



Youth Engagement Initiative Training Binder



Youth Engagement Initiative Youth-led Participatory Action Research (YPAR) Process Outline

The Youth Engagement Initiative trains and coordinates sites throughout California to work with low-resource middle and high school youth (ages 12-18) to conduct youth-led participatory action research (YPAR) projects. These projects provide youth with the opportunity to engage their leadership, critical thinking, problem-solving, service learning, and strategizing skills. The youth engage with nutrition and/or physical activity issues that affect their communities which ultimately results in tangible community change.

The Youth Engagement Initiative utilizes a YPAR framework. Participatory Action Research (or PAR) is an inquiry process that includes critical thinking, information gathering, analysis and logical problem solving while building networks and strengthening authentic voice to address an issue.

We use a flexible training resource originally developed by Youth in Focus. The training resource is continually updated with emerging best practices from a variety of organizations who engage youth in projects around social change. The activities are interactive and experiential focus on garnering young people's best thoughts and ideas throughout the entire research process.

Here is a brief summary of the steps included in this process:

Stepping Stone 1 is all about project preparation. Adult facilitators will spend this stepping stone hiring and orienting staff to work directly with youth; developing a structured process - goals, timeline, framework and communication; and beginning the process of recruiting a youth team. This Stepping Stone should not be overlooked or under-emphasized. Full preparation is critical to project success.

In **Stepping Stone 2**, staff will begin to meet the youth team; introduce the project and structure, and gain buy-in from the youth participants. A crucial aspect of this time is that youth and adults collectively are beginning to build a safe space as a group-developing agreements, getting to know each other, and getting excited for their journey ahead. Teambuilding, teambuilding, teambuilding! In order to lead together, teams need to know, understand and trust each other. Use activities to bring people deeper into themselves and with each other, to have fun, to energize and to connect.

Stepping Stone 3 is usually the longest phase in the process. Youth are identifying an issue to research, learning about the issue, selecting and developing research tools, and defining their sample. Take time to understand the issue area, design, review and edit research instruments, and define samples.

Stepping Stone 4 includes many interactive activities that build youth researchers' abilities in note-taking, listening, asking questions, and facilitation. This Stepping Stone is a breather after the arduous work of research design equipped with fun, but critical activities to empower youth perspective in their work.

In **Stepping Stone 5**, teams implement everything they have learned and completed so far. Teams will conduct their research activities to collect and document data. This Stepping Stone starts with developing a strategy to effectively collect data and ends with full data collection. The focus of the project is now external as youth approach their community to collect data. This Stepping Stone takes a lot of self-discipline and accountability by youth team members. Teams should meet to check-in on how data collection is going.

In **Stepping Stone 6**, youth are faced with piles of their newly collected data. Their task is to develop findings and recommendations from all of the information. Youth are not only responsible for their own voices, but now also the voices of all their research participants. Through in-depth analysis, youth attempt to tell the stories found in their data. This Stepping Stone often allows youth to finally feel full ownership over their work.

Stepping Stone 7 focuses on putting it all together. Youth researchers take all their information, analysis and next steps and compile them into a cohesive report. Youth design their report from cover to conclusion, writing their language and using graphics they created or choose. Following up on their report, researchers prepare public presentations to distribute their work and discuss findings with key stakeholders and decision-makers. Practice public speaking skills, presenting data, and answering questions.

Stepping Stone 8 prepares youth to step into the action phase of their project, from organizing their schools and communities to developing multimedia projects. By prioritizing their findings and recommendations the team creates a strategic plan of action to implement change in their communities. This step prepares youth to take their strengthened critical thinking, leadership, research, and planning skills and participate on an ongoing basis in their organization's or community's leadership.

Each of the stepping stones outlined above includes detailed activity instructions, examples, and supplementary resources. In addition, the Nutrition Education and Obesity Prevention Branch's Youth Engagement staff are available during every step of the process for technical assistance and guidance along the way.

OVERVIEW: STEPPING STONE 1 GETTING READY

Stepping Stone 1 is all about project preparation - hiring an adult site facilitator, hiring youth researchers, developing project details and planning logistics. The training with youth does not start until the next phase of the project. Adult facilitators will spend this stepping stone hiring and orienting new youth researchers, individually and as a group. This Stepping Stone should not be overlooked or under-emphasized. Full preparation of all participants is critical to project success.

This first Stepping Stone begins after a project partnership has been assessed and a project *framework* has been developed and agreed upon. By the start of this curriculum, an MOU should be in the process of being developed with all parties expressing buy-in on the project.

GOALS FOR PROJECT PARTNERS:

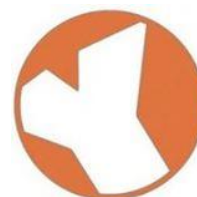
- Inform all organizational stakeholders of youth-led action research projects.
- Work to design collaborative project calendar.
- Plan and coordinate project logistics, including recruiting and hiring youth team.
- Assess and support project logistics, including finalization of MOU
- Confirm project goals, roles, and structure.

GOALS FOR YOUTH:

- Apply and interview for youth researcher position.
- Understand project frame, goals and outcomes.
- Form relationships with youth team members and organizational home.

TIME: 2 weeks - 2 months

SS TIPS: *This Stepping Stone is the pinnacle of project management. Developing structured process - goals, timeline, framework and communication- are vital in the stepping stone.*



Thank you to Youth In Focus for their help in the development of this tool.

Updated 2013



Youth Engagement Initiative

What is the Youth Engagement Initiative?

- Developed in 2006 using a proven framework, the Youth Engagement Initiative works with low-resource sites throughout California to engage, empower and activate youth to increase fruit and vegetable consumption and physical activity.
- Best practices from youth groups across the state include projects such as the installation of hydration stations on campus; partnering with County Road Engineers to fix community sidewalks for improved walkability; providing peer to peer nutrition education to younger students; establishing and maintaining a community food pantry and advocating for and promoting healthy vending and salad bars in schools.
- Targets 12 to 18 year-old youth, an age at which young people are able to critically engage with concepts and their community.
- Uses a Youth-Led Participatory Action Research (YPAR) framework which includes critical thinking, gathering information, service learning, analysis and logical problem solving. This framework builds networks and strengthens youth voice for addressing nutrition education and physical activity issues while leading to authentic and meaningful partnership between youth and adults.
- Reached youth statewide through 29 agencies (including 9 Local Health Departments) during FFY 2013.

How can our Local Health Department (LHD) benefit from implementing the Youth Engagement Initiative?

- A specialized Youth Engagement curriculum that guides adult allies and youth teams through the YPAR process.
- Training and ongoing technical assistance will be provided to the LHD by the Youth Engagement Initiative State Team.
- Projects that are small yet powerful. When LHDs work to give young people the opportunity to critically engage their voices and thoughts in improving the nutrition and physical activity-related environment the outcomes are creative, relevant and sustainable.

What would be the LHD's commitment level?

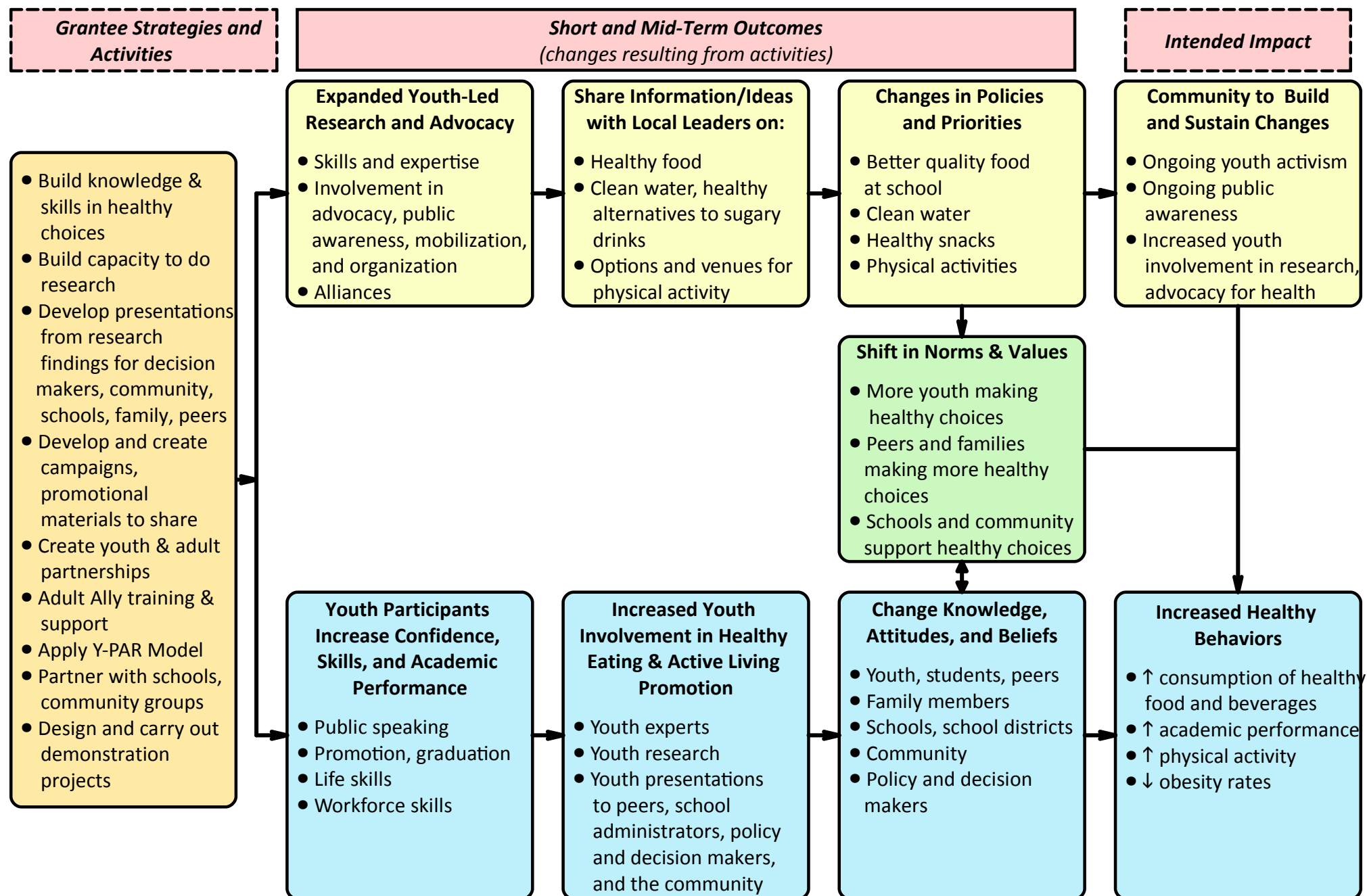
- LHD will work with state to team to recruit and train an adult ally to work with a small group of youth.
- This adult ally will meet with the youth on a weekly or bi-weekly basis.

How many SNAP-Ed eligible children could the LHD reach with the Youth Engagement Initiative?

- In California, 50% of SNAP-Ed eligible adults have youth under the age of 18. As this group of young people move towards adulthood, it is imperative to engage them around improving their nutrition and physical activity-related health environments.
- Three out of four California teens are interested in working to improve nutrition in their schools and communities. Even more compellingly, 84% teens from homes participating in CalFresh are interested in working to improve the nutrition in their school and communities.

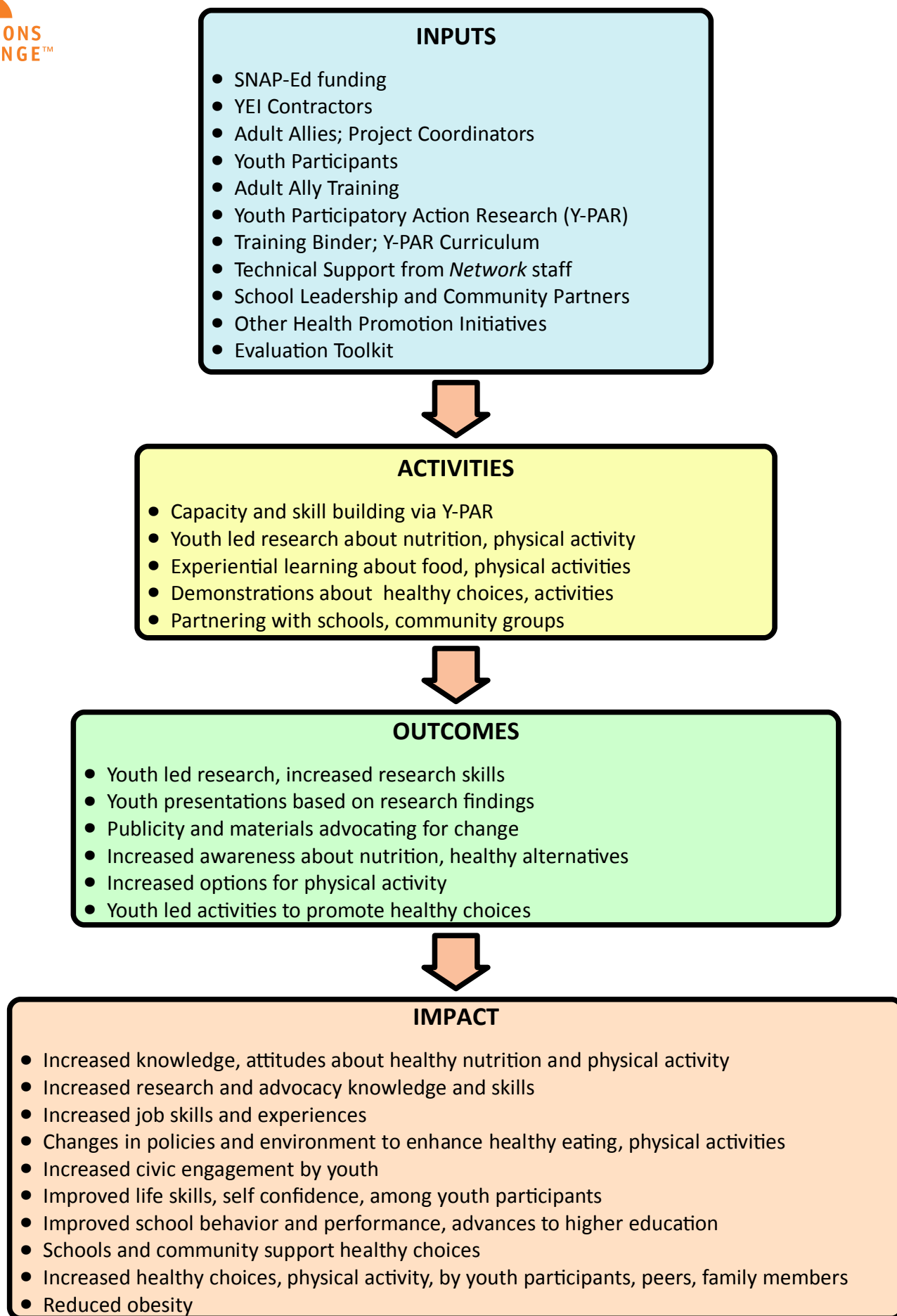


Logic Model A: Youth Engagement Initiative (YEI)





Logic Model B: Youth Engagement Initiative (YEI)





Youth Engagement Pre Survey For Adult Ally

Please rank your knowledge in each area. Circling “1” would indicate a very low level of knowledge or competency. A circle around “5” would indicate that you have a high level of knowledge or competency in that area. This assessment will be used to develop future trainings and inform coaching.

1. **FACILITATION: A strong understanding of group facilitation and the ability to facilitate youth meetings means the following:**

- Knowledge of how to plan a training.
- Capability to lead a brainstorm.
- Ability to debrief an activity.
- Capacity to synthesize what participants are saying.
- Ability to motivate youth when they are not engaging in the group.
- Knowledge of how to address unequal power dynamics between youth and adults.

1	2	3	4	5
Knowledge Is LOW			Knowledge Is HIGH	
Comment on Your Rating:				

2. **YOUTH – ADULT PARTNERSHIP: A strong understanding of youth-adult partnerships means the following:**

- Knowledge of what an adult ally is.
- Comfort with challenging a young person’s ideas.
- Ability to follow young people’s decisions, even if adults don’t agree with them.
- Knowledge of how to validate youth voice.
- Being supportive of youth–led work.
- Understanding of why it’s important for youth to lead this project.

1	2	3	4	5
Knowledge Is LOW			Knowledge Is HIGH	
Comment on Your Rating:				

3. RESEARCH: A strong understanding of research includes the following:

- Experience conducting research.
- Knowledge of how to develop a research question.
- Knowledge of how to develop a research instrument or tool.
- Experience collecting data.
- Knowledge of how to analyze data.
- Experience presenting information to key stakeholders.

1	2	3	4	5
Knowledge Is LOW		Knowledge Is HIGH		
Comment on Your Rating:				

4. PROJECT MANAGEMENT: A strong understanding of project management includes the following:

- Experience managing projects and/or programs.
- Knowledge of how to document the steps of the project, such as maintaining a project binder.
- Knowledge of how to create an agenda for trainings and meetings.
- Experience in organizing and/or activism.
- Experience supporting youth to take action on issues they support and care about.
- Knowledge of how to evaluate the success of a project.

1	2	3	4	5
Knowledge Is LOW		Knowledge Is HIGH		
Comment on Your Rating:				

Anything else that you would like to share in your self-assessment:

OVERVIEW

STEPPING STONE 2

ORIENTATION & TEAMBUILDING

In Stepping Stone 2, staff will meet the youth team for the first time and initiate the structure that was created in the previous stepping stone. In the first training, the youth team is oriented to the project, learning about roles and responsibilities, the project's frame and timeline, and what youth-led action research means. A crucial aspect of this time is that youth researchers are beginning to build as a group—developing agreements, getting to know each other, and getting excited for their journey ahead. To do this they are playing games, telling stories and constantly interacting with one another. They are teambuilding, using activities provided by their adult site facilitator, and sometimes themselves.

This second Stepping Stone can begin once youth are brought on board and the project structure is set. Part of orientation and teambuilding can take place in a retreat setting if that is possible for the group. Although orientation is confined to this Stepping Stone, teambuilding should start here and continue throughout the entire project.

GOALS FOR PROJECT PARTNERS:

- Orient youth to their organization – workspace, people, mission and vision.
- Clarify roles and responsibilities of adult facilitator and youth.
- Conduct pre-survey or other evaluation methods with new team.
- Orient youth to youth-led research.
- Provide teambuilding to the group.

GOALS FOR YOUTH:

- Fully participated in orientation and teambuilding
- Take pre-survey or other evaluation materials.
- Begin to establish safety with one another, including creating community agreements.
- Understand roles and responsibilities as a youth researcher.
- Describe and take pride in where they come from through personal, organizational and community mapping.

TIME: 2 weeks - 2 months

SS TIPS: *Teambuilding, teambuilding, teambuilding! If you're asking people to lead together, they need to know, understand and trust each other. Use it to bring people deeper into themselves and with each other, to have fun, to energize and to connect. This Stepping Stone can and should include political education and anti-oppression activities as part of teambuilding and orientation to a project like this.*



Thank you to Youth In Focus for their help in the development of this tool.

Updated 2013



SAMPLE

Participation Release

[Date]

Dear [Name]:

Congratulations! You have been selected to participate as a Youth Researcher on a project with the *Nutrition Education and Obesity Prevention program*. We are excited to be working together with you and [site name] on this project. The project will last [xx] months.

Please review the terms and conditions below. Complete and sign the release and return to [Project Coordinator Name]. Keep a copy of your signed release for your records. If you are under 18 years old, your parent or guardian will also need to sign this form.

Terms and conditions of project participation:

Media

Photographs, interviews, audio and/or video, etc. taken by the *Nutrition Education and Obesity Prevention program* at the event are the sole property of the *Nutrition Education and Obesity Prevention program* and may be used for publicity, informational purposes, publications, multimedia productions, displays, advertisements, and/or web publications, etc. If you do not wish to your image/voice to be used in this way, please check the "Photo Refusal" box below. *This will not affect your participation in this project.*

Program Evaluation

To see how well our program works and to help us improve, we will be asking all participants to complete questionnaires and participate in evaluation discussions. Any information you provide will be kept confidential and your name will not be used without your permission.

Liability

By signing this agreement you are releasing the *Nutrition Education and Obesity Prevention program* and [site name] from any and all liability arising from injury, loss, damage to person or property sustained or received in connection with this project.*

If you have any questions about your participation in this project, please contact [Lead Coordinator name and/or supervisor name] at [site name] at [xxx/xxx-xxxx].

Congratulations! We look forward to working together on this very important project.

* This project does not involve inherently risky activities and is not intended to be physically strenuous.

Note: Your participation in school based projects and the information you share will not affect your school grades or evaluation.



