

Youth Participatory Action Research

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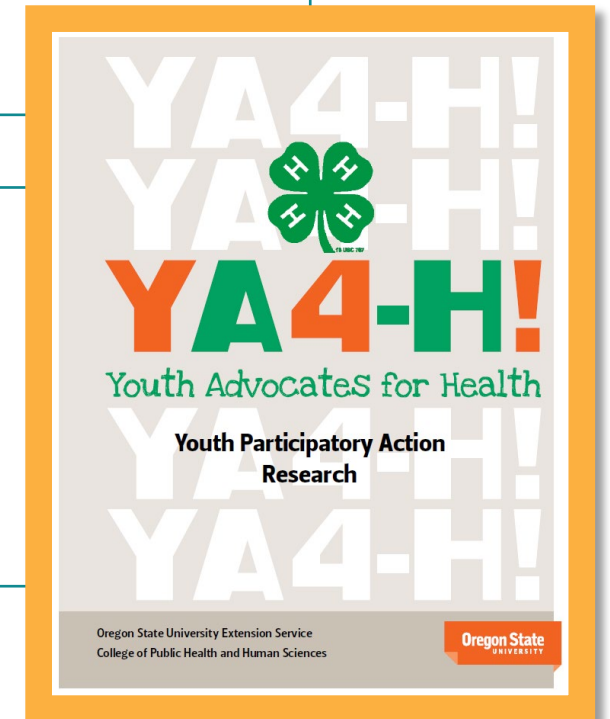
What are we doing together?

1

Introduction to Youth Participatory Action
Research
YPAR in Action
Youth-Adult Partnerships

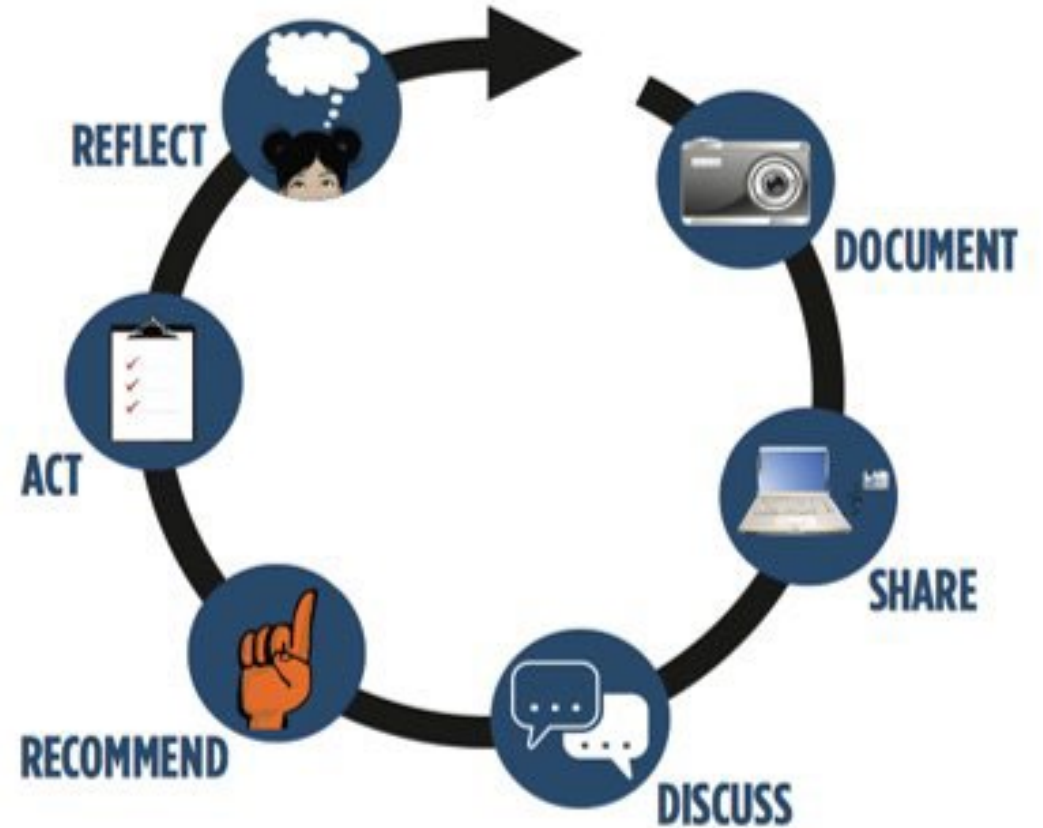
2

Curriculum Walk-Through
Evaluation
Q&A



Refresher: What is YPAR?

Inquiry-based
Participatory
Transformative



What are the core components?

Iterative integration of research and action

Training and practice of research skills

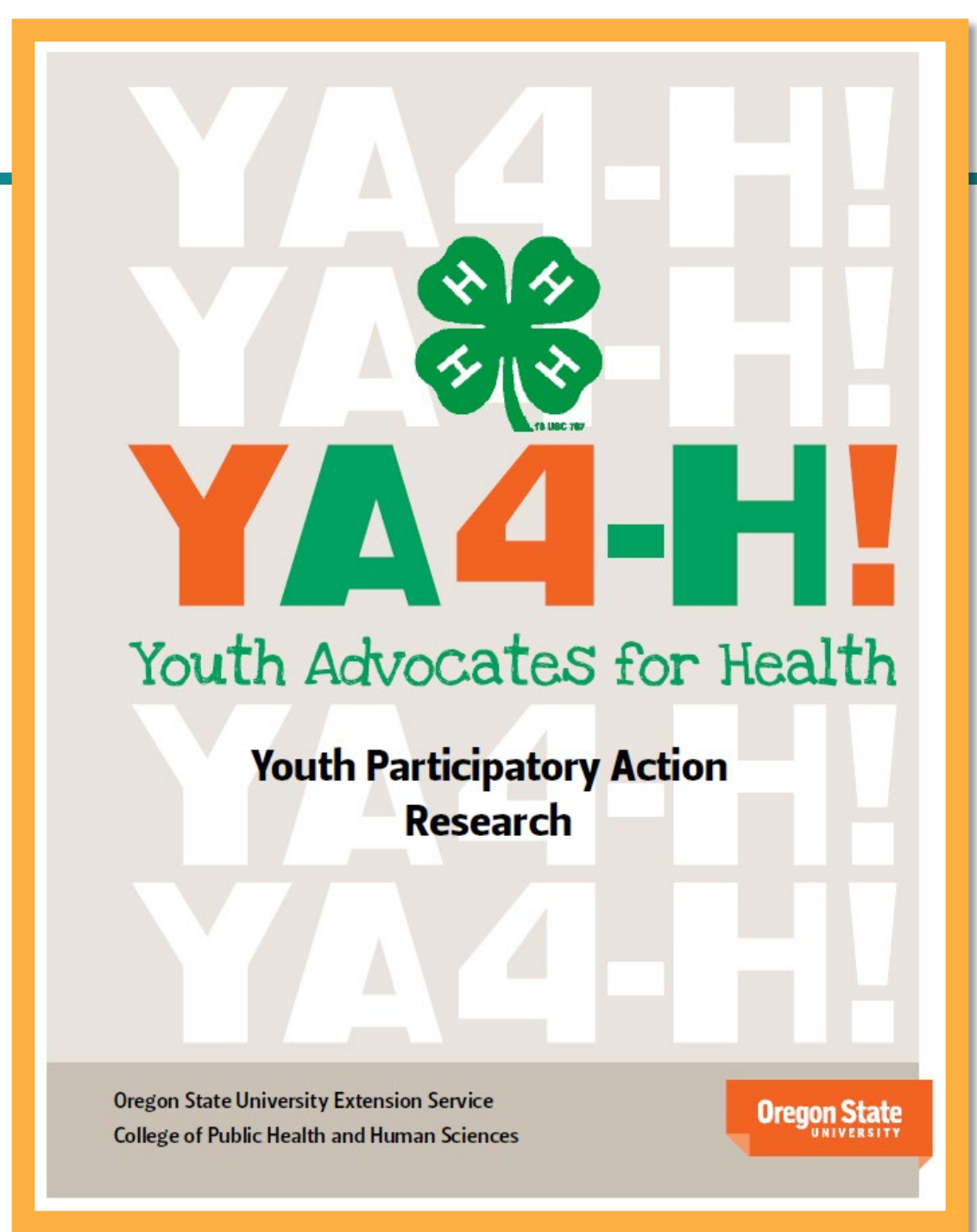
Practice of strategic thinking and discussing strategies for influencing change

Building of supportive networks in community

Adult's sharing of power with youth in the research and action process

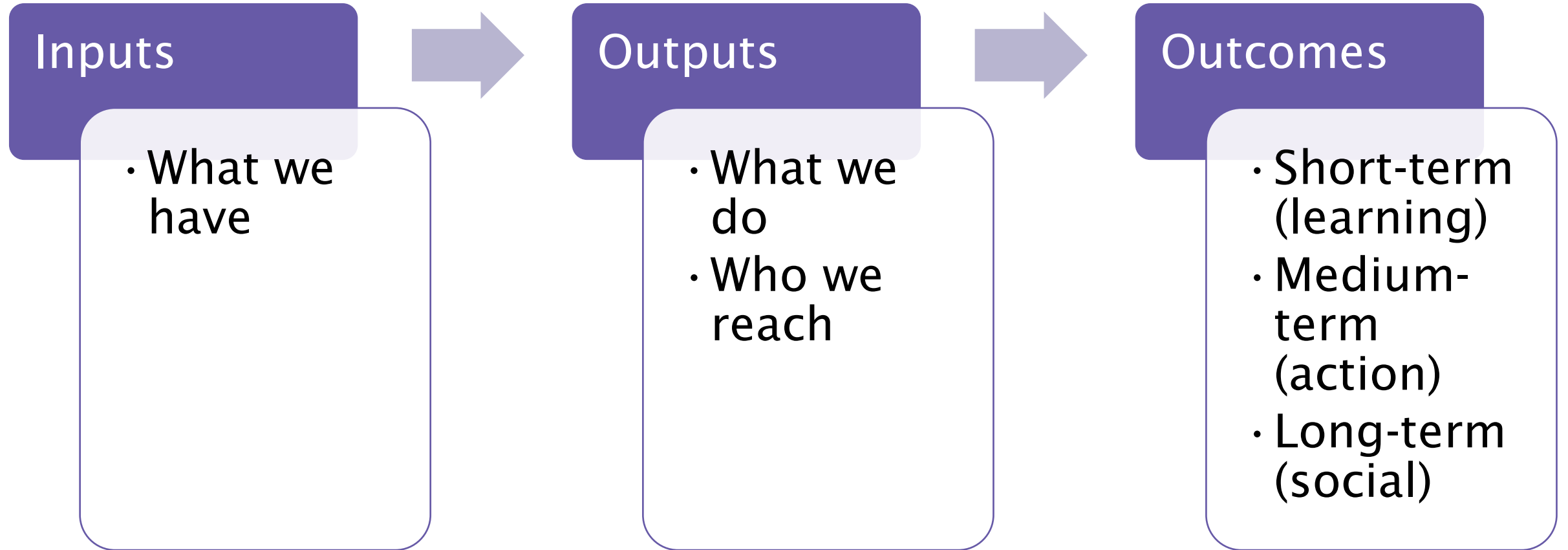
Curriculum

- Designed to be participant-led, fun, and engaging
- “Learn by doing” experience

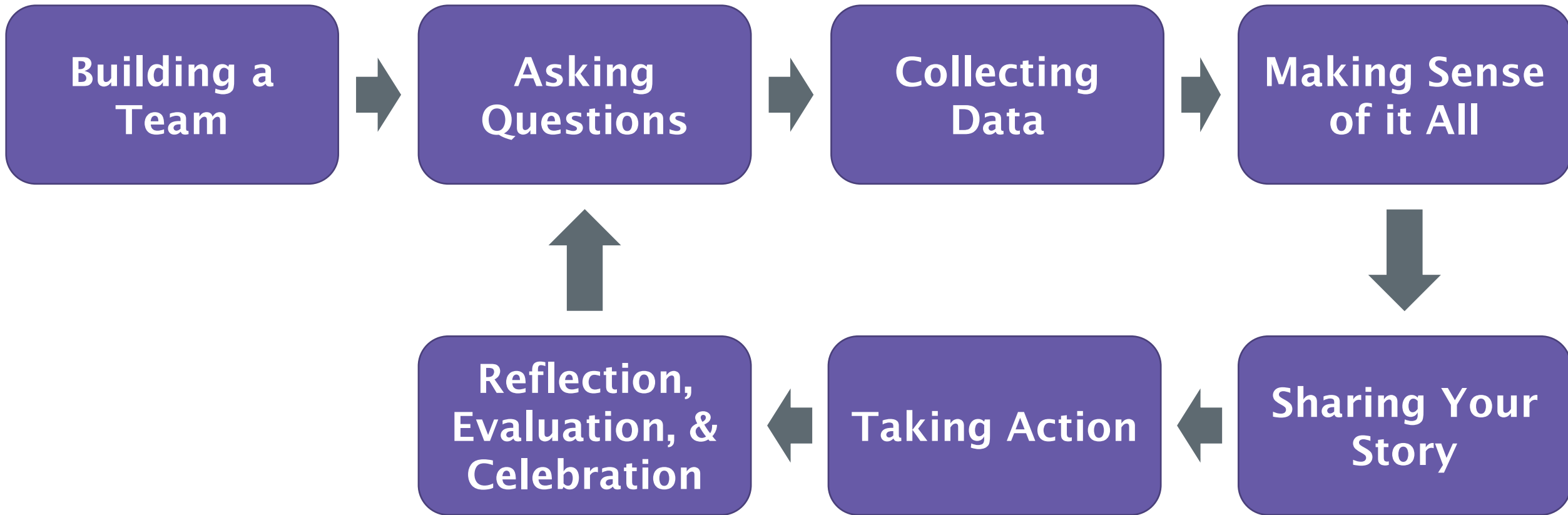


(Arnold & Gifford, 2014)

