure the questions are open-ended and non leading! Write these questions on the board or a piece of paper where everyone can see them. Remind youth of the Listen and Respond activity you did at the beginning of this session. Encourage youth to ask probing or follow-up questions based on what they hear from the person they are interviewing.

**Step 2:** Break into pairs and have youth take turns interviewing each other (three minutes for each interview) using the questions created by the group.

**Step 3:** Have each youth share their partner's name and one thing they learned (no more than one minute each for reporting back). As a group, discuss: How was it interviewing? (Communicate the idea that they already have lots of experience and skills.)

### VII. DEBRIEF AND CLOSING (15 MINUTES)

To summarize the key points from the session, ask for two volunteers to start an interview in front of the group. Let the group know that if they see an opportunity for a probing or follow-up question, they can shout "freeze!" and take the place of the interviewer. Every few minutes, switch out the person being interviewed at random. As the facilitator, you can call "freeze" at any time to point out something positive, ask the group questions about how the interview is going, or ask for suggestions on how to improve the process.

Closing Circle Statement (Around the World): One thing I noticed today...

#### *Optional Take-Home Assignment:*

- Create four interview questions related to the research topic.
- Use these questions to interview a sibling, parent, or relative.
- What worked and what questions could be improved?
- Bring the revised questions to the next session.



## RESEARCH METHODS AND TOOLS

## Session 14

90 minutes

**OBJECTIVES:**

Youth will create interview questions for their research project and interview each other for the purpose of practicing, testing, and revising their protocol.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Paper or cloth bag.
- List of any previously brainstormed interview questions.
- Copy the *Interview Protocol Components* (Master Copy 3.14a), the blank *Interview Protocol Design* (3.14b), and the *Interview Note Taking Sheet* (Master Copy 3.14c) before the session: one copy of each for each participant.
- Write silly interview subjects on scraps of paper for youth to use in the What is a Protocol? activity.
- Review *Steps to a Good Interview* (Master Copy 3.13a).
- Optional: tape recorders with batteries, cassette tapes.
- Optional: copies of *Helpful Hints for Successful Recording* (Master Copy 3.14d).

**I. OPENING: ATTENDANCE, SNACKS,  
ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)**

Opening statement (Around the World): What is the most significant event of our time and why? (Give youth a few minutes to think about this and even to write down their answer.)

**II. WARM UP: COMMONALITIES (5 MINUTES)**

Ask youth to pair up with someone they do not know very well. Ask them to make a list of things they have in common (e.g., neighborhood, personality trait, experience, ability). After a few minutes, go around the room and ask pairs to share with the group their most surprising commonality.

**Facilitation Tip:**

*Refer to the root causes identified in Sessions 6 and 7 to help youth think carefully about who is impacted and has insight into their topic.*

*Look back at your work on Allies, Opponents, and Decision Makers from Session 9 to help youth think about their interview subjects.*

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## Interview Protocol Development

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**III. DECIDE ON INTERVIEW SUBJECTS (10 MINUTES)**

Explain that the point of doing interviews is to get information that will help youth learn more about their research topic. That means youth need to talk to people about what they have identified as the root causes.

Brainstorm: Who will we interview? Record the answers.

- Who is impacted by your issue or topic?
- Who could help you better understand your issue?

Ask the students if all people would be asked the same questions.

- Should there be different protocols for different people or groups of people?
- Does one group take priority over another?

Ask the students if it is important to ask about a person's background (e.g., age, race, gender).

- In what situations would it help to know about the background of the people you are interviewing?

**IV. WHAT IS A PROTOCOL? (10 MINUTES)**

**Step 1:** Brainstorm: If you were interviewing someone, where would you start? What types of questions would you ask? What do you think would get you the most information?

**Step 2:** Hand out and review the *Interview Protocol Components*. Ask for more examples for each question category. Highlight the importance of using the same set and order of basic questions to get consistent data.

**Step 3:** Divide into pairs and give each pair a blank interview protocol worksheet. Have each pair draw a random topic from a hat or come up with one of their own. You can make the topics silly and fun. Based on the topic drawn, have pairs come up with questions.

**Step 4:** As a group, go over the questions that each pair came up with, and ask the group to listen carefully. Make sure the questions fit with the category and look for leading questions.

## RESEARCH METHODS AND TOOLS

## Session 14

90 minutes

## V. DRAFT INTERVIEW QUESTIONS (25 MINUTES)

**Step 1:** In new pairs, have youth create interview questions for their research project. If youth decided that several different sets of questions are needed for different audiences, assign an equal number of pairs to each audience. Remind the students to write open-ended questions. Use another blank *Interview Protocol Design* worksheet to support students in structuring their interview questions.

**Step 2:** Create a draft interview protocol: As a group, have youth share their questions under each category. Ask for additions or revisions. Agree on the interview protocol(s). Explain that after practicing this protocol, youth may see changes they need to make.

## VI. PEER INTERVIEW PRACTICE AND QUESTION REVISION (30 MINUTES)

Inform participants that they will now practice by interviewing each other using the questions they just agreed to. Encourage them to think about what it means to be a good listener when they are conducting the interviews. Before starting, review the *Steps to a Good Interview* handout. Highlight the importance of getting consent – either as a written form or as a statement on audio tape.

**Step 1:** Split the group into pairs (different partners than before). Ask the youth to take turns interviewing each other using the questions on which they've agreed. Have youth take DETAILED notes on what the other person says in their interview (see the *Interview Note Taking* sheet for an example). Discuss

the importance of taking clear notes in a consistent format.

**Step 3:** As a whole group, have a discussion about the interview process. How comfortable did youth feel conducting the interview? Did they get the answers they had hoped? How can the group improve the questions? Make sure there is agreement on any changes made to the protocol.

## VII. CLOSING (5 MINUTES)

Have each youth give a prop (e.g., compliments, praise, thanks for their work today) to the person on their right.

*Facilitation Tip:*

- *It is important to record the gender and ethnicity of the people interviewed. Always do this at the end of an interview or survey so that it is clear this is just demographic information rather than information used to judge. For example, youth may have expressed interest in knowing how different groups in the community think, or where different groups hang out and spend their time. Knowing the gender and ethnicity will help with this information.*
- *If they are fluent in a language other than English, youth should feel comfortable interviewing peers in a language they have in common.*
- *Remind youth that the interview protocol is just to get the conversation started. It is important to add follow-up questions like, "Can you tell me more about that?" From time to time, repeat back to show understanding ("It sounds like you're saying... do I have that right?").*
- *Having good questions is more important than having lots of questions!*
- *It is important to have a clear and consistent format for taking detailed notes during interviews. This will help with coding and analysis.*

*Optional Take-Home Assignment:*

- *Interview at least one person who is not part of your YELL group or class using your finalized questions.*
- *Ask probing questions and follow ups.*
- *Take detailed notes on what the person says, or use a tape recorder.*
- *Immediately after the interview write down the following:*
  - *What went well? Not so well?*
  - *Did I have enough follow-up questions? What could I have done or said to get more information?*
  - *Do any of the questions need to be changed or improved?*
  - *What was the most interesting or surprising thing that the person said?*

*Bring your notes and your post-interview reflections to the next session.*

**RESEARCH METHODS AND TOOLS**

**Session 15**

**90 minutes**

**OBJECTIVES:**

Youth will learn what a focus group is and understand the format of focus groups.

Focus Group Introduction

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Statement (Around the World): Name something that makes you happy.

**II. WARM UP: TALK SHOW (10 MINUTES)**

Hand out index cards and have youth write the following sentences, filling in the blanks with their own answers. Remind youth that they will be sharing these with the group. When everyone is done, collect the cards.



- If I could be a guest on any talk show it would be: \_\_\_\_\_  
\_\_\_\_\_
- The other two guests would be (names or types of people): \_\_\_\_\_  
\_\_\_\_\_
- We would be discussing this topic: \_\_\_\_\_  
\_\_\_\_\_
- Three questions the host would ask us would be: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RESEARCH METHODS AND TOOLS

## Session 15

90 minutes



- Ask youth to identify any great follow-up questions or leading questions.
- What were some of the difficulties a focus group leader might encounter?

**IV. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): On a scale of 1 to 5 – with 1 being least and 5 being most – how would you rate your interest in leading a focus group? Why? What population or audience would you be interested in talking to the most?

**III. TALK SHOW PRESENTATIONS (60 MINUTES)**

Explain that a focus group is just like a talk show but in private: It is a group discussion that is focused around one topic. The purpose is to record people's opinions, something like a group interview.

**Step 1:** Break the students into three small groups and give each group several index cards from the warm-up activity. Ask each group to pick one card and select a host of their talk show. The host will ask the questions on the topic and facilitate the talk show. It is the host's job to get people talking about the issue on the card. Encourage youth to take on different personalities, characters, or political views. Give groups 10-15 minutes to plan and practice their talk show.

**Step 2:** Have each group present their talk show. Each presentation should be no more than five minutes. After each group presents, ask the "audience" the following questions:

- What were some of the opinions of the people on the talk show?
- Were there any issues that people seemed to agree upon?
- What did the host do or say to get people to talk and share their opinions?

## RESEARCH METHODS AND TOOLS

## Session 16

90 minutes

**OBJECTIVE:**

Youth will learn strategies for running a successful focus group and agree on a focus group protocol.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Copy *Focus Group Facilitator Roles and Responsibilities* (Master Copy 3.16a), *Tools for Focus Group Facilitators* (Master Copy 3.16b) and *Check List for Focus Group Facilitators* (Master Copy 3.16c) before the session: one copy for each participant.
- Three main responsibilities of a facilitator written up on the board or butcher paper (see III below).
- Copies of *Interview Protocol Design* worksheet (Master Copy 3.14b) developed in Session 14.
- Copy and cut out the *Facilitation Scenarios* (Master Copy 1.14c).

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)**

Remind students of their talk show presentations from the previous session and what they discussed about focus groups. In this session, they will practice facilitating a focus group with the interview questions they developed for their research project.

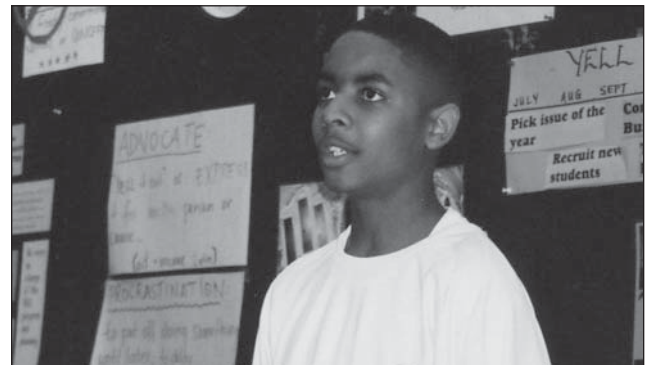
**II. WARM UP: SILENT LINE UP BY TV HOURS (10 MINUTES)**

Ask youth to stand up and silently arrange themselves in a line according to the number of hours of TV they watch each week – from fewest number of hours of TV watched to most (point to where the most and the fewest go). They can make signals and nod, but nothing else. Once they are lined up, have them go down the line and say how many hours they watch. Debrief: Ask the people who watch the most TV, what do we know about the people who watch the least TV? Then ask the people who watch the least what they know about the people who watch the most. Have them generate as many ideas as they can. Then ask the group, “What do we know about the people in the middle?” After the group has named all of their assumptions about each of the groups based on the amount of TV watched per week, ask “What do we really

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## Focus Group Facilitation

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know about anyone based on the amount of TV they watch?” Can we really know anything about someone for sure based on the amount of TV they watch? What else would you need to know? This is a great opportunity to talk about how the mind likes to categorize and make meaning, even when all of the facts are not present, and about how we make assumptions about people and things based on limited information. Tie this to the importance of evidence and inquiry!

**III. FOCUS GROUP FACILITATION (25 MINUTES)**

Explain that, like the host of a talk show, a focus group facilitator has a particular role. This person asks questions to get people talking and keeps the conversation going. This process of keeping everything in order and guiding the conversation is called facilitating. To facilitate means to make easier or less difficult, to help move forward. A facilitator is responsible for three main things:

1. Making sure everyone has a chance to participate.
2. Creating a safe and trusting atmosphere.
3. Listening and asking questions.

**Step 1:** As a group, brainstorm strategies for recruiting focus group participants and facilitating a focus group. What are some activities or strategies that a facilitator could use to get people to share their ideas and opinions? Think about a talk show host: how does he or she get people to talk and express themselves? (Record these.)

## RESEARCH METHODS AND TOOLS

## Session 16

90 minutes



If you decide to run a focus group, you will need to recruit at least six to 10 people for an hour-long conversation. What are some ideas you have for getting people to participate in your focus group? (Record these.)

You either audio-tape or video-tape a focus group to record what everyone says. What are some ideas for how you could organize the main ideas from a focus group when you listen or watch your tape? (Record these)

**Step 2:** Hand out the *Tools for Focus Group Facilitators* and *Check List for Focus Group Facilitators*. Review the sheets with the youth and have them add ideas from the brainstorm.

#### IV. FOCUS GROUP ROLE PLAY AND PROTOCOL DEVELOPMENT (40 MINUTES)

**Step 1:** Divide youth into three groups, and give each group a copy of the interview protocol they developed for their research project in Session 14. Have each group assign a facilitator.

**Step 2:** Give groups 10 minutes to plan and practice a scenario where the facilitator is doing a good job with at least one of the three main responsibilities: listening, creating a trusting atmosphere, or making sure everyone has a chance to participate. Give youth about 10 minutes to plan their scenario and then three- five minutes to present it to the group. Make sure they are using the questions from their interview protocol in the planning and role play.

**Step 3:** After each group presents, ask for feedback from everyone. What did the facilitator do well? (Remember to bracket constructive criticism with positives!). Revisit the interview protocol with the youth and ask if they would revise any of the questions for a focus group. Which questions work the best? Which ones would you revise? Anything that would be interesting to add?

#### V. CLOSING (10 MINUTES)

Outline next steps for planning and implementing your focus group. You can also assign this as a small-team take-home task.

#### *Facilitation Tip:*

*If you have not already done so, this is a great point to introduce a facilitation workshop for youth: See Unit 1, Sessions 12 and 14 for some ideas.*

## RESEARCH METHODS AND TOOLS

## Session 17

90 minutes

**OBJECTIVES:**

Youth will learn how to create a survey and develop a draft survey protocol.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Index cards.
- Copy *Types of Survey Questions* (Master Copy 3.17a) before the session: one copy for each participant.
- Copy *Survey Protocol Worksheet* (Master Copy 3.17b) before the session: at least two copies for each participant.
- Copy *Survey Tips for School Settings* (Master Copy 3.17c) before the session: one copy for each participant.
- On a piece of butcher paper, write the four categories of survey questions with room under each category to record sample questions.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Statement (Around the World): What was the best gift you've ever received? Why?

**II. WARM UP: STAND UP IF (10 MINUTES)**

Ask students to stand up if they have ever:

- Been upset with a family member.
- Wanted to buy something they couldn't afford.
- Voted in a political election.

Ask youth to sit down after each question. Point out that what you are doing is surveying the group. When students stood up in answer to a question, they basically took a survey, using their bodies instead of writing their answers down on a piece of paper. Ask youth for some "stand up if..." examples related to the research topic(s) (e.g., stand up if you feel physically safe at school, emotionally safe at school, if you feel respected by adults). Explain that a survey is just another way to gather information using questions. Ask if anyone has another way of explaining what a survey is or does.

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## Survey Basics and Protocol Development

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**III. CREATE A SURVEY (55 MINUTES)**

**Step 1:** Ask each person to write down two or three general questions that they could ask someone about their research topic (on index cards or paper). After youth have had a few minutes to write on their own, have them share out. List all the questions on butcher paper or the board.