Information Form for Youth Researchers

Program Site: _____

Form must be returned to: _____ 5:00 pm on: _____

PARTICIPANT INFORMATION

Name:	_____	_____
	<i>First Name</i>	<i>Last Name</i>
Address:	_____	
	<i>Number and Street</i>	<i>City and Zip</i>
Phone:	_____	_____
	<i>Home phone</i>	<i>Cell phone</i>
Email:	_____	
Grade:	<input type="checkbox"/> 6 th <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	Age: _____ Gender: <input type="checkbox"/> M <input type="checkbox"/> F
Are you Latino or Hispanic?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Race and Ethnicity:	<input type="checkbox"/> White <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/ Other Pacific Islander	
(check all that apply)	<input type="checkbox"/> Asian <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Two or more of the races above	
	<input type="checkbox"/> Other: _____	

PARENT AND EMERGENCY CONTACT INFORMATION

Parent/Guardian Name:	_____	
Parent/Guardian Phone:	_____	_____
	<i>Home phone</i>	<i>Work and/or Cell phone</i>
Emergency Contact Name:	_____	Relationship: _____
Emergency Contact Phone:	_____	_____
	<i>Home phone</i>	<i>Work and/or Cell phone</i>

ACTIVITIES AND INVOLVEMENT

The following questions are to learn about your interests and will not be used to determine your eligibility for the project.

Check all of the boxes that describe you:

- | | |
|--|---|
| <input type="checkbox"/> I have a job. | <input type="checkbox"/> I have presented to groups other than a classroom. |
| <input type="checkbox"/> I have had public recognition for my actions or work. | <input type="checkbox"/> I am on the honor role at school. |
| <input type="checkbox"/> I am involved in club sports. | <input type="checkbox"/> I plan to go to college after high school. |
| <input type="checkbox"/> I am involved in extracurricular school activities
(sports, band, drama, choir, cheer, school clubs, etc). | <input type="checkbox"/> I am involved in community activities and/or do
volunteer work for my community |

PARENT PERMISSION

The above participant has my permission to participate in the Youth Engagement Initiative project and to respond to any related surveys.

Parent/Guardian Signature

Date

INTEREST QUESTIONS (OPTIONAL)

What qualities do you have that you think would make you a good researcher? (someone who can collect information)

What are two reasons that you want to be a part of this project? Why?

1.

2.

Any other information you would like to share?

After turning in this form, you may be asked to come in for a short interview. Think about some questions you may have about being a researcher!



ACTIVITY: Check-In/ Check-Out

OBJECTIVES:

- To learn where team members are and when group begins and ends.
- To create group safety and ground rules in the meeting space.
- To build unity and compassion among team members.

TIME NEEDED:

- 5-10 minutes

MATERIALS:

- None

INTRODUCTION:

We check-in with each other at the beginning of a meeting order to hear where everyone is coming from, feeling, thinking etc. It gives us an opportunity to voice what we're bringing into the meeting. Checking-in also allows everyone in the group to become more present in the meeting.

We check-out with each other at the end of a meeting as a form of closing the group and hearing everyone's feelings and thoughts.

INSTRUCTIONS:

A check-in question can be as simple as "How are you today?" to something creative like "tell me how you are using a weather forecast" (i.e. if you're happy, you may be feeling sunny all day and into the next.). Check-ins can also include questions like, "what's one thing you bring to the group today, "why are you in this group," etc.

Check-outs can include "how are you feeling at the end of this meeting?", say one word that describes how you're feeling", "what's one thing you're doing after this meeting?", etc.

Everyone should check-in and check-out with the option to pass.





FUN & WACKY CHECK-IN QUESTIONS:

To make check-in exciting make a check-in bag: Write the check-in questions on little pieces of paper and have a young person draw out a questions at the beginning of each meeting.

Or have the young people write their own check in questions for the bag!

- What are your highlights and lowlights of today (or the weekend, or the last week)?
- What weather forecast best describes how you are feeling today? (sunny, cloudy, stormy ext.)
- What's one weird / funny/ embarrassing thing that happened today or this week?
- If you could be any city in the world, what city is most like you and why?
- If you could pick a sound track for your life, what theme song would you pick, and why?
- If you were a pair of shoes, what shoes would you be and why?
- What city landmark are you and why?
- If you could have a super power what superpower would you pick and why?
- If you were a fruit / vegetable / dessert / cold drink etc. What would you be and why? (this can be lots of separate questions)
- What's one thing we wouldn't know about you by looking at you?
- What color would best describe your personality and why?
- What thing in nature best describes you and why? (fire, water, waves, mountains, volcanoes, sand Etc.)
- If you could be any cartoon character / person on television / media personality, who would you be and why?
- Who is your favorite character from a book and why? (or if you could be any character from a book who would you be and why?)
- If you had a million dollars, what would you do with it and why?
- If you could be the best in the world at one thing, what would you want to be really good at?
- Who's one person you admire and why?
- What are three things you want to do in your lifetime?
- What Sport is most like your personality and why?





ACTIVITY: Gossip

OBJECTIVES:

- To get to know your team members

TIME NEEDED:

- 10 minutes

MATERIALS:

- None

INTRODUCTION:

Give each person a nametag and ask them to write their name on it. Ask each team member to quietly think of three interesting facts about themselves. For example: I have a dog named Lulu, I grew up in Costa Rica and I like to eat ketchup on everything. After each team member has come up with three facts they will partner up with another person and introduce themselves and share their three interesting facts with each other.

For example: Person 1: My name is Natalia and I have a dog named Lulu, I grew up in Costa Rica and I like to eat ketchup on everything. Person 2: My name is James, I play soccer year-round, my favorite movie is Brave Heart and I have a picture of me with Jay-Z on MySpace. Natalia and James switch name tags. Natalia must now move to the next person and introduce herself as James and so on. James does the same.

This continues and participants switch nametags with each new person they meet.

DEBRIEF:

Once all the group members have introduced themselves several times, form a circle. Ask each group member to introduce themselves as the last person they were introduced to. Group members will have fun listening to how their names and facts changed throughout the introductions.

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ACTIVITY: Setting Group Agreements

OBJECTIVES:

- To create a safer space for group.
- To set up a system of accountability in the group.
- To reduce oppressive power dynamics

TIME NEEDED:

- 20 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

We develop group agreements to create a safe space in our group and to hold each other accountable to what we believe and want. Group agreements are like ground rules for our meetings and trainings that we can all agree to follow.

INSTRUCTIONS:

We are going to brainstorm group agreements. What agreements do you want for this team? [Chart participants' answers.] What does this agreement mean for you? Why is it important to have this agreement in this space? What else?

DEBRIEF:

Does everyone like these group agreements? [Have participants show their agreement-raise hands, fists, thumbs up, sign the flipchart paper, etc.] Does anyone disagree with any of these, or want to change anything, or ask any clarifying questions? [Post group agreements during your first month of meetings. Revisit if participants are having a hard time following group agreements.]

SAMPLE AGREEMENTS:

*** Take ideas from the group, but feel free to add if something's missing.

- **One Mic** (one person speaks at a time)
- **Step Up, Step Back** (if you're a person who talks a lot/takes up a lot of space, step back; if you don't speak very much, step up)
- **Confidentiality** (what's said in the room stays in the room)
- **Don't Yuk Someone's Yum** (let people express their ideas)
- **Challenge the idea, not the person** (express disagreement with people's ideas, while still respecting the person)





ACTIVITY: I Like People Who....

OBJECTIVES:

- To get to know your team members
- To have fun and get energized

TIME NEEDED:

- 10 minutes

MATERIALS:

- Chairs

INTRODUCTION:

This activity can be used at the beginning of your project for youth to get to know each other and can be used as a fun energizer throughout your project.

Ask one team member to volunteer to be in the middle of the circle and be the “caller”. The caller states “I like people who....” and comes up with a characteristic of people they like. For example, “I like people who like to travel.” Then everyone in the chairs who likes to travel must get up and find a new chair. The caller also has to try and get a chair.

However, you cannot sit in the chair directly to the right or left of you. This rotation is similar to musical chairs. Whoever does not secure a chair becomes the caller and again in the middle states “I like people who...”





ACTIVITY: Youth-Led Action Research Brainstorm

OBJECTIVES:

- To develop a group understanding of youth-led action research.
- To support the expertise of the group in discussing the concept.

TIME NEEDED:

- 20 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

Youth-led action research is a big term. In this activity, we're going to break this term down so that we have a better understanding of it and a common definition of as a group.

INSTRUCTIONS:

[Write RESEARCH on the top of the flipchart.] What is research? What types of research have you done or heard about? How do people do research? Who does it? What else? [Write ACTION on flipchart.] When you hear the word action, what do you think about? What is action? What are different types of action that you have seen, heard of, participated in? If this is action and that is research, then what is ACTION RESEARCH? [Write YOUTH-LED on flipchart.] What does it mean for youth to lead? What else? [Write answers to brainstorm under the terms they correspond with.]

DEBRIEF:

Summarize answers- if this is research, and this is action, and youth-led work is this, THEN what is youth-led action research? Why is it important for youth to do research? Why take action on your research? Why should youth take the lead in this work? What roles can adults play?





Activity: Dynamic Duos

OBJECTIVES:

- To team build
- To learn about historical leaders
- Have fun with famous and humorous duos

TIME NEEDED:

- 15 min

MATERIALS:

- Post-its /Or Name Tags
- Markers

INTRODUCTION:

This activity can be used at any time during your project

INSTRUCTIONS:

To do this activity you will need to create a list of famous duos (a sample list is provided below) it is ideal to have an even amount of players for this team builder. If you do not have an even amount of players you may have to come up with a famous threesome or pull in another staff member to play. Stick the name of a person that is part of a famous duo using either a name tag or a post-it on the back of each team member. Be sure that they do not see what is written on their nametag. Once all members have nametags on their back, they must walk around the room and ask others yes or no questions to figure out the name on their back. Once they figure that out they need to find their partner.

SAMPLE DYNAMIC DUOS LIST:

Rosa Parks / Martin Luther King
Angela Davis / Black Panther Party
Cesar Chavez / Dolores Huerta
Batman / Robin
Malcolm X / Nation of Islam
Brad Pitt / Angela Jolie

Peanut butter / Jelly
French Fries / Ketchup
JayZ / Beyonce
Sonny/ Cher
Kurt Cobain / Courtney Love
Luke Skywalker / Princess Leah





Activity: Whose Answer is it?

OBJECTIVES:

- To get to know your youth research team
- To build relationships in your youth research team

TIME NEEDED:

- 20-30 min

MATERIALS:

- 3 x 5 index cards

INSTRUCTIONS:

This activity can be conducted at the beginning, in the middle, or at the end of the project. At the end of the project you can use this activity to see how well the team knows each other. Use who different questions from the ones provided for the activity below if you repeat this activity.

INSTRUCTIONS:

Hand 3 x 5 cards out to each of the youth team members. Tell them to write their names on the card. Ask them to silently write their answers to the following questions on their cards. Tell them not to share their answers with the team members.

- Question 1: What would you do if you had all the money in the world for one day?
- Question 2: What would you do if you had only one day left to live?
- Once the youth team have completed their answers, ask them to hand the cards back to you.
- You will choose an answer to read from one of the index cards aloud to the team and the team has to guess whose answer it is. The team must guess correctly on the first try.
- The person who wrote the answer to the question can try to throw the team off by guessing other team members or can agree with the names being suggested.
- Mark the cards that the team guessed correctly and count how many were correct. Save the number to compare if you choose to do this activity again at the end of the project.

DEBRIEF:

Let your team know how many answers they guessed correctly. Share with them the goals of this activity and let them know that you'll do it again at the end of the project to see if they know each other even better. If the team guessed every answer correctly on the first guess, then support and encourage how well they are getting to know each other.



OVERVIEW

STEPPING STONE 3

RESEARCH/EVALUATION DESIGN

Stepping Stone 3 is usually the longest phase in the process. Youth are identifying an issue to research, learning about the issue, selecting and developing research tools, and defining their sample. Using interactive tools, facilitators must engage youth researchers in a thorough and thoughtful exploration of research. This is the first Stepping Stone in the curriculum that really pushes organizational partners to step back and allow youth to lead and make decisions.

Since youth teams must work together closely during research design, this Stepping Stone should not be started until youth feel committed to the project and have started to develop as a group.

GOALS FOR PROJECT PARTNERS:

- Conduct trainings on issue mapping, research tools, indicators, samples, etc.
- Support youth to stay with timeline and address research team challenges.
- Connect youth researchers and their work to larger community issues
- Provide opportunities for youth to have fun and stay engaged with process.

GOALS FOR YOUTH:

- Participate in research design trainings.
- Work with teammates to make decisions.
- Bring up any challenges in work or team.

TIME: 2 weeks - 2 months

SS TIPS: *This Stepping Stone can feel long and tedious to everyone involved, especially youth. Make sure to keep activities fresh and lively, and listen to the team when they are asking for something different. In the moment, you may feel like you can skip or skim on steps of this stepping stone, but if you do, you may face more difficult challenges later in the process. Take time to understand the issue area, design, review and edit research instruments, and define sample.*



Thank you to Youth In Focus for their help in the development of this tool.

Updated 2013



ACTIVITY: Defining Power

OBJECTIVES:

- To define different kinds of power.
- To understand how different kinds of power relate to a youth-led project on nutrition and exercise
- To understand that although our individual choices are important in creating change there are larger institutions that can make change for everyone.

TIME NEEDED:

- 20-30 min

MATERIALS:

- Flipchart
- Tape
- Butcher paper for power brainstorm
- Butcher paper with definitions:
 - Power
 - Institution, Institutional power
 - Power of people
- Brainstorm butchers for the Youth REF
- Markers

INTRODUCTION: *This exercise is adapted from the school of unity and liberation*

A discussion of power is important in doing youth-led work and understanding this project because youth are a group that doesn't have much institutionalized power in policy making. For example, how often do you hear Gov. Brown say that he's going to consult with this youth team before making decisions on the next juvenile hall to build? You can think of many other examples.

INSTRUCTIONS: Words that the facilitator says are in italics:

What are the words and images you think of when you hear the word "Power"

Facilitator will record Brainstorm on Butcher

That's Good. The definition we will use today is:

Power: The capacity to control circumstances.

[this should be written on the bottom of the butcher and not revealed until this point]





ACTIVITY: Community Mapping



OBJECTIVES:

- To explore places for youth in our community
- To learn how mapping can be used as part of the research process.
- To discuss how communities affect our projects.

TIME NEEDED:

- 30 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

This activity will help us think about what spaces youth have in our community and what activities and opportunities are available to youth in our community. The mapping activity will also provide a visual to help think about where to recruit young people for projects.

INSTRUCTIONS:

In teams draw the school you work most closely with. Draw using symbols or pictures what spaces youth occupy in the community before school. Draw where young people go after school. What transportation do they use to get there? What does a young person's route look like around the community? Be as creative as you like with your 15 minutes ask groups to present their maps.

DEBRIEF:

After groups present, ask: What did you notice about each other's maps? What was similar or different? What do you think about the spaces provided for young people? Would you consider your community a youth-friendly place based on this map? How can these maps help inform your recruitment efforts? How can these maps help inform your projects overall?







ACTIVITY: Food Mapping

OBJECTIVES:

- To explore nutrition, physical activity, and the built environment in our community.
- To learn how mapping can be used as part of the research process.
- To see what our communities look like in terms of nutrition and physical activity.

TIME NEEDED:

- 30 minutes

MATERIALS:

- Flipchart
- Markers

INTRODUCTION:

This activity will help us think about what nutrition, physical activity, and the built environment looks like in our community. What do we have access to? Why do we make the choices we make? How does our community look the same or different as other communities around us? This mapping activity will provide a visual to help think about the issues and opportunities in our community around food and activity.

INSTRUCTIONS:

The facilitator should provide an example first.

In teams, draw your school or community. Using symbols or pictures, draw what stores you have in your community or around your school.

- Draw the food that's available in your community or school. Include the physical layout of your community or surrounding your school in your drawing. Are there parks? Recreation centers? What do the streets, roads, and sidewalks look like?
- Draw what there is for young people to do in your community or school. Draw what young people actually do in your community or school. What do people eat in your school or community?
- Be as creative as you like with your maps. Give groups 15 minutes to come up with the plan for their map and draw it. After 15 minutes ask groups to present their maps.

DEBRIEF

After groups present, ask:

- What did you notice about each other's maps? What was similar or different?
- What do you think about the food options for your people? What about access to physical activity?
- What do you think or feel about your environment in your community or school?
- Would you consider your community a healthy place based on this map?
- **Based on your maps, what issues do you see in your school or community around food, eating, physical activity, or the environment around you?**

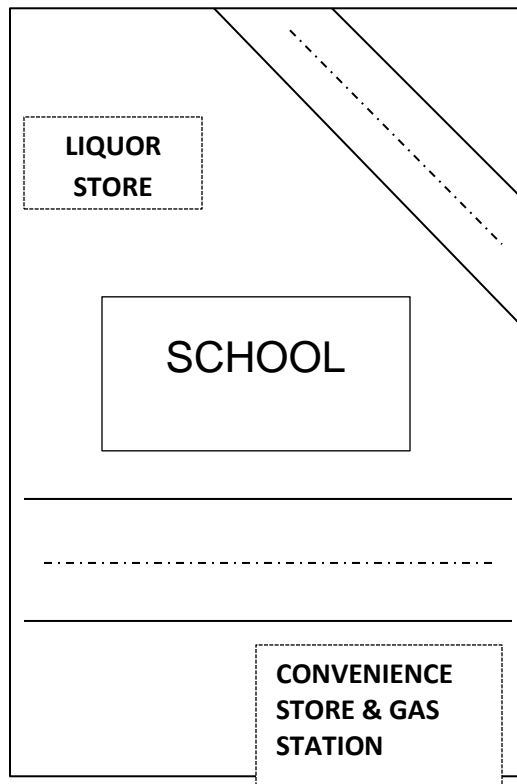
[Chart answers to this last question on a butcher paper.]



EXAMPLE: Food Mapping Butchers



Sample Map*:



Sample Issue Brainstorm Butcher:

Based on your maps, what issues do you see in your school or community around food, eating, physical activity or the environment around you?

Brainstorm...



*Youth Researchers' maps should be much more detailed than the example above.

If teams get stuck in their drawing, offer more questions that ask where things are located.

The brainstorm at the end should help the team as you head into issue identification.





ACTIVITY: Ideal vs. Real

OBJECTIVES

- To have youth think critically about issues related to nutrition, food access, physical activity and the built environment in their community or school.
- To map out what issues or needs exist in their community or school.
- Develop context for your research project.
- To have youth begin to look at power structures, and their roles in decision-making.

TIME NEEDED

- 60 minutes

MATERIALS

- flipchart
- markers

INTRODUCTION

This activity will provide a brainstorm and mapping of issues of nutrition, food access, physical activity and how the built environment contributes to these issues. The facilitator will engage youth in a group brainstorm and debrief. This activity is best conducted in a circle.

INSTRUCTIONS

1. Have youth list and describe what their **IDEAL** community or school looks like related to issues of nutrition, physical activity, food access and the built environment. Chart their ideas.
2. Have youth describe what their community or school **REALLY** looks like related to issues of nutrition, physical activity, food access and the built environment. Chart their ideas.

DEBRIEF

Have youth discuss what they feel after looking at how different the two lists descriptions are using the following guiding questions. Refer to the butcher sheet for which questions to chart answers for.

Guiding questions:

- How do you feel about how different the IDEAL and REAL are on the lists?
- Why do you feel things are the way they are?
- What does this tell you about what is needed in your school or community to improve issues of nutrition, physical activity, food access and the built environment?
- What is needed to create change in your community or school?
- Who has the power in the community or school to make the decisions of what is needed?
- How much say do you feel you have in these decisions?

***Save these charts to be used in creating your team's research question that will address that needs that have surfaced through these exercises.**

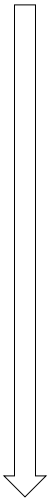


ACTIVITY: Ideal vs. Real Butchers



Sample Butcher #1*:

Describe what your **ideal** school or community looks like related to issues of nutrition, physical activity, food access and the built environment.
Brainstorm...



Sample Butcher #2:

Describe what your school or community **really** looks like related to nutrition, physical activity, food access and the built environment.
Brainstorm...



Debrief-Chart the answers to the following questions:

Why do you feel there are differences between the real and ideal?

Brainstorm...

What does this tell you about what is needed in your community or school?

Brainstorm...

What is needed to create change in your community or school?

Brainstorm...

*You should write the words in bold on your butcher papers.

Place check marks next to ideas that are stated multiple times. For example if three youth say they want a skate park in their community than you would chart this:

- Skate Park✓✓





ACTIVITY: Ideal vs. Real #2

OBJECTIVES

- To learn how to strategize as a team.
- To learn how to cooperate as a team and work together.

TIME NEEDED

- 20 minutes

MATERIALS

- Tarp or approx. 6ft of butcher paper if you have a larger team than use a larger piece of butcher paper)
- Permanent Marker

INTRODUCTION

This activity is best conducted after the Ideal vs. Real mapping and debrief. This activity provides a basic simulation of what it will take for your youth research team to get from the “real” to the “ideal”.

