

02



Stepping Stone 2

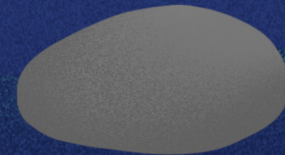
in the CFCL Youth Participatory Action Research Series

Get to Know Your Project & Team

Stepping Stones

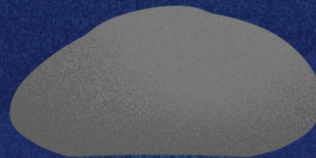


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DEVELOP YOUR RESEARCH PLAN

3



CHOOSE A FOCUS:
WHAT DO YOU WANT
TO CHANGE?

2



GET TO KNOW YOUR
PROJECT & TEAM

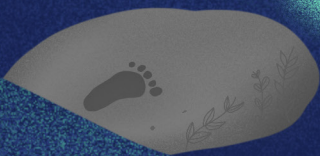
Build your
team identity &
relationships

Team norms: decide
how you will work
together

Become familiar with
your project & YPAR



1



GET READY FOR
YOUR PROJECT

5

PRACTICE
RESEARCH SKILLS

6

CONDUCT RESEARCH

7

ANALYZE YOUR DATA

8

CREATE & SHARE
FINAL PRODUCT

9

TAKE ACTION

Stepping Stone 2

Get to Know Your Project & Team

It's time to meet your team! In Stepping Stone 2, you will start to build the relationships, guidelines and collective understanding you'll need for your entire project.



Build your team by getting to know each other and how you want to work together

- » Activity 2.1: Setting Group Agreements (establishing a safe, brave space with one another)
- » Activity 2.2: Creating a Team Name (building a group identity)
- » Activity 2.3: Cultivating Accountability (learning to work together)
- » Activity 2.4: Decision Making Processes (exploring different ways to make group decisions)
- » Resource 2.5: Getting Stuck in a Process: Tips to Get Unstuck (understanding decision-making strategies)
- » Activity 2.6: Best of the Best/Worst of the Worst — Team Meetings (establishing what you want and what you don't want in your team meetings)
- » Activity 2.7: Check-In/Check-Out (developing trusting relationships and team unity)
- » Activity 2.8: Plus/Delta Evaluations (reflecting on what you're doing well and what you can improve)

2

WHAT IS YPAR?

Get oriented to your project and youth participatory action research (YPAR)

- » Activity 2.9: Data and Mapping Breakdown (learning to be critical consumers and producers of data)
- » Activity 2.10: Data and Mapping Vocabulary Relay Race (becoming familiar with key data and mapping terms)
- » Activity 2.11: Youth Participatory Action Research Brainstorm (defining youth participatory action research)
- » Activity 2.12: YPAR Shuffle (understanding the steps in a youth participatory action research project)
- » Activity 2.13: Around the World Research Simulation (practicing the research process from start to finish)

Stepping Stone Tips

- » Launch this stepping stone once team members are selected and the project structure is set.
- » Team building is a crucial aspect of this initial stage—if you're asking people to lead together, they need to know, understand and trust each other!
- » Bring people deeper into themselves and with each other. Have fun, and get excited for the collective journey ahead by playing games, telling stories, doing icebreakers and constantly interacting with one another.
- » Have part of the orientation and team building take place in a retreat setting if possible.
- » Be sure to also include political education and anti-oppression activities as a part of team building and orientation to a YPAR project.
- » While team building starts in this stepping stone, it should continue throughout the entire project!

Time Commitment: 3 – 6 sessions.



2.1

ACTIVITY

Setting Group Agreements



Objectives

- » Create a safer space for the group
- » Set up a system of accountability within the group
- » Reduce oppressive power dynamics

Time Needed

20 minutes

Materials

- » Flip chart 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. Unlike rules—which are usually decided by just one person and imposed on everyone else without their input or consent—agreements are created collectively by all of us and it is also up to all of us to hold each other accountable to them.

Establishing clear, explicit expectations at the beginning of a program is a way for us to all decide how we want to be when we are together and what each of us needs from the group in order to do our best and feel respected, supported, and valued. We will use these agreements for the rest of the program, but this will also be a living document that we can revisit and change at any point.

Instructions

- » **Suggested Language:** What agreements do you want for this team? (Record participants' answers on the flip chart. Other questions to consider: What does this agreement mean for you? Why is it important to have this agreement in this space? What else?)
- » This activity can be facilitated in a number of ways. You can have youth brainstorm their own list of group agreements as one large group, in small groups, or as a "think, pair, share" activity. You can either have youth create their lists from scratch, or you can provide them with a basic list of key agreements and ask them to modify it with any additions, subtractions or changes.

Debrief

Reflect on the activity and debrief as a full group with the following questions:

- » Does everyone like these group agreements? (Have participants show their agreement – raise hands, fists, thumbs up, sign the flip chart paper, etc.)
- » Does anyone disagree with any of these, want to change anything, or want to ask any clarifying questions?

Discuss self-assessment:

- » What should be our process for holding ourselves and each other accountable to these agreements?
- » How will we check in throughout the project to see if we are meeting our goals? (Some potential approaches include: regular group discussions, written and spoken Check-Outs focused on assessment questions, and one-on-one conferences between the facilitator and researchers. Discuss why you may need to adjust your goals and agreements depending on what comes up in your project.)

Post group agreements during your first month of meetings. Revisit if participants are having a hard time following group agreements, or if there are any needed clarifications or changes.