**Step 2:** Pass out the *Types of Survey Questions* handout and review each question type:

- Yes or No
- Scale
- Multiple choice
- Open-ended

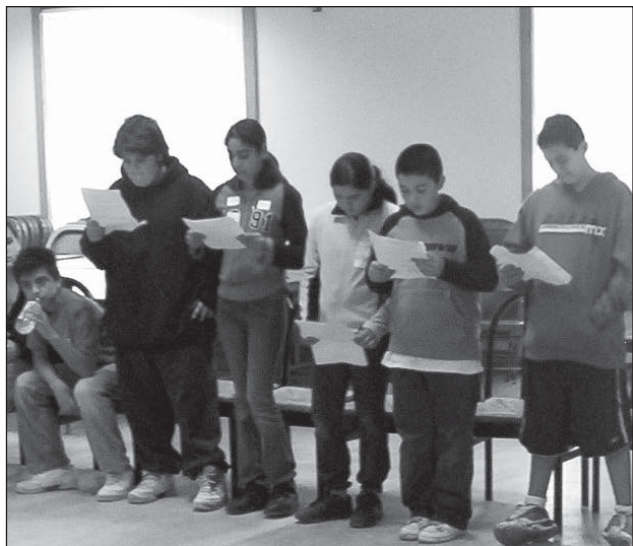
**Step 3:** Pass out the blank *Survey Protocol Worksheet*. Divide youth into pairs. Have each pair use a blank survey form to come up with survey questions in at least three of the survey question categories. They can use or revise the brainstormed questions or make up new questions.

**Step 4:** Using their newly created survey questions, have youth move about the room and find five different people to take their survey. Encourage students to ask each other questions and give feedback if a survey question is confusing. Have youth return to their pair and revise their questions according to the feedback they received, and then add at least one survey question to each category.

## RESEARCH METHODS AND TOOLS

## Session 17

90 minutes



#### IV. DEBRIEF AND FINALIZE SURVEY QUESTIONS (10 MINUTES)

Have one pair at a time read out their questions (by category) to the group. Have volunteers write the questions on butcher paper. (If possible, have four pieces, one for each type of question.) As you go around the room, have people add questions that have not yet been stated by another pair. After everyone has had a turn, ask if there are any additions.

#### V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something I noticed today in this session...

#### Facilitation Tip:

- *If you plan to give your surveys to different categories of people, you may want to adjust the questions for different audiences, just like you did with your interviews. Collect background information at the end of the survey so you can compare how different groups of people think (e.g., age, ethnicity, neighborhood, school).*
- *See Survey Tips for School Settings for thinking about surveys up front (Master Copy 1.17c).*
- *It is OK to have the same question asked a little differently in two different places on the survey – this can actually affirm that the person's answers are serious. (If the person answers the questions the same, you know that they were paying attention and answering honestly; if the answers are different – perhaps the person was filling in answers randomly).*
- *After this session, an adult or youth volunteer can type all the questions into one survey, deleting or consolidating any duplicates. This way a draft of the survey can be brought to the next session for final revisions.*



**Schedule 2 sessions here for youth to collect data!**



## ORGANIZE AND ANALYZE DATA

### Session 18

**90 minutes**

#### OBJECTIVES:

Youth will organize interview data and prepare to identify interview themes and findings.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Index cards.
- Butcher paper (or board) with enlarged examples of index cards from the *Interview Coding Instructions* (Master Copy 3.18).
- Copy the *Interview Coding Instructions* (Master Copy 3.18) before the session: one copy for each participant.
- Copies of interview transcripts or detailed interview notes.

#### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): Name one question you would like to ask the President of the United States.

#### *Facilitation Tip:*

- *Depending on the number of completed interviews, this activity can take two or more sessions.*
- *Before organizing interview results it is important to have clear transcripts or very detailed and organized notes from the interviews (see the Interview Note Taking Sheet – Master 3.14c).*
- *If youth taperecorded their interviews, the interviews should be transcribed by staff or adult volunteers, or the youth themselves. If youth are transcribing their own interviews, provide recorders, the interview tapes, computers (if youth are fast typists), or pen and paper for transcribing during session. Make sure that youth have enough space and privacy to hear their individual recordings.*

### Organizing Interview Results



#### II. COMMUNITY BUILDER: MEDICINE WHEEL (15 MINUTES)

It is best to have youth do this activity in silence.

Have youth pick a partner and form two circles – one inside the other – with the person in the inner circle facing their partner in the outer circle. Let youth know that the people in the outer circle are sculptors and the people in the inner circle are clay. The sculptor's job is to silently mold the clay into a particular shape. Before you begin, check in to see if it is OK to physically touch the people being sculpted, or if anyone prefers to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to "freeze" in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other.

Have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the freeze and viewing process. Finally, have partners switch one more time and sculpt their partner in the form of a leader. Debrief: While youth are still in the circle – ask them what qualities they see in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?

## ORGANIZE AND ANALYZE DATA

### Session 18

90 minutes

#### III. CODING 101 (30 MINUTES)

**Step 1:** Explain that after interviews are conducted, researchers must review what people said and sift and sort the information acquired. Ask youth: How would you try to figure out how many people felt one way or another from all the interviews? Discuss and list their responses.

**Step 2:** Explain the technique of coding, pointing out that this is a process used by professional researchers, although they often use computers to assist them. Hand out the *Interview Coding Instructions* sheet and a stack of index cards to each youth. Go over the example on the handout, and answer any questions about the process. Demonstrate this coding technique with the group, using the butcher paper.

**Step 3:** Ask each youth to pick the interview they liked best and get out their notes or transcripts (they can do this in pairs, small groups, or individually). Using the handout as a reference, instruct youth to write the name of the person they interviewed on the blank side of an index card (they can also substitute names with an identification number for each interviewee). On the lined side of the card, ask them to write down information about the person's background. On the next index card, write the person's name again and the number 1, which will represent the first question they asked. On the other side of the index card, write the interviewee's overall response to the first question (if the response is short, youth can cut and paste the answer from the notes page or transcript). Tell the students to repeat this process for each question they asked until each interview has been done.

#### IV. SORT (15 MINUTES)

Ask youth to sort the index cards into piles according to the question number. Within each question they may want to separate out different groups (male and female, grade level, ethnicity, etc.) to test for differences and similarities (depending on the number of interviews). The "identifier" cards, with the name on one side, and age or grade, gender, and race on the other should go in one stack.

#### V. CHECK INTERVIEW DEMOGRAPHICS (20 MINUTES)

Explain that in reporting your findings, it is important to know the following:

- Total number of people interviewed?
- What number and percent of male and female?
- Are the groups that make up your school and/or community represented? Is there a balance in the number of people interviewed (e.g., grade level, ethnic groups)?

With the stack of identifier cards, go through and tally numbers for the different categories. Notice any gaps. Is any group over-represented or under-represented? If more data need to be collected, decide who will collect the additional data and by when.

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something that surprised me today...

#### *Example from Practice:*

*The Medicine Wheel is one of YELL participant Rebecca Flores' favorite activities. Rebecca first did this activity during a retreat with YELL, where the Medicine Wheel was led by an AmeriCorps member and YELL staff. She went on to facilitate the Medicine Wheel at a local middle school's half-day leadership retreat and later incorporated the activity into a workshop she co-led at a state-wide conference.*

# ORGANIZE AND ANALYZE DATA

## Session 19

**90 minutes**

### OBJECTIVES:

Youth will identify themes, or common ideas, that came up in their interviews and generate findings from their interview data.

### MATERIALS AND PREPARATION:

- Stacks of sorted index cards from previous session.
- Rubber bands or paper clips.
- Highlighters.

### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Ask for a participant to suggest an opening statement for the group.

### II. WARM UP: STORY (10 MINUTES)

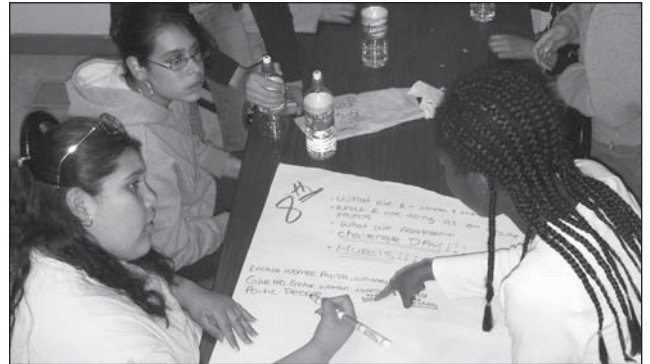
Ask everyone to sit in a circle. In this activity, the group will tell a story – but each person can only add one word at a time! Ask for a volunteer to start the story by saying one word. The next person builds on the sentence by saying another word. Continue until the group has at least formed a sentence or two. Debrief: How does this activity relate to teamwork?

### III. IDENTIFY INTERVIEW THEMES (50 MINUTES)

**Step 1:** Make sure that youth have their stacks of interview index cards from the previous session. Explain that everyone should go through one question at a time and review the responses on their cards. Their task is to sort the responses to each question, putting similar answers in separate stacks. They may use rubber bands or paper clips to keep them together. They may also color code the cards and answers with highlighters.

**Step 2:** After the cards are sorted, have youth identify the stacks with the most cards. These are the primary themes from the interviews. They can also pull out quotes that demonstrate these themes. Ask youth to count the cards in each stack (e.g., 15 of the 20 people interviewed identified bullying as the biggest problem at their middle school). Remind youth to identify the most common ideas that come up, not just the comments that support their personal ideas.

## Identify Interview Themes



### IV. PRESENT MAIN IDEAS (15 MINUTES)

Ask for several students to explain their research topic and present the major themes from their interviews. Ask them:

- What are the main findings from the interview data that you see at this point?
- What do you think is important or relevant about these findings?
- What surprised you? What did you find interesting? Has anything changed in the way you think about or view your topic as a result of the findings?

### V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name the interview theme you personally found the most interesting or surprising.

NOTES



# ORGANIZE AND ANALYZE DATA

## Session 20

**90 minutes**
**OBJECTIVES:**

Youth will understand how to tally and graph survey results and to generate findings from their survey data.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Tape or chalk for the warm up.
- Completed surveys.
- Survey tally sheets – see the *Survey Tally Sheet Example* (Master Copy 3.20a).
- Sample survey questions written on the board or butcher paper.
- Copy the *Survey Math and Graphing* (Master Copy 3.20b) before the session: one copy for each participant.
- Optional: graph paper.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): It would be interesting to know the exact number of... (e.g., grains of sand, blades of grass, people who wear glasses, ants) in the world.

**II. WARM UP: QUESTION WHEEL (5 MINUTES)**

Create a circle on the floor with tape or chalk, and divide into quadrants labeled with the numbers 1 through 4. Make sure there is enough room for everyone to stand on the wheel. Ask a series of questions, each with four possible responses. Instruct youth to stand on the number that best reflects their answer. You can use questions from their surveys or related to a particular issue or set of issues they are interested in. You can also ask questions that help to evaluate how youth are feeling about the

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## Analyze Survey Results

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program or their accomplishments. After youth have chosen where to stand, ask the group what they see in terms of distribution: Where are most people standing? Least? Why do they think this pattern exists?

Example question:

Housing is affordable in this community.

Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

**III. TALLYING SURVEY RESULTS \*TIME DEPENDS ON NUMBER OF SURVEYS (~15 MINUTES)**

Have youth take out the completed surveys they have collected and divide the surveys so that each person has the same amount. Hand out a tally sheet to each youth (see the *Survey Tally Sheet Example* for ideas) and have each student tally their stack of surveys.


**Facilitation Tip:**

*You can also have a smaller group of staff and youth tally the surveys before the session. That way, you can go straight to creating percentages and graphs with the final numbers.*

ORGANIZE AND ANALYZE DATA

**Session 20**

**90 minutes**

**IV. UNDERSTANDING PERCENTAGES AND CREATING GRAPHS (50 MINUTES)**

**Step 1:** Pass out the *Survey Math and Graphing* handout. Review what a fraction is (a part of a whole), how you turn a fraction to a decimal through the use of division, and how to change a decimal to a percent by moving the decimal two place values to the right.

Remind the students that in surveys the “whole” is the total number of people surveyed and the “part” is the number of people who answered the survey a certain way.

Brainstorm and record youth’s answers:

- Why is it important to understand the majority opinion?
- Why should you pay attention to the minority opinion as well?

**Step 2:** Divide youth into pairs. Assign each pair one or more survey questions and the tallied results from that question(s). Have each pair find the percent totals for their assigned questions.

**Step 3:** While youth are reporting their percent totals, have someone doublecheck the percentages with a calculator. On a large piece of butcher paper record the main findings under each numbered question.

**Step 4:** Introduce graphs as used to visually represent percentages and numbers. Have youth return to their assigned pairs and questions to create at least one graph for that question(s). Have them make the graph large enough so it can be posted on the wall (or held up) and easily seen by others. Share out the graphs for each question’s findings.

**Step 5:** As a group, discuss the graphs and identify findings that are the most striking. Have youth look for findings that go together. Are there findings that would be interesting to see next to each other in a graph? (See example below.)

**V. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): Which survey findings are the most interesting to you? Which findings or graphs do you think are the most important or interesting to our target audiences?

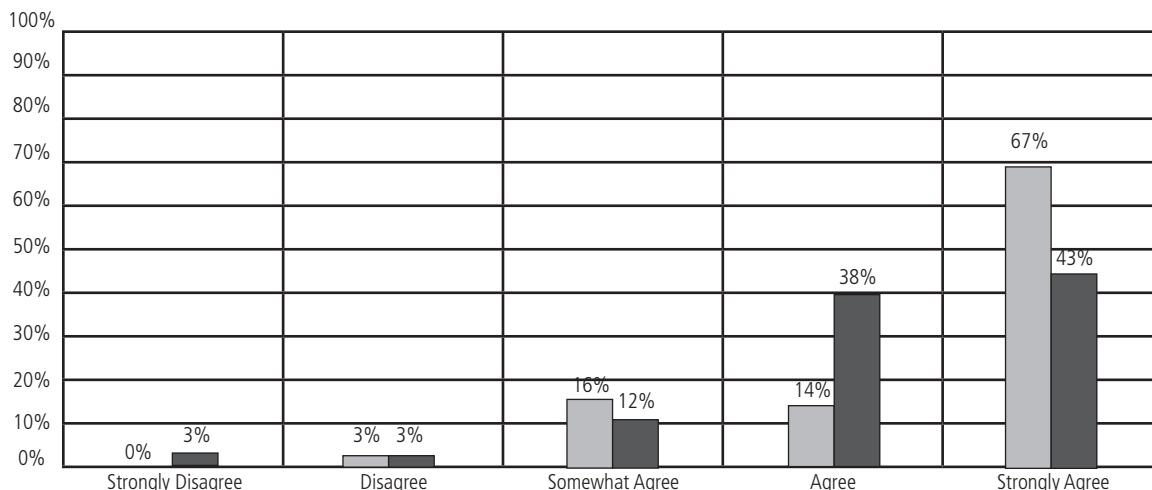
Figure 1: Peer Connections

Question 1: In our school’s Summer Program, do students learn to work with different kinds of people?

■ I learned to work with someone who has a different opinion than mine.

Question 2: In our school’s Summer Program, do students learn skills for making connections and being a friend?

■ I learned ways to meet people, make friends, and be a friend.



# DECIDE ON RECOMMENDATIONS

## Session 21

**90 minutes**
**OBJECTIVES:**

Youth will turn their data analysis and findings into recommendations and prioritize their top recommendations.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Post the youth's mission and vision statements on butcher paper (if not already posted in the room).
- Write the key findings from the research analysis on pieces of butcher paper, making sure there is plenty of room for youth to write under each finding. (If there are lots of findings, group them into at least three stations in the room. The grouping of findings can be done by staff or by youth as part of this or another session.)
- Sticker dots.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle (Around the World): Have each youth name one of the findings from their data analysis or name something that surprised them in their research.

**II. WARM UP: FROM SWIMMING TO FLYING (10 MINUTES)**

The goal of this game is to become a bird. All participants start as fish and should "swim" around the room. When a fish finds another fish they stop and play rock/paper/scissors. The winner becomes a frog and jumps away. The fish swims away looking for another fish to play with. A frog must find another frog to play rock/paper/scissors with. The winner of a game between two frogs becomes a bird and flies around watching the rest of the games. When there is only one fish, one frog, and a group of birds the game is over. Debrief: What did you think of the game? Is playing a game where most will win more or less fun than a game with one winner? How is this type of game different?

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## Recommendations

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**III. IDENTIFY RECOMMENDATIONS (40 MINUTES)**

**Step 1:** Brainstorm the meaning and purpose of a recommendation. A recommendation is a specific solution or action that outlines how change will happen. Example youth recommendations:

- "We recommend that the administration include a youth research and leadership class as part of the school curriculum."
- "We recommend that the administration and Climate Committee of our school re-instate the peer mediation program."
- "We recommend that the city provide free bus passes to low-income students."
- "We recommend that the school district implement teacher training in positive discipline methods."