INSTRUCTIONS

On one side of the tarp or butcher paper write the word IDEAL in large letters. On the opposite side of the tarp or paper the side facing the ground), write the word REAL.

Every member of your youth team must stand on the side of the tarp that says REAL. As a team they must turn the tarp over to the IDEAL side without any of the team members stepping off the tarp.

If one of the team members steps off the tarp, even if it is just one foot, the team must start over again. This activity should be conducted outside or in a large room

DEBRIEF

After the group has successfully turned the entire tarp over to the ideal side without Stepping off of it, debrief with the following questions:

- How do you think you worked together as a team to accomplish this challenge?
- Did one or two people take the lead?
- Did you listen to each other?
- Did the team consider every suggestion of how to accomplish the task?
- Did you ever become frustrated with the task?
- Did you want to give up?
- How did it feel to succeed?
- How do you think this activity relates to your research project?







ACTIVITY: Choosing An Issue

OBJECTIVES

- To explore and examine possible research topics.
- To narrow down significant research issues.
- To select a research topic.

TIME NEEDED

- 30-60 minutes

MATERIALS

- Issue Chart (see attached example)
- Tape
- Markers
- Any research the team has done on any of the issues
- Real vs. Ideal Activity

INTRODUCTION

It's time to select the issue that we want to research in order to make change in our school or community. We have mapped out communities, examined what's really going on, and even pictured what we want to see for our schools, communities, and lives.

We have focused on broad topics like nutrition, including what we eat, where we get our food, access to food; physical activity; and the environment around us. Now, it's time to focus on one main issue so that we can create improvements and lasting change in our schools and communities.

INSTRUCTIONS

Hang up your issue chart (see attached example)

- Define each column and offer the example provided or one that you come up with.
- Designate a different color post-it for each column or, different marker colors for each).
- Hang up real vs. ideal activity.

Pass out post-it notes and markers to each participant. Youth can work individually or in small groups.

- Ask them to write down a response to each of the columns on the corresponding post-it.
- Ask them to stick their post-its to the chart.
- Once all the post-its have been hung have youth read through their responses.
- Discuss each issue that youth present.

***Encourage youth to use issues from their real vs. ideal activity (i.e. what is "real" is also a possible "issue" to work on).

GUIDING QUESTIONS

After mapping out each of these issues, which one seems most important and interesting to work on?

- Who does this issue affect?
- How does it affect them?
- How many people are affected by this issue?
- Are you interested in this issue?





What would a goal be for a project on this issue?

- Is this an issue that you want to change or improve?
- If you changed this issue, how would it improve your school, community, etc.?
- Is this issue researchable (given our time, resources, USDA guidelines, etc.)?

Is there anything else we need to find out about before we choose an issue to work on?

Which important, actionable, researchable issue do we want to work on?


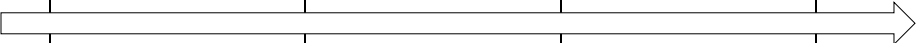
Congratulations!
You are on your way to creating important change in our world.





EXAMPLE: Choosing An Issue (Issue Chart)

Sample Butcher Paper*:

Issue & Example of the problem:	Ideal (What we Want):	Challenges or Barriers to Working Towards the Ideal	Allies (Who Will Support Us)	How Can We Get from the ISSUE to the IDEAL?
<i>EXAMPLE:</i> Liquor stores on every corner of our school's neighborhood.	Grocery stores and fruit stands.	Liquor stores bring in a lot of profit. Grocers don't want to set up their business in our neighborhood. Some youth and adults in the neighborhood.	Youth and adults who live in the neighborhood and/or go to our school. School administration and teachers.	Get city officials to invest in local grocery business. Petition liquor stores to leave our neighborhood. Work with liquor stores to provide more options like fruits, vegetables, and other healthy and affordable food.
Place post-its here... 				

*You should write the column headings/words in bold on your butcher paper/issue chart. You can also write in this example or one that you come up with. Have your youth research team continue to fill down the chart, using the attached instructions.







ACTIVITY: Developing A Research Question

OBJECTIVES

- To have a central focus for the research project.
- To create one main question for our research to answer.

TIME NEEDED

- 30-45 minutes

MATERIALS

- Issue Chart (from Choosing an Issue activity)
- Butcher paper (see attached example)
- Tape
- Markers

INTRODUCTION

Now that we have selected an issue to focus on, we want to figure out what we want to know about that issue. In order to do that, we need to develop our research question. Our research question will help us stay focused as we make this journey into our project. It will also keep us open to what the research (the information we collect) is really telling us about the issue we have selected.

Our research question will be our guide through the rest of this process. We will keep going back to it, to make sure we are staying focused on our issue and what we're trying to change.

INSTRUCTIONS

Hang up butcher papers. Hang up *Issue Chart* with chosen issue (or write chosen issue on a blank butcher). Brainstorm as a large group on the following questions:

- Butcher #1-What do you know about [fill in your issue here]?
- Butcher #2-What do you want to know about [fill in your issue here]? If you could ask other youth anything about this topic, what would you want to ask them?

Split into 2 teams (you can stay as one large group if you prefer). Each team should:

- Review the list of questions your brainstormed on *what you want to know about* [fill in your issue here].
- Choose 1-2 questions from the list OR create your own question based on the list that represent the most important parts of your issue.

Bring the teams back together. Each team should:

- Share the questions you chose or developed (1-2 questions).
- “Defend” why you think your questions are important in order to look at this issue.

You now have 2-4 questions to work with in order to develop your one main research question. As a whole group, you should:

- Talk about which question is the most important (i.e. the one you want to answer and work on changing).
- Discuss until you reach consensus on which question to use, or use your decision making process to choose your question.



HELPFUL HINT



It can be helpful to compare the research question to a research thesis (i.e. the kind of papers that students write for class):

You have a thesis statement (make sure everyone is familiar with this term) and you spend the rest of your paper trying to defend your thesis with your research.

You have a research question and you spend your project trying to “defend” or answer your research question with the information you collect (i.e. your research)!




EXAMPLE: Developing A Research Question Butchers



Sample Butcher #1:

What do you know about [fill in your issue here]?


Brainstorm...



Sample Butcher #2:

What do you want to know about [fill in your issue here]? If you could ask other youth about this issue, what would you want to ask them?

Brainstorm...



Sample Youth Team Butcher:

Our Top Questions

1)

2)

*You should write the words in bold on your butcher papers.

Each team should get a sheet of paper if they split up to narrow down questions.

Write your final **RESEARCH QUESTION** on a separate sheet of butcher paper that you can refer back to throughout the project.







ACTIVITY: Round Robin Tool Selection

OBJECTIVES

- To explore different research tools.
- To understand the costs and benefits to using each tool.
- To select a research tool.

TIME NEEDED

- 45 - 60 minutes

MATERIALS

- Flipchart paper (see attached butchers)
- Tape
- Markers
- Pens
- Sample survey, interview guide, observation guide, focus group guide, and photovoice guide

INTRODUCTION

Researchers can use many different tools to collect their data. The type of tool they select depends on their action research project goals and context. In this activity, youth researchers will learn about different types of tools in order to select the best one for their project.

INSTRUCTIONS

Set up 5 stations around the room. Each station should have a sample tool, a pen, markers, and a flipchart that corresponds to the tool (see attached). As a large group:

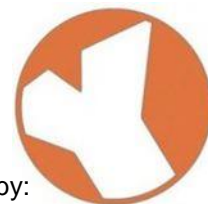
- Tour the room and stop at each station.
- At each station, ask the team to define the tool. Write their brainstorm or a definition of the tool on the flipchart.

Break the team up into groups of 2 - 3 people. Send each small group to a different station.

- At each station, the pair or group should use the sample tool that's provided (i.e. if it's a survey, they should take a part of the sample survey; if it's an interview, they should choose an interviewer and interviewee and ask a few questions from the sample interview guide).
- After they have sampled the tool, pairs or groups should brainstorm pros and cons for the station they are at. Chart pros and cons in the appropriate fields on the flipchart paper.
- Give team a few minutes at each station. Then, ask teams to rotate to their left or right.
- Now, they will use the tool at their new station and then add to the brainstorm that has already been started.



DEBRIEF



After each group has gone through all of the stations, come back together as a large group. Have each group share the pros and cons from each of the stations. Begin to narrow down tools by:

- What tool(s) make sense with our research question and what we're trying to find out?
- What type of information do we want to collect (quantitative – “statistics” or qualitative – “stories”...be careful not to limit a tool. For instance, you can collect some anecdotal evidence with surveys, etc.)
- Who do we want to talk to and get information from? A lot of people? A few people?
- What tool(s) will get us the best results for OUR research question?

HELPFUL HINTS

*For each sample tool, divide up the questions so that each group can answer a few questions when they get to the station, so they get an idea of what the tool is about (see attachment).

*For some stations, you will need to show groups how to conduct the tool. For example, you might have to show groups how to set up and run a focus group.

*As the facilitator, you can go around after teams have completed the flipcharts and add any other significant pros and/or cons to the sheet. Let the team know that you are adding to their sheets so that they have the full picture of using this tool in their research project.

*If the team is divided over which tool to use, you can suggest using your decision-making process to decide. Or, you can have youth stand by the tool station they want to use. Then, give them a few minutes to discuss why they think the team should use that tool. Go around the room like that until the team is persuaded to use one tool.



EXAMPLE: Round Robin Tool Selection Butchers



Sample Butcher #1:

SURVEYS	
Definition:	
PROS	CONS

Sample Butcher #2:

INTERVIEWS	
Definition:	
PROS	CONS

Sample Tool:

FOCUS GROUP GUIDE
1. What do you like to eat? 2. Where do you like to eat? 3. Who makes your dinner? (group 1) _____
4. What do you do for recreation? 5 Do you play outside? 6. What recreation places do you have in your community? (group 2) _____
7. What do people eat in your community? 8. Where do they shop for food? 9. How do they get places? (group 3) _____

You draw these lines to divide sample into groups.







ACTIVITY: Research Question To Tool Development

OBJECTIVES

- To use your research question brainstorm to develop questions for your research tool.

TIME NEEDED

- 45 to 60 minutes

MATERIALS

- Issue Chart (from *Developing a Research Question*)
- Butcher Paper (see attached example)
- Tape
- Markers

INTRODUCTION

Use this activity once you have already decided what research tool(s) you will use for your project. Instead of re-creating the wheel to develop your tool questions, use your Research Question brainstorm to serve as a guide (see attached example).

INSTRUCTIONS

→ Hang up butcher papers. Hang up *Research Tool Development* butcher.

Split into 2 teams (you can stay as one large group if you prefer). Each team should:

- Review the list of questions you brainstormed on *what you want to know about* [fill in your issue here].
- Decide which questions would make good questions for your research tool based on your overall research question.

Bring the teams back together. Each team should:

- Share the questions you chose for the research tool.
- “Defend” why you think your questions are important in order to answer your research question.
- Remove or combine duplicate or similar questions.**

Repeat this process with the question *what do you want to ask youth about this issue*.

You now have a set of questions to develop for your research tool:


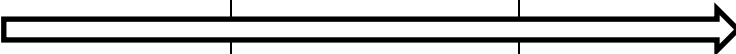
- If you are writing a survey, re-write the questions as survey questions. Review the different types of survey questions and split your youth into pairs or trios to write the questions in the different formats to figure out which format is best.
- If you are writing a focus group or interview guide, review sample guides and the structure of a guide. In pairs or trios write a draft focus group or interview guide with the selected questions.
- Share surveys and focus group or interview guides. Continue to revise and edit.



EXAMPLE: Research Question To Tool Development Butcher

Sample Butcher:



Issue & Example of the Problem:	Ideal (What We Want):	What Do You Want To Know About Your Issue?	If You Could Ask Other Youth About Your Issue What Would You Ask?
<p><i>EXAMPLE:</i></p> <p>Issue:</p> <p>Liquor stores on every corner of our school's neighborhood.</p> <p>Research Question:</p> <p>How do liquor stores affect the health of our community?</p>	<p>Grocery stores and fruit stands.</p>	<p>How many liquor stores are in the neighborhood?</p> <p>Do they get fined for selling to underage youth?</p> <p>Who owns the liquor stores?</p> <p>What kinds of fruits and vegetables or healthy foods would the community want to purchase at a liquor store?</p> <p>What kinds of fruits, vegetables or healthy products would stores be willing to sell?</p>	<p>How do youth feel about the liquor stores in the neighborhood?</p> <p>How often do you go to the liquor store?</p> <p>What do you buy there?</p> <p>Would you like to have healthy food and drink options at the liquor store?</p> <p>What kind of healthy foods/drinks would you purchase?</p>
<p>Place post-its here...</p> 			





ACTIVITY: Tool Games (Designing Your Research Tool)

OBJECTIVES

- To understand the design of different research tools.
- To understand the different types of tool questions.

TIME NEEDED

- 30 minutes

MATERIALS

- Tool Game Boards A & B (see attached)
- Answer Choices Set A & Set B (see attached)

INTRODUCTION

This activity is used to learn about the different types of questions a research team can create for their tool(s). There is one game for surveys and one game for focus group and interviews. The specific game should be used once a team has selected their tool(s).

INSTRUCTIONS

Post Game Board A on one wall and Game Board B on opposite wall (if possible). Post Answer Choice Set A opposite of Game Board A. Do the same for Answer Choice Set B. Divide the group into Team A and Team B:

- Have each team start by their game board.
- When facilitator says “Go”, teams must run across the room and grab answer choices (they can only grab one choice at a time).
- They will run back to their board and stick the answer choice where they think it goes.
- When a team has all their answer choices pasted on their game board, they should yell, “Done”!
- The facilitator will check their work. The other team should continue trying to complete this board.
- If the first teams’ work is incorrect, the facilitator will let them know and they must continue to work out the problems.
- Whoever completes their board first and correctly wins!

DEBRIEF

Review the winning game board as a big group

- Have youth read through the different types of questions and their correct answer.
- Discuss why you would use each question, how, what they are, etc.
- Ask the team if they can think of examples.



Tool Games Cheat Sheet

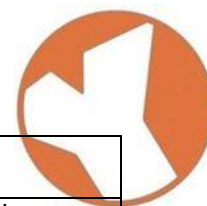


Discussion points for Survey Questions:

Type of Question	What is It	Why/When/How to Use
(Likert) Scale	<ul style="list-style-type: none"> *Measure attitudes *Usually asks someone to respond on a type of scale like <i>strongly agree, agree somewhat, disagree, strongly disagree</i> 	<ul style="list-style-type: none"> *Good when you want to know someone's feelings or attitudes towards something *Gives you powerful information in a simple format *You can force someone to give their opinion by not offering a neutral choice (i.e. "don't now, neither agree nor disagree, etc.)"
Multiple Choice	<ul style="list-style-type: none"> *Offering many options in answer to one question 	<ul style="list-style-type: none"> *You can collect a lot of information with one question *Allows you to get at more specific information *You can ask someone to choose one answer, or choose as many as apply *You can offer an "other: _____" choice where someone can fill in an answer that you didn't give them
Rating	<ul style="list-style-type: none"> *Asks someone to measure something independently without asking them to compare the choices to each other *Usually uses a number scale to collect responses (e.e. 1-5, 1 being the easiest and 5 being the hardest); the same number can be used multiple times 	<ul style="list-style-type: none"> *Allows researchers to evaluate answer choices numerically *Allows researchers to use a scale to evaluate multiple factors *Be sure to differentiate ranking and rating for researchers
Ranking	<ul style="list-style-type: none"> *Asks someone to compare multiple things to each other and put them in a specific order (easiest to hardest, least important to most important, dislike to like, etc.) *Usually uses numbers to collect responses; a number can only be used one 	<ul style="list-style-type: none"> *Allows researchers to see how someone compares answer on one issue *Allows researchers to evaluate what is significant to someone
Yes/No I True/False	<ul style="list-style-type: none"> *A statement is presented and someone is forced to choose between two answers *This can be used to test knowledge, gain factual information, or asses, feeling and attitudes 	<ul style="list-style-type: none"> *This question is used if you want quick and basic information *Analysis and information collected is limited on a yes/no question
Open-ended	<ul style="list-style-type: none"> *A fill-in-the-blank question *There is not a fixed answer to the question; survey respondent creates the answer themselves 	<ul style="list-style-type: none"> *This question allows you to collect anecdotal information in a survey, think carefully about what you will do with the information *Open-ended question get a wide range of responses and a lot of information that is difficult to analyze *This type of question is most often left blank on surveys



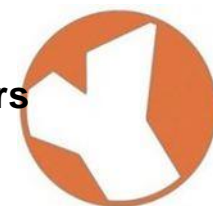
Discussion Points for Interview and Focus Group Guides:



Type of Question	Description	Comments
Opening	*A warm-up question. It familiarizes the interviewer with the interviewee and attempts to make the interviewee more comfortable.	*Examples of opening questions are: <i>how are you; how did you decide to participate in this interview today, etc.</i> *This can be limited to 1-2 questions
Background	*Question(s) used to collect information on the participant and their relationship to the subject you are discussing	*Examples of background questions are: <i>why are you interested in issues of food access; what experiences do you have with physical activity</i>
Body	*The “meat” of the interview or focus group *Questions that get at the main issues in your research	*This should be the bulk of your interview or focus group guide *Examples of body questions are: <i>how do you people in your community participate in physical activity; how do you feel about the kinds of foods you have access to in your community, etc.</i>
Closing	Question(s) that wrap up the interview or focus group	*This should give the interviewee an opportunity to say any last thoughts or give information that wasn’t asked about but they think is relevant to the issue *Examples of closing questions are: <i>is there anything else you’d like to add about the issue of food access in your community; do you have any other comments in closing, etc.</i>
Close-Ended	*Questions that someone can answer in one word *Questions that don’t allow someone to elaborate in their answer	*It is not recommended that researchers use these kind of questions in their interviews or focus groups *Examples of close-ended questions are: <i>do you have fresh fruit in your community; do you have a recreation center in your neighborhood, etc.</i>



EXAMPLE: Tool Games (Designing Your Research Tool) Butchers



Sample Survey Game Board:

SURVEY MATCHING GAME – TEAM A					
<p>On a scale of 1-5 (1=no influence and 5=great influence), please mark how much each of the following people influence your choices to exercise:</p>					
	No Influence				Great Influence
Friends	1	2	3	4	5
Parents	1	2	3	4	5
Girl/Boyfriend	1	2	3	4	5
Teacher	1	2	3	4	5
<p>I feel that young people in the community make responsible choices about foods they eat.</p> <p style="text-align: center;">Yes No</p>					
<p>I believe it is easy for young people in the neighborhood to purchase fruits and vegetables.</p> <p style="text-align: center;">Strongly Disagree Disagree Agree Strongly Agree</p>					
<p>What is the main reason youth do or don't exercise in the community?</p> <p>_____</p> <p>_____</p> <p>_____</p>					
<p>Please rate from 1 to 4 (1 = easiest 4 = hardest) how hard it is for youth to get foods in your community:</p> <p style="text-align: center;">____ Fruits ____ Whole Grains ____ Candy ____ Soda</p>					
<p>What types of recreational activities are available in your community?</p> <p style="text-align: center;">Parks Youth Center Basketball Swimming</p> <p style="text-align: center;">Bike Paths Walking Trails Other: _____</p>					





Photovoice

What is Photovoice?

Photovoice is a method that engages people in reflecting representation of their own community and to use their voices about how their experiences may relate to larger social forces or more general ideas. Researchers discuss the camera's ethics and power; ways of seeing photographs; and philosophy of giving photographs back to community members as a way of expression, appreciation, respect or camaraderie. In the photovoice process, researchers take and choose photographs that most accurately reflect the community's concerns and assets. They tell stories about what the photographs mean and identify issues themes, and other theories that emerge.

Pros

- This approach allows researchers and community members to make meaning about what matters to them
- This is a good way to collect information about the environment and the people in it
- It allows researchers to explore and utilize their creativity in the research process

Cons

- You cannot ask any specific questions to people, so you may not fully understand what you see
- You may miss the whole story because people are not using their own words
- People may feel uncomfortable being photographed

Skills Needed

- Photography / Camera skills
- Attention to detail
- Clear safety guidelines
- Application of Photography ethics
- Data analysis skills – finding themes in the data

Tips for Taking Pictures

You should have clear guidelines for what you want to be looking for in their community. You may be looking for interactions between people doing things, and/or you may be looking for things in the physical environment. You may looking to collect numbers (i.e. How many youth are hanging out on the street?) or descriptions (i.e. what types of foods are available in the local corner store?)

Youth should select photographs they consider most significant, or simple, like best from all they have taken.

Tips for Contextualizing the Data

Photovoice is a participatory process that involves contextualizing or storytelling. People will describe the meaning of their images in small and large group discussions. Photographs alone considered outside the context of a community's voice and stories would contradict the essence of Photovoice.