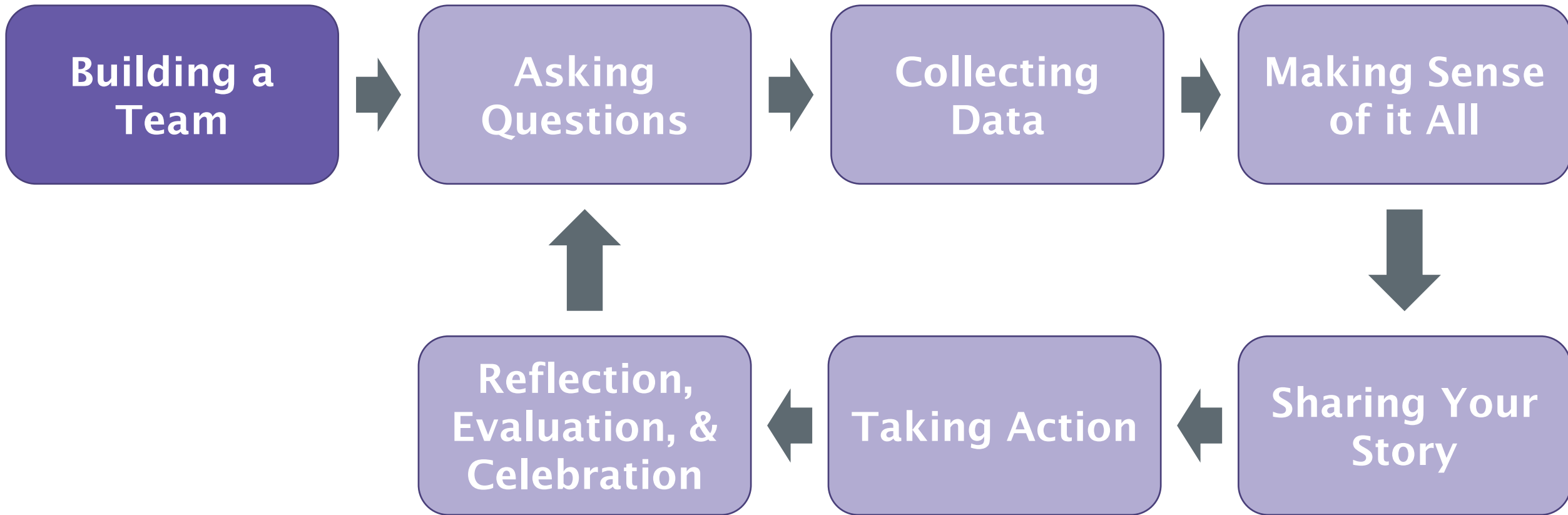
Program Logic Model (p.9)



Curriculum Components



Curriculum Components



All Together Now: Building a Team (p.11)

Activities

- Name Games and Warm-Ups
- Glued to a Stick
- **Establishing a Community Covenant**
- Human Knot Game

All Together Now!



SECTION OVERVIEW

When youth and adults feel comfortable working together, conducting research and translating discoveries into action can be a fun and rewarding experience. The name games, ice-breakers and energizers in this section are designed to work in tandem with additional preparation in youth-adult partnerships. Be sure to complete at least a four-hour training from the *YA4-H! Building Successful Youth-Adult Partnerships* curriculum along with these activities.

ACTIVITIES

- Name Games and Warm-Ups—10 minutes each
- Glued to a Stick—20 minutes
- Establishing a Community Covenant—10 minutes
- Human Knot Game—10 minutes



Community Covenant (p.17)

Activity

ALL TOGETHER NOW!

Establishing a Community Covenant

Purpose of Activity

It is important to set a tone right away that promotes teamwork and indicates that everyone in the group is valued. One way to do this is to establish a community covenant, also called ground rules. Created jointly by all participants, a community covenant is an essential first step toward ensuring a supportive environment in which everyone feels comfortable contributing and connecting with the group.

Skills Developed

- Communication
- Teamwork

Room Set-Up

- Hang flip chart paper where everyone can see it. Participants should be seated on chairs or on the floor during this activity.



Instructions

1. Ask the group a question to elicit some guidelines, such as "What are the ground rules that we can all agree on for our time together?" or "What will make our time together be most productive?"
2. Suggestions will emerge, such as no interrupting, honesty with each other, confidentiality, respectful of differences.
3. Record all responses on a flip chart.
4. When the group has listed all of its ideas, ask, "Can we agree on these ground rules?" If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas.
5. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviors that do not support effective teamwork. This exercise also provides a positive format for the group to visualize ways in which it can work together. Members are more likely to follow rules that they have created together.

Time

- 10 minutes



Materials

- Flip chart
- Markers

Facilitator Tips

If the group meets on an ongoing basis, the community covenant should be posted and reviewed at each gathering. It should also be revised as needed as the group grows and works together.

NOTES:

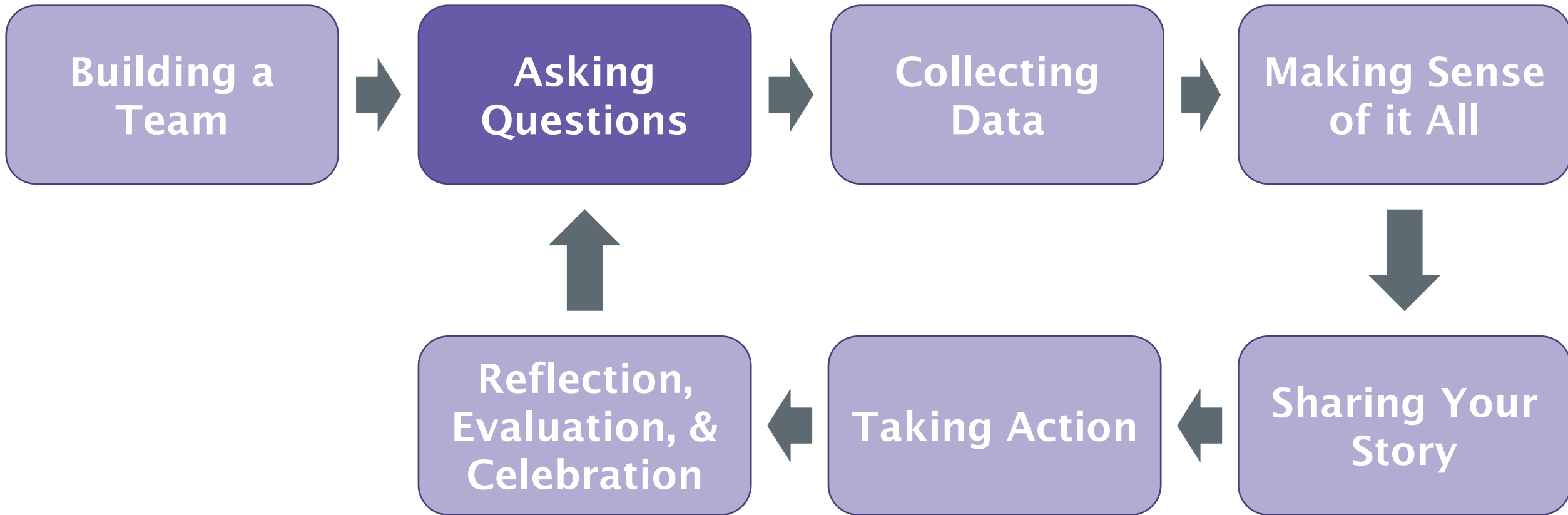
Don't judge
Be respectful
Be ready for adult discussions
Respect different opinions
Take a minute
Be understood
Be inclusive
Be mature
listen to what others say
Be honest
Assume Best Intent
Speak Up

Participation by choice
Prioritize comfort
Don't be afraid to ask questions

TEAM AGREEMENT

- Be willing to listen to new ideas
- Help each other
- Share the mic
- acknowledge and respect each other's differences
- Reach out if you need help
- be friendly
- respect other's ideas
- Show dedication and thoughts
- keep negative personal comments to yourself and say them to the person personally not aloud in front of the group
- Call/email/text is missing meeting
- let people help you if you need
- Respect different points of view
don't be afraid to share your opinions
- Be reliable
Be Trustworthy
- Be Productive
- do your best
- keep an open mind
- remember why we are doing this
- be willing to learn
- have a good attitude with new experiences

Curriculum Components



Asking Questions (p.21)

Activities

- Thriving Communities Brainstorm
- A Picture Means a Thousand Words
- Dot Voting
- Storyboarding
- Generating Research Questions

Asking Questions: What Do You Want to Know?



SECTION OVERVIEW

Teens today have a high level of awareness about health issues that affect their communities at individual, family, societal and policy levels. But exactly which issues will inspire youth in your community to take action? These activities give teens an opportunity to explore their vision of a thriving community, identify sources of concern, select an area of focus, and generate research questions that will guide their YPAR projects.

ACTIVITIES

- Thriving Communities Brainstorm - 20 minutes
- A Picture Means a Thousand Words - 2 hours
- Dot Voting: Choosing an Issue - 10 minutes
- Storyboarding: A Technique for YPAR Planning - 1 hour 40 minutes
- Generating Research Questions - 30 minutes



Thriving Communities Brainstorm (p.23)

Skills developed:

- Communication
- Generating ideas
- Critical thinking about thriving communities
- Thematic analysis

What does a healthy community look like?

Activity

ASKING QUESTIONS

Thriving Communities Brainstorm

Purpose of Activity
This activity gets participants thinking about what makes a community vibrant and healthy. Exploring teens' views on thriving – or flourishing – communities helps facilitators build on teens' interests and concerns while introducing the concept of participatory action research.

Skills Developed


- Communication
- Generating ideas
- Critical thinking about thriving communities
- Thematic analysis

Room Set-Up

- Place sticky notes and markers on tables for groups of 4 to 5
- On paper or a white board on the wall, write "Thriving Community" in large letters.

Instructions

1. Divide participants into groups of 4 to 5. Begin by asking students to think about what factors contribute to a thriving community. Tell them that to thrive means to grow or develop vigorously, to flourish. What kinds of things do communities need to flourish?
2. Ask students to brainstorm together in their small groups and write down as many ideas as they can in five minutes. They should write each idea on an individual sticky note.
3. While they are working, the facilitator should write the following around the words "Thriving Community" on the wall: "Environment," "Social Networks/Culture," and "Jobs/Educational Opportunities," "Food," "Health Care" and "Other."
4. After five minutes, ask them to stop. Now, they should look at the ideas they generated and divide them into the six categories they see on the wall. Have one or two people from each group come forward and place their sticky notes in these six categories.
5. After each group has posted its sticky notes, survey and discuss the range of ideas that people posted on the wall.


Time 
• 20 minutes

Materials

- Large sticky notes
- Markers
- Large white paper or white board

Facilitator Tips
If participants are having trouble generating ideas, have them think about "community" in terms of multiple layers: individuals, families, schools, neighborhoods, towns/cities, and rural areas. What do people, families, and whole communities need to thrive?

NOTES:

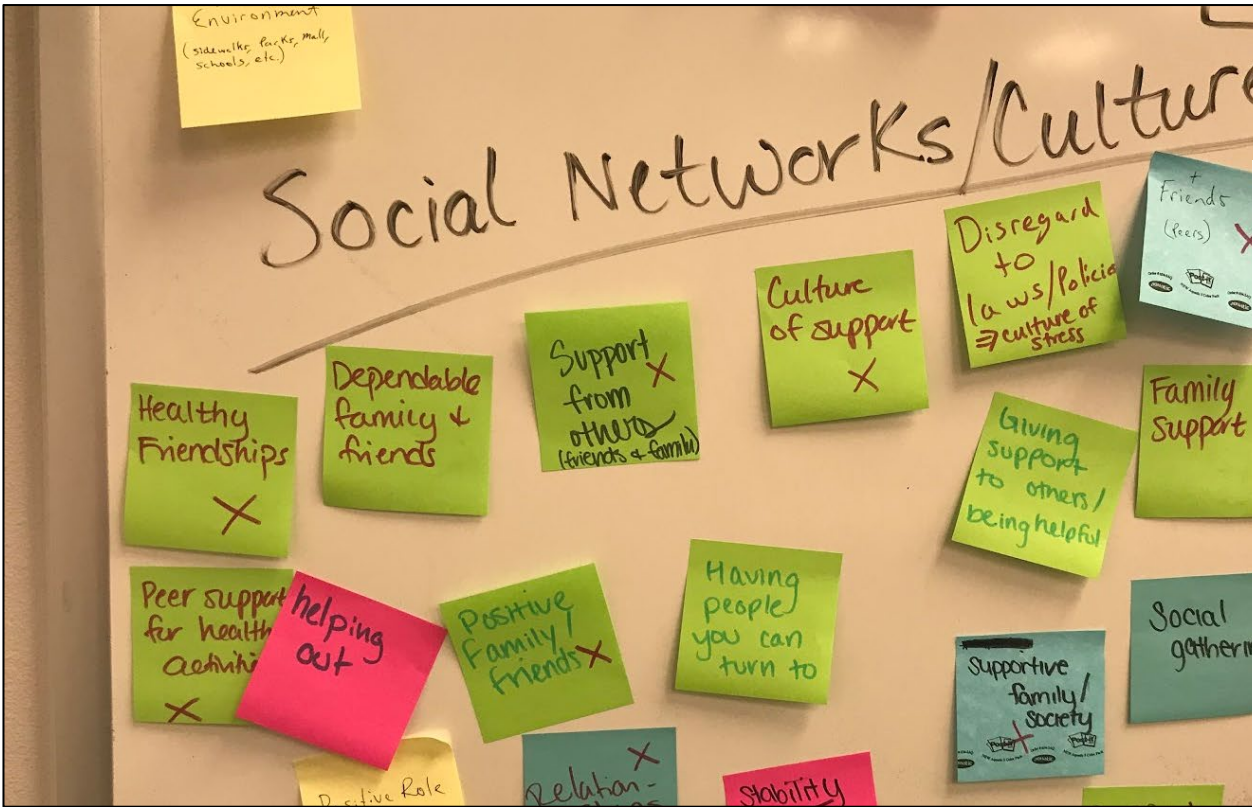


Oregon State University

23

YA4-H | Youth Advocates for Health

Thriving Communities Brainstorm (p.23)



| Thriving Communities | | | | | |
|------------------------------------|-------------------------|---|---|---|-------------------|
| Environment | Social Networks/Culture | Jobs/Educational Opportunities | Healthcare | Food | Other |
| Safe drinking water | Events | Afterschool programs | Affordable clinics | Sources of nutrition | Toilet paper! |
| Parks | Support | Pre-education programs/preschools and daycare | Pharmacy | Fresh and healthy food options | Trust |
| Irrigation System | Resources | Free Public Schools | Hospitals | Programs that promote/teach healthy eating | Morals/Values |
| Welcoming Appearance (Landscaping) | Collaboration/Teamwork | Small Businesses (Food/Drink Shops) | Mental health programs | Food banks/school nutrition programs/free lunches | Sympathy/Empathy |
| Safe places for animals | Religion - Churches try | Community service/unemployment | Healthcare professionals who understand | Food stamps/SNAP program/Farmers market | Security (Police) |

A Picture Means a Thousand Words (p.25)

Skills developed:

- Knowledge about community health-related concerns
- Critical dialogue
- Understanding of the root causes of community health concerns
- Understanding of the contextual influences of community health concerns
- Data collection
- Issue discovery

What are the issues in my community?