Sample Agreements



- » **One Mic:** One person speaks at a time
- » **Share the Air:** If you're a person who talks a lot/takes up a lot of space, make room for others to participate; if you don't speak very much, challenge yourself to engage more; this helps create balance so everyone has equal space to participate
- » **Confidentiality:** What's said in the room stays in the room
- » **Don't Yuk Someone's Yum:** Let people express their ideas without judgment
- » **Challenge the Idea, Not the Person:** Express disagreement with people's ideas, while still respecting the person
- » **Have Fun:** It's important to be productive and get things done as a group, but it's also important to keep things fun and engaging and enjoy our time together
- » **Listen to Understand, Not to Respond:** Try not to get lost in thinking about your response to what others are saying
- » **Put Ups, Not Put Downs:** Compliment and encourage each other, don't put each other down
- » **Use "I-Statements":** Speak from your own experiences rather than trying to speak for others

2.2

ACTIVITY

Creating a Team Name

Objectives

- » Build a group identity
- » Support team building and relationship development
- » Create a name that tells people who you are and what you care about

Time Needed

15 minutes

Materials

- » Flipchart paper
- » Markers

Introductions

In order to work well together, it is helpful for the team to come up with a team name. This can help build a collective identity and a shared sense of purpose as you begin your project.

Instructions

- » Good names communicate the purpose of a group. Brainstorm and choose a name that represents the power and goals of your project and who you are.
- » Once you've generated a list of ideas, you can use your chosen decision making process to select the one you all want (see Activity 2.4 for additional support).
- » Some examples of past evaluation teams' names include: Juvenile Justice Youth Evaluation, Jamestown Planners 5, Youth Empowerment Team, Kid Power Evaluation Team, and Voice of Youth.



2.3

ACTIVITY

Cultivating Accountability



Objectives

- » Build skills and experience in taking responsibility for tasks and actions
- » Learn and practice how to hold others accountable for their responsibilities

Time Needed

30 - 60 minutes

Materials

- » Scenario roles (*attached*)
- » Sample agenda (*attached*)

Introduction

Learning how to work together on any team can be difficult, but learning to work together on a youth-led project can bring up unique opportunities and challenges for the group. In this activity team members have a chance to experience accountability firsthand and see what happens when they or their teammates miss their responsibilities. This activity should lead into a concrete discussion of the group's own accountability procedures.

Here's the scenario...

In this role play, your group is serving as the planning committee for a big upcoming community event called "Unity Day" to raise awareness about your work and how the prison system affects young people. Unity Day will have speakers, performers, and activities for the community to participate in. You're having your last planning meeting to make sure that everything is set for the big day. Each person in the committee has a role for the day.

Instructions

- » Each person should sign up for a role in the planning process from the following list. If you have fewer participants, you can choose which roles you use in this scenario. For larger groups, additional participants can serve as the Approval Committee and/or audience members and should watch the activity closely to help the group reflect on what they saw and what it could mean for their own project.
 - Meeting Facilitator
 - MC
 - Outreach Coordinator
 - Speaker Coordinator
 - Performer Coordinator
 - Food Coordinator
 - Set-Up
 - Security
 - Approval Committee
- » The meeting facilitator should lead the meeting. After the meeting is over, the planning committee will have to present their final decisions and updates to the Approval Committee.

Debrief

After you've completed the role play scenario, debrief the activity with the following questions:

- » To each participant:
 - What went right? What things went wrong from your perspective? How did your role help or not help the planning process?
 - What would you do if you came to this meeting for the first time? Would you want to come back to this group?
 - What could you have done differently?
- » To the Meeting Facilitator:
 - How did it feel to run the meeting like this?
- » To the whole group:
 - How do you think Unity Day would have gone and how would the community have thought about this group if this were in fact the final planning meeting before the event?
 - What things needed to happen in order for this group to work together and make Unity Day a success?
 - How does this relate to our own project?
 - How can we prevent these things from happening and hold ourselves and each other accountable for our work together?

Cultivating Accountability: Scenario Roles

Cut each of these out and give a role and description to each participating team member.

Meeting Facilitator: Run the meeting to the best of your ability. Use the agenda that's given to you. You HAVE to keep your cool and stay professional.

Speaker Coordinator: You constantly making jokes or commentary throughout the meeting, and don't pay attention to the Meeting Facilitator. You do not add any helpful information about the Speaker Line-up.

MC: You are on your cell phone throughout the entire meeting. If the Meeting Facilitator asks you to stop using it, stop, but be sure to start again. You do not add any helpful information about MC-ing at the event.

Performer Coordinator: You are a rambler (you talk on and on). You can only talk about music, dancing, and performance art and you MUST talk a lot. You have side conversations with everyone. You do not add any helpful information about the Performers.

Outreach Coordinator: You are only allowed to ask questions. If the Meeting Facilitator or anyone else asks you something, you can only answer with a question. You are NOT allowed to make any statements. You do not add any helpful information about the Event Outreach.

Food Coordinator: You are an over-enthusiastic participator, and answer all the questions that the Meeting Facilitator asks, not letting anyone else speak. But you often get the meeting off-track, and you don't have much helpful information about the Food.

Set-Up: You are tired and quiet. You keep putting your head down on the table, and you won't give any input. If you do add input to the group, you mumble something short and negative and then go back to sleep. You do not add any helpful information about the Set-Up for the event.

Security: You can't stop moving around and are easily distracted. You keep getting up and moving around the room, and you don't add any helpful information about Security.

Scenario Meeting Agenda:

UNITY DAY

PLANNING COMMITTEE MEETING



AGENDA

1. **Check-In Question:** What is your favorite day of the week and why?
2. **Coordinator Updates:** Each coordinator should give an update to the group on how their committee is doing, any needs they have before tomorrow's event, and any other important information for the group to know.
3. **Presentation Prep:** Decide how you will present updates to the Approval Committee.
4. **Presentation:** Present updates to the Approval Committee.