In particular, discuss the power of a recommendation that is based on data. Ask youth: What is the difference between a recommendation based on opinion and a recommendation based on data? Imagine the above statements starting with "based on our research" vs. "we believe." What makes for a stronger argument?

## DECIDE ON RECOMMENDATIONS

### Session 21

**90 minutes**



**Step 2:** Revisit your topic, vision, and mission. Ask the group: Who remembers our vision and mission? Based on the research and analysis we have done so far, what new or more specific information have we learned about our topic? How has our view of our topic changed (or been confirmed)?

**Step 3:** Station Rotation. Ask youth to count off by the number of findings or finding stations you have created (see Materials and Preparation above) and then assign each number to a particular station. Hint: Instead of counting off, you can sort youth into groups by date of birth (January through April, May through August, and September through December).

At each station ask youth to read through the findings together and then brainstorm and write their recommendations based on the findings listed. After five minutes, have youth rotate to a different station and repeat the process. If youth agree with what the previous group listed, they should put a check next to that statement or recommendation. Encourage youth to discuss their ideas with their groupmates. End the rotation when youth are back at their original station. Have each group share out the key recommendations at their station and summarize how the findings support those recommendations. Cross off any duplicate recommendations (make sure they are exactly the same).

**Step 4:** Vote and Prioritize. Hand out three sticker dots to each person. Give youth a few minutes to vote by placing a sticker by the three recommendations on which they most want to focus. Ask youth to consider the following: Is the recommendation specific enough? Do you think it is realistic? Youth can also put all three stickers at one recommendation. After the voting, list the top recommendations on a separate piece of paper. Allow people to advocate for recommendations with fewer dots: Are there compelling reasons to re-examine one of the recommendations that received fewer votes?

#### IV. CLARIFY RECOMMENDATIONS (20 MINUTES)

As a group (or in several small groups if there are several recommendations), ask youth to consider the following questions:

- What is our evidence for this recommendation?
- What could make this recommendation stronger (research ideas for future groups or perhaps more research is one of the recommendations)?
- Who has the power to act or support us in acting to make this recommendation a reality?

#### V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): I think that the most important recommendation is...



# DECIDE ON RECOMMENDATIONS

## Session 22

60 minutes

### OBJECTIVE:

Youth will identify target audiences for their findings and recommendations.

### MATERIALS AND PREPARATION:

- Index cards for warm up.
- Butcher paper, tape, and markers.

### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle (Around the World): I get nervous when I have to talk to...

### II. WARM UP: WACKY SPEECH (20 MINUTES)

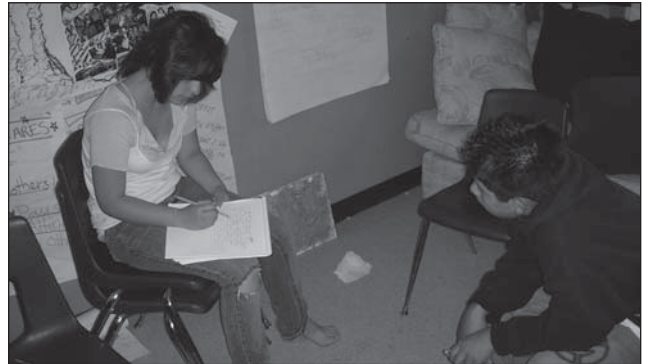
In a circle, have each youth write down something they expect from adults, then pass their paper or index card to the person on their left. Below what is already written on the paper they have received, have youth write their favorite animal, and again pass the paper to the left. Next, have youth write what they would wish for if they had one wish. Pass the paper one more time. Now each youth should have a piece of paper with three things on it. One at a time, have youth create an argument or "case" from the statements on their card or paper. The argument must meet two criteria: It must be expressed with real concern or passion, and it must ask the group to do or think about something specific that includes all three items. Encourage youth to be as creative and silly as possible. Their argument does not need to make sense!

For example: I want respect for wombats who are working for world peace! Therefore I am asking all of you to sign my petition!

#### *Facilitation Tip:*

*Look back at Session 9 and the ideas youth generated about Allies, Opponents, and Decision Makers.*

## Goals and Audiences



### III. SMALL GROUPS: GOAL AND AUDIENCE IDENTIFICATION (25 MINUTES)

Divide youth into small groups. Give each group a piece of butcher paper listing the recommendations developed in the previous session. Explain that each group will share back their responses after working together to answer the following questions:

1. What are your goals for each recommendation? What do you want to happen or be different as a result?
2. If this recommendation is acted on, will it lead to the fulfillment of your mission and vision? How?
3. Who needs to be involved and on board for these changes to happen? These are the audiences for your recommendations and findings.

Ask the youth to record their answers and nominate someone to report to the other groups.

Invite each group to report back on its identified goals and audiences. Write the answers.

**DECIDE ON RECOMMENDATIONS****Session 22****60 minutes****V. CLOSING (10 MINUTES)**

Closing Circle Statement (Around the World): Ask youth to identify the audience that they think will be the easiest to reach, and the hardest. Why?

**IV. ROTATING BRAINSTORM: MATCHING GOALS TO AUDIENCE (30 MINUTES)**

**Step 1:** Divide youth into groups according to the number of specific audiences they have identified. Assign each group one of the audiences, and provide them with a piece of butcher paper. Each group will write their primary audience at the top and then identify specifically what they want that audience to:

1. Learn
2. Think about
3. Do

**Step 2:** After a few minutes, ask youth to rotate as a group, shifting to a different audience and adding their comments or ideas to that of the first group. When everyone has had a chance to add to each of the audiences, ask the small groups to share out the comments on the audience that they started with. Basically, you are asking youth to think about their goals from different angles – one being what they want in general and the other being more specific: What they want certain people or groups to really understand or take action on.

## TAKE ACTION

### Session 23

**90 minutes**

#### OBJECTIVES:

Youth will consider different forms of action for sharing their findings and recommendations, and think about how those forms of action fit within the larger social action landscape.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- A sheet of butcher paper with three columns labeled *Advocacy*, *Activism*, and *Education*.
- A large piece of butcher paper labeled with the *Taking Action: Some Approaches to Social Change* chart (Master Copy 3.23a) with the definition spaces blank.
- Review *Action Strategy Identification Chart Example* (Master Copy 3.23b).
- Copy the *Action Strategy Identification Chart* (Master Copy 3.23c) before the session: one copy for each participant or make a poster.
- Six sticky notes for each participant.
- Copy and cut *Forms of Action* (Master Copy 3.23d) and place the individual slips of paper labeled with different actions in a paper or cloth bag.
- Sticker dots.

#### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)

Opening Circle Statement (Around the World): Someone I admire and why...

#### II. WARM UP: FOUR CORNERS (15 MINUTES)

Write the words Agree, Disagree, Somewhat Agree, and Somewhat Disagree on four pieces of paper, and post each at a different corner of the room. Ask youth and adult staff and volunteers to listen to the following statements and then stand under the sign that BEST reflects how they feel. This part works best if it is done in silence. Debrief by discussing that even within one set of goals (like your campaign), different audiences will respond to different strategies depending on their interests, personal perspectives, and experiences.

Use the following statements, or pick your own:

#### Advocacy, Activism, and Education: Round Robin



- I think people are born with equal opportunities to succeed.
- I think everyone should go to college.
- I think that adults generally respect youth.
- I like to share what I know and think with others.
- I just want to DO something!
- I like to persuade other people to see things my way.

#### III. ADVOCACY, ACTIVISM AND EDUCATOR BRAINSTORM (10 MINUTES)

Discuss the difference between a recommendation and an action. An action is a stepping stone or strategy to make a recommendation happen. This session is about thinking through the stepping stones (or actions).

**Step 1:** Brainstorm different approaches to action. Share with youth that many of these approaches can fit into the categories of advocacy, activism, and education. For YELL definitions see the *Taking Action: Some Approaches to Social Change* chart (Master Copy 3.23a). Write these categories as column headings along the top of a board or easel paper. Ask youth to name what a person who does each of these things is called (e.g. advocate, activist, educator or teacher).

**Step 2:** In pairs, ask youth to define each approach and list some of the things that a person who takes that approach does or says. Include ideas from the initial

**TAKE ACTION**

**Session 23**

**90 minutes**

Example:

<b>Approach</b>	Advocacy	Activism	Education	Other
What is it?				
<b>Person</b>	Advocate	Activist	Educator	Other
What do they do or say?				

brainstorm of approaches to action. Have them write down their responses on sticky notes or index cards, and tape or post them under the appropriate category. Make sure youth have plenty of time to write before posting begins, as this will encourage a wider variety of answers.

**Step 3:** Review the sticky notes and group them according to theme. Based on the brainstorm, develop a final definition for each of the words.

**IV. SMALL GROUPS: THINKING ABOUT STRATEGIES (30 MINUTES)**

**Step 1:** Divide youth into two or three groups. Give each group an *Action Strategy Identification Chart*, either on butcher paper or as individual handouts. Ask the members of each group to take turns picking an action strategy out of the bag or box you prepared before session (see Materials and Preparation). Explain that once they pick an action, they should return to their group, read the slip of paper, and then lead a discussion on that action. Sample discussion structure:

- Determine whether the action is primarily education, activism, or advocacy.
- Think of an example from their experience, current events, or history.
- Consider the advantages and challenges of using this action.
- Discuss how appropriate, feasible, and effective they believe this action is for their particular campaign.

*Example from Practice:*

*As a college sophomore, Elisa Marie Overall facilitated a cohort of youth who were interested in how their school's physical appearance reflected the student population. The group polled fellow students on school cleanliness and appearance, visited other campuses, interviewed staff and administrators, and took field trips to look at murals in school and community settings. Next they advocated for better bathroom facilities and created three student-vetted murals at their school. Four years later, one of the youth from this group shared the following: "I remember Elisa Marie saying that people shape their environment and that the environment shapes people, too. Trips to see other schools or to see the San Francisco murals helped us understand that."*




**TAKE ACTION**
**Session 23****90 minutes**

**Step 2:** When all of the papers have been drawn and their charts are fairly full, ask each group to take a few moments to rank the actions and agree on some actions they think would work best for their project.

**Step 3:** Have each group appoint a presenter to share back the highlights of their discussion and their conclusions with the other group(s). Ask the spokespeople to present their charts and explain their rankings and agreements. Check to make sure everyone understands each type of action.

**V. CHOOSE ACTIONS (25 MINUTES)**

After everyone has shared out, give each youth three or four sticker dots (depending on the number of actions you think would be reasonable to plan and execute). Ask them to place their dots next to the action or actions they think would be most effective.

Tally the results and record the top three to five on the left side of a clean sheet of butcher paper. Ask the youth to write their names next to the action they would most like to be involved in planning for the remainder of the year. Check to make sure the workload is evenly distributed for each action. If not, discuss how to equalize imbalances.

**VI. CLOSING (5 MINUTES)**

Closing Circle Statement (Around the World): Which do you most identify with and why – activist, advocate, educator?

**Examples of Youth in Action:****Advocates, Activists, and Educators**

*Clara is a young woman in her late teens who works on environmental justice campaigns. She organizes protests (activism), talks to groups of middle and high school students about environmental and social justice issues (education), and works with others to create and screen film documentaries highlighting environmental injustices (advocacy).*

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*After her initial year of participation in YELL, **Marsha** continued as a mentor for the program. She explained that she sees herself as a teacher (educator), someone who can share her own experiences with younger students, offering them guidance as well as support. As a sophomore in high school, Marsha facilitates after-school research and advocacy sessions, and teaches a summer class for sixth graders on communications and team building.*

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***Michael** is a high school student who has always loved art. When he found that he could not take an art class in high school because of district cutbacks that only allowed for a part-time art teacher, he decided to take action. First he went to different classrooms and talked to students about the budget cuts (education). Then he created a petition demanding more art classes signed by almost 80 percent of the students(activism). He took this petition to his school site council and asked it to fund a full-time art teacher at his school (advocacy). Michael also informed the media and publicized the issue (advocacy). The school decided to make the art teacher full time.*

NOTES



## TAKE ACTION

### Session 24

**90 minutes**

#### OBJECTIVES:

Youth will explore qualities of advocate, activist, and educator and roles, and identify their personal preferences and strengths within these roles.

#### MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards.
- 11x17 drawing paper.
- Definitions from previous session – Advocacy, Activism, and Education.
- Copy and cut out the *Role Play Scenarios* (Master Copy 3.24a).
- Copy the *Role Play Feedback Form* (Master Copy 3.24b) before the session: two copies per group (six total).
- Copy the *Steps to an Action Campaign* (Master Copy 3.24c) before the session: one for each group (3 total).

#### I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name something you have advocated for yourself (e.g., a later curfew, another chance at something) and whether or not you were successful.

#### II. WARM UP: WORDS OF APPRECIATION (5 MINUTES)

With everyone seated in a circle, pass out a piece of paper and pen or pencil to each youth and staff. Ask everyone to

Portraits and Skits: Advocate, Activist, and Educator.



write their name at the top of the paper. Once everyone is done, pass the papers to the left. Each person should write one quality or trait that they appreciate about the person whose name is at the top of the paper. Have them fold the paper over so no one can see what they wrote, then pass the paper to the next person. Keep the papers going until everyone has added something to every person's sheet, and everyone has their own. Ask youth to avoid focusing on physical traits and to stay positive. Encourage people to be as specific as possible. Specifics will make it more meaningful.

#### III. PORTRAITS: QUALITIES OF AN ADVOCATE, ACTIVIST, AND EDUCATOR (30 MINUTES)

Revisit the definitions of advocacy, activism, and education brainstormed in the previous session. Ask if there are any questions or clarifications. Remind them that this is a continuum and that it is possible to employ all three strategies in one campaign (or have aspects of each orientation in one person).

**Step 1:** Divide into small groups of two to three. In each group, youth will use a caricature style of drawing to illustrate unique qualities of advocates, activists, and educators. The caricature style exaggerates a person's features. For example, you might draw a lawyer with a really big mouth because you think lawyers like to talk. Assign or allow youth to pick which of the three they

#### *Example from Practice: Portraits*

*These descriptions come from seventh-grade students:*

*"Our advocate is a girl who has a big head full of ideas. Big ears to listen and learn. Big arms to help. A big mouth to speak of positive changes. Eyes used to look out over others, and take care of the community and look for things to positively change."*

*"Our advocate has big eyes because he needs to see a lot of different points of view."*

## TAKE ACTION

## Session 24

90 minutes

want to do (advocate, activist, educator). Encourage them to be as specific as possible.

**Step 2:** Have youth share their portraits with the group. Post the portraits in the room.

#### IV. ROLE PLAY: JUST ACT (30 MINUTES)

**Step 1:** Divide youth into three groups, and give each group one of the three *Role Play Scenarios*. Youth will create a skit according to the parameters of their assigned scenario. Give each group a *Steps to an Action Campaign* handout to use as a checklist as they plan.

**Step 2:** Reassemble the full group and pass out two feedback forms per group. Explain that after each skit, your group will have a few minutes to fill in the feedback form together and then share that feedback. Note: Remind youth to bracket negative feedback with positives.

#### V. DEBRIEF AND SELF-ASSESSMENT (10 MINUTES)

Sample questions: What are the most essential and important qualities of a successful action strategy of any kind? Individual qualities? Team qualities?

Where is our group strong and where do we need improvement?

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something you like about yourself and something you would like to work on.

#### Facilitation Tip:

- *Remind youth to focus on the strengths of their team and their community to make change happen.*
- *Refer to Unit 1, Session 8 for tips and activities to build presentation and speaking skills.*
- *This is a great time to assess how youth are feeling about themselves, the group, and the program.*





# TAKE ACTION

## Session 25

**90 minutes**

*Adapted from the ColMotion Guide to Youth-led Social Change by the Alliance for Justice  
www.affj.org/index.html*

**OBJECTIVE:**

Youth will develop clear messages based on their recommendations.

**MATERIALS AND PREPARATION:**

- Paper, pens, markers, and clipboards.
- Prepare and post three pieces of butcher paper titled Slogan, Message, and Logo. Collect and bring in examples of logos – corporate, nonprofit, social justice – collected from magazines or brochures. (You can also have youth do this as an assignment.)
- Find and bring in examples of taglines and slogans from nonprofit organizations, political campaigns, or other organizations or groups.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)**

Opening Circle (Around the World): Name a company with a really great advertising campaign and say what makes it memorable.