Activity

ASKING QUESTIONS

A Picture Means a Thousand Words

USING PHOTOVOICE FOR COMMUNITY ISSUE DISCOVERY

Purpose of Activity
This activity engages youth and adult partners in discovering health-related issues in the community that are important to each participant. Participants use digital cameras to take photos of things that represent a health concern they care about. Participants then share their photos with each other and engage in a critical dialogue about the issues brought forward through the photos.

Skills Developed


- Knowledge about community health-related concerns
- Critical dialogue
- Understanding of the root causes of community health concerns
- Understanding of the contextual influences of community health concerns
- Data collection
- Issue discovery

Room Set-Up

- Tables and chairs (enough to allow each group to have its own table, if possible)
- Computer and projector with a screen/wall for easy viewing

Instructions

1. Introduction to the session and distribution of cameras: Explain to participants that they are going to take a picture of something in the area that illustrates a youth-related health concern that they have in their community. Remind them that pictures are symbolic, meaning that the pictures point to something bigger than the actual picture itself, and invite them to be creative in their photo selection. Distribute cameras to participants. Have at least 1 camera per 3 participants and, if necessary, let them know they will need to share cameras.
2. Photo taking and uploading: Give participants 20 minutes to explore the area and take their photos. Designate an adult to supervise and assist with the uploading of photos to the computer.

Time 
• 2 hours

Materials

- Digital cameras (at least one for every 3 participants if possible – or invite participants to use their phones)
- USB photo card reader to transfer photos from cameras to computer (or have teens submit their photos electronically)
- Laptop computer and projector with slide show capabilities
- Flip chart
- Markers and pencils
- Handout: Explanatory paragraph, p. 79
- Handout: Critical Dialogue Notes, p. 80
- Handout: Steps of Participatory Research, p. 81

Facilitator Tips
The handouts can be copied front-to-back and passed out all at once, one per participant.

Oregon State University 25 YA4-H | Youth Advocates for Health

A Picture Means a Thousand Words (p.25)



This is a picture of a field outside of where I work, as you can see I can't see the end of the field because of the fog. When I look at this picture I think it represents all of the anxiety, worry, and stress that teens are facing. The pandemic has inflicted anxiety on students as many struggle to learn online, and can't see their friends, or even do activities they enjoyed doing to deal with stress. Students feel alone and stuck, they don't see a brighter side. All of their anxieties and worries is the fog, it is blocking them from seeing a great view. I truly think that the isolation is affecting students mental health. It is crucial now more than ever that teens know there are places they can seek help. It is crucial to implement programs and advocate for services who can help teens in any community deal with the issues that fog up their mind. Students should not have to feel alone in the cold dark fog.

-Jazze

Dot Voting (p.27)

Skills Developed:

- Question definition
- Data collection and analysis
- Communication
- Collaboration
- Decision making



How should we move forward as a group?

Storyboarding (p.29)

A TECHNIQUE FOR YPAR PLANNING

Purpose of Activity

This activity introduces participants to the process of identifying, researching, taking action, and documenting impact, on a health-related issue in their community that impacts youth and that can be addressed through a YPAR project.

Activity

ASKING QUESTIONS

Storyboarding

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Skills Developed

- Ability to develop a four-stage "story" about a potential project
- Ability to create a plan to gather information about a real community issue after practicing
- Understanding of how to use their story for project development and evaluation

Room Set-Up

- Wall space for hanging gallery walk posters, with enough room for participants to gather around
- Tables and chairs, enough for each group to have its own table
- Hang storyboards on walls where everyone can view them
- Open space for gathering in a circle to share and debrief

Instructions

Storyboarding Gallery Walk (10 minutes)

1. Ask participants to join the facilitator in a "gallery walk" of community action storyboards prepared ahead of time and share that storyboards are a great way to plan a community action project. Storyboards are constructed in four frames, and they look a little like a comic strip when they are all put together. Each part of the story board tells a different "story" about your project.
2. Walk to each example, and show how the four frames 1) describe a community and potential areas of concern within the community; 2) identify questions related to the issues of concern, and what research can be conducted to understand the concerns better; 3) identify the actions taken to address the concern; and 4) show the community after the issue has been addressed. Point out that storyboards can be useful throughout a community action research project because they encourage reflection and clarify next steps.
3. Have participants return to their tables and distribute the *Preparing Your Storyboard* handout to each person.

Time

- 1 hour and 40 minutes



Materials

- Four storyboards for gallery walk portraying examples of: 1) the community as it is; 2) questions to be asked and potential methods and sources of data; 3) actions taken based on data gathered; and 4) the community after the actions are taken.
- Heavy duty easel paper or poster board (4 per group)
- Markers with lots of different colors
- Wall tape for hanging story boards
- Handout: *Preparing Your Storyboard*, pp. 83–84 (1 copy per person)

Facilitator Tips

If there is time, groups should focus more attention on developing Frame 2 once all the frames are complete.

Storyboarding (p.29)

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Youth Advocates for Health (YA4-H!) 4-H Club



Building Community & Reducing Mental Health Stigma through Youth Participatory Action Research

Alison J. White, M.Ed, Assistant Professor, College of Animal, Human, and Natural Resources, Washington State University Extension, 4-H Youth Development

Elizabeth Weybright, Ph.D, Assistant Professor, College of Animal, Human, and Natural Resources, Human Development & Washington State University Extension

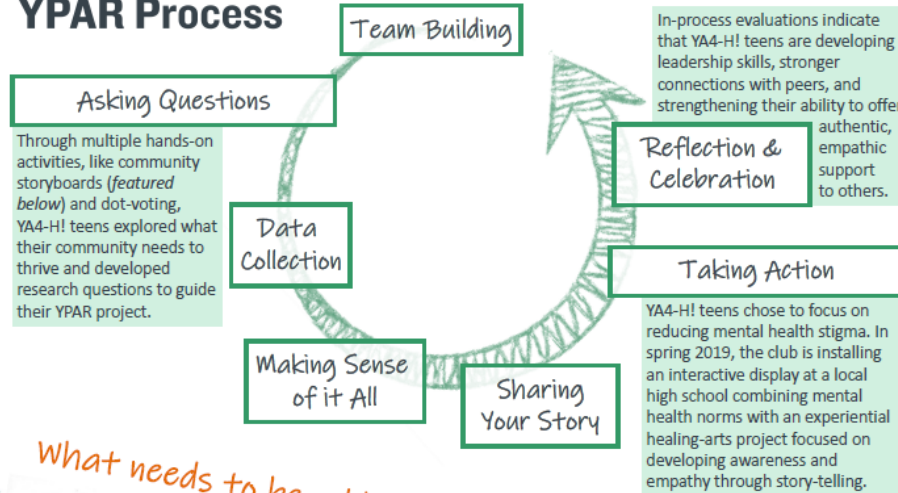
Background

Youth Advocates for Health (YA4-H!) is a teen leadership program that encourages youth to make a difference in their community by addressing health-related concerns that are important to them.

This year, Yakima County's YA4-H! Club is using Youth Participatory Action Research¹ (YPAR) to build community and reduce mental health stigma. YPAR is a collaborative process of engaging youth as equal partners and local experts to investigate and address social issues.

In this process, teens are learning skills to identify, investigate and understand local concerns and take action to improve community outcomes.

YPAR Process



Planned Analysis

Teen outcomes will be evaluated using a pre- and post-survey measuring psychological empowerment^{2,3,4}, research and action self-efficacy², and positive youth development. Changes from pre to post will be compared using a Wilcoxon Matched-Pairs Signed-Rank test.

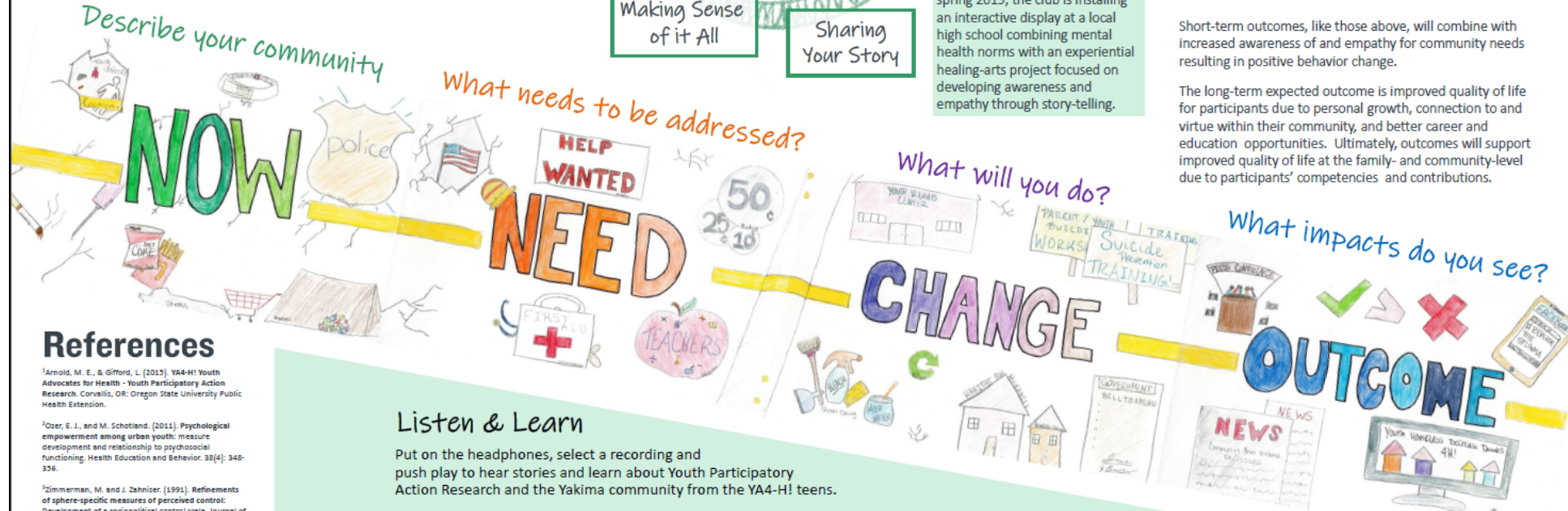
Expected Outcomes

Growth in skills and competencies aligned with the four Essential Elements of 4-H, resilience research, and the Cs model of Positive Youth Development.

Belonging connection to/within community
Mastery self-efficacy; problem solving
Independence leadership; responsibility; influence
Generosity virtue to community; sense of purpose

Short-term outcomes, like those above, will combine with increased awareness of and empathy for community needs resulting in positive behavior change.

The long-term expected outcome is improved quality of life for participants due to personal growth, connection to and virtue within their community, and better career and education opportunities. Ultimately, outcomes will support improved quality of life at the family- and community-level due to participants' competencies and contributions.



References

¹Arnold, M. E., & Gifford, L. (2015). YA4-H! Youth Advocates for Health - Youth Participatory Action Research. Corvallis, OR: Oregon State University Public Health Extension.

²Ozer, E. J., and M. Schotland. (2011). Psychological empowerment among urban youth: measure development and relationship to psychosocial functioning. *Health Education and Behavior*. 38(4): 348-356.

³Zimmerman, M. and J. Zahniser. (1991). Refinements of sphere-specific measures of perceived control: Development of a sociopolitical control scale. *Journal of Community Psychology*. 19: 189-204.

⁴Developmental Studies Center. (2000). *Middle School Questionnaire Measures*: School Autonomy Measures. Oakland, CA.

Listen & Learn

Put on the headphones, select a recording and push play to hear stories and learn about Youth Participatory Action Research and the Yakima community from the YA4-H! teens.

WASHINGTON STATE UNIVERSITY EXTENSION



Walmart Foundation



What needs to be addressed?

What impacts will you see?

Describe your community.

What will you do?

Storyboarding (p.29)

Development of Storyboards (1 hour)

1. Provide each group with 4 sheets of heavy duty poster paper or poster board, one for each frame.
2. Explain that groups have 45 minutes to create a complete story on an issue of their choosing. They should try to get all four frames completed in that time.

Activity

ASKING QUESTIONS

Storyboarding (continued):

Development of Storyboards (1 hour)

1. Provide each group with 4 sheets of heavy duty poster paper or poster board, one for each frame.
2. Explain that groups have 45 minutes to create a complete story on an issue of their choosing. They should try to get all four frames completed in that time.