2.4 ACTIVITY

Decision Making Processes



Objectives

- » Decide how you want to make decisions as a group
- » Understand different decision-making processes: pros & cons, how & why to use them
- » Understand why decision-making is critical to youth-adult partnership

Time Needed

60 minutes

Materials

- » Flip chart paper
- » Markers
- » Candy
- » Pros/Cons evaluation charts
- » Getting Stuck in a Process handout

Preparation

Review and understand different decision-making processes.

Introduction

This activity should ideally happen toward the beginning of the project, when group agreements are being established. Teams can explore different decision-making processes and choose one they prefer, but also use different processes for different types of decisions throughout the year as needed.

Instructions

Discussion on Decision-Making:

- » In Small Groups:
 - Break into groups of 3 and answer the following:
 - What are 2 things that need to be in place for you to make a decision?
 - How do you know that your voice is being heard and that others are listening to you?

As a Large Group:

- Each small group should share their top 3 things that need to be in place for them to make a decision.
- Each small group should share the top 3 ways they know they are being heard in a decision-making process.

Explore Methods of Decision-Making:

- » Go over and practice different kinds of decision-making processes:
 - Modified Consensus Building
 - Weighted Voting
 - Consultative/Committees
- » As a whole group, brainstorm and record the Pros/Cons of each process.

Discuss the question: "What happens if we get stuck?"

- » Distribute and discuss the handout on getting stuck and tips to get unstuck.



Modified Consensus:

Instructions

- » Provide each group member a green, yellow, and red piece of paper:
 - Green means: “Yes, I support the decision.”
 - Yellow means: “I can live with the decision.”
 - Red means: “No, I do not support this decision, but I am willing to work together to create another proposal.”
- » Allow participants appropriate time to discuss the decision and then take a poll of the group using their cards. If all cards are green and yellow, then you can move forward with the consensus. If there is a red card then allow for more time to discuss. The following questions are helpful to building consensus:
 - What would need to change about the decision in order for red-card holders to move to yellow or green?
 - What questions or concerns need to be addressed to help clarify the decision?
- » Remember to let the group know that a red-card should not be used to intentionally delay or hold up the decision-making process and also should not be treated as a challenge but as an opportunity to make an even more informed and better decision. Repeat the polling process until all cards are green or yellow.

Weighted Voting:

Instructions

- » Give each team member 5 pieces of wrapped candy.
- » Label cups with the different voting options, and explain each one, allowing time for people to advocate for a particular option.
- » Each person can split their pieces of candy amongst their top choices, or they can choose to put all of their candy into one choice.
- » Whichever cup has the most pieces of candy has received the most votes and wins.

Consultative/Committee Process:

Instructions

- » Depending on the issue at hand, have those who are most invested in, knowledgeable about, or able to represent different viewpoints on a particular issue form a consultative committee to make a decision, or if the group wishes, to come back to the bigger group with a proposal for consensus or voting decision-making. This may keep the whole group from getting stuck in tedious details of a decision, especially if not everybody is very interested in the decision. This may allow a smaller group to work together and think through the issues in a more intimate setting where people may be more likely to hear each other and create agreement together.

2.5 Getting Stuck in a Process:

Tips to Get Un-Stuck



Here are some helpful strategies if your group is having trouble making a decision...

- » Make sure your discussion is staying focused on the issue. Create a parking lot for tangents and other unrelated, but important, ideas.
- » Have a back-up decision-making method in place from the beginning. For example:
 - your primary method can be modified consensus
 - if you get stuck, you can consult other people
 - if that decision is strongly opposed by the group, you fallback on voting
- » Use different decision-making processes for different kinds of decisions. For example:
 - when group agreement is critical, use modified or absolute consensus
 - when there is another person who is expert or highly skilled and knowledgeable in an area, consult other people
 - when you need to reach a decision quickly and the stakes are low, use voting
- » Make sure the decision you are making is about one issue and the group has not loaded many issues into a single decision.
- » Take a break. If the discussion is getting too intense or you keep going round and round, a 5 – 10 minute break might help bring clarity back to the discussion.
- » Delegate the decision to a smaller group. This group can:
 - take 15 minutes during the meeting to try and reach a decision, present it to the group and see if there's support
 - meet outside of the meeting, reach a decision and present it to rest of the group at the next meeting or over email/text.
- » Sometimes you are unprepared to make a decision. Do your pre-work or assign homework and agree to reach a decision at the next meeting or over email/text.
- » Remember to listen to each other and ask for clarity when you're not understanding someone's viewpoint.



2.6 ACTIVITY

Best of the Best/Worst of the Worst: Team Meetings

Objectives

- » Think creatively about your first group meetings
- » Explore what you want and don't want in a meeting
- » Learn a fun activity format that you can use for other topics as well

Time Needed

30 minutes

Materials

- » Flip chart paper
- » Markers
- » Other standard meeting facilitation items as needed

Introduction

Suggested Language: This activity will help us set up our first group meetings. It will give us the opportunity to explore what will and won't work in our meetings. This is also an activity that we can use in other situations when we want to explore the worst-case conditions of something and the ideal conditions that we hope to achieve. We will use this same activity format later in our research project to develop indicators—key evidence we want to consider.

Instructions

- » Separate participants into 2 groups. Each group will have 10 minutes to come up with a skit. Be sure to have flip chart paper, markers and other meeting facilitation items available in case groups want to use them in their skits.
- » Scenario: This is your first meeting with your research team. What does this meeting look like? What happens in it?
 - Group 1 – you have planned the worst meeting possible.
 - Group 2 – you have planned the best meeting possible.

After 10 minutes ask everyone to come back together. Each group will present their skit to the other group.