**II. WARM UP: LOGO IDENTIFICATION (10 MINUTES)**

Hold up the logos you brought in one at a time. Ask the youth to identify with which company this logo is associated (e.g., the “swish” is the logo of Nike). Bring in logos that youth are likely to be familiar with, and some that are more obscure. Ask youth what they think a company or campaign needs to do so that when we see a certain symbol we think immediately of their company or product. Why are some logos more successful than others? Another way to do this activity is to give index cards with logos on them to half of the youth, and the other half index cards with the names of the matching companies or organizations. Have youth find their match. Discuss as a group.

**III. MESSAGE, SLOGAN, AND LOGO BRAINSTORM (30 MINUTES)**

Note: Be sure that the group’s vision, mission, findings, and recommendations are posted for reference.

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### Messaging and Marketing

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**Step 1:** Brainstorm: What is a Message?

Explain the purpose of having a clear message, and how it will assist in explaining their purpose. Stress that a message should be short and clear. Also emphasize the importance of being able to rely on a common, consistent message. Remind youth that their message should reflect both their mission and their recommendations.

Pass out paper and ask each youth to spend a few minutes thinking about and writing down the message of their action campaign (you can also do this as a Think-Pair-Share). Invite youth to share what they have written. Record on butcher paper.

**Step 2:** Brainstorm: What is a Slogan?

Ask the group to think of and call out some examples of slogans. Encourage them to think beyond advertising slogans. Explain when and how we might use a slogan. Point out the difference between a slogan, which is short and catchy, and a message. “Just say no” is a slogan promoting the message that teens should not take drugs. Ask them to brainstorm slogans for their campaign. Record the suggestions on butcher paper.

## TAKE ACTION

### Session 25

**90 minutes**

#### **Step 3:** Brainstorm: What is a Logo?

Remind youth of the Warm Up activity. Explain how a logo can help attract attention to a campaign and help people remember its cause. Pass out another sheet of paper to each youth. Ask them to spend a couple of minutes designing, describing, or sketching a logo for their campaign.

#### **IV. SMALL GROUPS: DEVELOPING A MESSAGE, SLOGAN, AND LOGO (20 MINUTES)**

Invite the youth to go to one of the three stations: message, slogan, or logo according to what they are most passionate about or interested in. Try to strike an even balance among the groups. Give each group a goal:

- The message group should use the message brainstorm answers and any of the written responses to craft a message. Is there one consistent message that comes through? What is it? Is there a message that transcends all of the audiences they are targeting?
- The slogan group should use the butcher paper brainstorm to consider the merits of the various suggestions. They can develop arguments for their preference and present these arguments to the whole group.
- The logo group should examine the strengths of the submissions and suggestions. They can either develop an argument in favor of their favorite or design a new logo and present it to the entire group.

#### **V. WHOLE GROUP: DECIDING ON A MESSAGE, SLOGAN, AND LOGO (20 MINUTES)**

Reconvene and ask each group to share its work and ideas. Decide on a final message, slogan, and logo, using the agreed upon decision-making process. Also have the group suggest ideas for using or integrating some of the messages, slogans, or visuals that weren't selected.

#### **VI. CLOSING (5 MINUTES)**

Closing Circle Statement (Around the World): The most challenging thing about developing a slogan and logo is...

#### *Facilitation Tip:*

*Have youth use their message and slogan to create a T-shirt for group members.*



# TAKE ACTION

## Session 26

**90 minutes**
**OBJECTIVES:**

Youth will learn about different media and determine appropriate forms for sharing their findings and recommendations (and carrying out their selected strategies) with their identified audiences. By the end of this session, youth will identify products and presentation tools they will use in their campaign.

**MATERIALS AND PREPARATION:**

- Copy the *Media Worksheet* (Master Copies 3.26) before the session: one copy for each participant.
- Set up four stations in the room: one for PowerPoint, one for video and other visual displays, one for reports and fact sheets, and one for music. Select materials for each station or assign participants the task of bringing in materials for each station.
- Two computers for the PowerPoint station and the video station, and an additional computer if you are looking at Web sites, wikis, or blogs; CD player and selected music for the music station.
- Paper, pens and clipboards.
- Butcher paper and markers.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World): Ask youth to identify if they pay more attention to visual (e.g., paintings, print or TV ads, pictures, charts) or to auditory information (e.g., music, a lecture)... Which do they find more powerful or compelling?


**Facilitation Tip:**

- Review the youth's vision and goals at the start of this session.
- Ask youth to bring in a song or image that sends a strong social change message. Have them share the image or play the song during the session.
- Refer back to Session 22. You will need the list of audiences that participants developed.
- There are countless resources you could use for the stations in this session. Feel free to substitute as appropriate.

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**Products and Presentation Tools: Round Robin**


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**II. MESSAGES WE RECEIVE (15 MINUTES)**

**Step 1:** Brainstorm: What are some ways we receive messages about social change opinions and ideas in our daily lives? How are these messages presented? Ask for examples of techniques for presenting messages and record these on the board or butcher paper.

**Step 2:** Distinguish different types of presentations: some presentations are formal, scheduled events (e.g., speeches, a class). Others are informal (e.g., talking to friends). Some forms of presentation are artistic statements or expressions (e.g., a song, mural, poem). Some are even illegal (e.g., graffiti).

**Step 3:** Distinguish different types of products: visual, auditory, written. Brainstorm examples of products that convey a message (the LiveStrong bracelets or AIDS ribbons, for example).

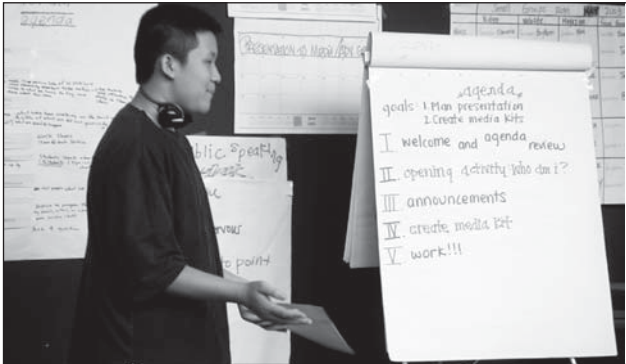
**III. TOOLS AND PRODUCTS: ROUND ROBIN (45 MINUTES)**

Split youth into four groups. Each group will rotate through four different stations, spending 10 minutes at each station. Either assign a facilitator to each station, or print out instructions. Before youth begin their rotation, hand out a *Media Worksheet* to each participant. Let them know that they will fill this out as they go.

## TAKE ACTION

## Session 26

90 minutes

**STATION 1: POWERPOINT**

At this station, youth will experience a sample PowerPoint presentation.

**STATION 2: REPORTS AND FACT SHEETS**

At this station, youth will explore written tools that can be used to share their findings and recommendations.

**STATION 3: OTHER VISUAL DISPLAYS**

At this station, youth will discuss and explore different visual displays: photo essays, video, posters, murals, etc.

**STATION 4: MUSIC**

At this station, youth will listen to and identify social change messages in lyrics.

**IV. DETERMINE PRODUCTS AND PRESENTATION TOOLS (15 MINUTES)**

**Step 1:** As a group, have youth share their perspectives on the following:

- Which messages were the most powerful and why?
- How did the form or method of the presentation impact the power of the message?
- What do all of these methods have in common?

- What are the strengths of the different visual tools and techniques?
- What are the drawbacks? Can you see any problems with using any of these tools or techniques?
- When do you think it would be useful to use each tool?

**Step 2:** Have youth brainstorm which tools and products best fit their strategies. Give each person time to advocate for the tool they like. Sample questions:

- What products and presentation tools will you develop to share your findings and recommendations with your audiences? Do we need different products for different audiences?

**Step 3:** Come to an agreement about the tools and products the group will use to support its strategies and get its message out.

**V. CLOSING (5 MINUTES)**

Closing Circle Statement (Around the World): The presentation method that I am most interested in using to share our findings and recommendations is...

## CELEBRATE

### Three Steps for Planning Your Celebration

It is important that youth have the opportunity to share their experiences with others and to take pride in their efforts and the efforts of their team. This final step celebrates and acknowledges the positive growth that the individual participants, the group as a whole, and other community members have experienced.

**STEP 1: WITH PARTICIPANTS, DEFINE THE PURPOSE OF YOUR EVENT. EXAMPLES INCLUDE:**

- Reflecting on the program.
- Celebrating accomplishments.
- Sharing findings and recommendations.
- Thanking those who have been helpful.
- Educating adults and other youth.
- Thinking together about what is next.
- Having fun!

**STEP 2: WITH PARTICIPANTS, DECIDE ON THE ACTIVITIES TO INCLUDE. EXAMPLES:**

- Slide Show: Have pictures from the year, along with fun facts about participants and staff, cycling in the background while people are arriving.
- Icebreakers: Start with a welcome and an icebreaker that familiarizes attendees with one another.
- Presentations: Participants can share their findings, recommendations, and products, and share how they have grown personally through their involvement.
- Dinner or appetizers: Youth can write letters requesting donations of food from local restaurants and follow up with phone calls or in-person visits. Offer to acknowledge the restaurants at the event and provide a certificate of support for the business location. A potluck can also work.
- Awards or certificates of completion honoring youth and adult staff.
- A "gallery" display of youth's artwork from the year.
- A youth keynote speaker.
- After presentations, have round-table discussions with a youth liaison at each table. From these discussions, come up with "next steps" for the action campaign.



- Model the program or project: have lots of audience participation, opportunities for questions and feedback, and youth-led activities and presentations.

**STEP 3: PLAN AND PREPARE!**

Use the following planning tools in the Master Copy Copies section to get ready for the event (see page 261 for templates).

- Event Overview
- Event Crews and Committees
- Event Work Plan: Example
- Event Work Plan Template
- Day of Event Check List

## CELEBRATE



### *Event Planning Tips:*

- *Set the date of the party early and send Save the Date notices to everyone you hope will attend.*
- *Send printed invitations to parents, teachers, community members, and all the people who were helpful. Include personal notes by staff or youth and a clear date for RSVPs.*
- *Send e-mail reminders as you get close to the day of the event.*
- *Pick a central, community-based location that is easily accessible.*
- *Provide appropriate translation of both written materials and spoken presentations.*
- *Invite local media for a pre-event press conference.*
- *See Unit 2, Session 6. Remember to give participants the letters they wrote as part of this session. Use those letters as a prompt for personal reflection.*
- *Take time to relax and celebrate as a group before the guests arrive.*
- *Talk about next steps. Give participants a chance to brainstorm topics for next year. Keep the excitement building.*

### **EXAMPLE:**

#### **TONIGHT'S YELL PROGRAM**

<b>6:30</b>	<b>BUFFET DINNER AND YELL GALLERY</b>
<b>6:45</b>	<b>OFFICIAL WELCOME AND ACTIVITY</b>
<b>7:00</b>	<b>SLIDE SHOW AND OVERVIEW OF PROJECT</b>
<b>7:15</b>	<b>RESEARCH PRESENTATIONS</b>
<b>7:45</b>	<b>ROUND TABLE DISCUSSIONS: FINDINGS AND RECOMMENDATIONS</b>
<b>8:10</b>	<b>SPOKEN WORD BY REBECCA ANYON</b>
<b>8:15</b>	<b>KEYNOTE SPEAKER: ANAHÍ CASILLAS</b>
	<b>YELL MENTOR, FRIDA KAHLO HIGH SCHOOL SENIOR</b>
<b>8:20</b>	<b>PRESENTATION OF CERTIFICATES AND AWARDS</b>
<b>8:30</b>	<b>RAFFLE AND CLOSING</b>
	<b>MUSIC AND SLIDE SHOW</b>



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## Knowledge is Power Role Play 1

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### **SCENARIO 1: THE POUGHKEEPSIE HIGH SURVEY**

"The whole thing started out with this one little survey that we never thought would be anything" Ms. McKinney, 17, said. "The way our school runs, sometimes you might think students wouldn't care as much as they did."

In spring 2003 the government class at Poughkeepsie High in New York did an unheard-of thing: It released a poll to the student body asking what everyone wanted to see changed in the school's budget.

At the Board of Education meeting, six students of the government class formally presented their report, full of charts, graphs, and suggestions. Some wished for programs, like driver's education, they had been absent from Poughkeepsie High's budget for years and seemed worth reconsidering, board members said. Others, like paying students to do school maintenance or pressing troublemakers into janitorial service as a form of detention, were illegal.

At least five board members took it upon themselves to congratulate the students and promised to take the survey results into consideration. The students also discovered that even the superintendent of the school district had wanted to have student opinion and was very pleased and surprised at how seriously the students took it.

**Potential characters:** High school students, board of education members, school superintendent.

**Your skit must answer the following questions:**

- What is the problem the government class is addressing?
- What is its solution?
- How did students use research to advocate for (argue for) their solution?

Skit (5 minutes)



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## Knowledge is Power Role Play 2

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### SCENARIO 2: EAST LOS ANGELES YOUTH ORGANIZERS

Joshua, a student from Garfield High, in East Los Angeles, describes conditions at his school: "Most of our classes have 40 students in them. You have to sit way in the back with no tables, and some students have to stand up because there's no room. It's very stressful. Tiles are falling off the ceilings, and lunch is in a little area where you can't really sit down. Usually, only one or two bathrooms are open for 4,800 students, and they're in horrible condition."

Another East LA high school student describes her experience: "My friends in the lower [non-college-prep] classes have unaccredited teachers, while we have accredited ones. We have college counselors come into the classroom but only the military recruiters come into theirs. College counselors should be available throughout the school, not only to a small percentage of students! I don't want to see my friends stay behind or drop out of school, join the military, or work as low-wage labor."

Joshua and students from different high schools in East LA formed InnerCity Struggle to organize change in their schools. InnerCity Struggle merged with another youth organization, called United Students. First students had to come up with hard research to prove that the problems existed, so they put together a survey for their fellow students. Then they held a student-led meeting with the principal to share their results. They won the principal's support.

It worked! "The school superintendent allocated \$20 million into improving school conditions. We've had a lot of interviews on the radio and with the LA Times. We're so young, but we've done so much, and it feels good."

**Potential characters:** Youth organizers, adult facilitators, school principal, school superintendent, the media.

**Your skit must answer the following questions:**

- What is the problem InnerCity Struggle is addressing?
- What is the solution?
- How did they use research to advocate for their solution?

