**Social Needs: Session 5**

## Facilitator agenda

### Session goals

1. Familiarize students with existing YPAR initiatives with similar goals
2. Brainstorm final product with students
3. Brainstorm research question needed to get to our final product.
4. Establish next steps for the project
   1. Introduce research methods
   2. Vote on method the students are most excited about.

### Agenda

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| **Time** | **Duration** | **Activity** | **Notes** |
| 9:25-  9:35 | 10 mins | Check in   * Ice breaker / circle |  |
| 9:35-  10:10 | 35 mins | Activity 1 ~ Imagining Possibilities   * Show students existing youth-led initiatives * Debrief and decide on direction for “final action product” **(Stepping Stones 4.7)**   + Brainstorm in small groups   + Share/Sticker Voting   + Final ideas? * Generate RQ **(Stepping Stones 4.3) (Flipchart)**   + What do you know?   + What do you want to know?   + RQ   [Backpocket RQs]   * (Interview/Focus Group) How do we get these solutions to work for our community? * (Surveys) What do people think about the current conditions of their neighborhood (trees/parks/houses)? * (Using photovoice) Which neighborhoods/streets seem to most need trees? | * Which options interest and excite you the most? Why? * Which options would tap into skills you already have or help you acquire new skills you’d like to learn? * Which options would be the most effective at telling your story and sharing your research with key decision makers, project partners, media outlets and community members? * Which options are likely to inspire a response or action? * What are some creative ideas you didn’t see represented that you’d like to consider? * What are the pros and cons of our preferred final product format(s)? |
| 10:10-  10:15 | 5 mins | Brain break **Text-to-Draw telephone:** a collaborative drawing game.   * Group goes in a circle. * First person chooses a word/phrase, *only* seen by the very next (2nd) person, who will draw it. * The next (3rd) person will only see the 2nd person’s drawing, and describe it in a word or phrase. * The 4th player will only see *that* word/phrase and try to draw it. * This goes on until everyone has had a chance to play and there is a final drawing. * Then you reveal the original word/phrase! |  |
| 10:15-  10:50 | 35 min | Activity 2 ~ How to Collect Data   * Show students research timeline   + “We’ve decided on an initial RQ, now we need to collect data”   + “Then we will analyze the data, synthesize our findings, and finally share our findings”   + How do we collect data? * Showcase of methods and their pros/cons **(Stepping Stones 4.13)**   + Focus groups   + Interviews   + Photo Documentation   + Surveys * Vote on methodology   + Sticker Vote | * What tool(s) make sense given * our research question (what we’re * trying to learn)? * What tool(s) make sense given the * final product we hope to create? * What type of information do we want to collect? * Quantitative—“numbers”? * Qualitative—“stories”?   + Be careful not to limit a tool. * For instance, you can collect some qualitative evidence with surveys, etc. * From whom do we want to collect information? A lot of people? A few people? |
| 10:50-10:55 | 5 mins | Check out & feedback   * Plus / delta sticky notes / circle * What is one research tool you’re excited to use?   + Alternatively: What final product or action are you most excited about? |  |