Debrief

Reflect on the activity and debrief as a full group with the following questions:

- » What did you notice in each skit?
- » What showed us that this was a really bad or good team meeting?
- » What do we definitely want to bring into our first team meetings? Is there anything that wasn't shown that you think is important to bring in?
- » How could we use this activity to help facilitate other discussions and situations?



2.7

ACTIVITY

Check-In/Check-Out

Objectives

- » Learn where team members are at when your meeting begins and ends
- » Create group safety and ground everyone in the meeting space
- » 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 in order to hear where everyone is coming from, see how everyone is feeling and what they're 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, thoughts, etc.

Instructions

- » A check-in question can vary from something as simple as "How are you today?" to something creative like "Tell me how you are feeling by 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 right now", "What's one thing you're doing after this meeting?", etc.
- » Everyone should check in and check out with the option to pass.



2.8 ACTIVITY

Plus/Delta Evaluations

Objectives

- » Develop an intentional, ongoing practice of critical reflection
- » Generate feedback that can improve your meetings, activities, and events

Time Needed

5 minutes

Materials

- » Flip chart paper
- » Markers

Introduction

Continual reflection and evaluation are key components of this work, and it's important to establish this early on as a group. This simple and short evaluation format can be used to reflect on team meetings, key activities and events. It's a great way to generate feedback and allow participants to think critically about their contributions and their work.

Instructions

- » Using a piece of flip chart paper, draw a basic chart with two columns. One column should be marked with a "+" (Plus) symbol and the other is marked with a "Δ" (Delta) symbol.
- » Explain to the group that the "+" symbol signifies positive things that we liked about the meeting/activity and things that went well, while the "Δ" symbol signifies things that we would like to change for next time.
- » Rather than using "-" or negative, this evaluation format substitutes the Greek letter delta, "Δ" which is a symbol that is often used to signify "change." Focusing on change allows for more constructive criticism and also leads the group to think about steps that can be taken to improve its work moving forward.



- » Starting with the “+” side, ask participants to share anything that they liked about the meeting/activity or that they think went well. Record all responses on the corresponding side of the chart.
- » Once there are no more responses for that side, move on to the “Δ” side, asking participants to share anything that they think could be changed and improved for next time. Again, write down all the responses on the flip chart.
- » This feedback can then be used for a quick reflection and discussion as a group. The feedback should also be incorporated into the next planning meeting. Past evaluations can be reintroduced to the group at a later date to see how well feedback is being used to improve how the team functions.

Example:

+	Δ
<ul style="list-style-type: none">» On the right track» Professional» Point in time» Different perspective» Age difference» Organized» Fun, better strategy» Less tiring	<ul style="list-style-type: none">» Confirm time specific» More prep

2.9

ACTIVITY

Data and Mapping Breakdown

Adapted from the UC Davis Center for Regional Change's Making Youth Data Matter Curriculum:
<https://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/Making%20Youth%20Data%20Matter%20Curriculum.pdf>



Objectives

- » De-mystify data and maps/mapping
- » Start learning to be critical consumers of data

Time Needed

15 minutes

Materials

- » None

Introduction

Since the 1990s, the field of YPAR has grown exponentially. The ability to access, analyze, visualize and share data and analyses has also increased tremendously during this same time period. However, efforts to ensure that young civic actors have full access to these information resources have been limited. This is why it's so important to support young researchers' access to and use of data and analyses that may complement their social change efforts.

It is important to consider why we should care about data and maps and how they might be useful in our action research project. In this activity, participants share how they feel about data and mapping, how they use maps in their lives, whether/ how they use maps and data in their community change work, and where the data and maps they use come from.

Instructions

- » **Suggested Language:** We're going to be talking about who produces maps and data and how they can be used. Before we jump in, I want to get to know a little about how you all experience maps.
- » Ice-Breaker Discussion Questions:
 - How many of us have used maps before?
 - How have you used maps?
 - Who created the maps?
 - How have you seen data and maps used (for example, in your schools, in this organization's work, in other agencies)?



Debrief

Suggested Language: Maps are very important for all of the reasons you have stated. And we can start to see how maps can be helpful and possibly hurt our communities. During this project, we're going to learn more about the importance of using maps and data and explore how they can support our research and social change efforts.

2.10

ACTIVITY

Data and Mapping Vocabulary Relay Race

Adapted from the UC Davis Center for Regional Change's Making Youth Data Matter Curriculum:

<https://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/Making%20Youth%20Data%20Matter%20Curriculum.pdf>



Objectives

- » Get familiar with mapping and data terms
- » Build skills and knowledge that will help you use, produce and present data maps

Time Needed

20 minutes

Materials

- » Tape
- » Data and Mapping Vocabulary Terms Sheet (below)
- » Vocabulary Term and Definition Cards can be found here:
<https://ypar.cfcl.ucdavis.edu/resources/Activity2.10Materials.pdf>

Activity Preparation

- » Find an open space within the meeting area that you are currently using, or prepare an outside space where you will have access to a wall or a large flat surface.
- » Set up 2 chairs or small tables near the wall/flat surface, and 2 more chairs or small tables a short run away from them.
- » Print two sets of the Vocabulary Term Cards and Definition Cards.
- » Have pre-cut tape ready.
- » Keep one copy of the Vocabulary Term Sheet ready to check the accuracy of participant definitions.

Introduction

Suggested Language: Today we are going to start off with a quick activity to get our motors running. As we talked about before, it's important that we not only learn how to use maps and data in our work, but understand the language used in mapping. We also want to learn to use this language when we're presenting our work.