Skit (5 minutes)

For more information on InnerCity Struggle you can visit their website here: <http://innercitystruggle.org/>






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## Knowledge is Power: Additional Role Play Scenarios

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### **NEWSCAST SCENARIO**

- Channel 9 is covering a protest against police brutality that community members are holding in front of the police chief's office. The protestors claim it is a serious problem in their neighborhood.
  - There are several people at the protest who claim they have experienced police brutality and are willing to be interviewed by Channel 9.
  - The protestors have brought several videotapes of police brutality in West City to the news station.
- 

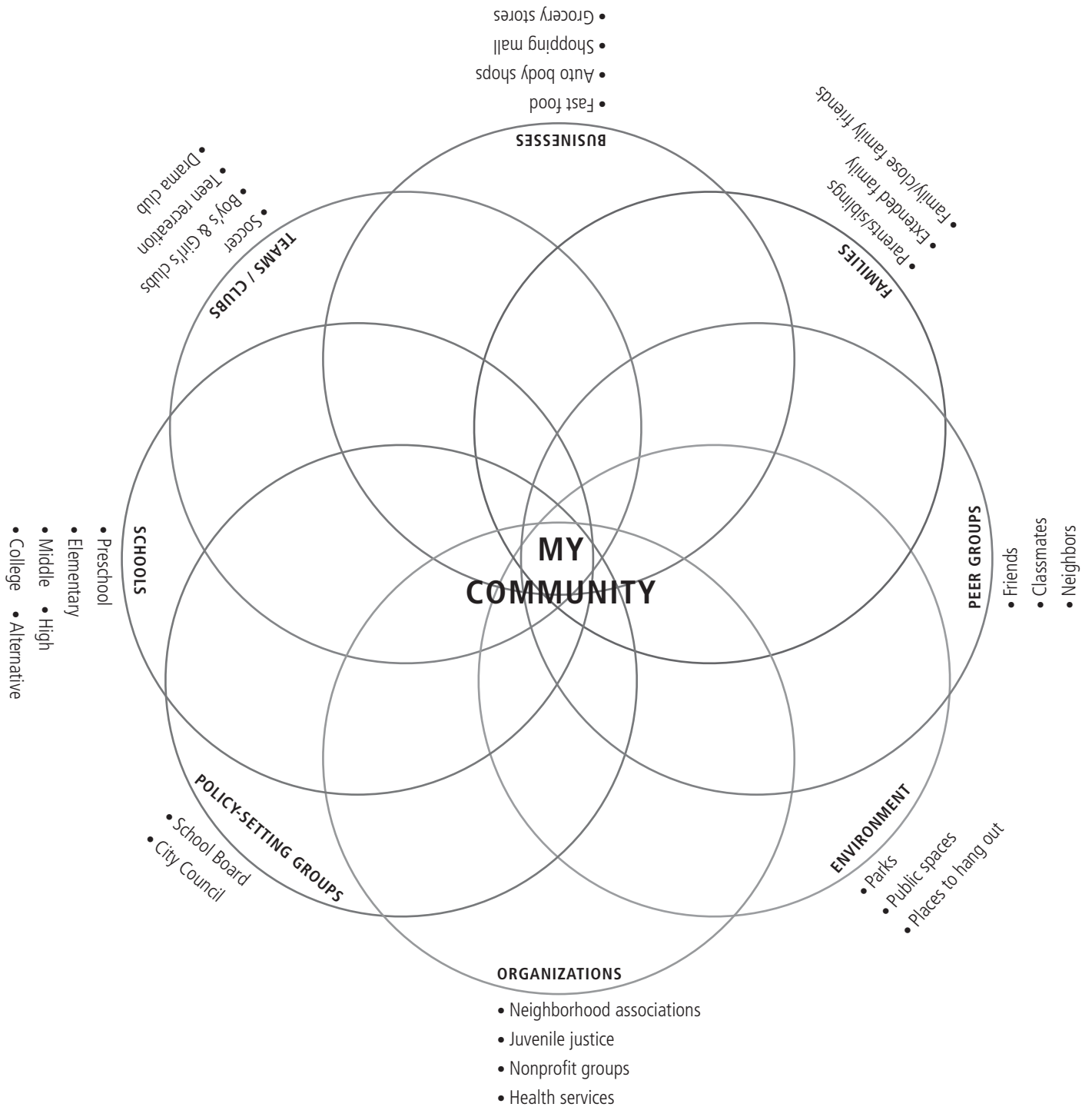
### **TRIAL – ATTORNEY AND EXPERT WITNESS**

- Big City files a class action suit against Yeasty Yeast Factory on behalf of West City youth with asthma. (West City is a low-income neighborhood in Big City.) They want to shut Yeasty Yeast Factory down because of the pollution and bad smell it creates.
  - An expert witness on environmental health is at the trial. He knows that:
    - The yeast factory is ranked the second worst toxic air polluter in Big City.
    - Rates of asthma in West City are twice as high as the rest of Big City County and three times higher than the rest of the state.
    - A young person with a bad case of asthma who lives near Yeasty Yeast is also at the trial. He or she believes the asthma is a result of the fumes from the factory.
- 

### **PUBLIC POLICY – GOVERNOR GIVING A SPEECH**

- Public Advocates (a nonprofit research group) releases a poll of more than 100,000 people that says that 75 percent of Californians are unhappy with the public education system.
- The same Californians who reported being unhappy said that they would prefer the California budget give more money to schools than to prisons.
- In response to this information, the Governor is holding a press conference about a new law he is making to address their concerns.

Community Web - Example



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## Neighborhood Mapping

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1. Pick a two-by-two block area in your neighborhood.
2. With something to write on and pencils, slowly walk around the area drawing the major structures on these blocks (e.g., churches, stores).
3. Walk the area again, this time looking for (and adding to your map) less obvious things:  

Some examples: One well-kept yard on a street of concrete, a community garden, a row of trees on one street, a vacant lot, litter, billboards, graffiti.
4. As you observe this time, write down not only what you see but also what you hear, feel, and smell.
5. Once you get home, write about what it FELT like to walk here.
  - What does it feel like to live here?
  - Does it feel safe?
  - Is it quiet and peaceful, or is there loud construction, people yelling, sirens blaring?
  - What kind of people do you see?
  - Do you know them?
  - Do you feel "connected" to them?
6. After writing, neatly copy your map onto a large piece of plain paper. You can use symbols and pictures to represent what you saw.
7. If you have a digital or film camera, take photos of your neighborhood.

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 Research Topic Budget
 

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**Instructions:** Pretend you are the mayor, and you have to decide how to spend your budget for the year based on the issues that you think are most important for your community. Basically you are voting for a research topic, but your vote is in the form of how much money you will give to each topic.

Using the form below, list the possible research topics from your brainstorm and decide how much money you want to give each one. (You don't have to give money to each one.)

**You have \$256 total.**

You can distribute your money any way you want, but it should reflect how important you think that issue is.

**Think about two factors as you are making your decisions:**

1. How interesting is this topic? How passionate are you about it?
2. How important is this to your school or community in general?

ISSUE OR TOPIC	\$ AMOUNT \$
TOTAL	\$256

---

**Research Topic Debate Preparation**

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**TOPIC:** \_\_\_\_\_

**1. WHY SHOULD WE FOCUS ON THIS TOPIC OVER THE OTHER(S)? WHY IS THIS TOPIC IMPORTANT?  
WHAT ARE THE STRENGTHS OF THIS TOPIC?**

**2. WHAT ARE SOME WAYS THAT RESEARCH ON THIS TOPIC MIGHT HELP TO CREATE CHANGE?  
HOW CAN OUR RESEARCH ON THIS TOPIC LEAD TO IMPROVEMENT OR POSSIBLE SOLUTIONS?**

**3. WHO DO YOU THINK WOULD SUPPORT YOU AT THE SCHOOL AND IN THE COMMUNITY?**

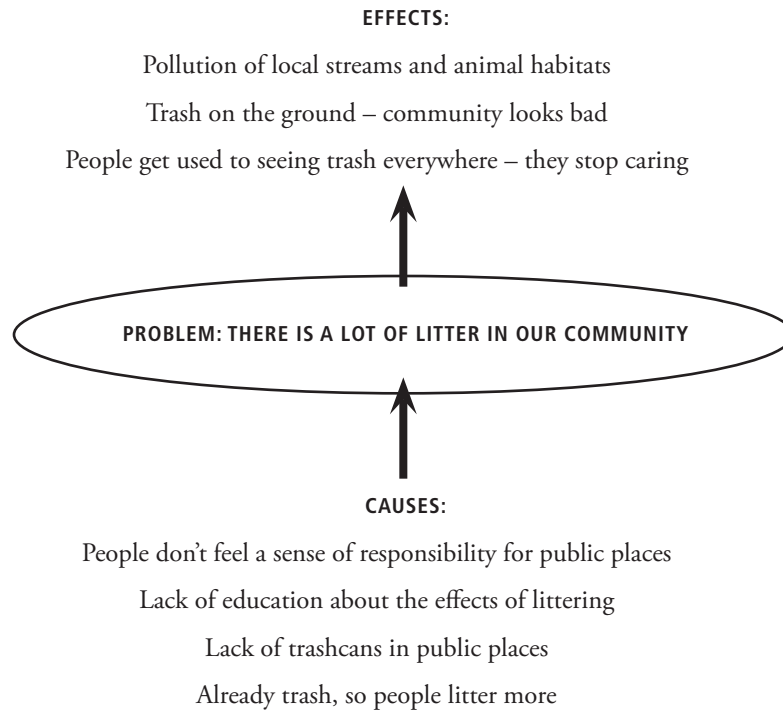
**CHARACTERISTICS OF A GOOD RESEARCH TOPIC:**

- Specific and focused
- Affects people in your school and community
- Easy to understand and explain what it is and why it matters
- Important to other youth
- Could use more examination and deeper understanding
- Has realistic or possible solutions

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 Concept Map: Identifying Causes and Effects - Example
 

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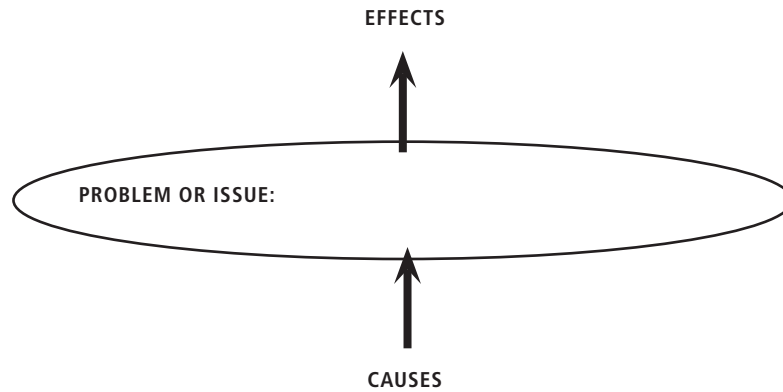
**DIRECTIONS FOR STUDENTS:**

- Choose an issue or problem and write it in the middle of the paper.
- Above the problem or issue, write down all the things that happen as a result of this problem (**EFFECTS**).
- Below the problem or issue, write down all the things that lead to this problem or issue (**CAUSES**).
- Once you have written as many causes and effects as you can think of, underline the effect that you would MOST want to reduce or solve, and then underline the cause that you would MOST want to address.

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Concept Map: Identifying Causes and Effects

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**DIRECTIONS FOR STUDENTS:**

- Choose an issue or problem and write it in the middle of the paper.
- Above the problem or issue, write down all of the things that happen as a result of this problem (**EFFECTS**).
- Below the problem or issue, write down all of the things that lead to this problem or issue (**CAUSES**).
- Once you have written as many causes and effects as you can think of, underline the effect that you would MOST want to reduce or solve, and then underline the cause that you would MOST want to address.



Charity and Change Worksheet

PROBLEM OR ISSUE	CHARITY	CHANGE

---

## Topics and Questions - Examples from YELL Projects

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### RESEARCH TOPIC: YOUTH VIOLENCE

**Our vision** is of a community free from violence, where all youth feel safe and supported.

**Our mission** is to increase understanding of youth perspectives on violence in our school and community, and show adult decision makers and other youth that young people can be part of making a positive difference for the whole community.

#### GOAL:

- Inform adult decision makers in our school and community (e.g., violence prevention task force, City Council, police chief, school board) of youth's experience of violence in school and community settings, and share youth perspectives and ideas for what works in decreasing violence in our community.

#### RESEARCH QUESTIONS:

- How big of a problem is violence for the youth at our school?
- Where and how do youth experience violence the most? Where do they feel the most safe and supported?
- What do youth see as the biggest factors that lead to violence? What could help to decrease youth violence?

### RESEARCH TOPIC: RESOURCES AND SUPPORTS FOR TEENS IN OUR COMMUNITY

**Our vision** is a community where all youth have supportive, fun, and engaging activities, and places to hang out on weekends and after school.

**Our mission** is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.

#### GOALS:

- Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources.
- Find out if youth know about and use the activities and resources that already exist – and why or why not.

#### RESEARCH QUESTIONS:

- What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens?
- What types of activities or resources would teens be interested in having more of or being of better quality?
- Where and how do teens prefer to get information about activities and resources available in the community?

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 Power Analysis Matrix
 

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*Adapted from the CoMotion Guide to Youth-led Social Change by the Alliance for Justice [www.afj.org/index.html](http://www.afj.org/index.html)*

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	ALLIES	ADVERSARIES
LOW DEGREE OF INFLUENCE	HELPERS	OPPONENTS

**EXAMPLE OF POWER ANALYSIS MATRIX**

A Student Council has discovered that many youth in their community have a hard time paying for bus passes to get to and from school and other activities. They have created a proposal to get free bus passes for students. They are now exploring their allies, adversaries, helpers, and opponents. Here is what they have identified:

POWER	POSITION	
	IN FAVOR	AGAINST
HIGH DEGREE OF INFLUENCE	MAYOR	CITY COUNCIL MEMBERS BUS COMPANY
LOW DEGREE OF INFLUENCE	MEDIA PARENT-TEACHER ASSOCIATION (PTA)	CHAMBER OF COMMERCE

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Station for Power Analysis Activity

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**STATION 1: OUR GROUP**

1. What is the issue we are working on (our research topic)?

2. What is the cause(s) of the problem or issue?

3. What is our long-term goal or solution to the problem?

4. What do we hope to do or change as a result of our work?

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 Station for Power Analysis Activity
 

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**STATION 2: ALLIES**

1. Who are our allies (the people, organizations, or groups that will support and assist us)?
2. What do they do or care about related to our topic or issue?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

ALLIES	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

Station for Power Analysis Activity

**STATION 3: OPPONENTS**

1. Who are our opponents (the people, organizations, or groups that will NOT support us and may even work against us)?
2. What do they do or care about?
3. Who do they represent or with whom do they work?
4. How much influence do they have?

OPPONENT	WHAT THEY DO OR CARE ABOUT RELATED TO OUR TOPIC OR ISSUE.	PRIMARY CONSTITUENCY (WHO THEY REPRESENT OR WORK FOR/WITH).	LEVEL OF INFLUENCE (HIGH, MEDIUM, OR LOW).

---

 Station for Power Analysis Activity
 

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**STATION 4: DECISION MAKERS**

1. Who makes decisions that can impact this issue?
2. What are their official titles and jobs?
3. What are their positions on our issue or topic? Why?
4. What are the decision makers' limitations to meeting our goals?
5. Who else has access and ability to influence the decision makers?

DECISION MAKER	TITLE OR JOB	POSITION ON THE ISSUE	LIMITATIONS	INFLUENCES (WHO DO THEY LISTEN TO?)



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 Research Methods Pros and Cons Worksheet - Examples from YELL Participants
 

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<b>Your Research Topic:</b> Emotional and Physical Safety at School and in the Community			
<b>WAYS TO GATHER DATA</b>	<b>TYPE OF INFORMATION YOU GET WITH THIS METHOD?</b>	<b>PROS?</b> (What is good about this tool compared to others?)	<b>CONS?</b> (What are the drawbacks of using this tool compared to others?)
<b>SURVEYS</b>	<ul style="list-style-type: none"> <li>• Statistics: The percent of people who think x or y.</li> <li>• Comparisons: This group thinks x, and this group thinks y.</li> </ul>	<ul style="list-style-type: none"> <li>• Can give to a lot of people.</li> <li>• Gives general idea of how different groups of people think about certain things.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers might depend on the person's mood that day.</li> <li>• Question might be understood differently from the way you planned.</li> <li>• Some people might not do it or might not take it seriously.</li> </ul>
<b>FOCUS GROUPS</b>	<ul style="list-style-type: none"> <li>• Contrasts and similarities: What people say in interviews and surveys, and what they say in a group, whether people agree or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Get a lot of opinions and information at one time.</li> <li>• People might feel more comfortable talking as a group.</li> <li>• Gives people a chance to talk about and clarify any disagreements.</li> </ul>	<ul style="list-style-type: none"> <li>• People can change their opinions and agree with others even if they don't really think that way.</li> <li>• Some people are too shy to participate.</li> <li>• Finding a time that everyone can make it.</li> </ul>
<b>INTERVIEWS</b>	<ul style="list-style-type: none"> <li>• Depth: Room for follow-up questions and individual focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Can get opinions and personal thoughts.</li> <li>• Hear emotions in voice.</li> <li>• You can ask specific questions.</li> <li>• You can explain your questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Might be influenced by the interviewer.</li> <li>• Might say what they think you want them to say.</li> <li>• Might be too shy.</li> <li>• Can't record their expressions.</li> </ul>
<b>PHOTOS OR MAPPING</b>	<ul style="list-style-type: none"> <li>• Visual: "Proof" you can see.</li> <li>• Change: Can show before and after; changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Some people are visual learners – seeing helps them understand the issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to equipment can be challenging.</li> <li>• Privacy concerns – can't be anonymous.</li> </ul>
<b>FORUM OR TOWN HALL MEETING</b>	<ul style="list-style-type: none"> <li>• Public opinion: What is the trend in thinking, allows for new information to come up, and can reveal some of the power dynamics around the issue or topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Can do as a school assembly.</li> <li>• Get a lot of opinions and information at one time.</li> </ul>	<ul style="list-style-type: none"> <li>• Some people are too shy to participate.</li> <li>• Getting people to show up.</li> </ul>



Research Methods Pros and Cons Worksheet

<b>Your Research Topic:</b> Emotional and Physical Safety at School and in the Community			
<b>WAYS TO GATHER DATA</b>	<b>TYPE OF INFORMATION YOU GET WITH THIS METHOD?</b>	<b>PROS?</b> (What is good about this tool compared to others?)	<b>CONS?</b> (What are the drawbacks of using this tool compared to others?)
<b>SURVEYS</b>			
<b>FOCUS GROUPS</b>			
<b>INTERVIEWS</b>			
<b>PHOTOS OR MAPPING</b>			
<b>FORUM OR TOWN HALL MEETING</b>			




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 Research Round Robin Stations - Facilitator Instructions
 

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**STATION ONE: FOCUS GROUPS**

**Materials:** Index cards and pencils.

**Task:** Youth will participate in a brief group interview, or focus group, and think about the pros and cons of using focus groups for data collection.