PHOTO VOICE Guiding Questions

1. What do you **See** here?


2. What is really **Happening** here?


3. How does this **Relate** to your life?

4. **Why** does this situation, concern or strength exist?

5. How could this image **Educate** the community, policy makers, etc.?

6. What can we **Do** about it?





CHAMPIONS
for CHANGE™

Photovoice Project: Train the Trainer

Kamaljeet Khaira
Youth Initiatives Consultant


Adapted from Kaiser Permanente's Community Benefits & The Center for Community Health and Evaluation at Kaiser Permanente



Photovoice Definition:

“Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique.”


Wang & Burris, 1997



Photovoice


Three Main Goals:

- To enable people to record and reflect their community's strengths and concerns
- To promote critical dialogue and knowledge about important issues through group discussions of photographs
- To reach and influence policy makers



Photovoice Applications


- Needs Assessment Healthy Foods & Activity Example
- Asset Mapping Organic Foods and Parks
- Program Evaluation Thriving Communities Example



Steps in Photovoice


2-3 Community Sessions:

1. 1st Photovoice Session
2. Youth leaders take photographs
3. 2nd Photovoice Session
 - Youth leaders discuss photographs
 - Youth leaders write captions for chosen photographs




Steps in Photovoice

4. 3rd Photovoice Session (optional)
 - Youth leaders discuss a plan for using their photos for advocacy
5. Youth leaders present their photos and findings to other community members and/or stakeholders at exhibit (or other venue) in order to facilitate change




Photovoice Project

- Photovoice as a participatory research and evaluation tool for youth programs
- Can be used to inform program and policy change
- Evaluation: baseline photos before strategies begin; follow-up photos after the strategies have been implemented




Photovoice in 2 to 3 sessions



Photovoice Training Outline


- Session 1 Introduction to Photovoice
- Goals for Youth Project
- Photography Power, Ethics & Legal Issues (consent)
- Camera & Shooting Basics: "Photography 101"
- Discussion of themes for taking pictures (T1)
- Take pictures



Photovoice Training Outline


Session 2

- Group discussion of first (and second) round of pictures
 - Selecting
 - Choosing the photographs that most accurately reflect the community's concerns
 - Contextualizing
 - Telling stories about what the photographs mean
 - Codifying
 - Identifying the issues, themes, or theories that emerge



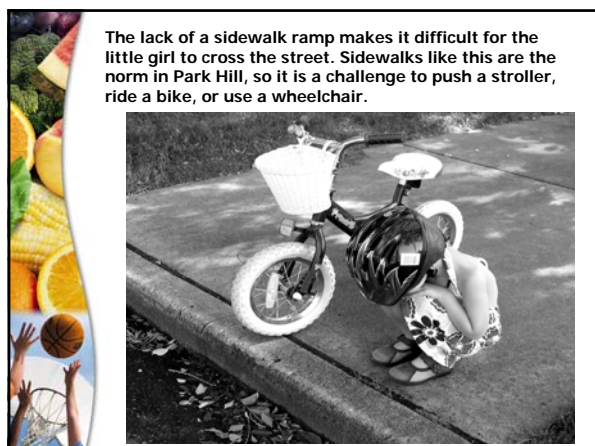
Photovoice Training Outline

- Documenting the stories
 - Writing captions to selected photographs
- Identifying key decision makers
 - Discussion of presentation to policy makers and community at presentation of photographs



Photovoice Training Outline

- Session 3
 - Share photographs and captions
 - Group discussion of photographs
 - Critical reflection and dialogue
 - Plan for further use
 - Practicing for presentation to decision makers and community



Photography Power & Ethics

- What is your responsibility when you carry a camera?
 - Framing an issue
 - Safety
- What does it mean to take someone's picture?
 - Privacy, culture, power, storytelling
 - What are the rights of others

Photography Power & Ethics

- What is an acceptable way to approach someone when taking their picture?
- Should someone take pictures of others without their knowledge?
- What would you not want to be photographed doing?
- To whom might you wish to give photographs, and what might be the implications?

5 Ethical Guidelines for Taking a Picture

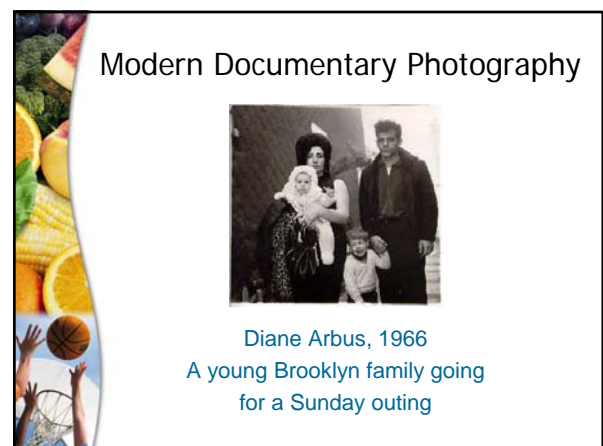
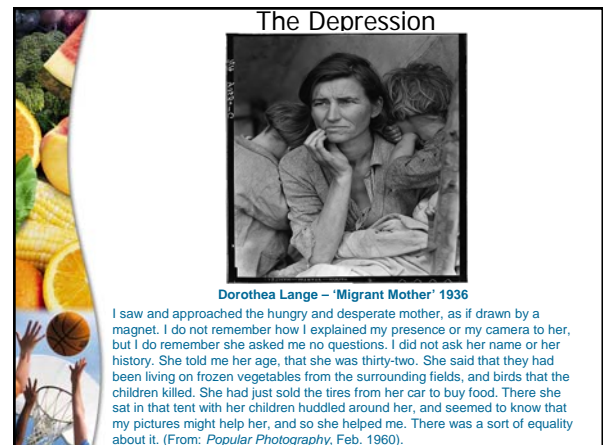
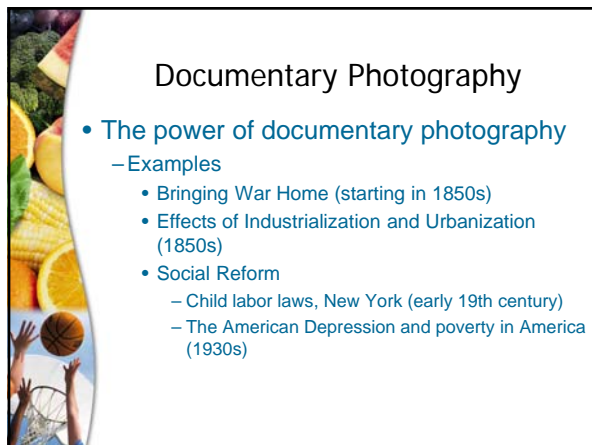
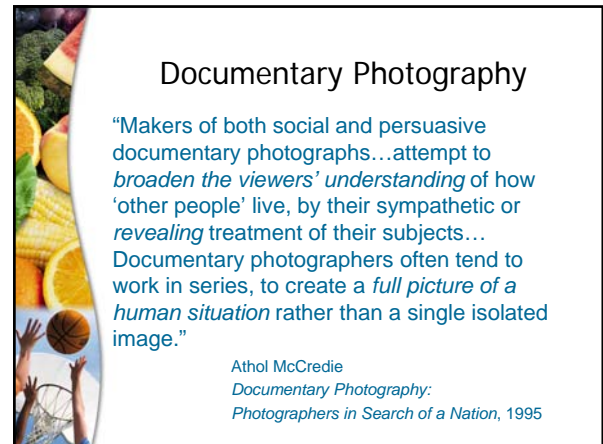
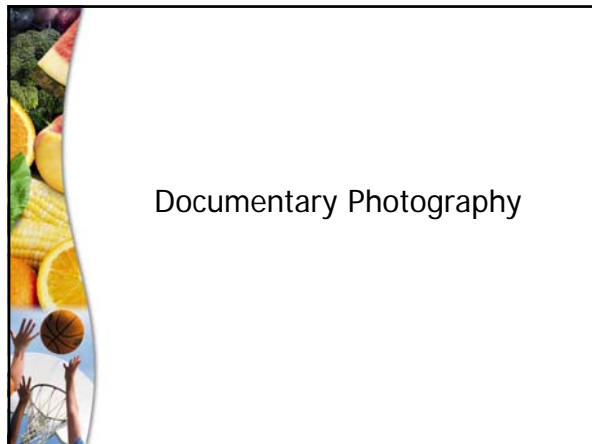
- **Autonomy**
 - The right to participate or decline to participate
- **Do No Harm**
 - Am I creating and using photos in a manner that will do no harm to persons appearing in photos?
- **Do Good**
 - What is my intention or purpose for taking this photo?
- **Fidelity**
 - Am I using photos in a context that fairly represents the real situation in this photo?
- **Justice**
 - Am I photographing people with the same respect I would show to neighbors and strangers in my home community?

Legal Issues in Photography

- Permission to take someone's picture
 - Written consent (photo release)
- Pros and Cons of written consent
 - Pros: ethical, clear intent, dialogue, safety
 - Cons: lack of spontaneity, safety
- How to get written consent
 - Before the photo is taken
 - Explain project, review consent form, get signature
 - Give consent forms to photovoice trainer with description of photograph

When Do I Need Informed Consent?

Consent <u>Not Needed</u>	Obtain <u>Verbal</u> Consent	Obtain <u>Written</u> Consent
Non-recognizable individuals in public (faces and all other identifying features are obscured).	All individuals in all settings when possible .	Individuals whose faces can be recognized (in a public or private setting).
Public figures in public (celebrities, politicians at campaign launches).		Parents, guardians, or teachers of children that appear in your photograph.
Photos taken of public places, objects, or environments without people in them.		Individuals in any setting where personal, private information is exposed in the photo or document in the corresponding caption.





Photography 101

How to shoot a photograph rather than taking a snapshot



Photography 101: Light

Pay careful attention to the light conditions in your photograph.

- When trying to avoid harsh shadows, shoot photographs of people in covered shade so the light is even more even across your subject(s).
- Try to place the sun at your back when you are shooting your photographs. This will help you avoid backlit subjects with shadowy faces.



Photography 101: Light

When shooting a photograph, hold the camera steady and release the shutter carefully.

- Hold the camera with both hands, with elbows against your body and feet spread apart. This helps to avoid camera shake or vibration which leads to un-sharp pictures.



Photography 101: Subject

Have a strong center of interest in your photo.

- Get as close as you can with your camera to include only what is needed in the frame. Photographs often have extra things in the frame that distract from the center of interest.



Photography 101: Framing

Pay attention to the background in your photo.


- Watch for clutter or for an object like a telephone pole that might appear to be growing out of the subjects head on the final photo.
- Are the elements in your photograph's background important for telling the story you want to tell?



Photography 101: Composition


Composition is the placement of elements (people, objects, environment) in a photograph within the restriction of the frame of the photograph.

- Pay attention to how you arrange the people, objects, and environment in your photograph.




Selecting Photographs

- **Group Discussion of photographs**
 - Break into small groups of 3-5 to choose photographs (2-3 photographs per person)
 - For HEAL-CHI the small groups should break up by sector to discuss the photographs




Group Discussion of Photographs

- Critical reflection & dialogue about photographs
 - Selecting
 - Choosing the photographs
 - Contextualizing
 - Telling stories about what the photographs mean
 - Codifying
 - Identifying issues, themes, or theories that emerge




Contextualizing Photographs

- **In small groups, discuss the photographs using the SHOWeD method:**
 - What do you see here?
 - What is really happening here?
 - How does this relate to our lives?
 - Why does this situation or concern exist?
 - What can we do about it?



Codifying Photographs


- **In small groups identify any:**
 - Themes or issues that arose from group discussion of photographs
- **Writing captions for photographs**
 - Using the responses to the SHOWeD questions, or group discussion, write captions for 2-3 photographs



Identifying Photovoice Audience (decision makers & the community)


Group discussion of policy change issues

- What implications arose out of the discussion of the photographs?
- What key action items do the community members want to focus on?
- Which decision makers should we target and invite to the photovoice presentation?




Identifying Photovoice Audience

- Identifying key decision makers as audience for photographs
- Who should be invited from the community?
 - What kind of change is important?
 - How does the community want to present their photos to the decision makers?




Preparation for Photovoice Presentation

- Share photographs that participants want to present to decision makers/community
- Discuss the themes and potential solutions to present at the community photography exhibit(s)
- Ask for volunteers to present photographs and practice presenting



Preparation for Photovoice Presentation

- Send out invitations based on who community wants to be at presentation
 - Invite people that are part of the theme of the photographs (e.g., city planners, restaurateurs, etc.)
- Send out press releases and advertisements well in advance of presentation
- Contact decision makers and personally invite them to event and explain the significance of the project in their community



Kaiser Permanente's Colorado Thriving Communities Photovoice Project Example


Presentation to Policy Makers



By actively engaging decision makers, residents were able to get them to focus their efforts on addressing the following community-oriented concerns in their future policy agendas:



- Safer streets and sidewalks
- Healthier food offerings in schools and restaurants
- A refocus on healthy food and activity environments by neighborhood service organizations
- City planning efforts that emphasize walkability and access to healthy food

Thank you to Kaiser Permanente's Community Benefits & The Center for Community Health and Evaluation for allowing us to adapt this presentation.



Surveys

What is a survey?

During a survey people write down answers to questions on a form that includes both the questions and the answers. Surveys are often given out in places where a number of people are gathered (a classroom, during an after-school program, etc.) Unless people need help reading or understanding the questions, the survey is normally done independently and then handed to the researcher when the survey is done. If the survey is confidential the person taking the survey does not put their name or anything else to identify them on the survey. Questions on surveys usually offer a set group of answers. Because people are all responding from the same set of answers the responses can be counted (tallied) when all of the surveys are done. Using a survey you can report finding like “80% of People surveyed said...”

Pros

- It is easy to survey a large number of people in a very short time
- People being surveyed often feel comfortable that no one will know which responses are theirs so they are more willing to answer honestly.
- Data analysis is easier because everyone chooses from the same answers.

Cons

- You cannot ask someone to offer more information or clarify an answer
- You may miss the whole story because people are not using their own words
- Because you cannot see people as they respond you don't see their body language to know if they feel uncomfortable or don't understand a question.

Skills needed

- Public speaking skills (to introduce the survey to the people taking it)
- Developing clear survey questions
- Data entry or tallying skills
- Data analysis skills – calculating statistics from the data

Sample Survey Questions

Questions on a survey are normally close-ended and are answered by a set of answers. One of the biggest advantages to surveys is that all of the respondents are choosing from the same answers. The questions should be clear and easy to read by the people being surveyed.

Scale Questions:

I feel that it is easy for young people in this neighborhood to buy alcohol

Strongly Disagree

Disagree

Don't Know

Agree

Strongly Agree

Multiple Choice:

Which adults have the most influence over choices youth make to use alcohol and drugs?

Parents or Guardians

Doctors or Nurses

Teachers or Other family members

Other: _____



INTERVIEW GUIDE [SAMPLE]

Alameda High School

Student Research Team '04-05



Demographic Questionnaire: (to be given out in written form for people to fill out before their interview).
The specific answer choices (if any) have yet to be decided on, but these are the demographic questions that the team feels are important for them to know:

Grade
Age
Gender

Race/Ethnicity
Religion
Sexual Identity/orientation

Interview Guide

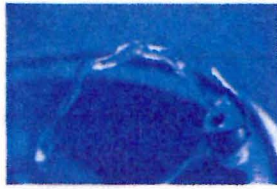
Start with background questions: How was your day? Why did you want to do this interview?

Before starting the interview, say: This interview is confidential. If you have questions at any time, please ask them. Please ask me to repeat anything that is confusing. If you feel like adding any part to your answer, tell me and we can go back. Do you have any questions?

How do you like Alameda High School?
What classes are you taking?
How are they going?

1. What stresses you out?
 - a. What bothers you?
 - b. What stresses you out the most?
 - c. Ask specific follow-up questions based on their response?
2. What do you worry about?
 - a. How do homework or grades affect your stress?
 - b. What type of grades do you aim for?
 - c. Do your parents play a role in stressing you out or in relieving your stress? How?
3. Are there certain times when you are more stressed than others?
 - a. How often does it happen?
4. How do you feel when you're stressed?
 - a. Do you feel better when you're around others or alone?
5. In general, what type of personality do you think you have?
6. How does stress affect what you say and how you act?
 - a. When you're stressed, do you get into more arguments with people?
7. Do you have outlets to relieve your stress, such as places you go or things you do?
 - a. (If yes) How do you use those outlets to relieve your stress?
 - b. (If no) Are you aware of outlets that are available?
8. Do you often feel pressured about your future and does it stress you out?
9. Who, if anyone, do you talk to about your problems?

- a. Has it helped?
 - b. How has it helped? OR Why didn't it help?
10. Does society play a role in your stress and if so, how?
- a. Do you compare yourself to others?
 - b. How does the media affect you?
11. Do your race, gender, grade, age, religion, sexual identity/orientation play a role in your stress and how? (You can reference the blank demographic questionnaire.)
12. Is there anything else related to stress that you want to tell me?
13. Do you have any questions?



Is Del Norte High School Ready for a Water Revolution?

Del Norte High School's CHANGE (Creating Healthy and Nutritional Goals Everywhere) team would like to know if you would drink more water if you had access to clean drinking sources. Please help us by filling out the following survey about drinking water. **All answers are confidential.**

Your support is greatly appreciated; we want to hear from you!

1. **What grade are you in? (Please circle one)** 9 10 11 12
2. **What is your race? (Please circle one)**
African American Asian American Caucasian Latino/a
Native American Other _____
3. **How would you rate the importance of having access to clean drinking water at school?**
Not important somewhat important Very important
4. **What do you normally drink at school? (check all that apply)**
Soda _____ Milk _____ Energy Drinks _____ Fruit Juice _____
Water _____ Sports Drinks (i.e. Gatorade, Propel) _____
Coffee type drinks _____ Other (please specify) _____
5. **If you checked that you drink other kinds of beverages at school (number 4 above), where do you buy/get them from? (Check all that apply)**
Bring from home _____ Buy from vending machines _____
Buy at local markets/stores _____ Buy from Silly Suzie's _____
Buy from local coffee-type business _____
Other (please specify) _____
6. **Do you prefer water to other drinks?** Yes No
7. **How many times a week do you buy water at school?**
None _____ 1-3 times _____ 4-7 times _____ more than 7 _____
8. **Where do you get your water from? (check all that apply)**
Water fountains _____ Cafeteria _____ Vending machines _____
Bring from home _____ Buy off campus _____ Nutrition room _____

9. Do you drink water from the water fountains here at school? Yes No
If no, why not? _____

10. If clean drinking water was more accessible, I would drink more water.
(Circle the best answer)
Strongly agree Agree Disagree Strongly Disagree

11. Would you drink more water if our school had water/hydration stations?
Yes No



12. If you could have drinking fountains or water stations located anywhere in our school, where would you place them?
A Hall _____ B Hall _____ C Hall _____ D Hall _____
Small Gym _____ Large Gym _____ Multi-purpose Room _____
Cafeteria _____ Other (please be specific) _____

13. Would you drink more water at school if you had access to reusable water bottles (BPA free or Stainless steel) i.e. incentive from Warrior OT, club fundraiser, ASB, Leadership etc.
Yes No

14. How do you feel about the following statement: I believe that water is important to my overall health and well being. (Circle the best answer that applies)
Strongly agree Agree Disagree Strongly Disagree

Thank you for completing this survey!
Your voice is important!!!!



Is Orange High ready for fresh, nutritious foods in their vending machines?

We would like to see nutritious, fresh foods for snacks in the vending machines at school. Please help us by filling out the following survey about your eating habits and what you would like to see in the vending machines. All answers are confidential and we would appreciate your honest answers. We will try and use this information to make our campus healthy and positive. Your support is greatly appreciated; we want to hear from you!