Sharing of Storyboards (30 minutes)

1. After groups have completed their storyboards, have them tape the boards to the wall for sharing with others.
2. Conduct another gallery walk and invite teams to share their storyboards.
3. Ask the rest of the participants if they can suggest additional questions they might ask to depict their concerns better. Have the teams make notes of the feedback they receive.
4. Finish the activity by pointing out that storyboards can be useful throughout their YPAR project as a tool for planning and development.

1. In what ways do you think storyboards could be useful throughout a YPAR project?
2. In what ways did storyboarding help your group think through your issue?
3. In what ways did storyboarding help you explain your issue or project to others?
4. In what other contexts do you think storyboarding could be useful?

NOTES:

Questions for Discussion

Storyboarding (p.29)



Handout: Storyboarding

PREPARING YOUR STORYBOARD

Your storyboard can be useful for planning what you will do to discover an issue for your community

Frame #1: Describe Your Community

This frame will provide a picture of your community as it is today

What does your community look like?

- Describe your community so others have a good picture of what it looks like. Who are the people in your community? What is unique or special about the community? What are some of the best things about the community?
- What are the positive things about your community? What do you like best? How do people benefit from being in your community?
- How do people in your community feel? Do people have different thoughts about your community? Do people get along and support each other? Are there places where people disagree about what is best for the community?
- Are there any challenges or needs within the community? Specifically, are there concerns in your community that impact youth health?

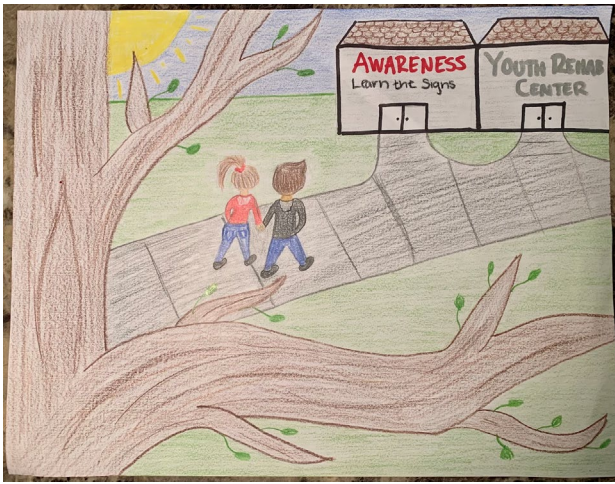
Storyboarding (p.29)



Current Concerns



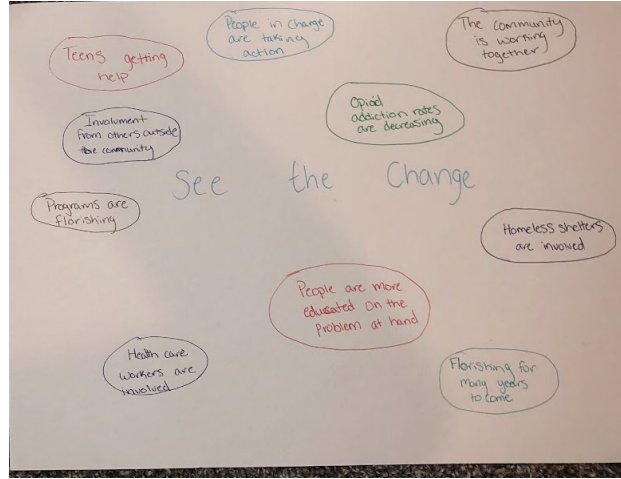
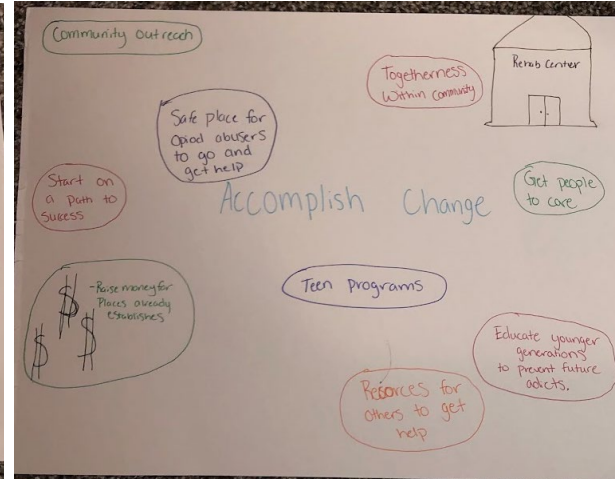
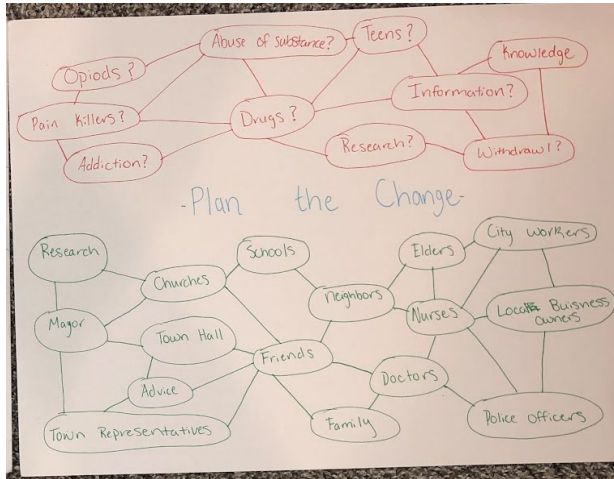
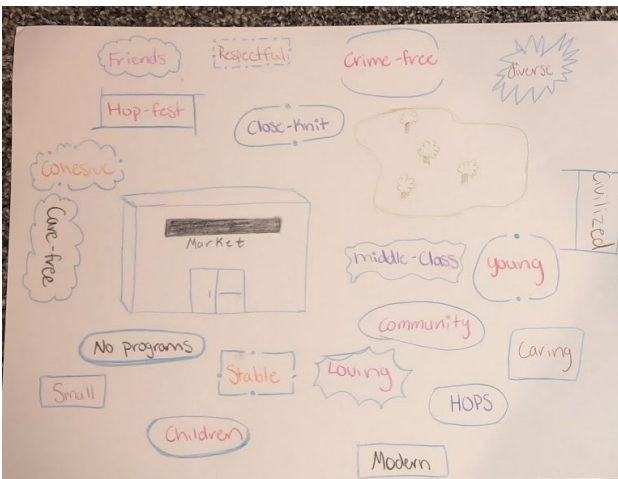
Questions & Research



Action Steps



Outcome!



Generating Research Questions (p.31)

Skills developed:

- Critical thinking about focused research
- Practice crafting research questions



Activity

ASKING QUESTIONS

Generating Research Questions

Purpose of Activity

Succeeding with a research project depends upon focus – and this means defining specific research questions. Without research questions, it is easy to get waylaid by trying to investigate too many issues at once. This activity helps demonstrate to teens the importance of focusing narrowly on your research topic.

Skills Developed

- Critical thinking about focused research
- Practice crafting research questions

Room Set-Up

- Open space for standing in a group
- Flip chart at the front of the room where everyone can see it
- Space for working in pairs

Instructions

1. Give each person a cardboard tube. Ask participants to gather in the middle of the room and stand shoulder-to-shoulder in a square formation facing away from the center of the square. Ask them to hold a cardboard tube up to one eye and peer across the room, standing still. Ask for a few volunteers to describe what they see.
2. After several participants have described what they can see through their cardboard tubes, have everyone return to their seats.
3. Once everyone is settled, ask, "What did you notice about what people could see through their tubes?" Explain that effective research depends on well-defined research questions. The best questions are narrowly focused. If questions are too broad, you can become overwhelmed by trying to research too many things at once. Research can only answer one question at a time—like looking through the tube. You know there is more there, but your research question keeps you focused on only a small part.
4. Next, you will need one or more topics so that participants can practice creating research questions. If you do not have a topic already, here are some ideas:

Time



- 30 minutes

Materials

- Cardboard tubes from paper towels or toilet paper – one per participant
- Flip chart
- Markers

Facilitator Tips

Now that you are diving into the research process, this is a good time to revisit the definition of participatory action research (YPAR). YPAR is a tool for encouraging youth involvement in social, environmental, or civic issues that can renew enthusiasm for change and promote youth leadership.

This activity can also be done with flashlights in a dark room. Have participants shine their lights across the room and describe what they can see in the beam of light!



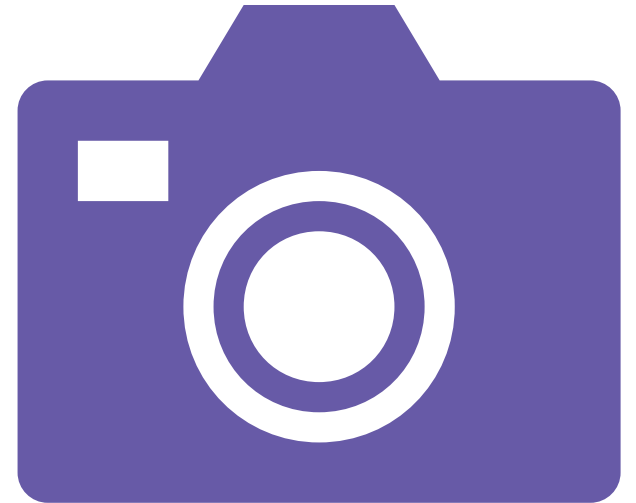
Let's try it.

- Window Swap

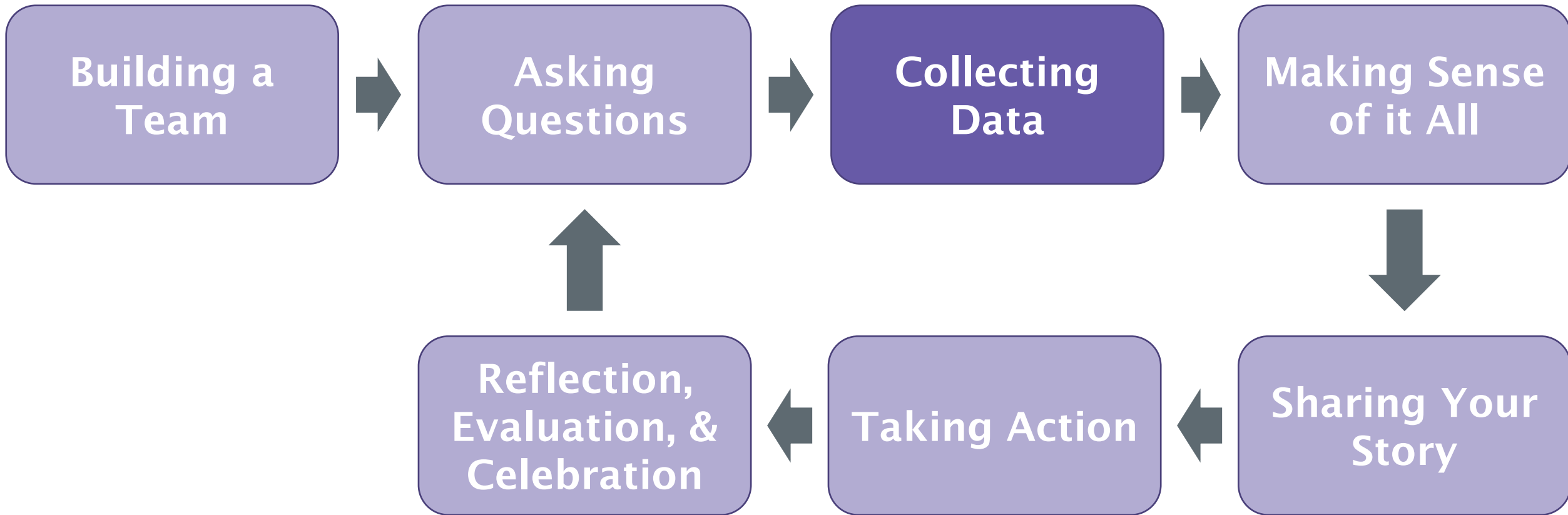
<https://window-swap.com/>

Open a new window somewhere in the world →

- Prompt: *What information do you see in the photo related to [food access]? If we zoomed out, what would we miss?*



Curriculum Components



Collecting and Managing Data (p.33)

Activities

- So... You want to do Research
- Seeing is Believing
- Three-Step Interviews
- Creating an Effective Survey
- Digging Deeper: Focus Groups

Collecting and Managing Data



SECTION OVERVIEW

Once youth have defined their research questions, they are ready to think about how to answer those questions. This section guides youth through an exploration of methods of collecting qualitative and quantitative data through observation, interviews, surveys, and focus groups.

ACTIVITIES

- So... You Want to Do Research! - 90 minutes
- Seeing Is Believing! - 60 minutes
- Three-Step Interviews - 30 minutes
- Creating an Effective Survey - 60 minutes
- Digging Deeper: Focus Groups - 60 minutes



So, You Want to Do Research! (p.35)

Skills developed:

- Knowledge of research methods
- Critical thinking about design, implementation, and analysis of research
- Communication
- Teamwork/collaboration

What data collection method best fits our topic/research question?

Activity

COLLECTING AND MANAGING DATA

So... You Want to Do Research!

Purpose of Activity

To help youth learn about research methods and determine which methods will be most helpful for gathering the data they need to answer their research questions.