**INSTRUCTIONS FOR STATION FACILITATOR:**

**Step 1:** Explain that a focus group is like a group interview about a specific topic or issue. If this were a real focus group, the discussion would be tape recorded or video recorded, and then researchers would watch or listen to it afterwards and take a lot of notes. Typically, researchers would type everything said and create a transcript of the conversation. From there, they would try to identify themes or ideas that a lot of people agreed on.

**Step 2:** Hand each member of the group an index card and pencil, and have them write one question that they think would be interesting to get everyone's ideas or opinions about. Give some examples: "Where in your neighborhood do you hang out on weekends? Why?" Once they have each written a question, collect all of the cards and pick a question at random. Continue to ask follow-up questions and keep getting participants' input for a few minutes.

**Step 3:** At the end of the focus group, ask youth the following questions and then give them time to fill out their worksheet.

- What do you like about focus groups?
  - What do you think would be difficult about doing this kind of data collection?
- 

**STATION TWO: SURVEYS**

**Materials:** Copy the *Survey Station Handout*; *Sample Survey Introduction Letter*. One copy for each participant.

**Task:** Youth will take a survey, practice creating survey questions by adding questions in the blanks, and think about the pros and cons of using surveys for data collection.

**INSTRUCTIONS FOR STATION FACILITATOR:**

**Step 1:** Have all youth take the survey and ask them to complete the blank sections with questions that they make up.

**Step 2:** Discuss pros and cons of using a survey and then give students time to fill out their pros and cons worksheet:

- Did you like taking the survey? What did you like? Not like?
- What kinds of questions are good for surveys?
- What are the benefits of using a survey to collect information? What are the weaknesses?






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 Research Round Robin Stations - Facilitator Instructions
 

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**STATION THREE: INTERVIEWS**

**Task:** Youth will take turns interviewing each other and will think about the pros and cons of using interviews for data collection.

**Materials:** Copy and cut out the *Interview Station Questions* and the *Interview Consent Form*.

**TIPS FOR STATION FACILITATOR:**

**Step 1:** Explain that if this was a real interview, it would be tape recorded (or lots of notes would be taken), and reviewed later to pull out the main ideas and themes. Have youth review the consent forms, and explain the importance of written permission.

**Step 2:** Split youth into pairs. Give each person one card with questions and instruct them to use these questions to conduct an interview. After two minutes, ask them to switch roles, with the other person asking the questions.

**Step 3:** Discuss the following questions and then give students time to fill out their worksheet:

- What kinds of questions got you to talk more?
- What do you think is good about collecting information from people this way?
- Can you envision any challenges in using interviews for your project?

**STATION FOUR: MAPPING (OPTIONAL)**

**Task:** Youth will use a map of their school or community as a data collection tool and identify pros and cons of mapping for this purpose.

**Materials:** Copies of a map of your school or community; several sets of pens with four colors available.

**TIPS FOR STATION FACILITATOR:**

**Step 1:** Provide each student with a copied map of their school or community.

**Step 2:** Ask them to identify the places where youth spend the most time (yellow) and the least time (blue). Then ask them to highlight the safest areas in the community for youth (green) and the least safe areas (red).

**Step 3:** Discuss the following questions and then give students time to fill out their pros and cons worksheet:

- What did you notice about your map and the maps of other people in your group?
- What do you think is good about collecting information from people this way?
- Can you envision any challenges in using maps for data collection?


**Example from Practice:**

*YELL youth used a map of the community to identify patterns of graffiti, and youth program locations. They also spent time observing and photographing neighborhood features, including public park conditions, and videotaped traffic patterns at crossings frequented by youth.*



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## Research Round Robin Stations - Facilitator Instructions

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### STATION FIVE: FORUMS AND TOWN HALL MEETINGS (OPTIONAL)

A forum is a public meeting which frequently includes a presentation, panel of experts (or speaker) on the topic, and audience participation. A forum is a great way to get qualitative insight into preliminary results from other tools.

**Task:** Learn about the role of a forum as an information gathering and sharing tool, and evaluate the pros and cons of a forum.

**Materials:** Pens and paper.

#### TIPS FOR STATION FACILITATOR:

**Step 1:** Ask youth for examples of a forum or town hall meeting. Have they ever participated in a forum? Have they heard about a forum or town hall meeting in their community? What was the purpose?

**Step 2:** Ask the group to quickly agree on a topic that they think a lot of people in their community really care about (e.g., immigration, housing, education). Together, have participants brainstorm what a forum on this topic might look like, and ask them the following questions:

**Purpose:** What is the purpose of the forum? What will be the outcomes? How will you use the information from the forum?

**Logistics:** Where would you have the forum? When? Would you serve food? Who would you invite? Who would lead the event? What expert or experts could you bring in to talk? What type of input or information do you want from the audience?

**Follow up:** How will you follow up after the forum? How will you let people know that their participation made a difference? Will you offer other opportunities for people to participate?

**Step 3:** Have youth fill in the pros and cons of a forum or town hall meeting on their worksheet.

Survey Station

SCHOOL SAFETY

**Instructions:** Fill out this survey with your own answers to the questions asked. Where there is a blank, you should make up a question that would help answer the research question.

CIRCLE A NUMBER THAT DESCRIBES HOW TRUE EACH STATEMENT IS FOR YOU, USING THE SCALE:

1. There is someone at school that I feel comfortable talking to when I have a problem.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Not true	Somewhat	Somewhat	Very true
2. I feel physically safe at school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Not true	Somewhat	Somewhat	Very true
3. (Write your own question here)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Not true	Somewhat	Somewhat	Very true

FOR EACH QUESTION BELOW, CIRCLE YES, NO, OR MAYBE:

4. I think our school is safe for all students. Yes No Maybe
5. (Write your own question) \_\_\_\_\_ Yes No Maybe

FOR THE QUESTIONS BELOW, CIRCLE THE OPTION THAT BEST REPRESENTS YOUR OPINION:

6. What can we do to improve safety at school?
- a) Smaller class sizes
  - b) Increased monitoring of hallways
  - c) Have more activities for students to get involved with
  - d) Time for teachers and students to get to know each other
  - e) Have strict consequences for students
  - f) Other \_\_\_\_\_
7. Write your own question: \_\_\_\_\_?
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
8. Your Age: \_\_\_\_\_ 9. Your Grade: \_\_\_\_\_ 10. Your Zip Code: \_\_\_\_\_
11. Race/Ethnicity: \_\_\_\_\_ 12. Female Male (Circle One)



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**Survey Introduction Letter - Example**

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Dear Student:

**Please take a few moments to fill in this survey.** We have designed this survey to find out what you and other youth think and experience about safety in our school. Findings from this survey will show adult community leaders your perspectives on this important issue.

**Your survey will remain anonymous. Please do NOT put your name on the survey.** The information, like grade level, gender, and ethnicity, will help us know if there are similarities or differences in what people in these groups think and experience. (For example: Do females feel less safe than males?)

We will present our results to you in May. If you have any questions, please talk to us Monday or Wednesday after school in Room 108.

Thank you!

**César Chávez High School Youth Researchers**

Dear Teacher:

Please have your first period students fill in the attached surveys. The survey, designed by the César Chávez Youth Researchers, will help us learn more about youth perspectives on safety in our school. We will share our findings with school staff, students, and community leaders. Our goal is to use our findings to create plans that help increase school safety.

Please return the completed surveys to Mr. Baker's box no later than Thursday, March 8.

We will share our findings with you in May. If you have any questions or concerns about the survey, or would like to learn more about our research, please visit us during one of our sessions, which take place after school on Mondays and Wednesdays in Room 108.

Thank you for your help and support!

**César Chávez High School Youth Researchers**





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## Interview Station Questions “Getting to Know You”

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### QUESTIONS: SUCCESS

- Name one person you know who you consider successful.
  - How do you define success?
  - What is one thing in which you would like to be successful?
  - What do you think you need to do or learn in order to be successful?
  - What will help you to get there?
- 

### QUESTIONS: FAMILY

- Number of brothers? Number of sisters?
  - Where were you born?
  - Where is your family from originally?
  - Tell me something you like about your family.
  - What does your family like to do together?
  - What’s a happy memory you have with your family?
- 

### QUESTIONS: PERSONAL INTERESTS

- What kinds of things do you like to do in your free time?
- Tell me about one of your talents.
- What do you hope to do in the future?
- What’s most important to you?
- If you could meet one person from the present or past, who would it be and why? What would you talk about?
- What current events are of interest to you and why?

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 Interview Consent Form
 

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I am willing to be interviewed as part of Youth Engaged in Leadership and Learning (YELL) project research study. I understand that the purpose of this project is to learn how youth feel about our neighborhoods and schools.

Participation in this interview will take about 20 minutes. Participation is voluntary. There is no payment for participation. A possible benefit of being part of this study is that my information may help to make our school and community better for youth. There are no risks associated with participating in this study. I know that all answers will be kept confidential, which means that they won't be shared with anyone who is not part of the project. I also know that I can refuse to answer any question at any time, and I can stop the interview at any point. If I have any questions, I can ask the director of the project. If I have any further questions or concerns, I can tell my parents, a teacher, or call

\_\_\_\_\_ at \_\_\_\_\_.  
 (Name of program coordinator) (Phone number)

\_\_\_\_\_ I give permission for this interview to be audio tape-recorded. The tapes will be used to record what I say: They will be transcribed and will be erased after one year. (Please initial.)

\_\_\_\_\_ I give permission to be videotaped. The videotape may be used in presentations. (Please initial.)

Name (please print) \_\_\_\_\_ My age \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

The extra copy of this consent form is for you to keep.





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## Planning Your Research

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Research topic: \_\_\_\_\_

1. **List your methods:** What kind of research methods are you going to use? After each method, write down why you chose this method. Include how many you want to conduct (e.g., 20 interviews, 100 surveys, two focus groups).
  
2. **List your subjects:** List the categories of people from whom you will collect information. Who knows about your topic or has experienced the problem you are researching (e.g., students, teachers, parents, the elderly, homeless people)?
  
3. **List your recruitment strategies:** What will you do to get these people or groups to participate in your research?
  
4. **List your needs and budget items:** What equipment or materials (e.g., tape recorders, food for a focus group) do you need in order to carry out your research? Where and how are you going to get these materials?
  
5. **List your necessary allies:** Whose permission do you need? Who or what group can best support your efforts? How will you get these people or groups to help you?
  
6. **List your products:** How do you plan to share your findings and recommendations (e.g., public presentation, event, forum, newsletter, report, video, public art installation)? Be specific.

### Project Timeline - Example

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER-SCHOOL HOURS		
Vision and Mission	Our vision is a community where all youth have access to supportive, fun, and engaging activities in out-of-school hours. Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.		
Project Goals	<ul style="list-style-type: none"> <li>• Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources.</li> <li>• Find out if youth know about and use the activities and resources that already exist – and why or why not.</li> </ul>		
Main Questions	<ul style="list-style-type: none"> <li>• What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens?</li> <li>• What activities or resources would youth like to have more of or of better quality?</li> <li>• Where and how do teens prefer to get information about activities and resources available?</li> </ul>		
WHAT	BY WHEN	PEOPLE RESPONSIBLE	DETAILS/DESCRIPTION
Meet with school principal	January 20	Project staff leader, Jesse, Loretta	Inform her of the work we are doing and get on agenda for the February all-school staff meeting Ask if she will help to encourage teachers to participate and get involved Ask if there is anything that she is curious about or interested in (related to our topic)
Create survey	March 1	Whole YELL group (in session)	Come up with questions for a two-page survey and revise in sessions
Create interview protocol	March 4	Whole YELL group (in session)	Come up with interview questions and revise in session
Pilot survey	March 10	Survey team (Ali lead)	10 students during lunch – (provide pizza) – get feedback and see how long it takes to complete
Pilot and revise interview questions	March 10	Whole group (Jesse lead)	In session and with at least two people each outside of session – revise questions
Meet with District Superintendent	March 15	Project staff leader, Jesse, Loretta (leads), all welcome	Let him know what our group is doing and why we think it is important. Ask who he thinks would be interested in learning more and how our findings might be useful to the district.
Administer surveys	March 20	Survey team (Zac lead)	Survey administered to 350 students Teachers administer the survey first period Schedule student assembly and get principal approval to be on staff agenda
Complete interviews	March 20	Interview team (Anahi lead)	Interview at least 35 7th- and 8th-grade students During lunch and after school – weekends can interview friends.
Tabulate answers and analyze	April 5	Survey team (Sandra lead in session)	Create graphs and outline with key findings
Transcribe interviews	April 5	Interview team (Becky lead)	In sessions, with adult support (or take detailed/organized notes during interviews)
Code answers and analyze	April 7	Interview team (in session)	In sessions and one extra after-school work session
Final report	May 24	Whole group – sections assigned	Include process, findings, and recommendations – send to stakeholders
Student forum	May 26	Facilitator TBD – Whole team	Student assembly – get approval and schedule with administration by March 22
School staff presentation	June 3	Speakers TBD – whole team	Agenda item in regular staff meeting – get principal approval by March 22
City Parks and Recreation	TBD	TBD	Send a letter to director and assistant directors of youth programs by March 22 – requesting a time/date for meeting
Plan next steps	June 5	Team TBD	Bring together a focus group of key stake holders to decide on next steps



Project Timeline

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER SCHOOL HOURS		
Vision and Mission			
Project Goals			
Main Questions			
WHAT	BY WHEN	PEOPLE RESPONSIBLE	DETAILS/DESCRIPTION



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## Steps to a Good Interview

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### 1. MAKE SURE THAT YOU ARE PREPARED AND ORGANIZED.

- Practice saying the questions.
- Make sure you have...
  - Your interview questions.
  - A notepad and a pen/pencil.
  - A quiet, private place to do the interview.
  - Consent forms.
  - A tape recorder (optional).
  - A written description of your project or group (optional).

### 2. INTRODUCE YOURSELF AND ASK FOR PERMISSION.

- Tell them your name, where you are from, and why you are doing the interview. "Hi, my name is \_\_\_\_\_. I am working on a school research project and want to talk to people about (your issue) so I can think of ways to improve the community."
- Ask for permission to interview the person: "May I have your permission to interview you and use what you say in my school project?" (Have interviewees sign a permission form.)
- If the person says no, then you cannot do the interview. Don't hassle them!

### 3. DO THE INTERVIEW.

- Make eye contact.
- Listen to the person you are interviewing. Don't interrupt.
- Don't give your own opinion.
- Try repeating back what is said to make sure you understood the point. Ask subjects to speak for themselves and express their own opinion.
- Ask follow up questions! Don't accept yes or no answers.
  - Ask "Why?" or "Could you explain?"
  - "Can you say more about what you mean by that?"
- If they are nervous, give them some time to answer. Sometimes people need time to think – allow for some silence.

### 4. END THE INTERVIEW

- Ask them if they have anything else to say or add about the topic.
- Thank them for their time and shake their hand! Example: "Thank you very much for being interviewed. What you've said is very helpful for us."

### 5. RESPECT CONFIDENTIALITY!

- Tell the person you are interviewing that what they said was just between the two of you. (While the information they give you will be analyzed and shared, their names will not be connected with anything they say.)
- Do not tell anyone else what the person said. Only speak about the interview anonymously, without naming names.