1. What is your age? (please circle one) 12 13 14 15 16 17 18 19+

2. What is your race? (please circle one)

African American Asian American Caucasian Latino/a Native American Other _____

3. Do you like eating fresh foods? ☐ Yes ☐ No

4. How often do you eat breakfast during the week?

- | | |
|---|--|
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Everyday |
| <input type="checkbox"/> Two times a week | <input type="checkbox"/> Three times per month or less |
| <input type="checkbox"/> Three times a week | <input type="checkbox"/> Never |

5. Do you eat lunch? ☐ Yes ☐ No

6. How many times a week do you buy lunch at school?

- | | |
|---|--|
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Everyday |
| <input type="checkbox"/> Two times a week | <input type="checkbox"/> Three times per month or less |
| <input type="checkbox"/> Three times a week | <input type="checkbox"/> Never |

7. Currently, what is the source of your lunch (how do you get lunch)?

- ☐ Cafeteria
- ☐ Food Cart
- ☐ Vending Machine
- ☐ Bring from home
- ☐ Other (please explain) _____

8. Would you like a mix of fresh fruit, fresh sandwiches, 100% fruit juice, soda, candy and chips in the vending machine? ☐ Yes ☐ No

9. Which of the following foods would you buy from a vending machine? (Please mark all that apply)

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> Celery sticks with Peanut | <input type="checkbox"/> Granola bars | <input type="checkbox"/> Yogurt |
| <input type="checkbox"/> Carrots and ranch dressing | <input type="checkbox"/> String Cheese | <input type="checkbox"/> Fruit Juice |
| <input type="checkbox"/> Fruit cups | <input type="checkbox"/> Pretzels | <input type="checkbox"/> Apples |
| <input type="checkbox"/> Oranges | <input type="checkbox"/> Salad | <input type="checkbox"/> Trail Mix |
| <input type="checkbox"/> Apples | <input type="checkbox"/> Sandwiches | |

10. How would your eating habits change if there were additional healthy options at school?

- ☐ They would not change
- ☐ I would eat more fruits and vegetables
- ☐ I might try the healthy foods/snacks
- ☐ I would not try anything new

11. The food choices at school are healthy? (Circle the best answer that applies)

Strongly Agree

Agree

Disagree

Strongly Disagree

12. Do you play sports on campus? ☐ Yes ☐ No

13. Why should we (as a student body) have more nutritious foods available to us on campus?

14. Who on our campus and in our community can help us make these changes? (check all that apply)

- ☐ Individual students
- ☐ Student groups/clubs
- ☐ Teachers
- ☐ Principals
- ☐ Parents
- ☐ Others (Please list) _____

15. Do you feel there are any barriers to changing food choices in the vending machines on campus? If you answer YES, please explain what you feel these barriers are. ☐ Yes ☐ No

**Thank you for completing this survey.
Your voice is important!**





Interviews

What is an interview?

An interview is a guided, one-on-one discussion. The person running the interview uses a set list of questions (interview guide) to guide a discussion. The person running the interview is responsible for making sure that each question is answered completely. Either the person running the interview or another note-taker takes notes about what the person being interviewed is saying. Sometimes the discussion is taped so that the person running the interview can go back and listen to the discussion again. Once all of the interviews are done, the researchers look through all of the notes to identify the themes in the responses.

Pros

- People respond in their own words so you can get the whole story.
- Because the discussions are one-on-one, people often feel comfortable sharing personal information.
- It is easy for the person doing the interview to sense how seriously people are taking the interview and responding.

Cons

- People may have a hard time opening up if they don't trust the interviewer.
- Because the discussions are one-on-one, it can take a lot of time to get information from a number of people.
- The data that you get back (qualitative data) can be hard to analyze.

Skills needed to run a focus group

- Clear communication skills
- Prompting and questioning skills
- Active listening skills
- Note-taking skills
- Data analysis skills – finding themes in the data

Tips for developing an interview guide

Questions for an interview guide should be open-ended (the answers should be more than one word and should not be yes/no questions). Questions should begin with words like how, what, tell me about..., etc. Questions should include prompts – other questions that you can add to get people talking. The questions should be clear and easy to understand by the people in the group.

Example:

Good focus group question: Tell me about how young people are treated by adults in this neighborhood. What does it look like? What happens? How do young people react to adults? What kind of environment does this create for youth and adults?

Poor focus group question: Do you know how adults treat young people in this neighborhood?

Tips for note-taking

Make sure your notes are clear and can be read by someone other than you. Make sure that it is clear which question is being answered for which notes. Try and write down, as close as possible, what the person being interviewed is saying. Do not try to summarize the notes or pick out themes while you are taking notes – this will be done after the interviews are done.





Focus Groups

What is a Focus Group?

Focus groups are group interviews. The person running the focus group uses a set list of questions (focus group guide) to guide a discussion. The person running the group makes sure that all of the people in the focus group speak up and answer each of the questions. Another person sits in the room and takes notes about what people are saying. Sometimes the discussion is taped so that the people running the group can go back and listen to the discussion again. Once all of the focus groups are done, the researchers look through all of the notes to identify the themes in the responses.

Pros

- People respond in their own words so you can get the whole story.
- You can gather information from a number of people at the same time.
- During the focus group, the researcher can ask specific questions if someone brings up an interesting topic.
- People may feel more comfortable talking when they see that other people are talking too.

Cons

- Confidentiality can be a problem because people can hear other people's answers.
- Compared to a survey, it takes a lot of time to get information from a lot of people.
- The data that you get back (qualitative data) can be hard to analyze.
- People's answers may be influenced by the responses of others in the room.

Skills needed to run a focus group

- Public speaking and interviewing skills
- Facilitation skills (to make sure that everyone is participating and no one is dominating)
- Active listening skills
- Note-taking skills
- Data analysis skills – finding themes in the data

Tips for developing a focus group guide

Questions for a focus group guide should be open-ended (the answers should be more than one word and should not be yes/no questions). Questions should begin with words like "how, what, tell me about..." etc. Questions should include prompts – other questions that you can add to get people talking. The questions should be clear and easy to understand by the people in the group.

Example:

Good focus group question: Tell me about a time when you felt discriminated against in your school. What happened? Who was involved? What did it feel like? How did you react to the discrimination? How did people around you respond?

Poor focus group question: Have you ever been discriminated against?



Tips for note-taking

Make sure your notes are clear and can be read by someone other than you. Make sure that it is clear which question is being answered for which notes. You may want to use a new sheet of paper each time that the person running the group asks a new question and number the sheets to match the question number on the focus group guide. Try and write down, as close as possible, what the people are saying. Do not try to summarize the notes or pick out themes while you are taking notes – this will be done after the groups are done.



Youth Focus Group Questions Draft [SAMPLE]

1. How long have you been living in SF?
2. What is the biggest challenge for you living in San Francisco? What progress have you made in overcoming this challenge?
3. What do you think is the biggest challenge for LGBTQQ youth in SF? How would you solve this problem?
4. What is your experience trying to access social services in San Francisco? How would you improve these services? What kind of housing/healthcare, etc. would work best for you?
5. How have you experienced discrimination in SF? (Follow-up questions about gender identity, sexual orientation, race, etc.)
6. What kinds of support around job search/job training would be most helpful for you? What opportunities would you like to have?
7. How have you been treated by service providers? How would you like to be treated by service providers?
8. What do you need to feel safe in San Francisco? How have you been treated by authority figures, police, shelter staff, etc.?
9. Who do you turn to for support? How does your family support you and your choices?
10. What do you think about mental health services for LGBTQQ youth? What kinds of services would you like to see?
11. Where would you like to be in 5 years and what would it take to get there?



Observations

What is an observation?

During an observation, the researchers identify a set of specific locations that they want to observe that relate to the research questions. The research team creates a list of features to observe (observation guide) and decides how long they will observe at each site.

In traditional observations, the observer does not interact with the people whose behavior you record and the observer does not alert people that you are observing them. However, current research trends use participatory observations, in which the observer can interact with the people whose behavior is being monitored and can share with them that they are a participant observer. After the observations are completed the researcher will look for themes and commonalities from their collected observation data.

Pros

- Use can document what you directly see which may differ from what people report about their behavior in interviews, focus groups or surveys.
- This is a good way to collect information about how people act or interact in a specific situation.
- Useful for collecting information about the environment and people interact with it.

Cons

- You cannot typically ask any specific questions to allow participants to explain their behaviors so you may not fully understand what you see.
- You may miss the whole story because people are not using their own words.
- People may feel uncomfortable if they realize that they are being observed.

Skills needed to do observations

- Active listening skills
- Attention to detail
- Note-taking skills
- Clear safety guidelines
- Data analysis skills: looking for themes in the collected data

Tips for developing an observation guide

An observation guide should have clear guidelines about what you want to be looking for at each site. You may be looking for interactions between people (e.g., youth and storeowners; police and youth; students and teachers, etc) and/or you may be looking for things in the physical environment (e.g., where alcohol is displayed in a store; who is hanging around; how many times students are asked for input). The guide may be looking for numbers (i.e, how many youth under 21 enter the store?) or descriptions (i.e, what type of items are people purchasing in the store?)

Tips for note taking

Make sure that your notes are clear and can be read by someone other than you. Make sure that you are making notes about what you are actually seeing and **not** what you think is happening. Describe only the things that you can directly observe.

Note: With observations it is important to make sure that you do not make assumptions about what is happening and instead document things as you see them. You will be documenting some of your impressions but you need to make sure that you are documenting what is really happening.



School Observation Activity

What to observe	Notes on Your Observations	Questions from your observations
Describe the facilities (i.e. hallways, bathrooms, buildings, etc.) of the school		
Describe the community areas (i.e. the areas where students hang out)		
Describe places where students do not/are not allowed to go on campus. How could you tell?		
Describe the adults you see on campus (Do you see teachers, school staff, security, police?)		
Describe the interactions between the adults and the students.		
Describe student interactions with each other.		
Describe the schools approach to discipline (Are the "rules" posted on campus? Did you witness a student getting disciplined?)		
Describe your feelings about the school. (Does it feel open, inviting, unfriendly, etc.?)		

OVERVIEW: STEPPING STONE 4 SKILL DEVELOPMENT

Now that the research design is complete, it needs to be implemented. In order to do this, youth researchers will have to have the knowledge and skills to conduct research that yields accurate, reflective, and meaningful data. Stepping Stone 4 includes many interactive activities that build youth researchers' abilities in note-taking, listening, asking questions, and facilitation.

Teams probably won't have time to start skill-building until most of their research design is complete. Use tools developed during research design as practice for asking questions, taking notes, etc. You will not have to spend much time on this Stepping Stone if your team is conducting surveys. However, if youth researchers are engaging in the qualitative data collection, look through Stepping Stone 4 for relevant activities that meet the needs of your teams and increases their capacity to conduct sound research.

GOALS FOR ADULT FACILITATORS:

- Support youth's continued engagement and regular attendance at meetings.
- Conduct trainings on note-taking, listening exercises, and facilitation.
- Provide space for youth to check-in about any concerns related to the project.
- Support youth to take risks and try on new and different tasks.

GOALS FOR YOUTH:

- Participate in skills development trainings.
- Support teammates as they try on new things and build their skills.
- Bring up any challenges in work or team and hold peers accountable to the work.

TIME: 3-6 sessions.

SS TIPS: *This Stepping Stone is a breather after the arduous work of research design. Take advantage of the fun, but critical activities to empower youth in their work. Remember, youth are being asked to participate in activities that may make them feel nervous, scared or unintelligent. Be prepared to support a range of emotions; to challenge their performance lovingly; and to cheer them on as they get the hang of it!*



Thank you to Youth In Focus for their help in the development of this tool.

ACTIVITY: Red Light Green Light (Follow-Up Questions)



OBJECTIVES

- To create follow-up questions for interviews and focus groups.
- To develop skills around using follow-up questions.

TIME NEEDED

- 20-30 minutes

MATERIALS

- Flipchart paper
- Markers
- Red and green cards for each participant

INTRODUCTION

New researchers and evaluators often have difficulty asking follow-up questions in interviews and focus groups. Knowing when to ask a follow-up question, what to ask, and when you have enough information are skills that come with practice, and feedback from other evaluators.

INSTRUCTIONS

Ask for 2 volunteers

- 1 person is the interviewer and the other is the interviewee. Give the interviewer a copy of their questions.
- Hand everyone else red and green cards.
- The interviewer will ask a question from the guide and the interviewee will answer.
- The group will show a red card (a red light) until they feel that the interviewer has gotten enough information. Once that happens, they will show a green light. (You can ask group to write down follow-up questions that they hear.)
- The interviewer cannot move onto the next question, until they are given a green light from everyone.

Switch roles. Ask for new volunteers.

DEBRIEF

What went well? What can be improved?

What do you need to work on for your focus groups? What can the group work on?

What follow-up questions can you use in your actual focus groups?

Why is this activity important for our focus groups?



ACTIVITY: Challenging Participants



OBJECTIVES

- To develop skills in interview/focus group facilitation.
- To build confidence in facilitation skills.

TIME NEEDED

- 30-60 minutes

MATERIALS

- Challenging participant roles
- Focus group guide

INTRODUCTION

Facilitation can be challenging. It takes learning new skills and practicing them. In focus groups, you are asking your research participants tough questions about their feelings, beliefs, ideas and lives. For many reasons, participants are not always fully present during their focus groups. This can be challenging for the facilitator(s). In order to deal with difficult participants, it is important to practice and role-play scenarios before the real thing.

INSTRUCTIONS

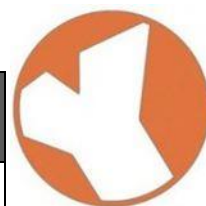
Ask for a volunteer

- They are the first focus group facilitator-have them come to the front of the room or the head of the table.
- Pass out challenging participant roles to everyone else. Ask them to embody the role given to them once the focus group starts.
- Ask the facilitator to begin the focus group.
 - Encourage and support them as they try to manage the group and all the challenges coming up.
- Tag team: once the facilitator has gone through a few questions, encourage a participant to take the facilitator's place. They can literally switch roles.
 - If needed, have youth switch their roles when a new facilitator starts to keep things interesting!
- Continue process until everyone (at least all focus group facilitators) has had a chance to practice facilitating in challenging situations.

DEBRIEF

How did you see facilitator's handling situation with challenging participants well?
How could things be handled differently? What else would you do that you might not have seen here?
How can we prevent having challenges in the first place?
How does this connect to our groups' process?





PARTICIPANT ROLES	FACILTIATOR APPROACHES
<p>Everything the facilitator says makes you upset. You show your dislike for the facilitator in how you talk to them and how you answer their questions. You give them a lot of attitude.</p>	<ul style="list-style-type: none"> * Notice the participants' behavior in a way that respects them and the group. * Ask the participant if they need something they're not getting from you or the group. * Check the vibe of the whole group. * Point out group agreements, if they fit. * Check-in with participant during a break.
<p>You are <i>very</i> quiet. You don't answer any questions. When you do answer, you give one-word responses.</p>	<ul style="list-style-type: none"> * Encourage everyone to speak and encourage participants to encourage each other. * Break out the large group into smaller groups. * Don't single the participant out. Instead ask for "people wearing black shoes to give their ideas or people with a sister to speak." * When the participant gives one-word answer, ask follow-up questions to bring out more of their thoughts.
<p>You ask a <u>lot</u> of questions. You want clarification on everything the facilitator says. You answer a question with a question.</p>	<ul style="list-style-type: none"> * Directly remind participant of step up, step back. * Turn question over to group and ask someone else to answer. * If questions are off-track, add them to a "parking lot".
<p>You are very eager. You interrupt the facilitator and always raise your hand first to try to answer all the questions. You make sure your opinion is heard.</p>	<ul style="list-style-type: none"> * Directly remind participant of step up, step back. * Thank participant for their enthusiasm and ask them to use some of that to encourage other in the group.
<p>You are very distracted. You answer your phone, ask to leave them room, write in your notebook, etc.</p>	<ul style="list-style-type: none"> * Do a quick energizer to bring everyone's focus back into the group. * Directly ask participant to focus on group. * Refer to group agreements if needed. * Ask participant if they need something in order to focus and see if you or other group members can fulfill request.



OTHER CHALLENGING PARTICIPANT ROLES:



The Know it All: This person tries to answer every question first and talks for a long time every time they answer.

The Quiet One: This person is shy and looks down at the table and doesn't answer questions, or what they do, they say only short answer like "Maybe" or "I don't know."

The Chatty Pair: This person has a friend in the Focus Group and is often having little side conversations with that person or writing notes.

The Hyperactive One: This person has a lot of energy and interrupts often, talks on the phone or gets up and moves around the room constantly.

ANY OTHER ROLES YOU WANT TO CREATE?



ACTIVITY: Getting It Down: Note-Taking



OBJECTIVES

- To develop note-taking skills.
- To explore note-taking methods.

TIME NEEDED

- 20-30 minutes

MATERIALS

- Paper
- Pen

INTRODUCTION

The notes from an interview or focus group are vital to the research project. In this activity youth researchers compare different types of notes and create a list of advice to guide their note-taking.

INSTRUCTIONS

Divide group into 2 teams.

- Group A will be an interviewer and an interviewee.
- Group B will be note-takers, assigned a different note-taking style:
 - One person will just listen and try to remember the interview.
 - One person will take notes in outline form.
 - One person will take notes word-for-word.

After interview is over, have note-takers (Group B) leave the room. Bring them back in one at a time and have them try to relay the interview back to the group.

Add a twist: make the person with the outline switch notes with the word-for-word person and have them try to present the other's notes.

DEBRIEF

Which style of note-taking is the best for what we're doing? Why?

What else is important for us to capture in our notes? (ie quotes)

What will we need to do after our interviews/focus groups to make sure our notes will be useful?



ACTIVITY: Outlining Thoughts (Taking Notes In Outline Form)



OBJECTIVES

- To build note-taking skills, specifically around outline form.
- To learn and practice how to document the most significant and necessary pieces of information.

TIME NEEDED

- 50 minutes

MATERIALS

- Flipchart paper
- Markers
- 2 different outline samples (one good, one “bad” – attached)
- Blank outline form (attached)
- Conversation starters on separate slips of paper

INTRODUCTION

Note-taking does not come naturally to most of us. It is a concrete skill that we actually have to learn somewhere. There are many different styles of notes you can take, as is demonstrated in the activity *Getting It Down*. This activity specifically looks at how to take notes in outline form since it is one of the best ways to capture a lot of critical information quickly.

INSTRUCTIONS

Pass out two different outline samples. Lead the group in the following discussion:

- Imagine you are standing at the front of a full room of people. Your research teammate is about to start firing questions at the group and your job is to capture what they are saying. Do you think you can write fast enough to get every word on paper? Could you have written everything I just said word-for-word?
- The answer is, unless you're exceptionally speedy, probably not. Look at these 2 outline samples I have given you...[chart]:
 - What information do they give you?
 - How is the information displayed?
 - Why do you think the note-takers chose to document in the way they did?
 - Does one give you more information than the other? Which one? Why do you say that?

Break the group into 2 teams. Ask each group to choose a note-taker. Give each group a blank outline form. Have each group blindly choose a conversation starter from the pile. Give instructions:

- In your groups, you will use the conversation starter to begin a discussion between everyone but the designated note-taker.
- The note-taker will use the blank outline form to record the conversation in outline form.
- Try to keep the conversation going until you hear that time is up (you'll have about 2-4 minutes to talk to each other).
- Note-taker should do your best to keep up with the conversation.



Once time is called, bring both groups back together. Have each group read their notes to each other. See if the other group can figure out what the group was talking about based on the notes.



DEBRIEF

Note-takers: how was that for you? What worked well? What was hard to do?

Everyone else: based on what we talked about in the beginning, what do you think the note-takers did really well? What do you think might be hard for you when you take notes?

If there is more time, have 2 new people practice with starting different conversation ideas.



EXAMPLE: Outlining Thoughts Butchers



Outline Sample A ("good"):

FOCUS GROUP #2
July 11, 2008, 2pm – 3 pm
Facilitators: Juan and Sandi
Participants: 7 people present, all filled out demographic surveys
Research Question: Why do youth eat fast food?
I. Location of restaurants and where we go. <ul style="list-style-type: none">A. FF restaurants on every corner of 'hoodB. No other types of eating placesC. No healthy food around<ul style="list-style-type: none">a. "I love fruits and veggies, but they're hard to find on my block." – Kevin, 15 y.o.
II. Taste important and it tastes good. <ul style="list-style-type: none">A. Grease and meat are yummy<ul style="list-style-type: none">a. "It's addictive."B. Tastes better & cheaper than cafeteria food.C. Good and filling<ul style="list-style-type: none">a. "A burger and fries or pizza keeps me full during school."
III.

Outline Sample B ("bad"):

FOCUS GROUP
Fast Food:
1. Location <ul style="list-style-type: none">A. badB. that's it<ul style="list-style-type: none">a. "hard to find"
II. Good <ul style="list-style-type: none">A. CoolB. Grease<ul style="list-style-type: none">a. "Burger and fries"





Blank Outline Form:

Focus Group/Interview # _____	
Note-Taking Form	
Date: _____	
Time: _____	
Facilitators: _____	
Participants: _____	
Critical Point #1: _____	
Supporting Point A: _____	
Supporting Point B: _____	
Quote(s): _____	
#2: _____	
A: _____	
B: _____	
C: _____	
Quote(s): _____	
#3: _____	
A: _____	
B: _____	
C: _____	
Quote(s): _____	



ACTIVITY: Show Don't Tell (Observations Practice)



OBJECTIVES

- To learn and practice how to document observations in an unbiased way.
- To understand how our feelings, judgments and biases can influence our observations.
- To understand how our observations are critical to data collection.

TIME NEEDED

- 30-60 minutes

MATERIALS

- Observations chart papers for each participant (see attached)
- pens
- Video (optional)

INTRODUCTION

Observations can be a significant method for data collection, especially when the observations are conducted soundly. In this activity, youth researchers will have the opportunity to practice making observations and explore how their own judgment or bias may play into what they see. They will work on eliminating bias in their observations in order to report the full story. The data will be more powerful if it shows what's going on, rather than tells it.