Skills Developed

- Knowledge of research methods
- Critical thinking about design, implementation, and analysis of research
- Communication
- Team work/collaboration

Room Set-Up

- Tables and chairs
- Flip chart or wall space for hanging large paper where everyone can see it
- Panel 2 of a Storyboard hung on wall where everyone can see it

Instructions

1. Ask: What do you think of when you hear the word "research?" Have youth call out their ideas. Record them on flip chart paper. Explain that this activity will help youth figure out what methods to use to carry out their research. There are many methods that can be used to gather information about the research ques-

tions they have identified. They can use different types of methods for gathering information about the following:

- What people *say* (surveys, interviews or focus groups)
- What you can *see, hear, and touch* (observations, photographs or videos)
- What you learn by reading *existing information* (written information such as newspaper articles or meeting minutes on your community issue)

1. Distribute the two handouts. Break youth into five small groups and assign each group to a different method on the Methods for Gathering Information handout.
2. Have each group discuss the first set of questions on the Questions about Gathering Evidence handout. One person in each group should take notes.
3. When the groups are finished discussing, invite each group to teach the rest of the group about the method they discussed.
4. After youth have discussed the merits of each proposed method, have them return to Panel 2 of their Storyboard to review their research questions. Ask them to match their research questions to the best method or methods, and to explain their reasoning.

Time

- 90 minutes



Materials

- Storyboard from previous activity
- Flip chart or butcher block paper (four pieces per small group) plus more for group activities
- Handout: Methods for Gathering Information (1 per person)
- Handout: Questions about Gathering Evidence, pp. 89-90 (1 copy per person)

Facilitator Tips

Toward the end of this activity, guide participants in thinking through the feasibility of the research methods they have chosen. Help set them up for success by making sure they have identified the best method or methods for their questions.

So, You Want to Do Research! (p.35)

What do people say?

- Interviews
- Focus groups
- Surveys

What do you see?

- Observations

What can you learn by reading?

- Evidence that already exists*



Handout: So... You Want to Do Research!

METHODS OF GATHERING EVIDENCE

What do people say?

| Method | What Is It? | Why Use It? | Why Not Use It? |
|--------------|--|--|--|
| Interviews | <ul style="list-style-type: none">• An interview is a one-sided conversation between you and someone else.• Prior to the interview you decide what questions you will ask and in what order.• People who are being interviewed are expected to answer using | <ul style="list-style-type: none">• Allows you to KNOW you are getting a deep understanding of the perspectives and viewpoints of those you are interviewing.• Can help to build trust with those you are working with. | <ul style="list-style-type: none">• Time consuming.• Difficult to use if you want to interview a lot of people.• Difficult to summarize the information. |
| Focus Groups | <ul style="list-style-type: none">• Focus groups are conversations with groups of people who are asked to discuss a topic or issue.• The facilitator asks the group to discuss a topic and allows the group to have a conversation about it.• There should also be a recorder to write down the ideas that are generated.• Facilitators must ensure that everyone has a chance to speak, keep the conversation going by asking follow-up questions, and docu- | <ul style="list-style-type: none">• Helps you collect deep, rich information about the group's thoughts or feelings about an issue or topic.• Participants often remind each other of events or issues that individuals may not have thought of on their own.• Provides an opportunity for people to talk and think more deeply about an issue. | <ul style="list-style-type: none">• Not good if you want to understand different individuals' points of view and perspectives.• Must choose participants carefully (who are the people that can provide the information you need?).• Can be difficult to run a focus group if there are many people in the room with conflicting opinions.• Difficult to summarize the data. |
| Surveys | <ul style="list-style-type: none">• Surveys ask questions and provide answer choices. For example, how much do you think you have learned in this session?• A lot• Some• Very little• Some surveys may also ask you to "fill in the blanks" or write in your own answers. | <ul style="list-style-type: none">• Terrific way to gather data from a lot of people.• Easy to tally or add up responses.• Good for understanding how people are feeling, thinking, or acting prior to your community project and after your project.• Can be used when you want to know who said what, by asking people to write their names on the surveys.• Can be anonymous – with no names attached to the surveys. If you are asking about sensitive topics, you may want to make sure people know the information they give is anonymous. | <ul style="list-style-type: none">• Difficult to create survey questions that everyone can easily understand.• Not a good method if you are trying to gather information from a small group of people who will give you honest feedback.• If you send questionnaires out, the percent of questionnaires returned may be very low, and you may have to do additional follow-up to get the questionnaires completed.• May need a computer to analyze data or the internet to do an online survey. |

What does data collection look like?

- Prompt: *What types of data do you see?*

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Engaging Youth in Food Activism in New York City: Lessons Learned from a Youth Organization, Health Department, and University Partnership

Emma Tsui, Kim Bylander, Milyoung Cho, Aletha Maybank,
and Nicholas Freudenberg



So, You Want to Do Research! (p.35)

School Lunch Campaign

They decided to assess the quality of lunch food served in their schools using three instruments they developed: a student survey, a cafeteria survey, and a food service manager interview. Youth participants conducted research in the spring semester and collected more than 200 student survey forms, and conducted seven cafeteria assessments, and three interviews with food service managers. Later in June, youth representatives from participating groups met with representatives of the NYC Office of SchoolFood to share the results of their assessments. The results indicated that over one third of students surveyed do not eat school lunch and over one half eat it 2 days or less per week, citing the primary deterrents as lack of meal variety and unappealing food.

Seeing is Believing! (p.37)

Skills developed:

- Knowledge about observational data collection methods
- Knowledge about principles of collecting quality data through observation
- Ability to collect observational data
- Preparation for observational field work

Activity

COLLECTING AND MANAGING DATA

Seeing Is Believing!

COLLECTING DATA BY OBSERVATION

Purpose of Activity

This activity teaches participants about the principles of data collection using direct observation.

Skills Developed

- Knowledge about observational data collection methods
- Knowledge about principles of collecting quality data through observation
- Ability to collect observational data
- Preparation for observational field work

Room Set-Up

- In a showy or artistic way, write "Phenomenal Phenomena Acting Troupe" on the flip chart as a marquee.
- Arrange the room so that you have space in the front of the room with 6 chairs facing the "stage"
- Leave space at the front of the room for the acting troupe to perform
- Arrange tables and chairs so all can see the front easily
- Post signs along one wall start-

ing with "strongly agree," then "agree," then "disagree" and finally "strongly disagree." Spread the signs out so participants can gather along the wall to indicate their opinion by standing near the sign of their choosing.

Instructions

Part One: Introduction to Collecting Data via Direct Observation

1. Invite the group to gather in a circle so everyone can see each other
2. Ask for 4 to 6 volunteers to be members of the Phenomenal Phenomena Acting Troupe.
3. Ask for an additional 6 volunteers to be the "audience."
4. Have an assistant place the blindfolds on half of the audience (3 people) and seat them in a row of chairs in the front of the group.
5. Meanwhile, take the Phenomenal Phenomena Acting Troupe aside and tell them they are going to mime three activities: For example, digging in a garden, talking on the cell phone, playing baseball, splitting firewood.
6. Introduce the acting troupe using the flip chart "marquee."

Time

- 60 minutes



Materials

- Scarf or other loose piece of fabric for blindfolds
- Three varieties of apples, enough so that each participant can have a quarter of each type
- Cutting board and knife (if using produce that needs to be cut)
- Hand washing supplies
- Flip chart
- Markers
- Handout: Quality Assessment Tool (one double-sided copy per person)

Facilitator Tips

This activity can be done with any fruit or vegetable for which you can find three varieties – pears, berries, tomatoes, etc. If local fruits and vegetables are not available, try dried fruit, granola, or cookies!

Seeing is Believing! (p.37)



Handout: Seeing Is Believing!

QUALITY ASSESSMENT TOOL

Instructions: Your job is to rate the texture, taste, and overall appeal of 3 different items you are sampling. The scales for each rating are shown in the box below. Take one of each of the three items, noting each item's number! Be sure you enter the data for each item on the correct line (enter the data for apple #1 into line 1, etc.). Conduct your ratings on your own, and don't discuss your ratings with others. Use the notes box to record observations that support your ratings (e.g. "apple was mealy, and that why I rated the texture as poor). When you are finished, keep your rating sheet for reporting back to the group.

| | | | | | |
|----|-------------|--|---|--|-------|
| | | Observe how hard, soft, juicy, mealy, etc. the food is and rate as poor, okay, good, or excellent. | Observe the taste and rate as poor, okay, good, or excellent. | Observe the overall appeal and rate as poor, okay, good, or excellent. | |
| | Description | Texture | Taste | Overall Appeal | Notes |
| #1 | | | | | |
| | | | | | |
| | | | | | |

| GUM TYPE | TEXTURE | TASTE | OVERALL APPEAL |
|-----------|---|---|---|
| Spearmint | Sturdy Powdery Slick Tough Hard to chew | Sweet Overly sweet Flavor vanished Taste is weak Not getting a lot of flavor from it | Least favorite Okay flavor overall Poor flavor overall Worst gum |
| Trident | Texture was hard Powdery Rubbery Uncomfortable to chew | Very bland, not really a mint taste. Taste lasted More sweet than tasty Did not really like the flavor(bland) Intense taste Strong lasting flavor Rrefreshing | There is a lot wrong, but could be worse. Very poor flavor, and texture overall. Super strong taste, do not recommend Flavor was very strong but the texture was lacking Michelle's Fav |
| Extra | Soft texture Flexible/ Soft Juicy Rough texture at times Hard to chew | Subtle Flavor -Flavor lasted a while Lighter mint taste Sweet but died quickly | Okay-good start, poor finish Poor, didn't really like it Good flavor, not a fan of the texture. Really nice flavor but didn't last |
| Orbit | Soft Somewhat juicy Hard Texture Squishy, but got hard after a bit Easy to chew | Did not lose flavor Very minty Only minty for a little Way more minty then gets sweet Not a lot of flavor Wish taste was stronger | It was okay overall Most favored Best flavor, Good Taste was good but didn't last. |

Jazzell Tovar
Jan 20, 2021

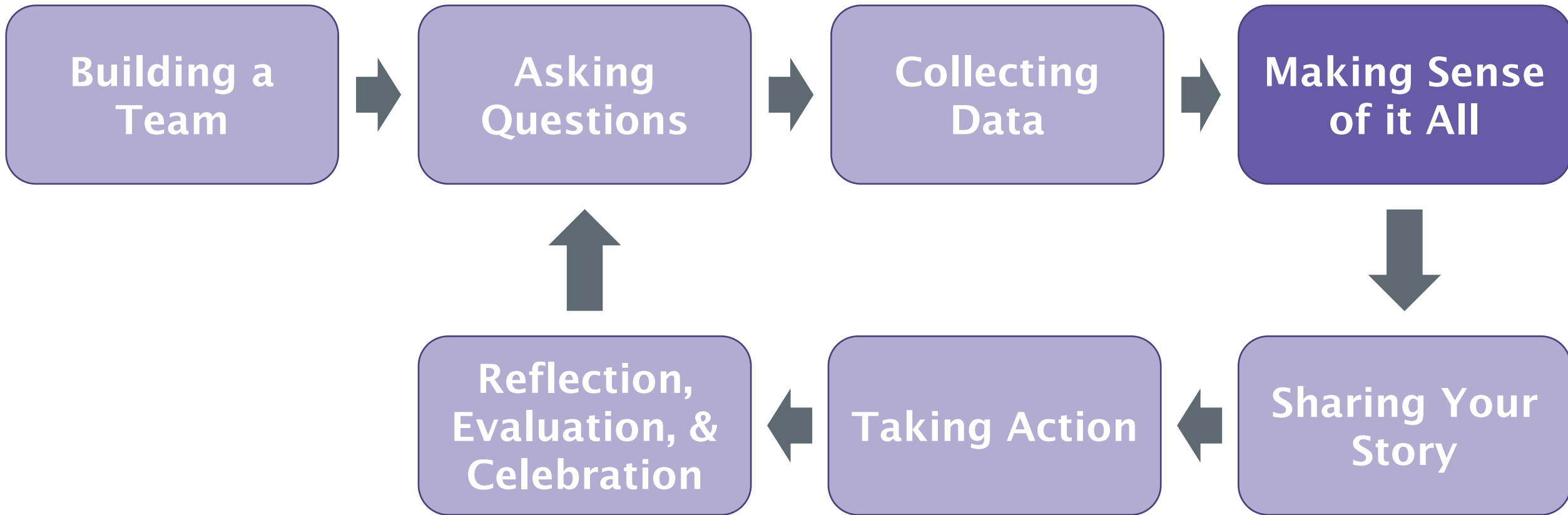
Agreed

Alison White
Jan 20, 2021

lol



Curriculum Components



Making Sense of it All (p.45)

Activities

- Table Top Graffiti
- Numbers Don't Lie, or Do They?

Making Sense of It All: Analyzing Your Data



SECTION OVERVIEW

Once youth have conducted their data collection activities, they are ready to interpret the information they have collected! This section illustrates techniques for organizing, summarizing, and analyzing data. Whether they are interviewing their peers, surveying neighbors, or observing the environment, these activities are designed to help teens learn how to extract meaning from their qualitative and quantitative data.

ACTIVITIES

- Table Top Graffiti: Analyzing Qualitative Data - 40 minutes
- Numbers Don't Lie... Or Do They? Analyzing Quantitative Data - 60 minutes

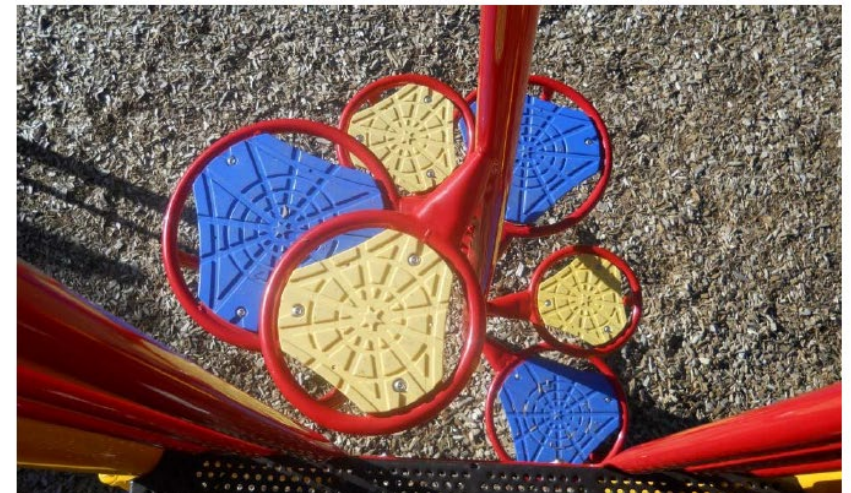


Table Top Graffiti (p.47)

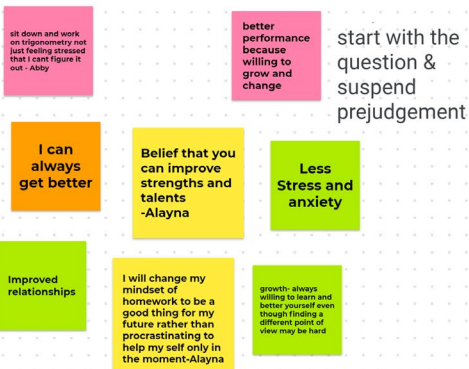
Skills developed:

- Planning and organizing
- Decision-making
- Critical thinking
- Problem solving

How do we understand and interpret the data we have collected?