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## Designing Open-Ended and Non-Leading Questions

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In an interview, you should avoid questions that are leading or closed-ended.

- A leading question is one that “leads” the interviewee toward a particular answer.
- A closed-ended question is one that has a one-word, limited answer (yes or no).

**Instructions:** Turn the below questions into open-ended and non-leading questions that don’t lead to a yes or no answer, or show your opinion.

**EXAMPLE:**

**Don’t you think that the shows on MTV are boring?**

What do you think of the shows on MTV? \_\_\_\_\_

1. Don’t you think that youth in our community are stereotyped a lot?

\_\_\_\_\_

2. I think the media is to blame for making girls feel bad about how they look. Don’t you agree?

\_\_\_\_\_

3. The news always focuses on the bad stuff happening in our community. I think if they showed more positive stories, the stereotypes would change. Don’t you think so?

\_\_\_\_\_

4. The dress code is ridiculous here. Do you like the dress code?

\_\_\_\_\_

5. I think that we should be able to vote at 16. If we are old enough to drive, shouldn’t we be old enough to vote? What do you think?

\_\_\_\_\_

## Interview Protocol Components

PARTS OF AN INTERVIEW	PURPOSE	EXAMPLES
<b>INTRODUCTION</b>	The interviewee understands the purpose of your project, how the information will be used, and what to expect from the interview.	Hi, my name is X, and I am from the YELL project. We are trying to find out X, and your experience and thoughts will help. This is confidential, which means no one but me will know you actually said this. Please answer honestly, and you don't have to answer anything you don't want to answer.
<b>BODY: INTERVIEW QUESTIONS</b>		
<b>1. ICE-BREAKER QUESTIONS</b>	The interviewee feels comfortable. You get basic information you need and a sense of the person's mood.	What is your name? How long have you lived here? What is your favorite band?
<b>2. "GRAND TOUR" QUESTIONS</b>	Allow interviewee to tell you a story about the topic in their words.	Tell me about a typical day at your school.
<b>3. SURVEY QUESTIONS</b>	Get answers to specific questions related to your area of interest.	What sorts of after-school programs would you like to see at your school? Why?
<b>4. HYPOTHETICAL QUESTIONS</b>	Gives you insight into what people would want if they weren't limited to what they think could be real.	If you could make one wish that would come true – and you had to make it about your school – what would it be?
<b>CONCLUSION</b>	Wrap up and let the person know that their time and opinions are really appreciated. Allow the person to add anything else that you didn't ask.	That is my last question. Is there anything you would like to add? Thank you for your time.

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 Interview Protocol Design
 

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Research topic: \_\_\_\_\_

INTRODUCTION	
<b>BODY: INTERVIEW QUESTION</b>	
ICE-BREAKER QUESTIONS (2-4)	1. 2. 3. 4.
"GRAND TOUR" QUESTION (1)	1.
SURVEY QUESTIONS (5-8)	1. 2. 3. 4. 5. 6. 7. 8.
HYPOTHETICAL QUESTION (1)	1.
CONCLUSION	

Interview Note Taking Sheet

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Research Topic: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Person Interviewed: \_\_\_\_\_

Question # \_\_\_\_\_ answers:

Follow up questions and answers:

Question # \_\_\_\_\_ answers:

Follow up questions and answers:

Question # \_\_\_\_\_ answers:

Follow up questions and answers:

Question # \_\_\_\_\_ answers:

Follow up questions and answers:

Question # \_\_\_\_\_ answers:

Follow up questions and answers:

Circle One: Student/Teacher/Parent/Staff/Other: \_\_\_\_\_ Grade: \_\_\_\_\_

Circle One: Male/Female \_\_\_\_\_ Race/Ethnicity: \_\_\_\_\_





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### Helpful Hints for Successful Tape Recording

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- Make sure the tape recorder is on a solid surface (like a table) and is placed right between you and the person(s) being interviewed.
- Make sure that the interview space is free from noise; check that radios, fans, outside noise, or anything that will make it harder to hear the recorded voice, are off. It is amazing how much background noise a recorder will pick up.
- Before starting an interview, say the date and time of interview, subject of interview, and ask the persons present to introduce themselves. It is important that all persons who will be speaking take part in this step.
- Before starting the interview, replay the above and verify that the recorder is working properly.
- Try to speak clearly. If you notice that the person being interviewed is speaking very softly, please ask the person to speak up.
- Try not to have both persons speaking at the same time. If you think there might be some confusion because of two people speaking at the same time, please repeat the question.
- Be aware. Notice if someone is tapping the table with a pencil, fidgeting with paper, or anything else that will interfere with the sound quality.
- At the end of the interview say the date and time again, say that it is the end of the interview, and write the information on the label of the cassette (date and names of speakers).

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## Focus Group Facilitator Roles and Responsibilities

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- Set group agreements up front.
- Keep the discussion moving and on topic.
- Ensure that participants feel safe and respected.
- Encourage people to have different ideas.
- Make sure every participant has an opportunity to speak and to listen.
- Include a co-facilitator who takes notes, manages the audiotape, and helps with focus group logistics.
- Stay neutral! Avoid reinforcing one point of view over another.
- Help people expand on their comments by asking follow-up questions like, "Can you give an example of what you mean?" or "Can you say more about that?"
- Use body language that shows you are interested in what people are saying.
- Allow participants time to write down their responses so it gives them time to think.
- Set up a group dynamic. If people are talking too much to you and not to the group, tell them you are going to leave the room for a few minutes to let them talk about a particular issue and when you return you want to know what they came up with together.
- Allow for silence. Pause before changing topics or asking follow-up questions. This is the time that people who are hesitating may jump into the discussion.

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## Tools for Focus Group Facilitators

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**Brainstorming** is useful to generate lists of ideas/thoughts/opinions on core subjects. (For example: What makes a teacher a good teacher?). Use a flip chart to record ideas.

**Mapping** is useful in understanding how people see and relate to their physical and social environments. People in the focus group can be given a map and asked to draw where they hang out, or where they feel most comfortable. Relationship maps can also provide information about personal relationships. Participants can be given a diagram with them as a circle in the middle surrounded by circles, and asked to fill in the circles with the people, organizations, and other resources around them.

**Collages and drawing** are useful for producing conversations about a subject. Participants can be asked to make a collage about a topic and then present and discuss its meaning with the group. You can analyze the collage as well as the discussion.

**Guided visualizations** are useful for getting people to “think outside the box” and develop concrete images of where they are going and what they would like to make happen. For example, have the group imagine a classroom in which everyone feels respected and then ask them what they saw: what did it look like?

**Check marks or stars** are useful during brainstorming sessions. If someone repeats an answer that is the same or similar to what is already recorded, write a check mark or star next to the idea. This allows the group to see that the idea was raised by several people and also helps people feel that their comments are heard and relevant.

**“Parking lots”** are useful for tracking ideas or concerns that are not relevant to the current conversation but are still important to follow up on at a later date. Prior to the session, designate a space on the board or paper to record these topics or ideas. At the end of the session, you may want to refer back to these and ask for some ideas or strategies in assuring that they are incorporated or addressed.

**Snacks and drinks** help keep people focused during the session. If you are recording the session, avoid crunchy snacks or individual plastic bottles. Snacks also let people know that you are thinking of their welfare and are appreciative of their time.

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## Check List for Focus Group Facilitators

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### BEFORE THE FOCUS GROUP:

- ✓ **Set the TIME:** The focus group should be at least 60 minutes and no more than 90 minutes (25 percent of sessions is usually devoted to socializing and eating).
- ✓ **Pick the PLACE:** It should be a place that is convenient for people to get to, comfortable for everyone, and quiet. You don't want to hold a focus group in a room where others are walking in and out, or where there is another activity going on.
- ✓ **Recruit PARTICIPANTS:** Think about what kind of people can help you answer your research questions. You need to identify people who have diverse experiences and perspectives to give you useful information. Depending on your question, you may want to have representatives from all different groups (all ages), or just one group (Latino students). Also consider the comfort level of participants: Would a single-gender group get you more candid information than a coed group?
- ✓ **Provide INCENTIVES:** Food during the focus group, gift certificates, prizes, and the like can increase participation.

### DURING THE FOCUS GROUP:

#### INTRODUCE YOURSELF, THE PURPOSE OF THE FOCUS GROUP, AND GROUND RULES.

- ✓ Explain the purpose of the focus group.
- ✓ Thank participants for being there, and let them know that they are important to your study.
- ✓ Explain the facilitator's and recorder's roles and ask permission to video or audiotape. Get signed consent forms.
- ✓ Establish ground rules (e.g., everyone should participate; all ideas are equally valid; there are not right or wrong answers).
- ✓ Ask if there are other agreements to add.

#### USE AN ICE-BREAKER TO INTRODUCE EVERYONE AND INCREASE COMFORT.

#### ASK YOUR QUESTIONS.

- ✓ Have a list of questions in an order that starts broad and moves to more specifics.
- ✓ Use open-ended questions.
- ✓ Ask follow-up questions like, "Tell me more about what you are saying."

#### CLOSE THE DISCUSSION.

- ✓ Thank everyone for coming.
- ✓ Let them know how you will use the information.
- ✓ Get their contact information so that you can send them your final report/findings.

### AFTER THE FOCUS GROUP:

- ✓ Review your audio/video tape of the discussion. Listen for the most common ideas. Pay attention to who says what. For example: Do adults tend to think differently than students?
- ✓ Send thank you notes if you have time.



## Types of Survey Questions

### THERE ARE GENERALLY FOUR DIFFERENT TYPES OF SURVEY QUESTIONS:

- Yes or No
- Scale
- Multiple Choice or Rank
- Open Ended

Below are examples of each category from a survey about homelessness.

### YES OR NO SURVEY QUESTIONS:

**Have you ever been homeless?**                      YES                      NO

### SCALE SURVEY QUESTIONS:

My family worries about how to pay rent.	<b>1</b> Not true	<b>2</b>	<b>3</b>	<b>4</b> Very true
It is hard to find an affordable place to live in my community.	<b>1</b> Strongly Disagree	<b>2</b>	<b>3</b>	<b>4</b> Strongly Agree
I see homeless people where I live.	<b>1</b> Usually	<b>2</b>	<b>3</b>	<b>4</b> Never
How much of a problem is homelessness in this community?	<b>1</b> Small	<b>2</b>	<b>3</b>	<b>4</b> Big
There are a lot of services to support homeless people in my community.	<b>1</b> Not True	<b>2</b>	<b>3</b>	<b>4</b> Very True

### MULTIPLE CHOICE OR RANK SURVEY QUESTIONS

**What do you think is the most important solution to homelessness in your community? (Circle two)**

- A) Lower rents                      C) More homeless shelters                      E) Better social services agencies                      G) Other: \_\_\_\_\_  
 B) New public housing                      D) Guaranteed jobs programs                      F) More social service agencies

**Rank the following solutions to homelessness (1 is the best solution, 6 is the worst solution):**

- \_\_\_\_\_ Lower rents                      \_\_\_\_\_ More homeless shelters                      \_\_\_\_\_ Better social services agencies  
 \_\_\_\_\_ New public housing                      \_\_\_\_\_ Guaranteed job programs                      \_\_\_\_\_ More social services agencies

### OPEN ENDED SURVEY QUESTIONS

**What do you think causes homelessness in your community?**

Survey Protocol Worksheet

Circle a number that describes how much you agree with each statement using the scale.

1.	<b>1</b> Disagree	<b>2</b> Somewhat Agree	<b>3</b> Agree	<b>4</b> Strongly Agree
2.	<b>1</b> Disagree	<b>2</b> Somewhat Agree	<b>3</b> Agree	<b>4</b> Strongly Agree
3.	<b>1</b> Disagree	<b>2</b> Somewhat Agree	<b>3</b> Agree	<b>4</b> Strongly Agree
4.	<b>1</b> Disagree	<b>2</b> Somewhat Agree	<b>3</b> Agree	<b>4</b> Strongly Agree

For each question below, circle yes, no, or maybe

5. \_\_\_\_\_ ?      Yes      No      Maybe
6. \_\_\_\_\_ ?      Yes      No      Maybe
7. \_\_\_\_\_ ?      Yes      No      Maybe

For the questions below, circle the option that best represents your opinion.

8. \_\_\_\_\_ ?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
9. \_\_\_\_\_ ?
- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

For the question below, write your opinion in the space provided.

10. \_\_\_\_\_

11. Your Age: \_\_\_\_\_ 12. Your Grade: \_\_\_\_\_ 13. Your Zip Code: \_\_\_\_\_

14. Your Race/Ethnicity: \_\_\_\_\_ 15.  Female       Male (Check One)



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### Tips for Surveying in School Settings

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- ✓ Keep the survey short! The shorter your survey, the more likely it is that students will read it carefully and answer honestly. If the survey is too long, students may start randomly checking boxes just to get it done.
- ✓ Include a brief cover letter so students understand why the survey is important. This can help make sure that students take the survey seriously. This can be a short paragraph at the top of the survey.
- ✓ Provide translations of your survey as needed.
- ✓ Pilot the survey with a group of students outside of your group. This will let you know that the questions are clear and how much time it takes to complete it.
- ✓ Meet with the school principal and school leadership team to explain the goals for your project, how the survey will help to meet the goals, and to get permission to distribute the survey during class time.
- ✓ Ask the principal for time in a staff meeting agenda to share information about your survey and what you hope to find. This will let teachers know that the administration supports you and can increase buy-in to the project.
- ✓ Ask teachers to distribute surveys during class time. You can leave a cover letter and blank surveys in teacher boxes. Make sure you highlight the class period they should administer the survey and the due date! Make sure that you pick classes or teachers that will not result in students taking the survey more than once. This is important: If students take the survey more than once, your data will not be valid.
- ✓ Follow up with teachers! Remind them to give the survey, and thank them when they return the completed surveys.
- ✓ Alternatively, have your student leaders distribute the surveys directly to students during the same class period throughout the school. When students are available to explain why the survey is important and what the results will be used for, young people are much more likely to participate and provide their real opinions. Students can make "rounds," starting one end of a hallway and moving down, returning to collect the surveys once they present to the last classroom.
- ✓ Share what you learn through a student forum. This will affirm that student participation made a difference and allow you to get feedback to your findings.

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 Interview Coding Instructions
 

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1. Review your interviews, one at a time. Start with the one you liked best.
2. On an index card, write down the background information of the person you interviewed. On the back of the card, write the name (or identification number) for that person. Example:

Lined side	Blank side
Age: 14 Grade: 10 Ethnicity: Latina Gender: Female	Julie

3. Using your interview questions, write down the person's general answer to each question on the lined side. On the other side, write the number of the question and your code name for the person. Example:

Lined side	Blank side
Depends on the student.	#1 Julie

**EXAMPLES OF HOW TO COME UP WITH GENERAL IDEAS FROM LONG ANSWERS:**

Example 1: \_\_\_\_\_

**WHAT ARE THE PROBLEMS HERE AT THIS SCHOOL?**

There are so many young girls going out and getting pregnant. And there is too much cussing at this school. And some people, some of those kids, they do too much.

**WHAT DO YOU MEAN BY SOME OF THE KIDS DOING TOO MUCH?**

They think they are hard and they want to just go beat up people like it's OK, but then when they end up in Juvenile Hall, they're going to realize whatever they did, that it was wrong. And when they get about 20 years to life, then they're going to really be upset.

**The general idea could be: Teenage pregnancy. Cursing. Fighting.**

Example 2: \_\_\_\_\_

**AS A STUDENT AT THIS SCHOOL, HOW DO YOU THINK THE STUDENTS AND TEACHERS INTERACT WITH EACH OTHER?**

Well it depends on the students. Like some students, they interact with the teachers well and some students just don't like the teachers at all. Don't like the class, don't like the subject, and just don't like the teachers. And the way I interact with them, I interact cool. I'm cool with everybody, cool with all the teachers. But some people, they just have bad attitudes.

**The general idea could be: Depends on the student: some students have bad attitudes, others interact well.**





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 Survey Tally Sheet Example
 

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QUESTION	YES	NO	NO ANSWER	TOTAL
1. I have been homeless.				
2. I know someone who is homeless.				
3. I worry about becoming homeless.				

QUESTION	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
4. My family worries about how to pay rent.						
5. It is hard to find an affordable place to live in my community.						
6. I see homeless people where I live.						
7. Homelessness is a problem in this community.						
8. There are a lot of supports and services for homeless people in my community.						

9. Rank the following solutions to homelessness (1 is the best solution, 5 is the worst solution):

SOLUTION	1	2	3	4	5	NO ANSWER	TOTAL
LOWER RENTS							
NEW PUBLIC HOUSING							
MORE HOMELESS SHELTERS							
GUARANTEED JOBS PROGRAMS							
BETTER SOCIAL SERVICES AGENCIES							
OTHER:							

10. What do you think causes homelessness in your community?

## Survey Math and Graphing Example

In order to understand survey results, turn tallied answers into percentages and then put the percentages in a visual graph to show your findings.

### Example:

24 students were surveyed on homelessness in West Oakland. Below are the total tallied answers to survey question #3.

QUESTION #3	1 STRONGLY DISAGREE	2 DISAGREE	3 AGREE	4 STRONGLY AGREE	NO ANSWER	TOTAL
It is hard to find an affordable place to live in my community.	5	2	8	9	0	24

### Percentages:

- In surveys the “whole” is the total number of people surveyed and the “part” is the number of people who answered the survey questions a certain way. So if 3 people answered “Yes” and a total of 5 people were surveyed, then the fraction would be  $3/5$ .
- You turn a fraction to a decimal using division. For example, 3 divided by 5 = .60.
- You change a decimal to a percent by moving the decimal two place-values to the right.  $.60 = 60\%$

### USING THE EXAMPLE ABOVE:

Of 24 students surveyed:

- 5 students chose 1 (Strongly Disagree) =  $5/24 = .20 = 20\%$
- 2 students chose 2 (Disagree) =  $2/24 = .08 = 8\%$
- 8 students chose 3 (Agree) =  $8/24 = .33 = 33\%$
- 9 students chose 4 (Strongly Agree) =  $9/24 = .37 = 37\%$

**Note: Sometimes the numbers don't add up to 100% because of rounding.**

### Majorities:

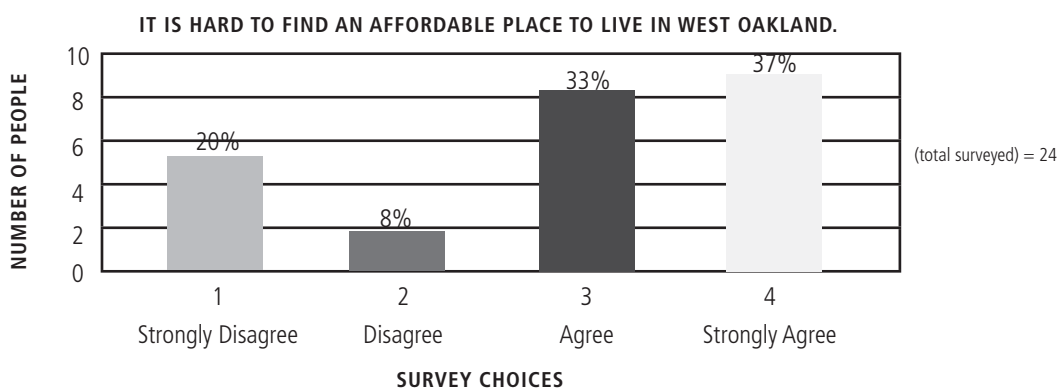
- You want to pay special attention to the answers that the most – or fewest – people chose.
- In this example, “4” or “Strongly Agree” was the most popular response, with 37%.
- You could also say that “Agree” was the majority with 70% (33% + 37%) and “Disagree” was the minority with 28% (20% + 8%).



## Survey Math and Graphing

### BAR GRAPHS:

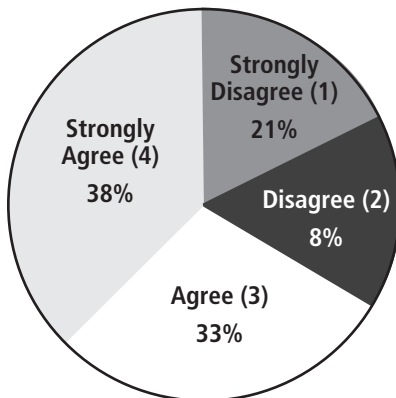
- The X axis (horizontal) represents the different types of answers people could give.
- The Y axis (vertical) represents the number of people who chose that type of answer.



### PIE GRAPHS:

- In a pie graph, each "slice" of the pie represents the number of people who selected a particular survey response.
- There are 360 degrees in a circle, therefore, you can multiply percents to find the number of degrees in each section of the circle graph and then use a compass to draw it.

**IT IS HARD TO FIND AN AFFORDABLE PLACE TO LIVE IN WEST OAKLAND.**



Check out this Web site to make graphs on line: <http://nces.ed.gov/NCESKIDS/Graphing/>



## Taking Action: Some Approaches to Social Change

Depending on audience and the nature of your topic, you will select different approaches – or combinations of approaches – for sharing your findings and recommendations.

A Continuum: While your plan can fall squarely into just one of these approaches, usually all three work together in some combination. By using these approaches in tandem, you can strengthen and broaden your impact.

ACTION TYPE	MEANS...	PERSON...	IS SOMEONE WHO...
<b>ADVOCACY</b>	<ul style="list-style-type: none"> <li>• Arguing on behalf of a particular issue, idea, or person</li> <li>• Standing up for something you believe in</li> </ul>	<b>ADVOCATE</b>	<ul style="list-style-type: none"> <li>• Stands up for people</li> <li>• Speaks out and gets their voice heard</li> <li>• Meets with people in power and asks for specific things</li> </ul>
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>• Building understanding and knowledge</li> <li>• Sharing information and ideas</li> <li>• Sharing findings from research</li> </ul>	<b>EDUCATOR</b>	<ul style="list-style-type: none"> <li>• Teaches</li> <li>• Supports others</li> <li>• Mentors or empowers others</li> </ul>
<b>ACTIVISM</b>	<ul style="list-style-type: none"> <li>• Taking action or getting involved as a means of achieving a goal for change</li> </ul>	<b>ACTIVIST</b>	<ul style="list-style-type: none"> <li>• Acts!</li> <li>• Fights for what they believe in</li> <li>• Protests and demonstrates</li> <li>• Gets people excited and involved</li> </ul>

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Action Strategy Identification Chart - Example

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ACTION	TYPE OF STRATEGY	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJECT
Distribute flyers with facts about your topic	<p>Education</p> <p>Example: Place pamphlets about an topic that you care about in the student center.</p>	<ul style="list-style-type: none"> <li>• Shares the facts and lets people read them according to interest</li> <li>• Gets topic to a lot of different people</li> </ul>	<ul style="list-style-type: none"> <li>• Cost for production (copying and paper)</li> <li>• People might not read them</li> </ul>	High priority – could also do a column in the bilingual parent newsletter
Protest at City Hall	<p>Activism</p> <p>Example: Organize a rally for a policy that is up for a vote.</p>	<ul style="list-style-type: none"> <li>• Shows decision makers and the public that we are serious and that we care about this issue</li> <li>• Media could come</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Getting enough people there to make a real impact</li> <li>• Attracting media attention</li> </ul>	Maybe later – in the next phase – right now we need to build interest and momentum in our work
Produce a video and hold viewings	<p>Advocacy</p> <p>Example: Show a documentary on a topic that you care about.</p>	<ul style="list-style-type: none"> <li>• Can publicize and have event at the school auditorium – get a wide audience</li> <li>• Have footage of interviews, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Time to produce</li> <li>• Production equipment</li> <li>• Limited footage</li> </ul>	Medium priority – this would get youth’s attention, but we would need someone with strong skills and commitment

## Action Strategy Identification Chart

ACTION	TYPE OF STRATEGY (Advocacy, Education, Activism)	ADVANTAGES	CHALLENGES	USE AND PRIORITY FOR THIS PROJECT



## Forms of Action

- |   |   |
|---|---|
| Write letters to community members            | Produce street theater (skits, poetry, song)              |
| Collect signatures on a petition              | March to City Hall  |
| Create a mural                                | Host a community forum                                    |
| Distribute flyers with facts about your topic | Give a presentation to City Council                       |
| Display banners asking for a specific change  | Meet with the school board to ask for a particular change |
| Create and present an award                   | Leave (walk-out)  |
| Testify in court                              | Stay (sit-in)   |
| Picket  | Organize a strike or boycott                              |
| Schedule a rally                              | Produce a video and hold viewings                         |
| Hold a vigil                                  | Produce a written report or a magazine                    |
| Set up an information booth at a public event | Create a Web site or blog                                 |




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 Role Play Scenarios
 

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**SKIT ONE: DEMONSTRATION OR RALLY**

The purpose of a demonstration or rally is to make a loud, public statement that gets the attention of your audience.

1. As a group, discuss and decide the following:
    - What is the message of your rally or demonstration?
    - Who is your audience? What are their interests?
    - What do you want your audience to do or consider?
    - Where are you demonstrating or rallying? Why did you pick this place?
    - Why is a rally or demonstration an effective way to get your message out?
  2. Come up with a slogan: Some catchy phrase that gets your message out loud and clear.
  3. Plan your skit: Show enthusiasm for your cause. Pretend that the other members of the group ARE your target audience. Make it as convincing as possible!
- 

**SKIT TWO: PRESENTATION TO THE CITY COUNCIL**

1. As a group, discuss and decide the following:
    - Why are you presenting to the City Council?
    - What is your message?
    - What do you want City Council to consider or do?
    - What evidence supports and strengthens your case? (You can make this up.)
  2. Decide the form of your presentation (PowerPoint, one speaker, group or several speakers).
  3. Plan your skit: Be highly professional. Use your best presentation skills and clear and concise arguments. Make it as convincing as possible!
- 

**SKIT THREE: INFORMATION BOOTH AT A COMMUNITY FAIR**

1. As a group, discuss and decide the following:
  - What is your main purpose? Why is an information booth needed?
  - What do you want people to learn by visiting your booth?
  - What audience(s) does your information target?
  - What facts or information are you sharing with them? (You can make this up.)
  - What do you hope will happen as a result of people learning this information?
2. Plan your skit: You feel you have important information and really want people to learn about it and have access to it. The most important thing is that people learn about your issue or cause. Make it as convincing as possible!





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Role Play Feedback Form

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1. What is this group recommending? What is their message?
  
2. What makes their case strong? Are you convinced? Is there specific evidence?
  
3. Who is the audience(s)?
  
4. What do they want you to do or to know? Is it clear?
  
5. Do you think that their strategy would catch people's attention? Why or why not?
  
6. What could strengthen their approach?
  
7. What do you like best about this approach/strategy?

## Steps to an Action Campaign

### 1. DETERMINE YOUR MESSAGE: "WHAT"

- What is the main thing you want to happen or change?
- What are your recommendations?
- Is there a catchy way to say this message to get it to stick in people's minds?

### 2. FORM YOUR ARGUMENT: "WHY"

- What facts or information support your argument or make it stronger?
- Why do you care? How does this connect to your vision or personal experience?

### 3. SELECT YOUR AUDIENCE(S): "WHO"

- Who needs to be convinced?
- Who has the power to make change happen around this? (Can be students, other youth, school leaders, law makers/politicians).
- Decide what you want your audiences to do or learn. Be specific!

### 4. PICK YOUR STRATEGIES: "HOW"

- What types of action strategies will you use?
- What forms of action are best suited to your cause and goals?

### CHECK LIST

#### MESSAGE

- Are your recommendations clear?
- Is your message specific?
- Will people "get it" right away?
- Do you have a slogan or logo to promote your message?

#### ARGUMENT

- Is there evidence backing up your argument?
- Are there personal stories or interview quotes that highlight your recommendations?

#### AUDIENCE

- Do you know who you are trying to reach?
- Do you know exactly what you want them to do/learn?

#### STRATEGY

- Do you know what strategies you will use to share your findings and recommendations?
- Do the strategies match your audience/s?
- Do you have the time and resources to make your action plan happen?



## Media Brainstorm Worksheet

WAYS TO SHARE FINDINGS AND RECOMMENDATIONS (MEDIA)	PROS? WHAT ARE THE BENEFITS TO USING THIS MEDIUM?	CONS? WHAT ARE THE DRAWBACKS TO USING THIS MEDIUM?	AUDIENCE? WHICH AUDIENCE(S) WOULD RESPOND BEST TO THIS MEDIUM?	USE? WHEN AND WHERE IS THIS MEDIUM MOST USEFUL OR POWERFUL?
POWERPOINT				
FACT SHEETS OR PAMPHLETS				
WEB SITE OR BLOG				
MUSIC				
VIDEO				
PHOTOS OR POSTERS				
DETAILED WRITTEN REPORTS				
MURALS OR OTHER PUBLIC ART				
THEATER (PUBLIC SKITS, SPOKEN WORD)				

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## Event Overview

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Event Title: \_\_\_\_\_

Event Date/Time: \_\_\_\_\_

Event Location: \_\_\_\_\_

Main Goals of Event: \_\_\_\_\_

\_\_\_\_\_

Guests (What groups and individuals will you invite? Make sure your invitation list fits with your purpose.)

\_\_\_\_\_

\_\_\_\_\_

Main Activities of Event (Your program): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special Awards or Honors? \_\_\_\_\_

\_\_\_\_\_

Keynote Speakers and/or Guest Speakers: \_\_\_\_\_

\_\_\_\_\_

Event Budget (What do you need to make it happen? Material or financial?):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Event Work Plan - Example

	ACTIVITY/TASK	DEADLINE	PERSON(S) RESPONSIBLE
<b>6 WEEKS OUT</b>	Finalize event plan		
	Secure space		
	Determine entertainment (music, a youth performer, poem, dance)		
	Identify audio visual needs (for presentations, translation, music)		
	Decide on food/menu		
	Identify and secure keynote speaker		
	Finalize guest list (names and number of people)		
	Design invitations		
	Determine awards/certificates		
<b>5 WEEKS OUT</b>	Secure/reserve needed audiovisual devices and technical support		
	Mail invitations – include personal notes in each by youth and/or staff		
	Create guest list for tracking RSVPs		
	Create media packets and develop list of media contacts		
<b>4 WEEKS OUT</b>	Mail media packets		
	Request food donations		
	Request donations for raffle or door prizes		
<b>3 WEEKS OUT</b>	Write youth bios for posting/report		
	Finalize content for report and presentations		
<b>2 WEEKS OUT</b>	Send e-mail reminders to guests who are attending, and those you have yet to hear from (no RSVPs)		
	Prepare and practice presentations		
	Format report and print draft for youth review		
	Create program for event		
<b>1 WEEK OUT</b>	Test all A/V equipment		
	Gather/make decorations		
	Make signs/banners for event		
	Buy food or pick up nonperishable donations		
	Final draft of report completed and copied/printed for event		
<b>FOLLOW UP</b>	Budget follow up (receipts, etc.)		
	Thank you notes – guest follow up		
	Media follow up and coverage review		
	Letter and report copies to guests who did not attend		

Event Work Plan

	ACTIVITY/TASK	DEADLINE	PERSON(S) RESPONSIBLE
6 WEEKS OUT			
5 WEEKS OUT			
4 WEEKS OUT			
3 WEEKS OUT			
2 WEEKS OUT			
1 WEEK OUT			
FOLLOW UP			

Event Crew and Committees

	ACTIVITY/TASK	NAMES	NOTES
<b>COMMITTEES</b>	Marketing & Fundraising		
	Public Relations		
	Program		
	Decorations & Food		
<b>EVENT JOB</b>	Audio-Visual		
	Greeters		
	Sign-In		
	Documentation		
	Set-Up Crew		
	Tech Support		
	Food Servers		
	Press and Media Liaison		
	Food Coordination		
	Clean up Crew		
	Decorations		
	Child Care		
	Awards		

Day of Event List

✓	MATERIALS FOR EVENT	PERSON RESPONSIBLE
	Sign in sheets	
	Name tags and sharpies	
	Pens/markers	
	Dots/stickers for name tag categories (media, parent, City Council, etc.)	
	Banners	
	Signs	
	Door prizes/raffle items	
	Copies of reports, fact-sheets, and other project products	
	Food	
	Programs	
	Tape	
	Photos/art work	
	Program shirts or stickers to ID staff/youth	
	Trash bags	
	Butcher paper	
	Camera, video camera	
	Facilitator notes, prep materials	
	Certificates and awards	
	CD player, music	



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