INSTRUCTIONS

Give everyone a blank piece of paper. Have them observe a scene. If possible, take them somewhere to do this, like the mall or their school hallway or a park. If time or location prohibits this, then have them watch part of a movie or video. As they observe, ask them to write down full sentences to the following questions:

- What are you seeing? What is going on? What do you notice? Who is in the scene? What are they doing?
- What are the people in the scene feeling? How do you know they are feeling this? What cues are they giving (i.e. crying, laughing, yelling, etc.)?
- What is the backdrop of the scene? Describe everything.

Once they have taken down notes for 5 – 10 minutes, gather in a central location. Give everyone an observations chart (see attached). Ask researchers to use their notes to fill in the chart:

- Break down the sentences you have created in your observations. Put the pieces of the sentences into the categories that they fit into.
- Be sure to write across the line, so sentences don't get jumbled when you put them back together.



Now, we are going to recreate the observations they made by eliminating any feelings that were attached to their notes. Ask them to take their chart to create new sets of notes:



- Write out new sentences, but leave out the words or phrases that are in your *What are People Feeling?* Column. (i.e. If that column includes “she was really angry at her boyfriend”, leave that out of your new sentence and put together the other things you were saying about her. *How Did the Person Show their Feelings?* – “her face was bright red and she was yelling at the person with her”.)
- After everyone has worked through their sentences, have some people share a few things they came up with. Work with each other to remove the bias or judgment left in any of the statements.

DEBRIEF

What were some important things we practices today about observations?

What do we need to be careful of or make sure we pay attention to?

What are we doing really well?

Why is it more powerful to show people what we see, rather than tell them what we thought while we watched it?



EXAMPLE: Show Don't Tell (Observations Practice) Butchers



Observations Chart Sample:

Note #:	Who/What	What's Going On/What are They Doing?	What are They Feeling?	How Do They Show Their Feelings?	Other Description of the Scene
Note #1					
Note #2					
Note #3					
Note #4					
Note #5					
Note #6					
Note #7					
Note #8					
Note #9					
Note #10					



OVERVIEW: STEPPING STONE 5 Data Collection & Documentation

Every meeting, activity, and team builder has led to Stepping Stone 5. Research tools have been designed youth have practices public speaking and teams have built solid ground together. In Stepping Stone 5, research teams implement everything they have learned and done so far. Teams will finally conduct their surveys, interviews, focus groups, and other activities to collect and document data.

This Stepping Stone starts with developing a strategy to effectively collect data and ends with full data collection. Teams should meet weekly to check in on how data collection is going, but may not need weekly trainings during this phase.

GOALS FOR ADULT FACILITATORS:

- Facilitate data collection design process.
- Support youth to stay on time and task with data collection
- Provide feedback on data collection methods
- Help youth researchers build relationships with the data collection sites.
- Check-in with youth weekly encourage progress and address challenges

GOALS FOR YOUTH:

- Participate in design of data collection strategy
- Collect data by agreed upon deadlines.
- Hold teammates accountable for their commitments to the process.
- Utilize public speaking and documentation skills.

TIME: 3-6 sessions.

SS TIPS: *This Stepping Stone takes a lot of self-discipline and accountability by youth team members. The focus of the project is now external as youth approach their community to collect data. The project can move far away from its timeline everyone doesn't watch their deadlines and commitments. Stay focused and check-in weekly in order to stay on track and collect thorough and efficient data.*



Thank you to Youth In Focus for their help in the development of this tool.

For CalFresh information, call 1-877-847-3663.
Funded by USDA SNAP-Ed, an equal opportunity provider and employer.
Visit www.CaChampionsForChange.cdph.ca.gov for healthy tips.
•California Department of Public Health



CATEGORY	TASK	DETAILS OF HOW TO DO THIS	WHO DO WE NEED TO TALK TO/GET SUPPORT FROM?	WHO WILL DO IT (SRT)?	WHEN IT SHOULD BE DONE?
RECRUITMENT	Design Flyer				
	Flyer Approval				
	Copy Flyer				
	Flyer Distribution				
	Pa Announcements				
	Info For Teachers/Staff				
SELECTION	Determine Selection Process				
	Design Selection Materials				
	Distribute/Collect Consent Forms				
FINAL TOOL REVISION	Make Final Edits/Changes				
	Get Principal (And Other Necessary Party's) Approval				
	Test Focus Group Guide				
FOCUS GROUPS	Conducting Focus Groups				
	Making Demographic Questionnaires				
	Incentives				
	Schedule Focus Groups				
	Get Necessary Materials				
	Filming				
	Data Entry/Transcription Services				
	Focus Groups Space				
	Note-Taking				
	Audio Taping				





CATEGORY	TASK	DETAILS OF HOW TO DO THIS	WHO DO WE NEED TO TALK TO/GET SUPPORT FROM?	WHO WILL DO IT (SRT)?	WHEN IT SHOULD BE DONE?
RECRUITMENT	Design Flyer				
	Flyer Approval				
	Copy Flyer				
	Flyer Distribution				
	Pa Announcements				
	Info For Teachers/Staff				
SELECTION	Determine Selection Process				
	Design Selection Materials				
	Distribute/Collect Consent Forms				
FINAL TOOL REVISION	Make Final Edits/Changes				
	Get Principal (And Other Necessary Party's) Approval				
	Test Focus Group Guide				
INTERVIEWS	Conducting Interviews				
	Making Demographic Questionnaires				
	Incentives				
	Schedule Interviews				
	Get Necessary Materials				
	Filming				
	Data Entry/Transcription Services				
	Interview Space				
	Note-Taking				
	Audio Taping				





Interview Checklist

Before Interview Starts:

- ☐ I am remembering to breathe.
- ☐ I am having my interviewee fill out our demographics survey.
- ☐ I have started the video camera/tape recorder.
- ☐ I will ask questions slowly and give my interviewee time to think about their answers and respond.
- ☐ I will take notes.

After the Interview is Over:

- ☐ I thanked my interviewee for taking the time to share their story with me.
- ☐ I have turned off the video camera/tape recorder.
- ☐ I have filled out the *Immediate Thoughts Worksheet*.
- ☐ I have filled in the Interviewee I.D. List.
- ☐ I have filled in my notes (taken out abbreviations, shorthand, written complete sentences, etc.)
- ☐ I have turned all of my interviewing materials into the Project Coordinator.
- ☐ I am not leaving with any interviewing materials (especially work that has my interviewee's name on it).
- ☐ I am proud of myself for all of the hard work I have put into this project.





Focus Group Checklist



Before Focus Groups Starts:

- ☐ Remember to breathe.
- ☐ Have participant fill out our demographics survey.
- ☐ Start the tape recorder.
- ☐ Ask questions slowly and give participants time to think about their answers and respond.
- ☐ Take notes. Include quotes and other important things people say.
- ☐ Listen openly to what participants are sharing. Don't judge them for their stories or opinions.

After the Focus Group is Over:

- ☐ Thank participants for taking the time to share their ideas and opinions with you.
- ☐ Turn off the tape recorder.
- ☐ Fill out the *Immediate Thoughts Worksheet*.
- ☐ Fill in notes (take out abbreviations, shorthand, written complete sentences, etc.)
- ☐ Turn all of focus group materials into Project Coordinator.
- ☐ Don't leave focus group site with any focus group materials (especially work that has our participant(s) name(s) on it).
- ☐ Be proud of yourselves for all of the hard work you have put into this project.







Interviews Immediate Thoughts Worksheet

I.D. _____ NAME: _____ INTERVIEWER: _____

GRADE: _____ AGE: _____ GENDER: _____

SEXUAL IDENTITY/ORIENTATION: _____

1) What important information did you get from this interview? What were some important themes or main points?

2) What were some themes that answer your research questions?

3) Why was this interview important?

4) If you had to summarize this interview in 3 words, what would they be?





Focus Group Immediate Thoughts Worksheet



Date: _____

Interviewer(s): _____

Site: _____

Participants: _____

1) What important information did you get from this focus group? What were some important themes or main points?

2) What were some themes that answer your research question?

Research Question:

3) Were there any challenges you had in facilitating this focus group? What could be done better next time?

4) If you had to summarize this focus group in 3 words, what would they be?







ACTIVITY: How To Enter A Survey In The Monkey (Using Survey Monkey)

OBJECTIVES

- To train youth on the survey monkey tool.
- To learn about data entry

TIME NEEDED

- Varies

MATERIALS

- Computer with internet access
- URL address for each participant

INTRODUCTION

You have collected all or most of your data and now you need to organize these numbers. Don't fear, Survey Monkey to the rescue! Youth researchers will use basic computer skills to enter each survey collected into this online data entry site. Survey Monkey will tabulate the results as youth enter them, so you can peek at the numbers before you're even done collecting data!

INSTRUCTIONS

Have youth gather around one computer. Make sure everyone can see the monitor.

- 1) Choose one team member to act as a model in the demonstration.
- 2) Open survey monkey website (www.surveymonkey.com)
- 3) Handout URL address to each participant.
- 4) Have one team member type the URL address into address field (the browser bar at the top of the screen).
- 5) Scroll to bottom of the screen.
 - a. Explain the Back and Next buttons. If you want to move to the next page of the survey, hit NEXT. If you need to go back and check on something you entered, hit BACK.
 - b. **Don't use browser buttons!** (the arrows at the top of your internet window.)
- 6) Discuss questions that may have special circumstance (i.e. multiple responses when they only wanted one, etc.)
- 7) **Don't leave in the middle of a survey!**
- 8) When you enter a complete survey, Survey Monkey will give you a blank template and you'll start entering your next survey.
- 9) When finished entering surveys, click Exit this Survey (Survey Monkey will show preliminary results)
- 10) Have one team member enter an entire survey. You can have one youth read the answers and the other youth type them into Survey Monkey. (this is a good check and balance system.)
- 11) If there's time, have each student try entering a survey and answer questions that come up.





THINGS TO THINK ABOUT

- The data should be downloaded every day or every other day that new data is entered. This will become your backup in case anything happens to the online data.
 - Results Summary
 - Export Data
 - Save (in Excel, Access, etc.; this serves as a backup)
- Don't delete anything on survey monkey because you could lose data.
- It's helpful to work in pairs (one student can read the answers, while the other inputs them into the computer)
- Don't throw surveys away!
- Have youth mark each survey they enter with a symbol in the corner (a check mark, a star, their initials, etc.)
- You, the adult facilitator, should keep track of the surveys you have entered (keep surveys entered on the same date bundled together and write date on them)
- Keep all surveys in a central place.





ACTIVITY: How To Run Reports In The Monkey (Analysis In Survey Monkey)

OBJECTIVES

- To train youth on running reports in survey monkey.
- To learn about data analysis.

TIME NEEDED

- Varies

MATERIALS

- Computer with internet access
- Survey Monkey URL address for each participant

INTRODUCTION

You have reviewed your data summary in Survey Monkey and would like to take a closer and more critical look at your data. Survey Monkey allows you to “filter” data based on demographics, and response. For example if you would like to compare how Latinos responded to your survey compared to African Americans you can filter the data to look at responses by ethnic group, you could also review the data based on gender or a specific response. This can help you analyze your data more closely to come up with more specific and concrete recommendations.

INSTRUCTIONS

Have youth gather around one computer. Make sure everyone can see the monitor or use a projector screen

- 1) Choose one team member to act as a model in the demonstration.
- 2) Open survey monkey website (www.surveymonkey.com).
- 3) Use the login to enter.
- 4) Make sure the survey is closed before you run reports.
- 5) Go to “Analyze Results”.
- 6) Go to “Filter Responses”.
- 7) Select which questions you would like to filter the response and select the answer choice you wish to view a summary by. Submit and save filter to view report.

* Remember to remove/delete the filter to review the general summary or when adding additional filters.







ACTIVITY: Theme Creation

OBJECTIVES

- To begin the process of organizing your qualitative data.
- To find and highlight the emerging themes from your data collection.

TIME NEEDED

- 60 minutes

MATERIALS

- Raw data (focus group, interview notes)
- Focus group/interview recording(s)
- Flipchart paper

INTRODUCTION

At this point in the research process, you have collected a lot of information. In order to pull out the most significant data for your analysis, you need to begin by organizing all of the information. One of the easiest ways to start is by developing themes. Themes are trends or patterns that you see emerging throughout the data. You probably already have some in mind from developing your tool.

INSTRUCTIONS

This is a brainstorming activity led by the facilitator

- Start by asking the team for their definition of a theme. When you hear the word *theme* what do you think of? [chart their answers]
- Explain that you are going to brainstorm themes from their data.
 - When thinking about your focus group/interviews, what are some of the key points or main categories that come to mind? [these are themes; chart]
 - Imagine that you are presenting your research. What main ideas will you want to make sure get across to them? How do you sum those up in one word or category? [chart]

Debrief

Your team should come up with 5-7 themes

- If you have brainstormed more than 7, you probably want to refine and prioritize the list. Work with the group to identify:
 - What themes go together?
 - What do the themes actually mean?
 - What themes are missing?
 - What is not actually a theme, but a point under a theme?



As you move forward with data organization, let the team know you can also include an “other” or “miscellaneous” category for data that doesn’t fit in one of the main themes.



Keep the themes handy, you’ll need for the next step in data organization.





ACTIVITY: Organizing Data

OBJECTIVES

- To continue/complete the process of organizing your qualitative data.
- To find and highlight the quotes, ideas, and statements that are most relevant in answering your research question.

TIME NEEDED

- 60-90 minutes

MATERIALS

- Raw data (focus group, interview notes)
- Focus group/interview recordings(s)
- Theme matrix (see attached)
- Post-it notes

INTRODUCTION

Now that you have themes, you need some data to support them. In this activity you will sort through your mountains of notes to find the most compelling, relevant, important quotes, ideas and statements.

Instructions

Hang up Theme Matrix. Ask youth to have their notes in front of them. They can work in their focus group teams or work individually (whatever makes most sense).

→ Explain Theme Matrix.

- These are the themes we created last time plus an “other” or “misc” category [see Activity: Theme Creation]
- For each theme there is:
 - A plus (+) for positive statements
 - A negative (-) for negative statements
 - A delta () for statements that speak to change
 - A V (v) for statements that indicate a vision

→ Ask researchers to look through their notes. When they find a quote or idea that feels compelling, ask them to:

- Write it on a post-it note
- Decide if the statement is positive, negative, something to change or a vision (see chart)
- In the corner of the post-it, mark:
 - The theme that it falls under
 - What kind of statement it is (i.e. positive, negative, etc.) and
 - The focus group it came from
- Place your post-it notes on the matrix



DEBRIEF

You will use this chart in data analysis. Make sure it is thorough and readable.

Someone (probably the facilitator) should type up the chart. You will need typed copies for data analysis.





EXAMPLE: Organizing Data Chart

Sample Butcher Paper:

	THEME #1. Ex: School	THEME #2. Ex: Community
+	<ul style="list-style-type: none">Ex: we have a neighborhood school!	<ul style="list-style-type: none">Ex: This neighborhood is a great place. It's just overlooked. It's the heart of the city!
-	<ul style="list-style-type: none">Ex: Our middle school is too small and students will not be prepared for HS	<ul style="list-style-type: none">Ex: "This community is underserved."
Δ	<ul style="list-style-type: none">Ex: "We should have a high school because I don't want to go all the way to a different district."	<ul style="list-style-type: none">Ex: Bring awareness to others about the current community programs
V	<ul style="list-style-type: none">Ex: Create a bigger MS with teachers that can connect with youth to teach you more	<ul style="list-style-type: none">All programs (CBOs) in neighborhood need to work together-combine programs to get bigger space- grow these programs







ACTIVITY: Quote Scavenger Hunt

OBJECTIVES

- To find quotes from qualitative data collection that will help develop or complement research findings.
- To understand the power a meaningful quote has to connect the people who participated in the research with the audience.

TIME NEEDED

- 60-90 minutes

MATERIALS

- Raw data (focus group, interview notes)
- Focus group/interview recording(s)
- Flipchart paper

INTRODUCTION

Quotes are a powerful tool for putting a “human face” on research findings. By hearing the words of the people who participated in the evaluation, the audience is better able to identify with the findings. In this game, youth researchers listen to recordings of their interviews or focus groups in order to find quotes that will help them develop their research findings.

INSTRUCTIONS

Preparation: listen to tape of focus groups or interviews. Mark key sections and know where they are on the tape before meeting with youth researchers.

Part I. Define what makes a good quote.

- Look at examples of quotes (good and bad). Discuss which ones are good and why
- Brainstorm a list of what makes a good relevant quote. Some ideas include:
 - It is moving
 - It's a complete sentence or thought
 - It is clear and concise (doesn't run on forever)
 - It supports a finding(s)
 - It makes you feel something (i.e. powerful, sad, etc.)





Part II. Divide group into teams. Explain the following process:

- The Quote Scavenger Hunt is about to begin!
- Since we probably do not have enough time to listen through the entire tape, I will play sections of the tape(s) from your focus groups/interviews.
- As you listen the tape, remember what we said makes a good quote.
- When you hear something that fits the criteria, “ring your buzzer” (or bang on the table) and I’ll call on you.
- When I call on you, tell us the good quote that you heard. If it matches at least some of our criteria, I will give your team points.
- If it doesn’t fit, I will let the other team try and come up with a quote that they’ve heard that can earn them some points.

DEBRIEF

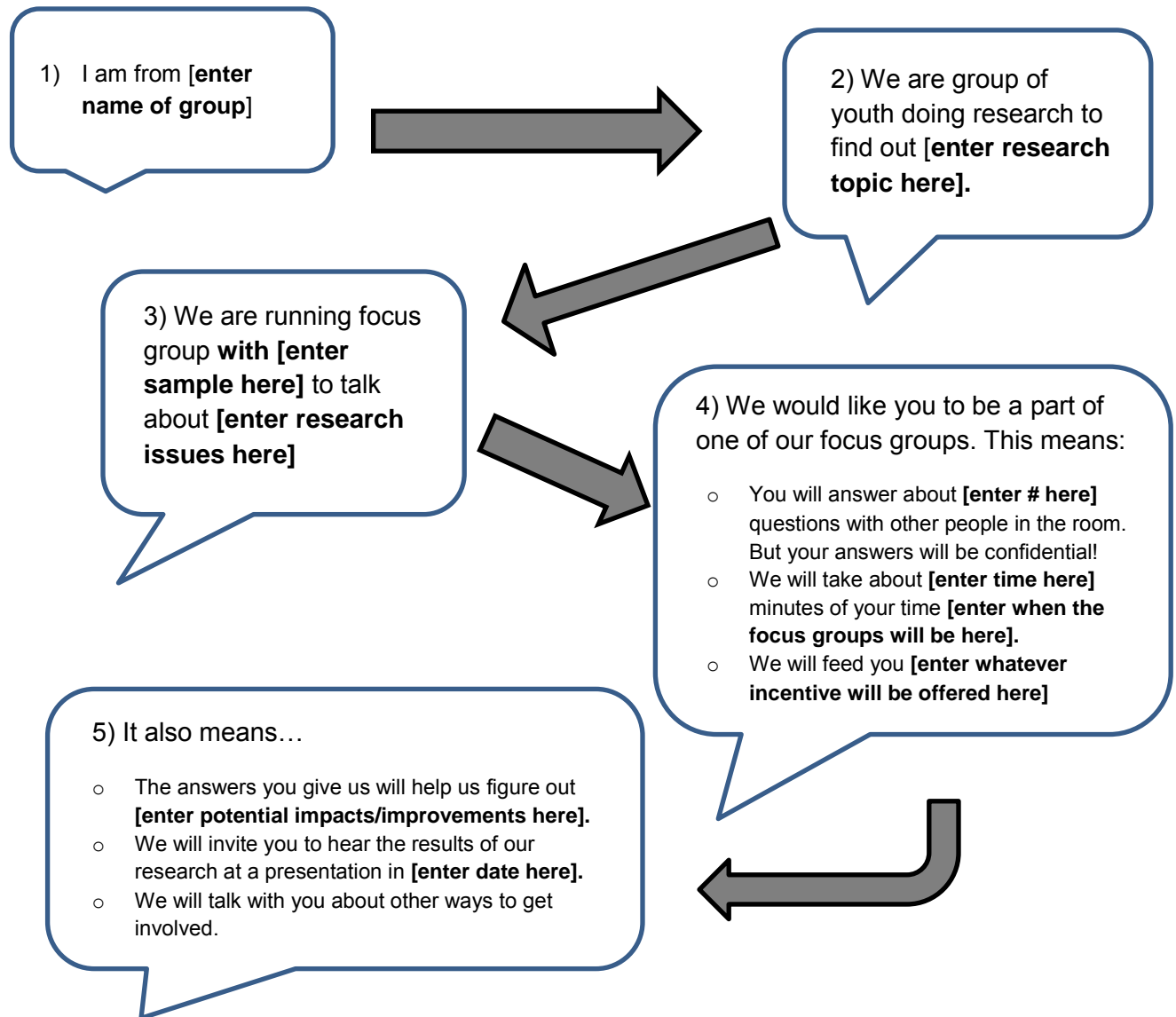
Part III. Review quotes

- Write quotes on flipchart paper as researchers come up with them.
- Have group identify the top 3-5 quotes.
- Is anything missing?
- What do these quotes mean? What are people saying? (This is the beginning of data analysis, Chart what researchers say and save for the next phase of work.)