GROWTH MINDSET

VS.



Activity

MAKING SENSE OF IT ALL

Table Top Graffiti

ANALYZING QUALITATIVE DATA

Purpose of Activity

Qualitative research methods generate a lot of data. A short interview alone can provide many pages of text that must be analyzed in order to understand what the data are saying in answer to your research question. Raw qualitative data has to be sorted, categorized, and ordered so that the results can be summarized in a meaningful and accurate way. This activity introduces content analysis as one way to analyze qualitative data in a fun and creative way.

Skills Developed

1. Planning and organizing
2. Decision-making
3. Critical thinking
4. Problem solving

Room Set-Up

- Tables and chairs with room for four groups of participants to gather around their own table.
- On 4 flip chart pages, write the following questions (1 question to a page):

1. What are some things that teens can do to take care of their health?
2. What are the biggest challenges teens face in making healthful choices?
3. What are ways your community supports teen health?
4. What are ways your community does not support teen health?

Instructions

Generating Qualitative Data

1. Have participants divide into four groups. Each group should sit at a separate table.
2. Place a flip chart paper, stack of sticky notes in a variety of colors and writing instruments on each table.
3. Instruct everyone to consider the question written on the flip chart paper. Ask each individual to write down as many "quick" responses to the question that they can think of – one response to a sticky note – and put the sticky note on the flip chart paper. Be sure to emphasize the "brainstorming" nature of this activity. Participants should not ponder their answers too long, or discuss them with other people. The goal is to generate lots of ideas quickly... the more the better!

Time

- 40 minutes



Materials

- Poster paper
- 3x3 sticky note pads – four packs in a variety of different colors
- Writing instruments for each person
- Variety of colored markers
- Flip chart

Facilitator Tips

What are qualitative data? Remind participants that these are non-numerical data from interviews, focus groups, and observations.

"Data" is a plural word. That is why we say what "are" qualitative data rather than what "is"!



Table Top Graffiti (p.47)

Activity

MAKING SENSE OF IT ALL

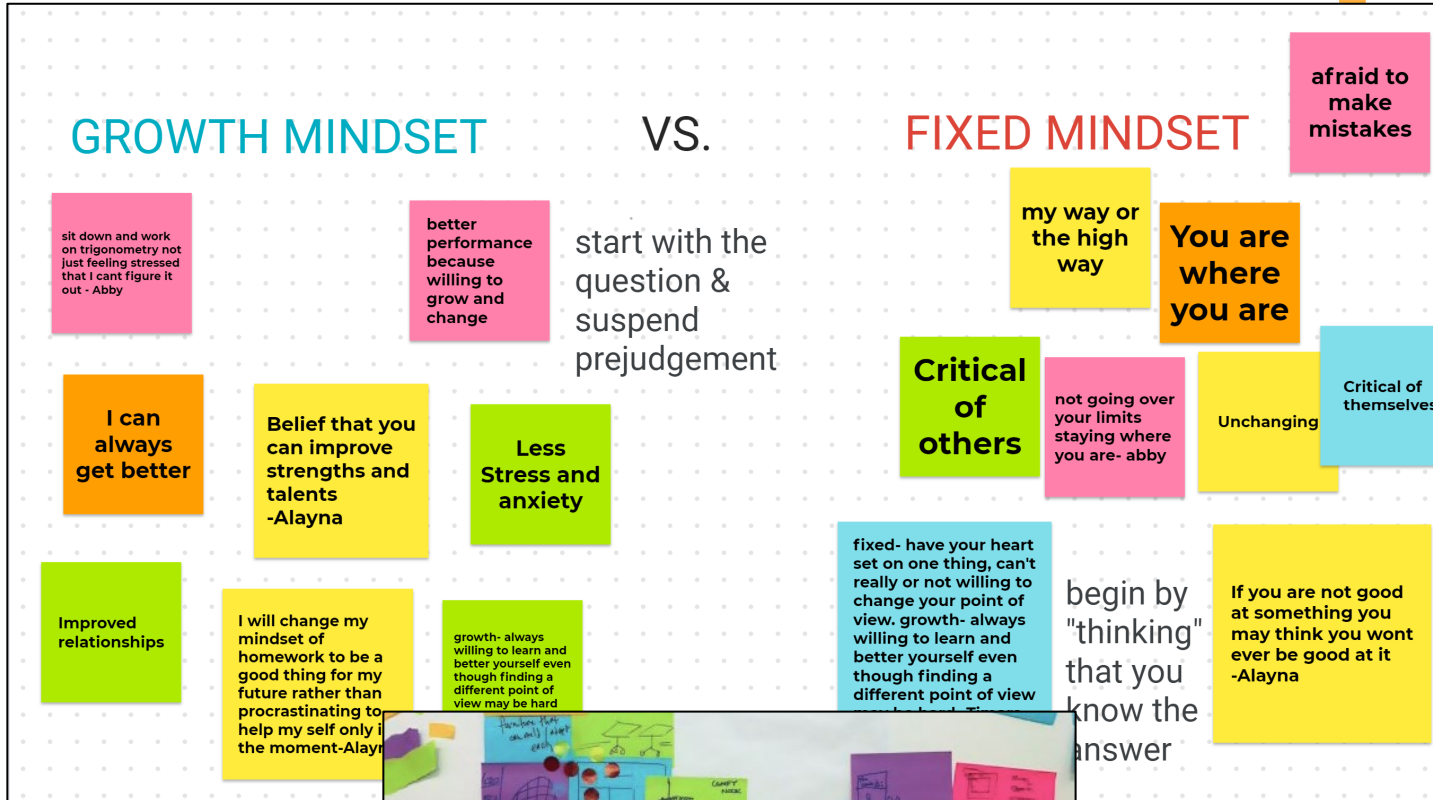


Table Top Graffiti

ANALYZING QUALITATIVE DATA

Purpose of Activity

Qualitative research methods generate a lot of data. A short interview alone can provide many pages of text that must be analyzed in order to understand what the data are saying in answer to your research question. Raw qualitative data has to be sorted, categorized, and ordered so that the results can be summarized in a meaningful and accurate way. This activity introduces content analysis as one way to analyze qualitative data in a fun and creative way.

Skills Developed

1. Planning and organizing
2. Decision-making
3. Critical thinking
4. Problem solving

Room Set-Up

- Tables and chairs with room for four groups of participants to gather around their own table.
- On 4 flip chart pages, write the following questions (1 question to a page):

1. What are some things that teens can do to take care of their health?
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Instructions

Generating Qualitative Data

1. Have participants divide into four groups. Each group should sit at a separate table.
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Time

- 40 minutes



Materials

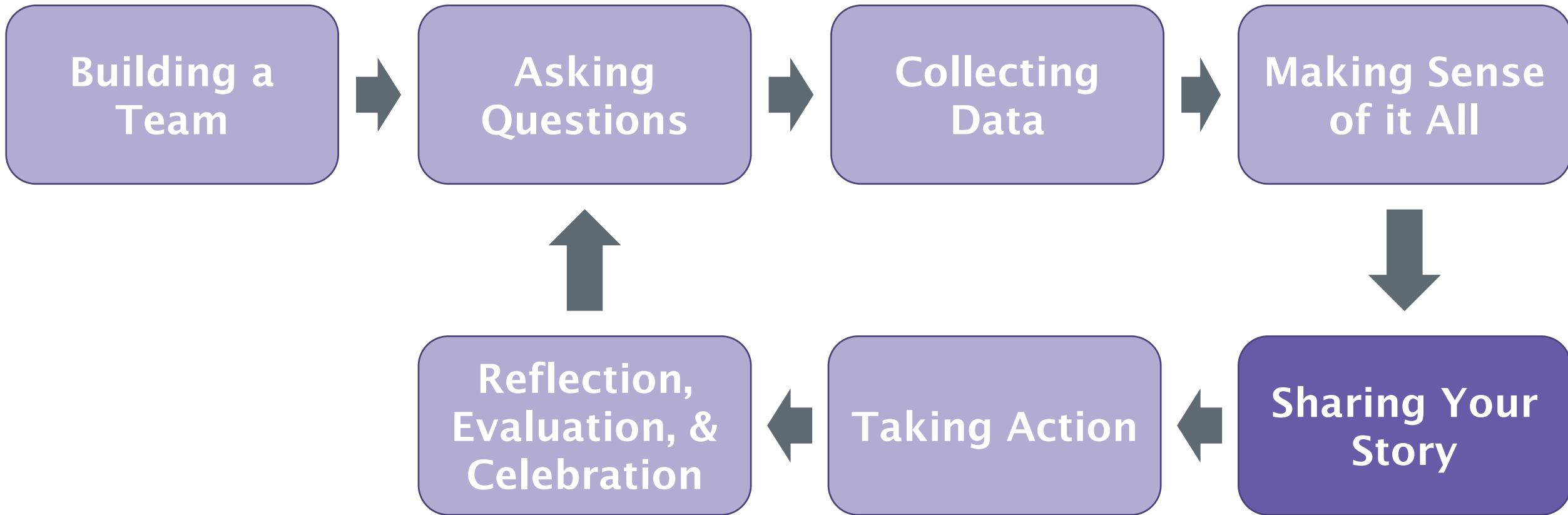
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- Variety of colored markers
- Flip chart

Facilitator Tips

What are qualitative data? Remind participants that these are non-numerical data from interviews, focus groups, and observations.

"Data" is a plural word. That is why we say what "are" qualitative data rather than what "is"!

Curriculum Components



Sharing your Story (p.51)

Activities

- Producing a Research Report
- Say It In 60 Seconds! Creating a Great Elevator Speech
- Other Ways to Share Your Story

Sharing Your Story: Communicating Your Research



SECTION OVERVIEW

People and organizations will want to know about your community's YPAR project! The activities in this section of the curriculum help youth prepare to summarize the process and results of their research, choose appropriate audiences, speak succinctly about their experiences, and interact with the media. Be creative! The possibilities for how to share your YPAR story are endless.

ACTIVITIES

Producing a Research Report - 90 minutes

Say It In 60 Seconds! Creating a Great Elevator Speech - 40 minutes

Other Ways to Share Your Story - 60 minutes



Say It In 60 Seconds! (p.55)

Skills developed:

- Communication
- Critical thinking
- Teamwork
- Public speaking

How do we communicate what we found to the community in formal and informal ways?

Activity

SHARING YOUR STORY

Say It In 60 Seconds!

CREATING A GREAT ELEVATOR SPEECH

Purpose of Activity

Communication takes practice. You can learn how to communicate about your YPAR project in a quick, clear, and exciting way! This activity gets youth thinking about how to present their ideas to others in 60 seconds – or less.

Skills Developed

- Communication
- Critical thinking
- Team work
- Public speaking

Room Set-Up

- Tables and chairs so that youth can work in pairs
- Place paper, pencils, and pens where everyone can help themselves

Instructions

1. Say to the group, "Imagine you just stepped into an elevator. You look up and realize the mayor is in the elevator with you! This is your chance to tell the mayor about yourself and your YPAR project, but you have to be quick! The elevator ride is

only 60 seconds. When the doors open and the mayor steps out, you want him or her to be thinking, 'Wow, I'd like to know more about that project! Those kids are doing great work! How can I help?'"

2. Now ask the group to brainstorm what the mayor might want to know from your 60-second speech. Write down their ideas on the flip chart. Make sure they include these essential elements:

- What's the problem?
- What are we doing about it?
- Why does it matter?

3. Break the participants into pairs and give each pair an Ingenious Invention handout. Ask each pair to pretend they are inventors. Have them think up an invention they have just created. It can be anything – a machine, a piece of technology, a program, a new way of thinking – but it should address some important environmental, public health, or social problem that they think is important. Together, they should create a name for their invention and complete the Ingenious Invention Handout.



Time

- 40 minutes



Materials

- Flip chart
- Markers
- Handout: Ingenious Invention, p. 101 (1 copy per pair)
- Pencils and pens – enough for everyone
- Stopwatches or a clock with a second hand

Facilitator Tips

If your group has already decided on a project, you can practice this activity with your actual YPAR topic. Then brainstorm a list of people or groups in the community to whom youth would like to present their project and go do it!