Instructions

- » Split the participants into 2 groups. Have each group stand near a chair/table furthest from the wall or flat surface, and face towards the wall/flat surface.
- » Lay out the Vocabulary Term Cards face down, on each chair/table by a group. (Make sure that there is one set for each group).
- » On the opposite chair/table by the wall/flat surface, place the Definition Cards face down. Also place the pre-cut pieces of tape nearby. The participants will tape the Definition and Vocabulary terms together onto the wall.
- » Explain that this is a relay race. When you, the facilitator, indicate that time has started, one team member of each group will take a Vocabulary Term Card, run to the opposite side of the space, and find the Definition Card that matches with the Term Card. Once the participant has found the match, the participant will tape the pair of cards together on the wall/flat surface.
- » The participant will then run back to their team and tag the next member.
- » The next member of the team will repeat this process.
- » Once a team has matched all the terms with their

- » definitions they will yell “DONE.”
- » You (the facilitator) should then check that the terms are correctly matched with their definitions.
- » The team that first successfully matches the terms and definitions wins!

Debrief

Debrief as a whole group with the following questions:

- » What did you think of the game?

- » Which words do you feel ready to use in your work?
- » Which words/definitions are still unclear?

It’s important to continue to find ways to build participants’ vocabulary. Use your creativity to build in more opportunities for practicing using these terms and other key vocabulary in your training sessions. For additional vocabulary icebreaker ideas, see Activity 4.1 Vocabulary Body Sculptures and Activity 7.2 Analysis Fictionary.

Data and Mapping Vocabulary Terms

Map

A graphic representation of the features of a place. Those features might be physical (elevations, the shapes of the continents), built (roads, buildings), or even social (how many youth live in an area, how many people voted in an area).

Margin of error

A statistical measure expressing the amount of random sampling error in a survey’s results, or how confident you can be in a result. The higher the margin of error, the less confidence you can have in a result.

Analytical index

Provides an analytical shortcut built upon and pointing to multiple data points.

Census tract

Small, relatively permanent statistical geographic subdivisions that generally have a population size between 1,200 and 8,000 people.

County

A political and administrative division of a state, providing certain local governmental services.

Geographic scale

The relationship between a distance on a map, chart, or photograph and the corresponding distance on the Earth’s surface.

GIS (Geographic Information Systems)

A computer system for capturing, storing, organizing, analyzing and displaying data related to positions on Earth’s surface.

Map legend

A table on a map or chart that lists and explains the symbols used.

Webmaps

Interactive maps that let people search for and save spatial information, and in some cases add new information to the map.

Redlining

The practice of housing and business lenders systematically denying or limiting financial services to specific neighborhoods, usually because people were poor and nonwhite.

Unincorporated area

An area of land that is not governed by a city.

U.S. Census

A procedure of systematically acquiring and recording information about the United States’ population, which occurs every 10 years as mandated by the United States Constitution.

Social media

Virtual communities and networks that support social interaction among people in which they create, share or exchange information and ideas.

Web 2.0

The second stage of development of the World Wide Web, characterized by the change from static web pages to dynamic or user-generated content and the growth of social media.

2.11

ACTIVITY

Youth Participatory Action Research Brainstorm



Objectives

- » Develop a group understanding of YPAR
- » Recognize and support the expertise of the group in discussing this concept

Time Needed

20 minutes

Materials

- » Flip chart paper
- » Markers

Activity Preparation

Hang up 4 pieces of flip chart paper around the meeting space and place markers next to each one. Write “YOUTH” on the top of the first flip chart sheet, “PARTICIPATORY” on the second one, “ACTION” on the third one, and “RESEARCH” on the top of the last one.

Be sure you are familiar with the concept of YPAR and the key elements of this approach before this activity. This will help you fill in any critical info that the group leaves out and guide the discussion during the summary and debrief sections towards the end. Refer back to key activities and resources from Stepping Stone 1 to help build your own understanding of YPAR, its history, and what sets it apart from other approaches.

Introduction

Suggested Language: Youth participatory 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 it as a group.

Instructions

- » Split team members up into 4 groups and have each group stand by one of the flip chart sheets.
- » At the start of the activity, give each group 3 minutes to brainstorm what comes to mind when they think about the word on their sheet. They should write all their thoughts down on the flip chart, using words, phrases or drawings to express themselves.
- » After the 3 minutes are up, have all of the groups rotate around the room to the next word and do the same thing. They should see what the group before them came up with and add to what’s there--they can also put a check mark next to things the previous group wrote down that they agree with.
- » Keep rotating and do a total of 4 rounds so each group has the chance to interact with every word and flip chart sheet.



If participants are having trouble coming up with ideas, you can help the groups brainstorm with the following prompts:

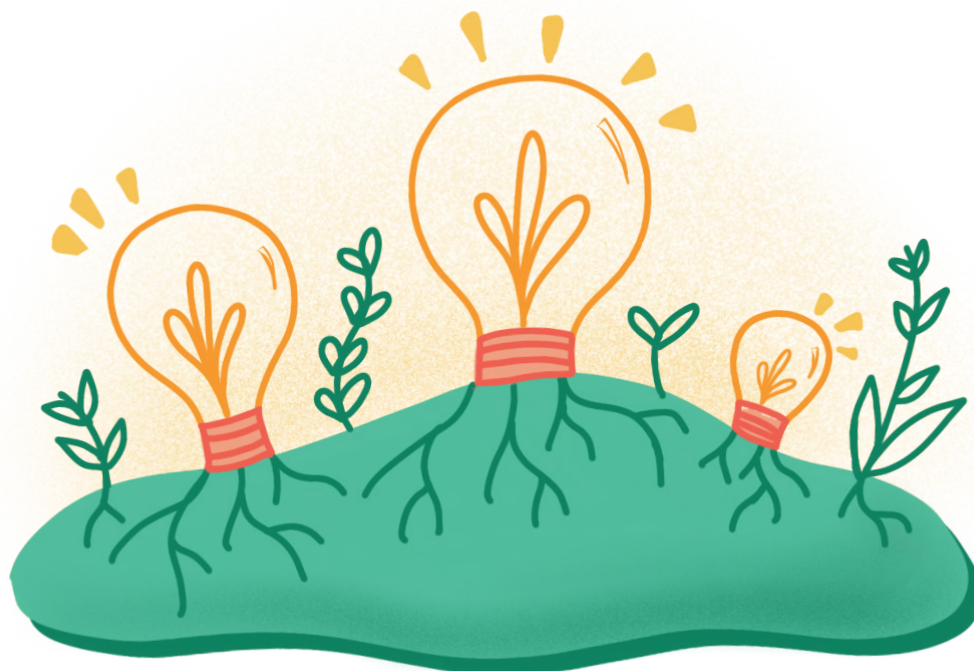
- » Youth
 - How do you define youth? What does it mean to be a youth? How are youth seen and treated in our society? What does it mean for youth to lead?
- » Participatory
 - What does it mean for something to be participatory? What are the benefits or drawbacks of participation? Who usually gets to participate and who decides?
- » Action
 - When you hear the word action, what do you think about? What is action? What are different types of action that you've seen, heard of, participated in? What have the results been? Who can take action?
- » Research
 - What is research? What types of research have you done or heard about? How do people do research? Who does it? Why do it? How do you feel about research?

After all 4 rounds are finished, come back together as a full group. Review each word to see how you collectively understand and define them. Then, put them all together to see how you define the concept of YPAR. Summarize and combine answers as a group – if this is what it means for something to be youth and participatory, this is what action means, and this is what research means, THEN what is youth participatory action research?

Debrief

Debrief the activity with the following questions:

- » Why is it important for youth to do research?
- » Why take action on your research?
- » What are benefits of youth taking the lead in this work?
- » What roles can adults play?



2.12

ACTIVITY

YPAR Shuffle



Objectives

- » Understand all of the steps in the inquiry process
- » Become familiar with CFCL's 9 Stepping Stones
- » Understand the amount of time and commitment required by a full YPAR project cycle in order to set realistic goals, expectations and timelines for the project moving forward

Time Needed

20 minutes

Materials

- » Each step in the YPAR process printed or written in large letters on an individual sheet of paper (Use the steps laid out in the following graphic as a reference and feel free to combine or divide up the steps accordingly to make sure each participant has their own sheet)

Introduction

This is a fun and dynamic energizer to introduce your team to the various stages involved in a YPAR project and the 9 Stepping Stones. This is a good way to start discussing and unpacking what a YPAR project entails and the amount of time and commitment the full inquiry and action cycle can require. It can be helpful to do this activity alongside Activity 2.11 YPAR Brainstorm. You can also utilize materials from Stepping Stone 1 to help familiarize the group with the full Stepping Stones process.

Instructions

- » **Suggested Language:** Today we will discuss the research and inquiry process and learn about the YPAR cycle. This activity will help us understand the various stages that are involved and the stepping stones we'll be following.
- » Shuffle the papers with the steps printed/written on them so they are out of order and pass them out to the team members.
- » Have participants stand up and move around to rearrange themselves into the correct order. Make sure they hold their steps in front of them so everyone can read each paper. If people are still out of order, have the group analyze the situation and work to correct themselves until they are all in the right place.
- » As you review the final order with the team, emphasize that some steps in the process are ongoing and should reoccur throughout the project, particularly team building and celebrating successes. While many people will assume that celebration is the final step in the process, it's placed before taking action because the action phase can be very long and it's important to celebrate the successful completion of the research phase, too.
- » It's also important to note that the YPAR process is cyclical, and one completed project can lead to a brand new line of inquiry, research and action. This can be demonstrated in a physical space by having the participants at both ends of the line come together to form a circle once the correct order of the steps has been established.

Debrief

Provide a brief overview of the general YPAR timeline and approach. Allow team members to reflect on the various steps of the process and the overall commitment they each entail.

- » What was your initial reaction after seeing all of the steps in the process laid out like this?
- » Which steps sound like the most fun to you? Why?
- » Which steps seem like they would be the most challenging? Why?
- » What do you think makes a YPAR project unique from other research or action approaches?
- » Does our time commitment and meeting schedule seem like it will give us enough time to get through this whole process? Why or why not?

The YPAR process and the 9 Stepping Stones:



SS = Stepping Stone

2.13

ACTIVITY

Around the World Research Simulation



Objectives

- » Become familiar with the main steps in a YPAR project
- » Practice the research process from start to finish

Time Needed

90 minutes total (30 minutes for prep and 60 minutes for the activity)

Materials

- » 7 envelopes
- » Tape
- » Printed copies of the Station Directions (attached below)
- » Printed copies of the Survey Tool (attached below)
- » Printed copy of the Survey Analysis Worksheet (attached below)
- » Flip chart paper
- » Markers

Activity Preparation

This activity requires 30 minutes of prep time in order to create the 7 stations participants will be visiting. Print and cut out the directions for each station and place one in each envelope. Each station should have an envelope containing the directions for that station. Each station should also have a sheet of flip chart paper and markers for participants to record their answers to the questions posed in the directions.

Directions

Congratulations! You have embarked on a journey of youth participatory action research (YPAR). It will be a challenging and hopefully fun experience.

Here is your mission:

Your team has been recruited to support an advocacy campaign focused on school safety and campus climate. Your task is to research the experiences of young people in your community to help inform the campaign strategy. The envelopes located at the stations around the room hold directions to guide you on your research journey. Good luck!

Please proceed to Station 1: Setting Research Goals and Framework



Station 1: Setting Research Goals and Framework (10 minutes)

Welcome to the start of your journey!

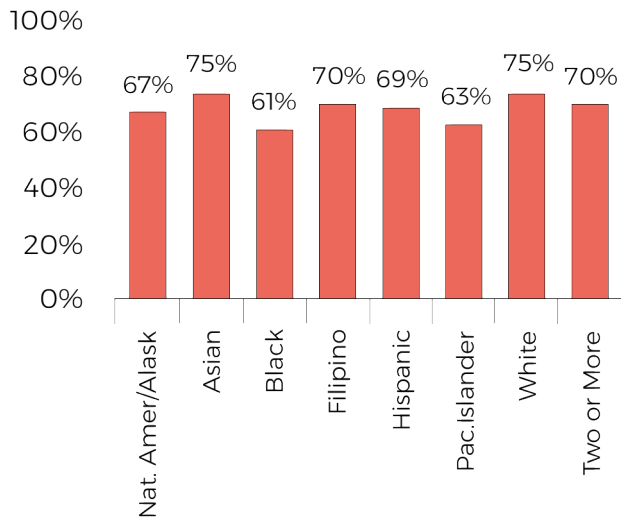
You know what you need to study, but what is this research really about?

Your team has 5 minutes to answer the following questions. Record your answers on the flip chart paper.

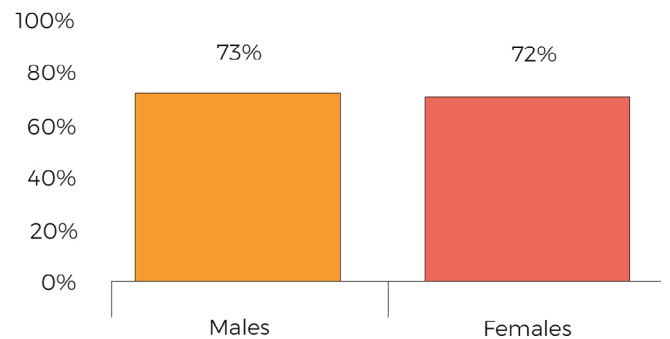
- » What is the overall purpose of this research?
- » Who is this research serving?
- » What do we want to learn?
- » Who else should we talk with to get key information?
- » Who needs to buy into our research design (e.g. feel comfortable with it, believe it produced accurate information)?

To help you answer these questions about your goals and support your research design, take a look at this publicly-available background data on the percentage of students who feel safe at your local school. What stands out to you about these data points? How does this information inform your research goals and plan?

Feeling Safe at School by Race/Ethnicity



Feeling Safe at School by Sex



Data graphs courtesy of



Station 2: Research Design (10 minutes)

Now that you've set the goals and framework for your research and you've analyzed some background information on your issue, you will have 10 minutes to develop your research design. This is the plan for how you'll go about collecting and analyzing information.

Selecting a Research Method:

Out of a range of possible data collection strategies (for example: focus groups, observation, interviews, participatory mapping, surveys), today you will use surveys.

Choosing a Sample:

Your team will designate two people to administer the survey. The other team members will be the research sample (they will take the survey at the next station, representing the student population).

Developing Your Research Tool:

Your team has already started creating its survey instrument for your research. Take a look at the attached survey questions and add 1 more question of your own that will help you achieve your research goals.

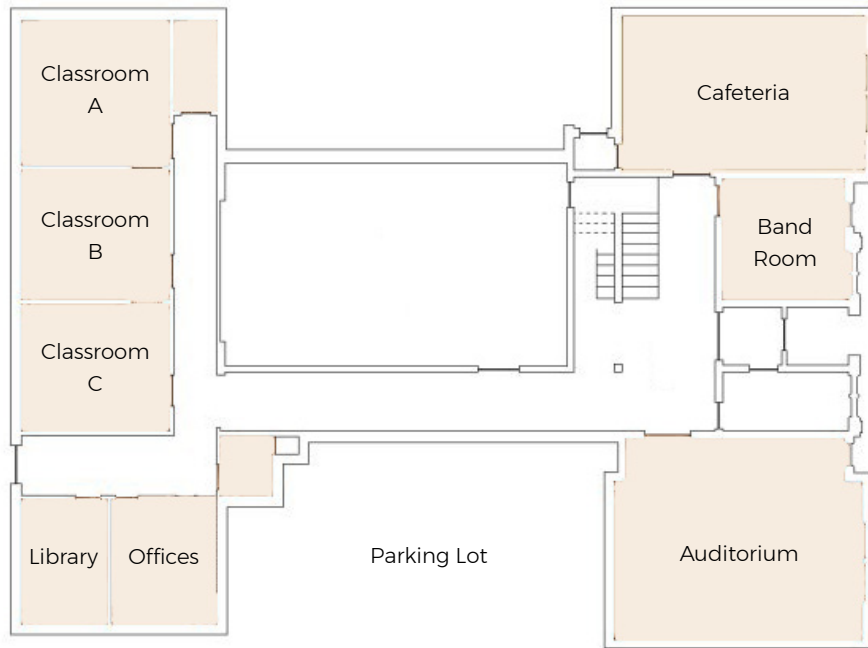


School Safety and Campus Climate Survey Tool

- 1. Think about the school you are currently attending or the most recent school you attended. Overall how safe (emotionally and physically) did you feel at that school? (pick only one answer)**
 - Always felt safe
 - Mostly felt safe
 - Felt safe about half the time
 - Mostly felt unsafe
 - Never felt safe
- 2. Who/what helped you feel safe at that school? (check all that apply)**
 - No one/Nothing
 - Self-care
 - Friends
 - Family members attending the same school
 - Certain adult staff (e.g. teachers, counselors, coaches, administrators)
 - School security
 - Certain places at school (such as _____)
 - Certain course topics (such as _____)
 - Certain programs (such as _____)
 - Certain school rules/policies (such as _____)
 - Caring adult supporters outside school
 - Other: _____
- 3. Think about all the times you missed class at that school. What were the main reasons you were absent? (check all that apply)**
 - My physical and/or mental health
 - Family member's physical and/or mental health
 - Transportation challenges
 - Felt physically and/or emotionally unsafe at school
 - Felt unsafe getting to/from school
 - Felt stressed about academics
 - Peer social dynamics

- Bad relationship with school staff
- Boredom
- Personal appointments (e.g. court dates, probation meetings, social welfare, etc.)
- Cost of activities/supplies
- Family obligations
- Other: _____

4. On the following school map, mark the places where you felt safer with a “+” sign and the places where you felt unsafe with a “Δ” sign.



5. CREATE & ADD YOUR OWN QUESTION HERE:

Station 3: Data Collection (5 minutes)

OK, equipped with your research design, it's time to roll. You will have 5 minutes to collect your data.

To confirm: Your team will designate two people to administer the survey. The other members will be the research subjects (they will take the survey). Those administering the survey should explain to the research subjects the purpose of their study and why it's important. The research subjects should then fill out the printed copies of the survey with their answers.

Conduct the survey!

Station 4: Data Analysis (10 minutes)

Now that you've collected the data, what does it all mean? You have 10 minutes to analyze your data.

Use the Survey Analysis Worksheet to document and tally the results of your surveys.

What does this data tell you about your research questions? (These are your findings). What does it NOT tell you?

Document your findings on the flip chart paper. Also note any concerns you have about the accuracy of your findings based on your sample (who took the survey compared with the total population you hope to learn about), the quality of your data, etc.

On the flip chart paper, create at least 1 table or graph to represent your findings.

Based on these findings, what actions do you suggest? (These are your recommendations.)

Document your recommendations. Be explicit about how your data backs up and supports your recommendations.

Survey Analysis Worksheet

Mark responses with an "X" for each survey you conducted

Surveys

Question	Response Options	1	2	3	4	5	6	7
How safe did you feel at school?	Always felt safe							
	Mostly felt safe							
	Felt safe about half the time							
	Mostly felt unsafe							
	Never felt safe							
Who/what helped you feel safe?	No one/nothing							
	Self-care							
	Friends							
	Family members at my school							
	Certain adult staff (e.g. teachers, coaches, counselors, administrators)							
	School security							
	Certain places at school (e.g. _____)							
	Certain course topics (e.g. _____)							
	Certain programs (e.g. _____)							
	Certain school rules (e.g. _____)							
	Caring adults outside school							
Other: _____								

Question	Response Options	1	2	3	4	5	6	7
Reasons for absence	My physical/mental health							
	Family member's physical/mental health							
	Transportation challenges							
	Felt unsafe at school							
	Felt unsafe getting to/from school							
	Felt stressed about academics							
	Peer social dynamics							
	Bad relationship with school staff							
	Boredom							
	Personal appointments							
	Cost of activities/supplies							
	Family obligations							
	Other _____							
School map locations (mark responses with "+" sign for safer and a "Δ" sign for unsafe).	Classroom A							
	Classroom B							
	Classroom C							
	Library							
	Offices							
	Auditorium							
	Parking Lot							
	Band Room							
	Cafeteria							
	Other _____							
(Your Question)								

***Don't** count example items!

Station 5: Final Product (10 minutes)

You know what you want to say, now put it into words (and pictures). You have 10 minutes to create a final product for your research.

Consider the audience(s) you are targeting with your report. What points do you want to highlight? What do they need to know? How are they going to use the information? What are the most compelling and useful ways to present the information?

Using the flip chart paper, tell the story of your project. Document your research methods, findings and recommendations. You may use charts, graphs, illustrations, maps, or other methods.

Station 6: Presentation (5 minutes)

You've built your case, now you need to share it!

You have 3 minutes to prepare a 2-minute-long oral presentation to describe your research to your main audience. What are the key points that will most effectively communicate the essence of what you learned? How can these be presented in an informative and engaging way?

Once the 3 minutes of planning time are up, give your presentation!

Station 7: Taking Action (5 minutes)

So now you're experts on your research and findings! It's time to get organized and get people to act on your recommendations.

You have 5 minutes to develop an action plan for implementing the recommendations of your research.

What are the key tasks and who will do them? When will they happen? What resources are needed (allies, money, time, more information, etc.)?

How will you know you have accomplished your goals?

Debrief

Congratulations! You've successfully completed your YPAR project!

Debrief the activity with the following questions:

- » What was enjoyable about the research process?
- » What was challenging?
- » How has your understanding and experience of research changed after going through this simulation process?
- » What would you have done differently if you knew at the beginning what you know now about research?



About Community Futures, Community Lore STEPPING STONE GUIDES



The CFCL Stepping Stone guides were developed based on the original work of the Intercultural Oral History Project/Tibet, the Intercultural Oral History Project/Nepal, Community LORE, Youth In Focus and the Putting Youth on the Map program at the UC Davis Center for Regional Change. Many, many individuals, communities and projects contributed over a period of more than twenty years to CFCL's approach to YPAR (youth participatory action research). For the full set of Stepping Stone guides, YPAR stories, background on the CFCL approach, and a list of project credits visit the website: ypar.cfcl.ucdavis.edu

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