Focus Group Recruitment Talking Points



If they answer Yes, ask them to fill out information from (or you fill out form for them) and tell them someone from your team will be in contact with them. (It's not a guarantee that we'll select them for a focus group.)

If they answer NO, thank them for their time and ask if they want you to contact them about your final presentation. If they do, take their contact info.







ACTIVITY: Get Out There: Focus Groups!

In this activity, evaluators gather data through focus groups. Applying the skills, strategies, and plans developed through previous activities, the team facilitates focus groups with their peers and other key stakeholders.

PREPARATION

- Review the team's focus group questions, organizing plan and documentation plan.
- Do skill-building activities with the team on asking follow-up questions if appropriate.
- Organize the focus group. Carefully consider its composition. Think about the questions you plan to ask, and make sure you select participants who have the knowledge to answer them. Make sure to assemble groups in ways that allow participants to talk openly about the topic. Keep your sample in mind as you select participants.
- Develop a schedule of focus groups with dates, times and places, contact people and numbers.
- Confirm the focus groups with participants before the meeting.
- Confirm a quiet meeting space with adequate seating.
- Develop packets of materials that evaluators will need for their focus groups including: pens, focus group guides, etc.
- Assemble any equipment, batteries, etc. needed.
- Prepare any permission forms needed.
- Make arrangements for any refreshments, gifts, honoraria, etc. that the team plans to provide for focus group participants.

KEY VOCABULARY

Focus Group, Facilitator, Confidentiality, Anonymity

MATERIALS

Focus group guides and check lists; Schedule of focus groups; Paper and pens for notes; Relevant information for interviewees; Other documentation tools, such as a tape recorder, extra batteries, labeled tapes, and camera.

RECOMMENDED TIME

Depends on the project. A general plan: 1 hour per focus group, with 30 minutes of preparation and check-in, and 20 minutes of clean-up and debriefing.



PROCESS



1. **Team Check-In.** Well before the focus group, meet to review the team's plans and questions. Each focus group should have at least one facilitator to lead discussion, one facilitator to take notes and keep time, and another facilitator (if possible) to co-lead the discussion and take notes. Practice the group's introductions. Check the team's materials and equipment-make sure you have everything you need, and that all equipment is working.
2. **Setting up.** Focus groups work best when participants are seated in a circle or around a table, with everyone facing each other. This helps ensure that the facilitator can see and hear everyone, and that all participants are part of the discussion. Take time to prepare the space you will use. Make sure that you are in a quiet room and there are no distractions. Consider having snacks at the focus group- this both shows you appreciation and helps participants relax.
3. **Record demographics.** This will be easiest if the note-taker has a form on which to record the date, the evaluators' names and roles of focus group participants, and relevant demographic background on participants (the team could also have each participant fill out a small form with this information). You can do this as participants come in and as you wait for everyone to arrive.
4. **Introductions.** When everyone has arrived, briefly introduce yourselves. Explain the purpose of the focus group and the evaluation, and what will happen with the information you learn. Explain that the discussion is confidential. You can post up a general agenda of how the focus group will run, since many people aren't sure what to expect. Have everyone introduce themselves, and it can help to have an icebreaker (i.e. a name game) to get everyone comfortable with each other.
5. **Agreements.** Often, it is helpful to propose agreements for the group, which can help to prevent problems, such as some people dominating the conversation or cell phones disrupting the flow. These agreements can be particularly helpful in focus groups (and you can ask the group if they want to add more):
 - One Mic Only one person can talk at a time.
 - Please turn off all cell phones.
 - Be open-minded and please respect each other's views.
 - Set up, Step back-If you are talking a lot, step back and allow others to speak. If you are not talking a lot, step up and let your voice be heard.
6. **Ask permission to tape-record.** If your group plans to tape-record or photograph the focus groups, the note-taker/recorder needs to ask permission (in certain cases, you with your notes). Emphasize that no one else will hear the tape. If anyone asks you not to tape, do not tape- take the best notes possible.
7. **Ask an opening question.** The primary facilitator starts the conversation with a fairly broad, but focused question. For example, if your evaluation focuses on new after-school activities at a specific school, a focus group with activity participants might open with the question "What do you like about the after-school activities at your school?" This question opens up the conversation for students to talk about their experiences, and enables the facilitator to develop more specific questions based on participants' responses.





8. **Facilitate the discussion.** Once the group is talking, the facilitators need to keep the conversation going and focused. Evaluators use the themes and questions developed earlier as a guide for the conversation. As participants talk, facilitators listen and ask follow-up questions to learn more details. See below for a list of facilitation tips.
9. **Wrap up the discussion.** When the conversation is winding down or time is running out, wrap up the discussion. Summarize the main points. Ask participants to “check out” and say anything they didn’t have a chance to say in two sentences or less (without limit, it opens up the conversation again). If the conversation is going strong, look for a slight break in the conversation, or a summarizing statement and then “jump in” to wrap up the conversation. Thank the participants and remind them that the information they provided will help the evaluation.
10. **Provide information.** Let participants know how they can contact your team for the evaluation results, as well to pass on any information that they didn’t get to mention in the focus group. Also provide useful, relevant information. For example, if you are evaluating after school programs, provide students with information about the programs available and how to get involved (if they don’t already know about them).
11. **Debrief with evaluators.** Immediately following the focus group, debrief by discussing the process, the findings, and follow-up plans. Discuss the process: what went well and what could be improved? Identify and discuss the main issues that came up which are relevant to your evaluation. Also discuss how the focus group confirmed or challenged your ideas about the topic. Finally, make plans for follow-up activities, such as documentation, thank-you notes, etc.
12. **Follow up.** Write thank-you notes to focus group participants (if possible) and any other relevant people (i.e. like a teacher who let you meet with his/her students during class).
13. **Organize Date.** Fill in any notes that need to be completed, compile any relevant materials (i.e. photos, videotapes, handouts), and file them in your data organizing system for the next step: data analysis.

Facilitation Responsibilities:
<ul style="list-style-type: none">• Stay neutral.• Keep the conversation focused on the topic.• Keep the conversation going.• Encourage participation from everyone.• Avoid letting one person dominate the conversation.• Listen to participants’ experiences rather than talking about your own.• Ask follow-up questions to learn more details.• Protect individuals and their ideas from attack.• Make sure the group addresses your high priority questions/themes.• Wrap-up the conversation in the allotted time.



**Facilitation Tips:**

- Clearly define your role.
- Get agreement on the topic and process before starting the group.
- Don't answer questions about the theme yourself-put them back out to the group.
- Be positive-compliment the group, and give lots of encouragement.
- Don't talk too much.
- Don't be afraid to speak up to shift topics, encourage participation, and to wrap up the meeting.
- Don't be afraid to make mistakes.
- Don't be defensive.



OVERVIEW: STEPPING STONE 6 Data Analysis

Stepping stone 6 is a challenging, but exciting phase of the research process. In this Stepping stone, Youth researchers are faced with pile of their newly collected data. Their task is to develop findings and recommendations from all of the information youth are not only responsible for their own voice, but now the voices of all of their research participants. Through in-depth analysis, youth attempt to tell the stories found in their data.

This stepping stone often allows youth to finally feel full ownership over their work. Although analysis can be difficult, youth researchers watch as they make meaning of the data.

GOALS FOR ADULT FACILITATORS:

- Conduct training on data analysis, developing findings and recommendations.
- Provide feedback on analysis, looking for bias and solid supporting data.
- Encourage youth to stick with analysis through the end.
- Ensure youth produce clean , unbiased findings
- Provide feedback on analysis.

GOALS FOR YOUTH:

- Analyze data by developing findings and recommendations.
- Supporting teammates through analysis process.
- Focus on providing unbiased results that represent research participants.

TIME: 3-5 sessions.

SS TIPS: *This Stepping Stone can be frustrating at first, youth have to wade through large amounts of data to produce clear, thoughtful analysis. Staff must watch for biased and unsupported analysis. Use data to support findings and recommendations.*



Thank you to Youth In Focus for their help in the development of this tool.



ACTIVITY: So, How Do We Get There?

Developing Recommendations

OBJECTIVES

- To develop suggestions for change based on data.
- To identify key points of data and create suggestions for action.
- To create concrete steps towards a larger vision.

TIME NEEDED

- 45 minutes

MATERIALS

- Your findings from your three themes
- Butcher paper
- Tape
- Markers

INTRODUCTION

Now that you have identified the key points of the issue you are looking at by developing *findings*, you need to create recommendations that correspond to this data. Recommendations are your suggestions for change and action that you will offer to key stakeholders, community members, and peers. These are your avenue towards action and will be one of the most important pieces of information you convey to the people you want to help you make change.

INSTRUCTION

Pull out your REAL and IDEAL butchers from the Findings Findings activity. Then put up a 3rd butcher that is labeled Recommendations.

- Recommendations. These are the steps that you have to take to get from the Real to the Ideal.
- Ask the team,
 - What do we need to do to get from what is real to what we want?
 - Are there different recommendations for different people? (i.e. Do we have specific recommendations for our school board or city council? For ourselves? For our community members? etc.)
- You will list your recommendations in your final report and they will be a key part of your presentations.







ACTIVITY: Analysis Fictionary

OBJECTIVES

- To learn data analysis concepts
- To define data analysis terms.

TIME NEEDED

- 20 minutes

MATERIALS

- Flipchart paper
- Markers
- Data analysis terms and definitions
- Paper and pens

INTRODUCTION

In this activity, youth researchers will learn and define data analysis terms and concepts. This is a good introduction to data analysis. It's also a fun way to learn definitions to difficult, but important concepts. If you have youth with low-literacy levels in your group, you can have them work in pairs so that everyone can participate.

INSTRUCTIONS

Pass out 5 small clips of paper to each participant. The facilitator should have 5 small clips of paper for each word with its definitions on it. Then:

- Say one of the words to the participants
- Ask them to come up with a definition for that word and write it on their slips of paper
- Everyone should turn their slips of paper into the facilitator
- The facilitator will read each slip aloud and participants will try and guess which definition is the real one

DEBRIEF

The facilitator should write all the words on a flipchart as the game progresses. Once the participants have guessed the definition of a word, ask and record on the flipchart:

- Have you heard this word before? Where? In what context?
- What do you think this word means in terms of research? Why is it important for us to know this term while working on our research project?
- Anything else about this word? (You can ask youth to use it in a sentence)

Ask if there are any questions about the words and offer examples where needed.





KEY VOCABULARY WITH DEFINITIONS

BIAS

- When researchers' opinions about the information collected affect the project's ability to compile accurate and impartial information about *other* people's experiences.
- Researchers must work hard to minimize its effects by understanding their own feelings/opinions (i.e. biases) and try to limit their effects on the research design, data collection, and analysis processes.

DATA SET

- All the information (data) that is gathered for a research project and sub-grouped information (data)- smaller batches of information collected (data) that are easier to handle by grouping them by key categories.

FINDING

- A key point that you learn based on data analysis. They often answer key research questions that were defined at the beginning of the process.

RECOMMENDATIONS

- Suggestions for future action based on research findings.

SUMMARY

- A brief description of your data. It brings together all of your data into a format that is easy to read. It should not cut out important information, just condense it.





ACTIVITY: Guiding Questions For Data Analysis

OBJECTIVES

- To focus and guide analysis of the data.
- To stay aligned with research question and process so far.

TIME NEEDED

- 10-20 minutes

MATERIALS

- Flipchart
- Markers
- Survey

INTRODUCTION

These guiding questions will help youth focus their analysis and guide their process. This is a good tool if youth researchers get stuck trying to develop findings because they can come back to the themes they've been looking at throughout this project.

INSTRUCTIONS

Break group up into 2-3 teams. Give them markers and flipchart paper and have them brainstorm their answers to the following questions (Fill in the blanks to fit with your research project.):

→ Group 1:

- What was the primary research question for this survey?
- What things having to do with _____ did you look at to answer your research question?

→ Group 2:

- After looking at all the data we collected, what do we want to be able to say about _____?

→ Group 3:

- What do we want to do with this information when we are done?

DEBRIEF

Have groups share out and add to each others' answers. You will continue to look at these answers as you move through the data analysis process.







ACTIVITY: MOVIE MATRIX

OBJECTIVES

- Practice data collection
- Learn how to organize quantitative data
- Learn how to analyze quantitative data
- Learn how to develop findings with supporting data

TIME NEEDED

- 45 minutes

MATERIALS

- Butcher paper (see attached example)
- Tape
- Markers

INTRODUCTION

This is a fun way to use popular culture to learn about data collection and analysis.

INSTRUCTIONS

Create template butcher (see sample butchers). Your team will use this matrix to answer the research question, "What is our team's favorite movie?"

- Ask your team to brainstorm indicators that define a good movie. How do you know that a movie is good and what do you base your opinion on? See sample butcher for indicators.
- Once you have brainstormed indicators now brainstorm movie titles. Ask youth to agree to 3 to 4 movies that most or all of them have seen because they will be rating the movies based on the indicators they have created. See example butcher for movie title brainstorm.
- Next ask the youth to rate the movies from 1 (being poor) to 5 (being excellent) for each indicator. You can use stickers, or makers to rate. See rating sample butcher.
- Ask youth to tally the scores. Your team has created a data set and organized the data using a matrix.

DISCUSSION QUESTIONS:

1. Based on the data set what is your team's favorite movie?
2. What data supports this *finding*?
3. What else seems important to talk about? What do you notice from this data? What is it telling us? What other findings can you develop from this matrix?
4. Did this matrix accurately reflect your team's opinions?





DEBRIEF

On a separate sheet of flipchart paper write down your teams findings and supporting data.

- Underline and point out the findings and the supporting data.
 - What is the difference between a finding and piece of supporting data?
 - Is there anything else you'd say about this finding? Can you go deeper or is there data that you can use to enhance what you're saying?
 - Why is this finding important?





EXAMPLE: Movie Matrix Butchers

SAMPLE BUTCHER #1 TEMPLATE:

Indicators

Movie Titles				

SAMPLE BUTCHER #2 INDICATORS BRAINSTORM:

Indicators

Movie Titles	Acting	Story	Cinematography	Music

SAMPLE BUTCHER #3 MOVIE TITLE BRAINSTORM:

Indicators

Movie Titles	Acting	Story	Cinematography	Music
The Titanic				
The Mask				
Good Will Hunting				

SAMPLE BUTCHER #4 RATING (SCALE 1=POOR, 5=EXCELLENT)

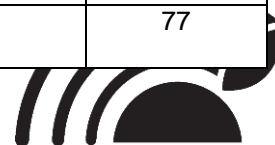
Indicators

Movie Titles	Acting	Story	Cinematography	Music
The Titanic	5,4,5,4,3	3,4,5,4,3	5,4,5,4,5	2,3,4,5,3
The Mask	3,5,3,2,5	4,3,3,2,4	2,3,2,3,2	3,2,3,2,3
Good Will Hunting	4,5,5,4,5	4,5,4,5,4	2,3,3,2,4	3,4,4,3,4

SAMPLE BUTCHER #5 TALLY

Indicators

Movie Titles	Acting	Story	Cinematography	Music	TOTAL
The Titanic	21	19	23	17	80
The Mask	18	16	12	13	59
Good Will Hunting	23	22	14	18	77







ACTIVITY: Round Robin Finding Findings

OBJECTIVES

- To analyze data set(s).
- To choose key points from data and make meaning of them.
- To support meaning with data.

TIME NEEDED

- 2-4 training sessions

MATERIALS

- Flipchart paper (see attached butchers)
- Tape
- Markers
- Data set(s); filtered data set(s) (i.e. stats broken down by gender, by race)

INTRODUCTION

Data Analysis is one of the most challenging and rewarding parts of the research process. Youth researchers are finally able to make their own meaning of what's going on with their data and have ownership over their projects. This is also a crucial part of the research process because it is the information that youth researchers will provide to key stakeholders, the community, and their peers to make their point.[This activity should be done after researchers have gone through the *Movie Matrix* activity and understand *findings* and supporting data.]

INSTRUCTIONS

Set up 4-5 stations around the room. Each station should have a labeled flipchart (see attached) and markers. Do an example as a large group:

- Ask youth to look at their data set(s).
- Ask: what is one thing that really sticks out to you from your data? What's one main point that you can talk about?
- Write down their answer by *Finding*: (see attached) [it should be a pretty complete sentence; it should not be one direct statistic, but a point that they have compiled based on different aspects of the data.]
- Now we need to support this finding. Ask: What pieces of data support this finding? We need at least 2 or 3 pieces of supporting data.
- Write down each piece of supporting data under *Supporting Data*: (see attached). [in this section, include specific statistics, encourage youth to combine statistics, to look for the more complex picture, etc.]





Break the team up into groups of 2-3 people. Send each small group to a different station.

- At each station, the group should use their data set to come up with a new finding and at least one piece of supporting data.
- If groups are having trouble, have them identify one theme from their research. Then, ask them to find a key point about that theme that surfaced in their data collection. (i.e. a theme could be junk food. What was said about junk food in the data? Then, what's the meaning there? What can you say about what your participants felt about junk food?)
- Give teams a few minutes at each station. Then, ask teams to rotate to their left or right.
- If they move to a sheet that already has a finding on it, they should look through their data set and find one or two more pieces of supporting data to add to that finding.
- If they move to a blank sheet, they need to come up with a new finding and at least one piece of supporting data.

HELPFUL HINTS

*If youth researchers want to look at the data based on gender or race or a specific question, etc., we can filter the data in Survey Monkey so that they are only looking at that set of data.

**Good Questions: What strikes you about this data? What's different than you thought it would be? What is similar to what you expected? What statistics are really big or really small? Are these important to talk about? Are there contradictions?*

*If youth get stuck or overwhelmed looking at the data, start by brainstorming some of the main themes that have merged through their process. Then, ask each small group to choose a theme and develop one finding that corresponds to their chosen theme. You can also direct the group back to the guiding questions in their *Analyze-It Kit* where they developed broader ideas about their research.

*Push team to develop more complex findings. When they first start, they will most likely offer basic responses that they see in front of them. Encourage them to go deeper by asking what other questions overlap with the finding they've developed. How can they deepen their response?

*If the team is having trouble finding any supporting data for a finding, then the finding probably needs to be revised so that it does fit with the data.

*Generally, teams develop 3-5 main findings. Some teams come up with 10-15 findings and then identify their top 3-5 so that their point is not lost!



EXAMPLE: ROUND ROBIN FINDING FINDINGS BUTCHER



SAMPLE FLIPCHART:

Finding:

Supporting Data:

1)

2)

3)







ACTIVITY: ABC What We Want (Developing Recommendations)

OBJECTIVES

- To develop suggestions for change based on data.
- To identify key points of data and create suggestions for action.
- To create concrete steps towards a larger vision.

TIME NEEDED

- 60-90 Minutes

MATERIALS

- Flipchart paper (see attached butchers)
- Tape
- Markers
- Findings

INTRODUCTION

Now that you have identified the key points of the issue you are looking at by developing *findings*, you need to create recommendations that correspond to this data. Recommendations are your suggestions for change and action that you will offer to key stakeholders, community members, and peers. These are your avenue towards action and will be one of the most important pieces of information you convey to the people you want to help you make change.

INSTRUCTIONS

Hang up 3 pieces of flipchart paper (A,B,C) next to each other (see attached):

- Chart 1/A: Findings. List the findings (without the supporting data) on the first flipchart. This is what is real, what's actually going on.
 - You can do this as a group, or you can do this prior to the meeting starting.
- Chart 3/C: Vision. Have team brainstorm what they want to see in the future based on the work they've been doing.
 - What kind of school or community do they envision if they could improve on all of their findings?
- Chart 2/B: Recommendations. These are the steps that you have to take to get from your findings (what is real) to your vision (what you dream of).
 - What do we need to do to get from what is real to what we want?
 - Are there different recommendations for different people? (i.e. Do we have specific recommendations for our school board or city council? For ourselves? For our community members? Etc.)
- You will list your recommendations in your final report and they will be a key part of your presentations.







EXAMPLE: ABC What We Want (Developing Recommendations)

BUTCHERS

A: Findings

B: Recommendations

C: Vision





OVERVIEW: STEPPING STONE 7 Final Report, Presentation, and Celebration

Stepping Stone 7 focuses on putting it all together. Youth Researchers take all of their information, analysis and next steps and complete them into a cohesive report. With the support of adult facilitators, you design their report from cover to conclusion. Writing in their language and using graphics they create or choose. Following up on their report researchers prepare public presentations to distribute their work and discuss findings.