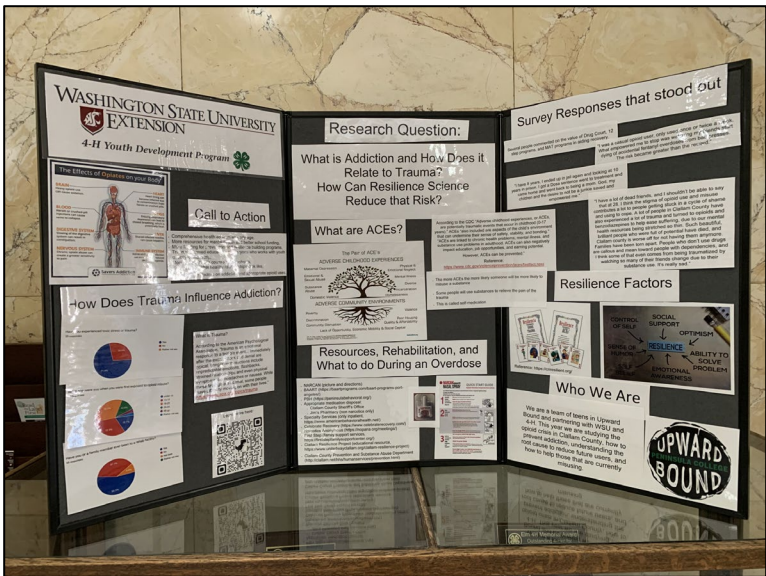
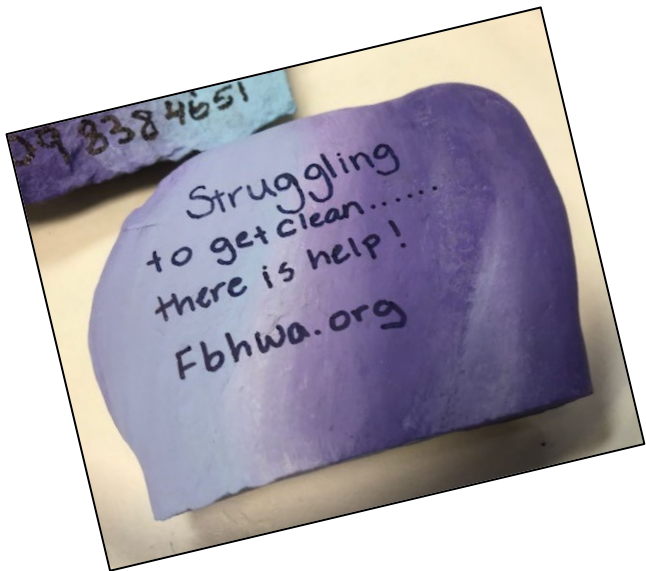
Already finished with your project? Use this activity to practice presenting findings to community groups or the media.

Say It In 60 Seconds! (p.55)

School Lunch Campaign

They decided to assess the quality of lunch food served in their schools using three instruments they developed: a student survey, a cafeteria survey, and a food service manager interview. Youth participants conducted research in the spring semester and collected more than 200 student survey forms, and conducted seven cafeteria assessments, and three interviews with food service managers. Later in June, youth representatives from participating groups met with representatives of the NYC Office of SchoolFood to share the results of their assessments. The results indicated that over one third of students surveyed do not eat school lunch and over one half eat it 2 days or less per week, citing the primary deterrents as lack of meal variety and unappealing food. **Students recommended that mechanisms be put in place for better communication between students and food service managers, that more fresh produce be added to the menus, and that menus be posted with nutritional benefit labeling. The students were able to impress upon the SchoolFood administration that students are concerned about school food and are willing to provide input.**

Other Ways to Share Your Story (p.57)



Activity

SHARING YOUR STORY

Other Ways to Share Your Story

MORE IDEAS FOR PRESENTING YOUR DATA

Purpose of Activity

When it comes to presenting research results, there's no reason youth need to limit themselves to written reports. This is a chance to be creative! From paintings to performances to social, print, and broadcast media, the possibilities for how to share your YPAR story are endless.

Skills Developed

- Knowledge of options for presenting data
- Analysis of audience
- Creative expression
- Teamwork

Room Set-Up

- Paper, pencils and pens on tables for 3 groups
- On the flip chart, write the following:

1. Visual presentation
2. Written presentation
3. Interactive presentation

Instructions

1. Say: Now that you have learned the basics of writing a research report and practiced your elevator speeches, it's time to think about more ways of sharing your YPAR story! The goal of this activity is to explore communication strategies and choose your favorites!
2. Ask participants to break into three groups. Show participants what is written on the flip chart and assign one approach (visual, written, or interactive) to each group.
3. Brainstorm possibilities: Ask participants to brainstorm a list of possibilities for presenting their project results according to the method they were assigned. For example, the interactive presentation group might say game show, skit, play, etc. They should record their responses on paper.
4. Develop 1 idea: Once each group has brainstormed a list of ideas, ask participants to choose their favorite and develop that idea further. Give participants 15 minutes to create a strategy for communicating their project results using this method. For example, the written group might plan to write a news release to a local newspaper. The visual group might suggest making a video for social media.

Time

- 60 minutes



Materials

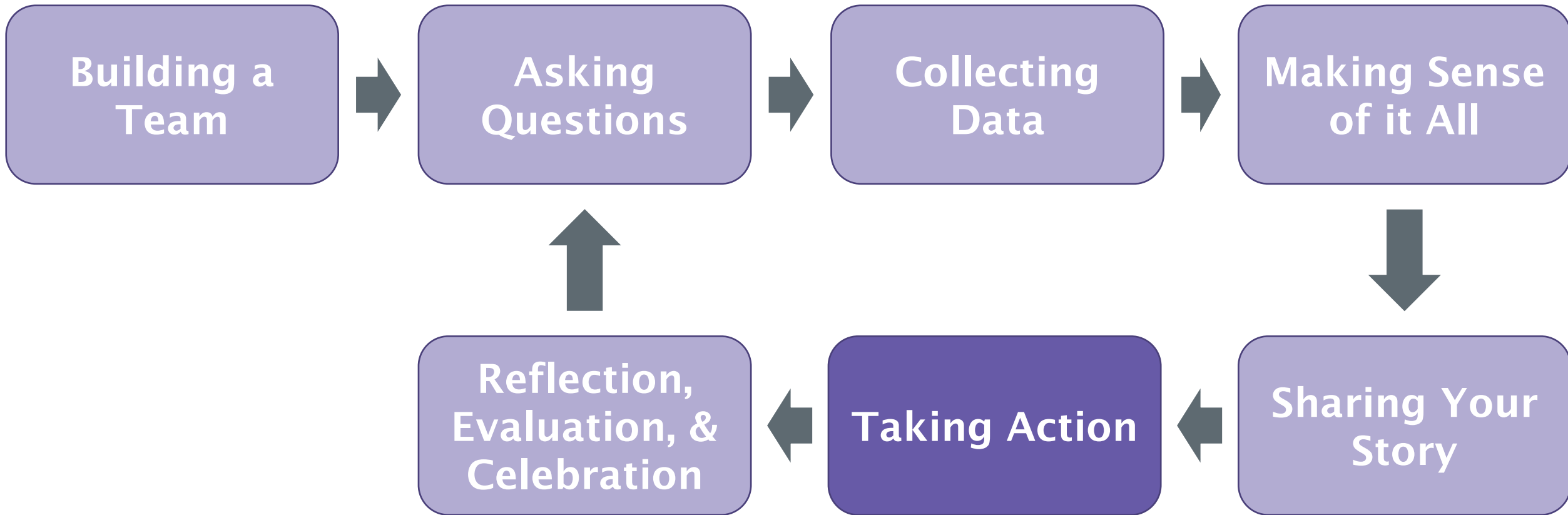
- Flip chart
- Markers
- Paper
- Pencils and pens
- Tables and chairs

Facilitator Tips

If participants are having difficulty thinking of methods of presenting their data, here are some ideas you can use to get ideas flowing:

- Video
- Photo collage
- Storyboards
- Presentation formats such as PowerPoint or Prezi
- Game shows, skits, or plays
- Social media such as Facebook, Twitter, Instagram
- Broadcast media such as television or radio
- Print media such as newspapers

Curriculum Components



Taking Action (p.59)

Activities

- Salmon and Dams
- Where to Start Chart

Taking Action: Using Research to Improve Your Community



SECTION OVERVIEW

To gear up for action, youth need to identify stakeholders and resources and analyze potential barriers and facilitating factors. They also need to set goals and priorities before they begin. The following activities are designed to help youth practice these YPAR skills, from group decision-making to strategic planning and teamwork.

ACTIVITIES

Salmon and Dams - 40 minutes

Where to Start Chart - 60 minutes



Salmon and Dams (p.61)

Skills developed:

- Communication
- Ability to identify resources or facilitating factors
- Ability to identify barriers that may slow or stop progress
- Ability to identify stakeholders
- Ability to identify new actions that will help accomplishing a goal

What is our goal and how will we meet it?

Activity

TAKING ACTION

Salmon and Dams

Purpose of Activity

This visual activity helps teens think through facilitating factors and barriers as they move into the action phase of their YPAR project. Teens will analyze resources, stakeholders, and problems that might arise as they pursue their goal.

Skills Developed

- Communication
- Ability to identify resources or facilitating factors
- Ability to identify barriers that may slow or stop progress
- Ability to identify stakeholders
- Ability to identify new actions that will help in accomplishing a goal

Room Set-Up

- Hang the sheets of paper in an upward sloping fashion along the wall and draw the outline of a river on it. If possible, the river should be at least 15 feet long.
- At the lower end of the "river," write "Planning begins for [your project]," and at the upper end write "Project accomplished!"
- Using cardstock or heavy paper, cut out approximately 12 salmon of various sizes and approximately 12 dams of various sizes.

Instructions

1. Ask the participants to think about the resources that they have available to them or that they will need to accomplish their project. These are the facilitating factors. Facilitating factors might include, for example:
 - Adult mentors who are ready to help
 - Funding that youth have secured or plan to raise
 - The teen participants themselves
 - Engaged and helpful organizations
2. Invite people to call out ideas. Have them write each idea on a salmon. If a resource will be a great help, it should go on a big salmon. If it will only be a small help, it should go on a small salmon. Have people place their fish on the river. If the facilitating factor is likely to be helpful early in the project, put it downstream in the river (salmon swim upstream). If it's going to play a role later in the project, put it further upstream toward "Project accomplished!"



Time

- 40 minutes



Materials

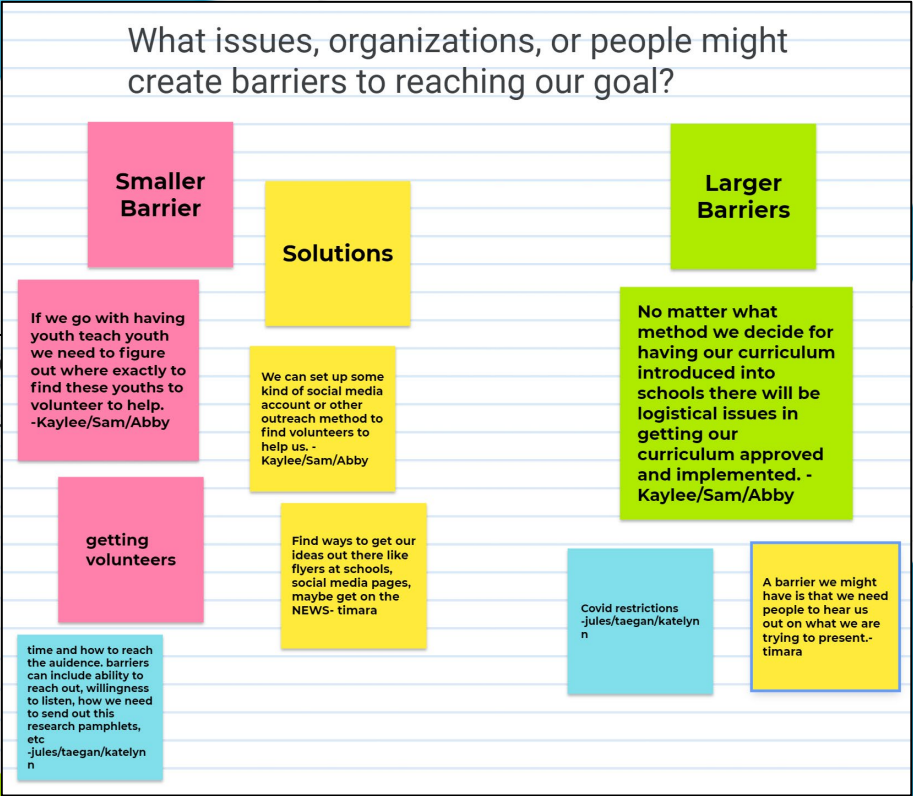
- Markers
- Tape
- 10-15 sheets of blue construction paper and 12 sheets of red or pink construction paper
- Paste or glue sticks

Facilitator Tips

In the Pacific Northwest, salmon migrate upstream from the ocean every year to spawn, or lay their eggs. Dams can block or impede migration and create habitat loss, making it difficult for salmon to complete their life cycle. Fish ladders and dam removal are ways of addressing this problem. In this activity, salmon and dams serve as metaphors for the facilitating factors and barriers you might encounter as you move into the action phase of your YPAR project.

Supplemental materials: For more information on stakeholders, watch "Who Has a Stake in This? Stakeholder Mapping for YA4-HI Success," a webinar recording on the YA4-HI website.

Project accomplished!



What are the resources we already

HAVE

We have ways to contact the panelists that had such good information that could help us develop our curriculum. - Abby/Sam/Kaylee

personal contacts some of us may have the contact that our leaders have, the panelists, the CROPTR - Timara

We already have online resources to find info-Alayna, Kip, summer, Timara

WH

We need a way to find student volunteers to help us. - Abby/Sam/Kaylee

We need to find a way to contact a person who runs a homeless shelter -Alayna, Kip, Timara, Summer

If we don't have a way to get the information we collect out to people, then it renders our project kind of useless. - Abby/Sam/Kaylee

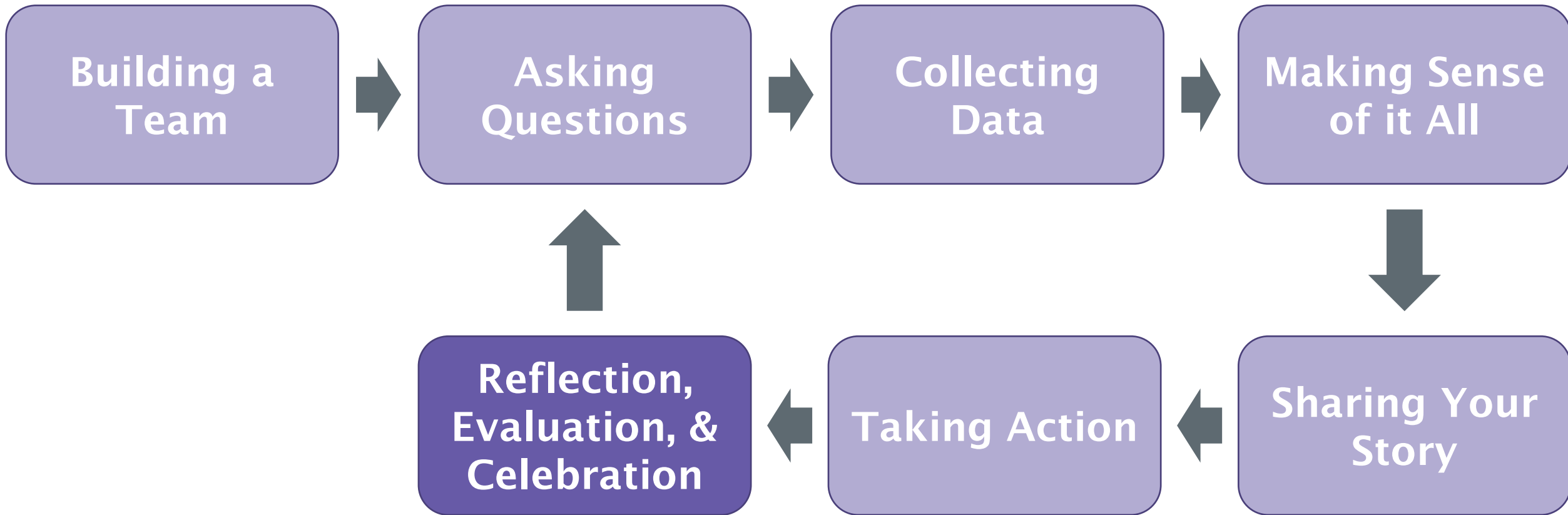
Why are the resources you chose important to your team's project?

The resources we have will help us find a good way to help homeless addicts get more access to recovery -Alayna, Timara, Kip, Summer

Write your barriers here

Planning begins for [your project]

Curriculum Components



Reflection and Evaluation (p.65)

Activities

- Mapping your Impact on the Community
- Personal Clover Reflection
- Reflection Circle
- YPAR Evaluation

Reflection and Evaluation



SECTION OVERVIEW

A final important component of YPAR involves pausing for intentional reflection on what participants have learned, with an emphasis on the application of learning to real-life settings. The activities in this section help teams and individuals identify the skills and knowledge they have gained and how they plan to put these new abilities into practice as they go forward in their project — and in life.

ACTIVITIES

Mapping Your Impact on the Community - 60 minutes

Clover Reflection—15 minutes

Reflection Circle—20 minutes

YPAR Evaluation - 20 minutes for each evaluation



Personal Reflection (p.71)

Skills developed:

- Ability to reflect on lessons learned about YPAR
- Ability to analyze what they have learned while working on YPAR projects

Activity

REFLECTION AND EVALUATION

Clover Reflection

Purpose of Activity

This activity allows participants to reflect on and share their learning from the previous YPAR activities. This also allows you (the facilitator) to assess learning.

Skills Developed

- Ability to reflect on lessons learned about YPAR
- Ability to analyze what they have learned while working on their YPAR projects

Room Set-Up

On a flip chart or dry erase board, write the following as a reference for what to write on each cloverleaf during the activity:

Head

One thing I learned about YPAR

Heart

One thing I'm feeling about YPAR

Hands

One thing I'll do to support others to have successful YPAR projects

Health

One thing I'll do to support myself to have successful YPAR projects



- Participants will need a solid surface for writing
- You will need wall space for displaying completed clovers, and open space for standing in a circle

Instructions

1. Hand out a clover reflection sheet to each participant.
2. Ask participants to reflect on the experience they had during YPAR activities.
3. Have participants write one reflection on each cloverleaf, following the Head, Heart, Hands, and Health guidelines at left.
4. Once everyone has written their reflections, have the group stand in a circle. Holding the end of a ball of string, hand the ball off to a participant. Ask them to share one thing they wrote down on their cloverleaf. Once they have answered the question ask them to hold onto their piece of the string and to pass the ball onto someone else. Continue the process until everyone has reflected on the question, and has a section of string in their hands. When completed, you should have something that looks like a web. When everyone is done talking, make some points about the interconnectedness of people and how we are all part of the solution, for if each person had not contributed to the training on Y-APs the outcome would have been different.

Time

- 15 minutes



Materials

- Handout: Clover Reflection, copied onto to bright green paper, p. 111 (1 per person)
- Painter's tape
- Markers
- Flip chart or dry erase board (and dry erase markers)

Facilitator Tips

Clover Reflection can be used throughout the YPAR project, not just at the end. It is a great way to touch base with what participants are thinking and feeling about the program.

If time allows at the end of this activity, invite participants to post their clovers on the wall and let the group circulate and read the posted clovers.

NOTES:

Evaluation (p.75)

Handout: Evaluation



YOUTH PARTICIPATORY ACTION RESEARCH CURRICULUM EVALUATION

Thank you for participating in a YA4-H! Youth Participatory Action Research project! We would like to gather some information about what you learned during your YPAR experience. Your responses are completely anonymous and voluntary, and you don't have to complete this form if you do not want to. In addition, you can leave any question blank, and you can also choose not to complete the questions once you begin. Your answers will not be singled out; only group trends

Activity

REFLECTION AND EVALUATION

YPAR Evaluation

Purpose of Activity

This curriculum includes two evaluation forms—a YPAR Curriculum Evaluation form and a Youth Action Research Inventory (YARI) evaluation. The purpose of both of these evaluation activities is to as-

be administered following completion of the YPAR curriculum.

4. For the YARI evaluation: This evaluation form should be administered after teens complete their YPAR project.
5. The information on the evaluation forms can be summarized and used to understand the impact of the training or the teach-

Time

- 20 minutes each



Materials

- Handout: YPAR Curriculum Evaluation, pp. 113-115 (1 per person)
- Handout: YARI Evalua-

Strongly Disagree  Strongly Agree

| By participating in a YPAR project, I learned... | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
| The importance of teamwork. | | | | | | |
| The elements of a thriving community. | | | | | | |
| How to use Photovoice. | | | | | | |
| Techniques for decision making. | | | | | | |
| The root causes of community health concerns. | | | | | | |

WSU Evaluation - Youth

Youth completed a pre/post survey:

- Psychological Empowerment
- Participatory Behavior
- Research Action & Self-Efficacy
- Motivation to Influence
- Perceived Control
- Youth-Adult Partnerships

Please rate the following statements from strongly agree to strongly disagree:

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I can start an organizing effort among my peers on an issue that I care about. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can work well with a group of my peers to make a difference in my community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can develop a research tool that gathers useful information. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can respectfully discuss pros and cons of an issue I care about with youth my age. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can use research results to come up with realistic recommendations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can respectfully discuss pros and cons of an issue I care about with adults leaders. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know how to break down important issues facing youth to figure out what we can work on. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important for youth to try to improve our community even if we can't always make the changes we want. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

WSU Evaluation - Youth

Youth completed a pre/post survey:

- Opioid Health Knowledge
- Familiarity with terminology
- Safe handling and storage
- Harms of opioid misuse
- Impact of opioid crisis on teens
- Stigma towards drug addiction

Consider what you know now about opioid safety and avoiding misuse of opioids, how likely would you be to use and share that information...

| | Not at all | A little | Somewhat | Very | Extremely |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ...through your own conduct? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...with your friends? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...with your family? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...with your community? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

WSU Evaluation – Adult Facilitators

YPAR Core Components Checklist:

- Training and practice of research skills
- Promoting strategic thinking
- Group work – opportunities and guidance
- Opportunities for networking
- Communication skills

I. Training and practice of research skills

- ☐ Adult mentor provides examples and models that promote a basic understanding how research can be used for action
- ☐ Youth identify problems or research questions (Issue selection)
- ☐ Youth are exposed to and/or discuss strengths and weaknesses of research design and research methods (e.g. sampling, choice of research tools, etc.)
- ☐ Youth develop research tools
- ☐ Youth learn about and/or practice data collection
- ☐ Youth learn about and/or practice interpreting data
- ☐ Other examples of training and practice of research skills (write in)

II. Promoting strategic thinking

- ☐ Group discusses root causes to social problems
- ☐ Information or experiences about how rules or policies are made in school, community, etc. are shared
- ☐ Discuss strategy about how to make change in school, community, etc.
- ☐ Develop recommendations based in research and/or discuss how to share research-based recommendations with others
- ☐ Youth discuss or demonstrate an understanding of socio-political environment (both broadly/globally and on a school and community level)
- ☐ Youth discuss a future course of action regarding next steps
- ☐ Youth identify or analyze alternative points of view and demonstrate openness to modifying pre-existing views based on new information
- ☐ Youth analyze how to develop alliances and communicate effectively with various stakeholders
- ☐ Adult mentor organizes or breaks down youth ideas into concrete steps
- ☐ Other examples of strategic thinking (write in)

How could you implement YPAR?

October

ASKING QUESTIONS

Thriving Communities Brainstorm – 20 minutes

A Picture Means a Thousand Words – 2 hours

Optional: Dot Voting – 10 minutes

Optional fieldwork: Conduct A Picture Means a Thousand Words as field work, and arrange a meeting after two weeks to discuss and review the results.

November

ASKING QUESTIONS

Storyboarding: A Technique for YPAR Planning – 1 hour 40 minutes

Optional: Generating Research Questions – 30 minutes

Suggested fieldwork: Now that you have identified a set of topics, have youth observe, photograph, and write about their favorite of these topics before you next get together.

About This Curriculum (continued)

Mapping Out Your YPAR Year

This curriculum is designed to span an academic year, beginning in October and continuing through May. The goal of the curriculum is to introduce youth to core components of participatory action research and equip them to carry out a project in the community. Participants learn through games, role play, and other fun, experiential activities.

Training can be conducted at monthly gatherings or more frequently depending on the needs of your group. Below is a schedule that includes eight meetings, each lasting no more than two hours. If time allows, we recommend beginning each session with a warm-up or energizer and closing with a reflection. There are several examples of each in this curriculum and additional options in *YA4-H! Building Successful Youth-Adult Partnerships*.

Between monthly meetings your group may wish to pursue fieldwork activities, such as collecting data, communicating with stakeholders, and completing an action project. We have suggested fieldwork opportunities below.

You will also find supplemental materials on the YA4-H! website that correspond with activities in this curriculum. To access these materials, visit the following web address:

<http://oregon.4h.oregon.state.edu/ya4h-ypar-project-resources>

Regardless of how you arrange your YPAR sessions, be sure to give teens and adult partners at least four hours of training in youth-adult partnerships before you begin. This should include team-building activities, establishing a community covenant, understanding stereotypes, and exploring power balances.

Finally, don't forget to celebrate your accomplishments. Completing a YPAR project takes dedication, enthusiasm, teamwork, and an enduring commitment to social change. Gives yourselves a pat on the back!

October

ASKING QUESTIONS

Thriving Communities Brainstorm – 20 minutes

A Picture Means a Thousand Words – 2 hours

Optional: Dot Voting – 10 minutes

Optional fieldwork: Conduct A Picture Means a Thousand Words as field work, and arrange a meeting after two weeks to discuss and review the results.

November

ASKING QUESTIONS

Storyboarding: A Technique for YPAR Planning – 1 hour 40 minutes

Optional: Generating Research Questions – 30 minutes

Suggested fieldwork: Now that you have identified a set of topics, have youth observe, photograph, and write about their favorite of these topics before you next get together.

December

COLLECTING AND MANAGING DATA

So... You Want to Do Research! – 90 minutes

Optional: Seeing Is Believing!, Three-Step Interviews, Creating an Effective Survey, or Digging Deeper: Focus Groups

Suggested fieldwork: Create and pilot test the research instruments you will need for your project.

January

COLLECTING AND MANAGING DATA

Community Soup – 60 minutes

Optional: Informal discussion on YPAR project and data collection

Suggested fieldwork: Collect your data this month and next. If needed, do one or more of the optional activities from December.

Resources

- YPAR Hub <http://yparhub.berkeley.edu/>
- YA4-H! <https://hd.wsu.edu/ya4-h/> ;
<https://www.dropbox.com/s/iq1q1nf5tmo2s35/2019%20Globalization%20Diversity%20and%20Education%20Conference%20Poster%20YA4-H%21%20YPAR.pdf?dl=0>
- SNAP-Ed Toolkit <https://snapedtoolkit.org/interventions/programs/youth-participatory-action-research-projects-ypar/>
- YPAR Toolkit https://www.colorado.edu/education-research-hub/sites/default/files/attached-files/pju_teachers_toolkit_final_version_sio_last_edits_done.pdf ; <https://ypar.cfcl.ucdavis.edu/OurApproach.html> ; <https://ash.naf.org/public/par-toolkit> ; <https://education.virginia.edu/research-initiatives/research-centers-labs/youth-nex/youth-nex-initiatives/youth-participatory-action-research-ypar>
- YPAR in Extension https://fyi.extension.wisc.edu/youthadultpartnership/category/p_a_r/
- YPAR Curriculum <https://jyd.pitt.edu/ojs/jyd/article/view/18-13-03-RR-02> ; <https://connectedlearning.uci.edu/research-tools/studies/youth-participatory-action-research-pathways-project/> ;
<https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/Pages/youth.aspx> ; <http://yparhub.berkeley.edu/>
- Youth – Adult Partnerships Curriculum <https://shop4-h.org/products/youth-advocates-for-health-curriculum-youth-adult-partnerships-for-health>

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Thank you!

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