This is a time to connect with key stakeholders and decision-makers from politicians to principals to other youth in the community. It is also critical to connect with various media outlets in order to publicize the team's work. Finally it is important to celebrate the work that has been completed by the youth researchers. Plan a dinner, awards ceremony, appreciation or some other kind of ritual to make the work

GOALS FOR ADULT FACILITATORS:

- Support youth through challenges of writing and public speaking.
- Connect youth researchers to key stakeholders and decision-makers.
- Support team by providing community and media outreach.
- Develop celebration for project ends.

GOALS FOR YOUTH:

- Participate in presentation training,
- Create, design, write and peer review final report.
- Conduct outreach for public presentation.
- Participate in celebration for project end.

TIME: 4-6 sessions.

SS TIPS: *By this Stepping stone, teams have worked long and hard but they are almost done with their research phase. Encourage researchers by celebrating the work they have accomplished. During this phase of writing and public speaking, be aware of youth fears, limitations, and challenges. Be prepared to build skills that do not yet exist, like reading and writing, Practice, practice, practice public speaking skills, including presenting data and answering questions.*



Thank you to Youth In Focus for their help in the development of this tool.



Youth Engagement Final Team Report

FINAL PRODUCT OUTLINE- PROPOSED STRUCTURE

The Final Team Report should be a creative process to report the work done by the project. The following is a guide on what types of information to include in your reporting. Please include any pictures or art from your project that will help explain your findings.

While content is important, it is also important that the final product represent the accomplishments and personality of the team of youth. Be creative! Reports may be in the format of PowerPoint, video, Photovoice, etc. **As with the rest of this project, we recommend that youth take the lead on creating the final product** (except for the statement from the facilitator) **and that the adults be consulted on layout and editing only.**

- **Table of Contents** – This will help navigate through the final product, allowing people to quickly find the information in which they are most interested. It is also a good way to make sure that all of the pieces of the final product are included.
- **Facilitator Statement** – A statement from facilitator or executive staff member about why the organization/ community/ school decided to initiate this research project, who was involved, who helped support it, and what the future vision is for youth-led research. Describe the organization, school or community that hosted this project. Include the organization's mission, and a description of the specific program which hosted this research project. (completed by Ally)
- **Methodology** – Describe of the process used in the project. What happened this year? How did you select the topic? How did you develop the tools? How did you collect the data (when, where, who, how many)? How did you analyze the data and come up with the recommendations? This is the story behind the project; tell it as though you were talking to someone who did not know anything about your process.
- **Data Analysis** – Describe the key findings, supporting data and recommendations uncovered through this project. Include graphs, tables, pictures and any other supporting figures.
- **Outcome and Collected Accomplishments** – Describe any major accomplishments that your project experienced, or outcomes related to the work done by the project. Here is a chance to share something your project is really proud of.
- **Challenges & Limitations** – Describe any challenges or barriers that you discovered as a result of the work you did and, if any, suggestions for addressing these in the future. Describe of the limits of your data, weakness of your process, or areas that you would have liked to examine more closely. This is an opportunity for honest reflection on your process, as well as a place to identify where you could have done some things differently.
- **Partnerships** – If you developed partnerships and/or participated in networks that assisted your project, share a little bit about these and how you cultivated the relationship(s).
- **Resource Utilization** – Discuss any resources utilized for your work: financial, material, or volunteer. Did anyone donate money, food for events or meetings, give-aways, air-time, professional services?
- **Summary** – Include a statement detailing conclusions and recommendations, lessons learned, thoughts on process, ideas on next steps. May include additional areas of research, project changes, etc.
- **Thank you & Acknowledgement** – A place for you to say thank you to anyone who may have supported you in this process (provided you feedback, supported you in data collection, etc.)
- **Biographies** – Include a short bio created by each youth researcher outlining what they want people reading this report to know about them. May include a description of who they are, why they were involved, what they learned, what is unique about them, or anything else. If possible, we recommend pictures of the researchers.
- **Appendix** – Include copies of research instruments and raw data.
- **Logos** – Include logos of project sponsors (i.e. organizations, Youth In Focus, funders, etc.)



ACTIVITY: Styling Your Report (Final Product)

OBJECTIVES

- To learn steps to style your final report.
- To identify and develop a consistent style for your report

TIME NEEDED

- 20-30 minutes

MATERIALS

- Style Guide (see attached)
- Markers
- Final Product Packet

INTRODUCTION

You have been working long and hard on your research... Drum roll please... NOW you are ready to put it all together into a report, book, magazine, or some other written document! To do this, you will be working on the computer to create the layout and design.

You want your book to look and be easy to read. You can all work on stylizing your report or you can choose one to two youth researchers to take the lead. Either way you want to make sure everyone has a creative say in the process, while developing a similar style to hold all the parts together.

INSTRUCTIONS

See the style guide*. With your team go over:

- What a style guide is
- Examples layouts
- Create your style guide. If necessary:
 - Brainstorm first, then using your decision-making process, decide and highlight which styles you'll use
 - Make sketches on paper
 - Get needed computer training
- Layout your report

*Style Guides are basic guidelines for how you want your report to look. They are the common style that holds your book together", from section to section or page to page. Style Guides spell out the things like which fonts the team will use and what size they should be for the title, and for the rest of the text. If everyone on the team is following the style guide, you will have a report that looks like a book, rather than a bunch of random pages put together.





EXAMPLE: Style Guide Chart



Style Guide Brainstorm	
Guide	Brainstorm
FONT STYLE: This is an important decision. Choose one font that is easy to read for the text body. Things to think about: <ul style="list-style-type: none"> • Is it easy to read? • Does it look good on the page? • Does it match the style of our project? • Save fancy fonts for the title and quotes. 	
FONT SIZE: Decide font size for: <ul style="list-style-type: none"> • Text Body (11-12 pt. font is generally a good size) • Main title, subtitles • Captions • Credits 	
TITLE: What do you want to call your project? Things to think about: <ul style="list-style-type: none"> • What captures what this project was about? • What is catchy and will get people's attention? • What font will you use? Here's where you can use fancy fonts or fonts that really capture the style of your work. 	
GRAPHICS: Make your work look good by including: <ul style="list-style-type: none"> • Photos • Drawings • Clip art • Other artwork • Poetry • Colors • Background • Be creative! Where will these things go? What do you want graphics of?	
COVER PAGE: This is the first thing people notice when they see your report how will you draw them in? Make them want to read it? Include: <ul style="list-style-type: none"> • Graphics • A catchy title • Quotes 	
OTHER THINGS TO THINK ABOUT: <ul style="list-style-type: none"> • Margins • Page numbers 	





ACTIVITY: Planning Your Presentations



OBJECTIVES

- To Identify preferred presentation format and style.
- To develop strategy for presentation(s).

TIME NEEDED

- 30 – 40 minutes

MATERIALS

- Presentation Planning Chart (see attached)
- Markers
- Tape
- Final Product (draft form is fine)

INTRODUCTION

A presentation of your work, especially findings and recommendations, is a critical part of your project because it creates an opportunity for dialogue between researchers, stakeholders, and decision makers. Presentations are also important because they can be the catalyst for change.

In this activity, you will use work you've done so far to think through the parts you want in your presentation, including writing and verbal elements

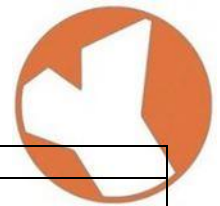
INSTRUCTIONS

In order for researchers to plan their audience, purpose, content, and format of their presentation, see the Planning Your Presentation Chart and the Presentation Content Questions Chart





EXAMPLE: Presentation Plan



Process	Plan
AUDIENCE: Who are the key stakeholders, decision makers, peers allies and supporters that you want to connect with?	Who is the audience? Why present to them? Should you do different presentations for different people? How many and why?
GOALS: What do you hope to accomplish by doing this presentation?	
FORMAT/STYLE: How will you get your audience's attention and keep them interested in what you have to say? Ideas include: <ul style="list-style-type: none"> • Skits • Games • PowerPoint • Poetry / creative writing • Photographs, videos • Q&A 	How do you want to run your presentations? Think creatively!
OUTLINE: What's the flow of your presentation? Who's doing what? Things to think about: <ul style="list-style-type: none"> • Who will handle tech problems? • Do you want a donation box? • Prep note cards, materials, decorations 	Order of Presentation: What roles are necessary for the presentation to happen? Who will conduct the following? <ul style="list-style-type: none"> • Audience Outreach • Media Outreach • Food • Other What roles are necessary for a smooth presentation? <ul style="list-style-type: none"> • Greeters: • Documenters (videographers, ect.) • Tech Roles • Presenters • Media Reps • Other Roles.
SCHEDULE: What are upcoming dates to know about? Practice Presentations, ect?	Practice Schedule (include dates and times): Presentations (Including dates and times):



EXAMPLE: Presentation Content Questions Chart



Presentation Content Questions	Reflections
Questions Who are you?: (Biography) <ul style="list-style-type: none"> Who is your group? Who are the individuals in your group? 	
What is the project?: (Introduction) <ul style="list-style-type: none"> What is the project? What are you doing? Why are you doing the project? What are the goals? 	
How did you do your research? (Methodology) How did you: <ul style="list-style-type: none"> Recruit and train your team? Plan your project? Do your research? Who did you talk to ? You analyze your data? Put together your final product/report? 	
What were your findings? (Analysis) <ul style="list-style-type: none"> What were the key findings that you learned through your research? What data supports these findings? Was there anything surprising? 	
What are your recommendations? (Recommendations) <ul style="list-style-type: none"> What recommendations do you have for decision makers based on your findings? Who can do something to make sure these things happen? 	
What are your next steps? (Next Steps & Lessons Learned) <ul style="list-style-type: none"> What will your team do after this presentation? What are other people in the community/ organization planning to do with your research? Or do you hope they'll do? What lessons did you learn throughout this process? 	
Who do you want to acknowledge? (Acknowledgements) <ul style="list-style-type: none"> Who supported you throughout this process? How was this project funded? Who made it possible for you to do this work? 	



EXAMPLE: The Big Day - Presentation Checklist

*use this or create your own version in order to get organized for your presentation(s).



The Big Day: Before, during, and after checklist		
BEFORE		
What	When	Who
Things Needed for the space: <input type="checkbox"/> Decorations <input type="checkbox"/> Props and equipment <input type="checkbox"/> Chairs <input type="checkbox"/> Tables <input type="checkbox"/> Signage <input type="checkbox"/> Other _____ Technical Support (+back-up Plan) <input type="checkbox"/> AV equipment borrowed <input type="checkbox"/> Back-up plan <input type="checkbox"/> Other _____ Refreshments: <input type="checkbox"/> Getting food and drinks <input type="checkbox"/> Other _____ Materials <input type="checkbox"/> Copies of final reports <input type="checkbox"/> Copies of Program / Information Packets <input type="checkbox"/> Press Release <input type="checkbox"/> Press Kits <input type="checkbox"/> Sign in sheet <input type="checkbox"/> Donation box <input type="checkbox"/> Other _____		
DURING		
What	When	Who
Give yourself at least 2 hours of prep time before the presentation... Set up <input type="checkbox"/> Decorations <input type="checkbox"/> Props and equipment <input type="checkbox"/> Chairs <input type="checkbox"/> Tables <input type="checkbox"/> Signage <input type="checkbox"/> Other _____ Check in <input type="checkbox"/> How is everyone feeling? <input type="checkbox"/> Do you know your roles? <input type="checkbox"/> Pep Talk! <input type="checkbox"/> Practice, if needed Technical Support (+Back-up Plan) <input type="checkbox"/> Set up AV Equipment <input type="checkbox"/> Test AV equipment		





<p>Greet Audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hand them a program <input type="checkbox"/> Ask them to sign in <input type="checkbox"/> Hand out media kit <input type="checkbox"/> Handout final report <input type="checkbox"/> Other _____ <p>Run Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run your presentation <input type="checkbox"/> Q&A <input type="checkbox"/> Let Audience Know how they might use your evaluation and or get involved in next steps <input type="checkbox"/> Thank your audience, each other, and key supporters <input type="checkbox"/> Other _____ 		
AFTER:		
What	When	Who
<p>Clean Up</p> <p>Set Next Team Meeting Date</p> <p>Follow-up Meeting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debrief the event <input type="checkbox"/> Identify ways to follow-up with audience members <p>Follow-up General</p> <ul style="list-style-type: none"> <input type="checkbox"/> On next steps <input type="checkbox"/> With key stakeholders <input type="checkbox"/> On questions that came out of the presentation <input type="checkbox"/> Evaluate overall experience <input type="checkbox"/> Celebration <input type="checkbox"/> Other _____ 		





ACTIVITY: Public Speaking: Whose Line is it?

OBJECTIVE

- To practice public speaking skills.

TIME NEEDED

- Minimum time needed 20 minutes, varies based on group size.

MATERIALS

- Scratch paper
- Hat or bowl to collect scratch paper

INTRODUCTION

This team builder is a fun way to become comfortable with speaking in front of groups and practice public speaking skills. Before you begin the activity ask students to list qualities of a good public speaker and chart them

INSTRUCTIONS

Provide each youth a piece of scratch Paper

- Give them two minutes to write down an interesting Topic. Collect the scratch paper in a hat or bowl.
- Explain that each student will volunteer to select a piece of paper and will have one minute to talk about anything they want in front of the group based on the topic written on the scratch paper.
- In that one minute they should grab the audience's attention and must speak for the whole minute.
- After each speaker completes their one minute, ask the group to tell them what they did well in their talk. Only ask for positive feedback.

DEBRIEF

- Was it hard or easy to get up in front of your team and think about something to speak about?
- What did you learn about good public speaking skills?
- Do you feel more comfortable speaking in front of groups? Or are you still as scared?
- Would more practice help you to feel more confident about your public speaking abilities?



PUBLIC SPEAKING TIPS



Now that you're in front of a crowd...

- **Be prepared.** Know the order of your presentation and know why you are there to present and what you are presenting.
- **Introduce your topic clearly.** A good method is:
 - Tell people what you are going to talk about
 - Talk about it
 - Tell people what you told them.
- **Make eye contact with people you are speaking to.** You can vary your eye contact by looking at an individual (No longer than 3 seconds per person) and by scanning the room. If you don't like making direct eye contact you can also look around the general vicinity of peoples foreheads.
- **Show your confidence with body language.** If you are standing, put your feet apart. Move purposefully and keep your hands steady. Don't fidget or twist your legs.
- **Feel at home in your body.** So stretches beforehand to connect with your body and breath. Put your head up and let your arms swing if you move. Put your shoulders back.
- **Speak loudly;** ask people in the audience if they can hear you. Speak louder than you think you need to.
- **Pause.** Speak slower than you think you need to. Stop to breathe.
- **Practice!** Talk to yourself in the shower, car or wherever you can comfortably rehearse
- **Have accessible notes.** Don't be afraid to check notes, but put them in a place where you can easily refer to them.
- **Use humor where appropriate...** be aware of who your audience is.
- **Speak from the heart... let your passion come through.**
- **Take questions and answers when you're finished with your sentence.** Don't interrupt yourself. Acknowledge questions by nodding at the person or making eye contact.
- **Believe in yourself and have confidence in that what you have to share is important and people are excited to hear you.**



OVERVIEW: STEPPING STONE 8 Next Steps and Action

Stepping Stone 8 is vital to the action part of youth-led participatory action research. As well as to the youth researchers. When action is not taken on behalf of the research work, youth and communities are left feeling overworked and disempowered. This stepping stone prepares youth to step into the action phase of the project, from organizing their schools and communities to developing multimedia projects. By Prioritizing their findings and recommendations the team created a strategic plan of action to implement change in their communities.

This step prepared youth to take their strengthened critical thinking leadership research and planning skills and participant on an ongoing basis in their organizations or community's leadership

GOALS FOR ADULT FACILITATORS:

- Support youth through action planning and prioritization of their key issues.
- Continue to connect youth researchers to key stakeholders and decision –makers.
- Participate in discussions on next phase of work.

GOALS FOR YOUTH:

- Work as a team to prioritize findings and recommendations.
- Design strategic action plan.
- Participate in discussions on next phase of work.

TIME: 3 – 5 sessions.

SS TIPS: *This Stepping Stone is often limited in scope. Time has run out, youth are exhausted, and staff are burnt out. Do Whatever is necessary to refresh and move forward in designing the next phase of this work. When research ends up on a shelf with no action taken not only are youth left feeling discouraged, but traditional views of research are confirmed. Youth have taken a lot of time and energy to work in and get input from their community,*



Thank you to Youth In Focus for their help in the development of this tool.



Before and After Survey

Program Site: _____ Date: _____

These questions are about you. This is not a test, so there is no right or wrong answer. Please answer each question thoughtfully and honestly. We want to know how you feel about yourself and how you view making change in your school/community. Your name is not on the survey and will not be linked to your answers. If a question does not apply to you, or you are unsure of what it means, just leave it blank and go on to the next one.

Read each question and think back to how you would have answered the question BEFORE participating in the program and check the appropriate box. Then check the box that best fits how you feel NOW.

1. I want to make a difference in making my school/ community a healthier place.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

2. I know where and how to gather useful data on making my school/community a healthier place.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

3. I can use research results to come up with solutions or recommendations for making my school/ community a healthier place.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

4. I can share research findings in a meaningful way to adults, decision makers or other policy makers in my school/community.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

5. I understand how my surroundings affects my health.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

6. I see myself as part of a youth community that can solve problems we are concerned about.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

7. Eating healthy is important to me.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

8. I feel confident in knowing what is healthy and not healthy to eat.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

9. I feel confident in knowing what is healthy and not healthy to drink.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

10. I select foods based on their nutritional value.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

11. The snacks I choose are often fruits or vegetables.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

12. I generally stay away from sugary drinks (soda, juice, energy and sport drinks).

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

13. Doing physical activity is important to me.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

14. I know how much physical activity* I need to be healthy.
(*includes walking to school, sports, exercise, etc.)

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

15. I am physically active* at least 60 minutes a day.
(*includes walking to school, sports, exercise, etc.)

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

16. When I choose a drink, I chose water over sugar sweetened beverages.

	BEFORE	NOW
Yes, most definitely!	<input type="checkbox"/>	<input type="checkbox"/>
Yes, probably	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
No, probably not	<input type="checkbox"/>	<input type="checkbox"/>
No, definitely not!	<input type="checkbox"/>	<input type="checkbox"/>

After participating in this project....	Now				
	Yes, definitely!	Yes, probably	Not sure	Not really	Definitely not!
1. I have learned that I can make a difference in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I plan to continue making my community a more healthy place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I will be able to apply the skills learned to other issues I am passionate about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am more aware of healthy eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think I eat healthier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can influence others to eat healthier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am more aware of the importance of physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I do more physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can influence others on the importance of physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I drink fewer sugar sweetened drinks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am more aware of clean drinking water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can influence others on the importance of drinking water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities and Involvement - Check all boxes that describe you:

- | | |
|---|--|
| <input type="checkbox"/> I have a job. | <input type="checkbox"/> I have presented to groups other than a classroom. |
| <input type="checkbox"/> I have had public recognition for my actions or work. | <input type="checkbox"/> I am on the honor role at school. |
| <input type="checkbox"/> I am involved in club sports. | <input type="checkbox"/> I plan to go to college after high school. |
| <input type="checkbox"/> I am involved in extracurricular school activities (sports, band, drama, choir, cheer, school clubs, etc). | <input type="checkbox"/> I am involved in community activities and/or do volunteer work for my community |

One thing about this project that really stood out for me:	One thing I would like to change about this project:
--	--



Feedback for Your Project Leader/Adult Ally

Program Site: _____

Adult Ally: _____ Date: _____

(Adult Ally is the adult who works with your youth group on a regular basis)

The following questions are about how your project was carried out. The results will provide feedback on how youth participatory action research was used. Please answer each question thoughtfully and honestly. Your name is not on the survey and will not be linked to your answers; your responses will be confidential.

For me, the project...	Always	Mostly	Some times	Never	Not sure
1. ...respected the opinions of youth.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. ...supported decisions made by youth.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. ...let youth research the topic they wanted.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. ...let youth develop the survey or interview questions.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. ...had youth do the data entry.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. ...had youth analyze the data.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. ...let youth draw conclusions from the data.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. ...supported the conclusions youth made from the research process.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9. ... accepted and/or acted on recommendations from youth.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10. ...let youth determine the best way to share the results.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
11. ...had youth share the results with youth, staff, and/or community members.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
12. ...encouraged youth to stay involved in the program.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
13. ...provided necessary support for all steps of the research process.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
14. ...related well with youth.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

	Yes, most definitely!	Yes, probably	No, probably not	No, definitely not!	Not sure
15. I developed a relationship with the Adult Ally.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
16. I would recommend the Adult Ally for future youth-led projects.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

17. If you would like to share any other comments, please do so here:

