



Community **Futures**
Community **Lore**

04



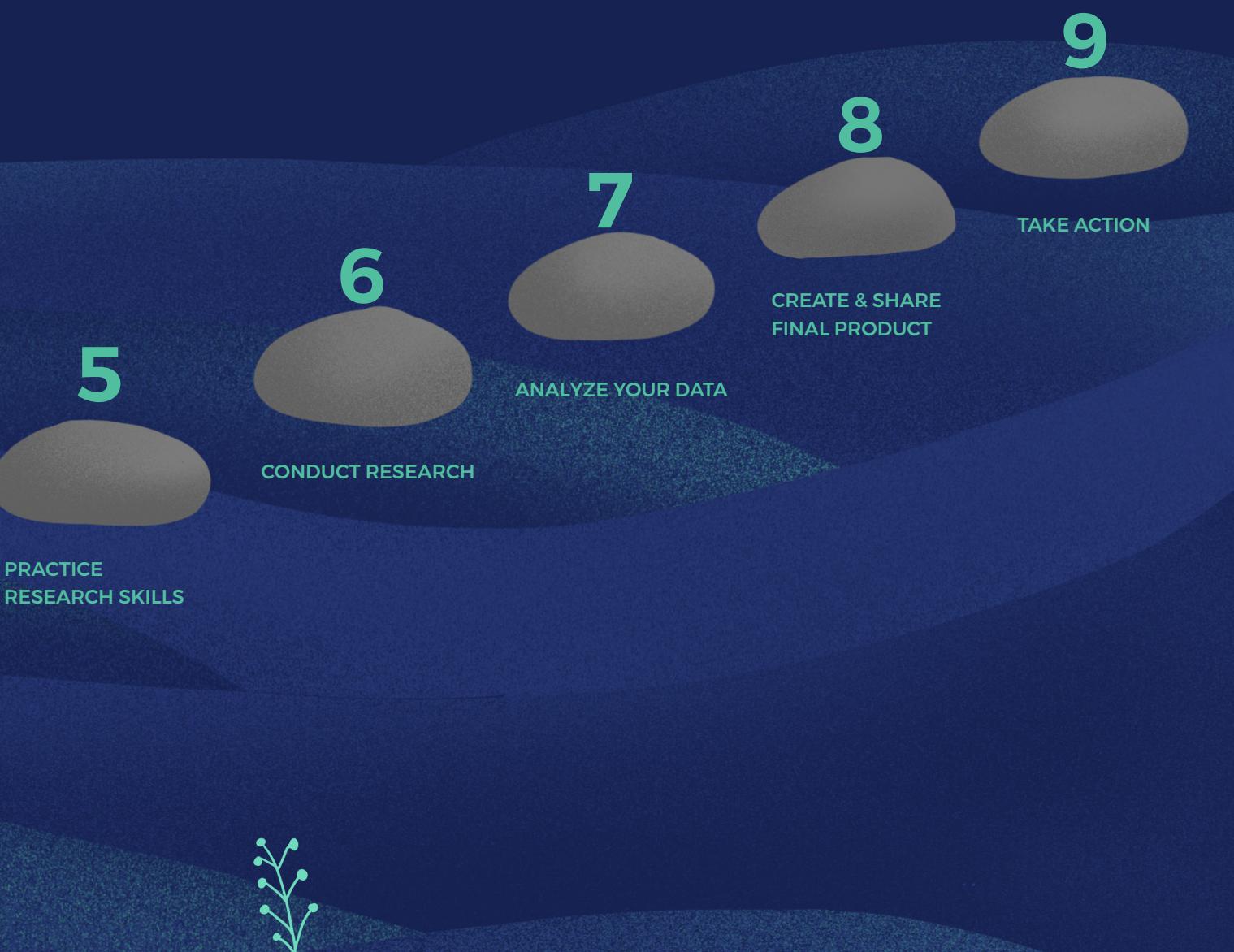
Stepping Stone 4

in the CFCL Youth Participatory Action Research Series

Develop Your Research Plan

Stepping Stones





Stepping Stone 4

Develop Your Research Plan

It's time to design your research! In this stepping stone, you will identify what you want to know about your issue and figure out the best way to collect that information.



Decide what you want to know about your issue and develop your research questions

- » Activity 4.1: Vocabulary Body Sculptures – Research Design (understanding research terms and definitions)
- » Resource 4.2: Sample Agenda (for planning your research design process)
- » Activity 4.3: Developing a Research Question (identifying the question you want to answer through your research)

Stepping Stone Tips

- » Keep your research design from feeling boring or “heady” by integrating teambuilders throughout this phase.
- » Look for games and icebreakers from other stepping stones, as well as websites and books, to keep your work lively.
- » Take the time to thoroughly work through this stepping stone—skipping or skimping on parts may lead to more difficult challenges later in the research process.
- » Outside consultation on research design may be useful at this phase to support your team’s decision-making.

Time Commitment: 5 – 10 sessions.



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Choose your research method after defining your final product, your sample, and your indicators

- » Activity 4.4: Best of the Best/Worst of the Worst – Developing Indicators (identifying ways to assess your issue)
- » Activity 4.5: Sample Soup Story (deciding from whom you need to collect data)
- » Activity 4.6: Mapping in Our Community (exploring how you can use mapping and data other people have collected in your research project)
- » Activity 4.7: Final Product Brainstorm (choosing a format for your final product)
- » Activity 4.8: Round Robin Tool Selection (choosing which research methods best fit your project)
- » Resource 4.13: Research Tool Overview (exploring the pros and cons of different research methods)

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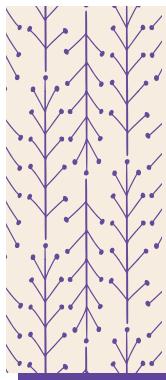


Develop your research tool after you develop the questions you want to ask

- » Activity 4.9: Snowball Fight for Tool Development (have fun while developing questions for your research tool)
- » Activity 4.10: Research Question To Tool Development (turning questions into a research tool)
- » Activity 4.11: Tool Games – Designing Your Research Tool (exploring different types of questions and which will work best for your goals)
- » Activity 4.12: Demographics (developing questions to get background information on the people within your research)
- » Resource 4.14: Sample Research Tools (looking at tools other youth researchers created to understand different research methods)

4. ACTIVITY

Vocabulary Body Sculptures (Research Design)



Objectives

- » Become familiar with key terms

Time Needed

30 minutes

Materials

- » Copies of Research Design Vocabulary Terms and Definitions sheet for each team (attached)
- » Each vocabulary term written on an individual slip of paper

Introduction

The following definitions reflect key terms in a YPAR project. It's important to find fun, engaging ways to build a team's capacity to understand and use new vocabulary. Other vocabulary-related activities from this toolkit you may want to utilize include Activity 2.10: Data and Mapping Vocabulary Relay Race and Activity 7.2: Analysis Fictionary. For this activity, teams create physical poses to represent the definitions of key terms.

It can be helpful to prepare a sample vocabulary body sculpture ahead of time to model this for the group. Remember: this is not a skit and you're not supposed to act out the term. Instead, teams should create a static pose or group statue where they do not move. They may use props, but make sure that the props are used to create a group pose, not to demonstrate the word.

Instructions

- » Vocabulary Review and Sculpture Preparation
 - Break participants up into two or four groups.
 - Hand out the vocabulary terms and definitions sheets.
 - Give each group 5 minutes to read over the terms and definitions.
 - Place the slips of paper with the individual terms written on them in a hat or bowl.
 - For each round, have a representative from each group pull out one slip of paper (this is the term for which they will need to create a sculpture).
 - Each sculpture should be a physical pose representing the term's definition.
- » Present Vocabulary Body Sculptures
 - Have one group get into the pose they created for their term.

Debrief

- » Debrief the activity with the following questions:
 - Which words do you feel ready to use in your work?
 - Which words/definitions are still unclear?



Research Design Vocabulary Terms and Definitions

Ally

A person or group that can support the work you are doing. They do not need to be your best friend. They support at least a part of what you are trying to accomplish, and can help you achieve it in some way.

Audience

The people who will look at, read, or use your final research findings and recommendations.

Confidentiality

Respecting participants' right to privacy by not talking about them or the information they share with you outside of the research team unless given permission. This permission might involve making sure participants are anonymous—that no one can link the information to them.

Ethics

Principles for doing your research in a responsible and respectful manner (e.g. how you approach people, manage data etc.)

Research Goals

What you want to accomplish through your research. The accomplishments can be thought of as “learning goals” and “impact goals”—what you hope to learn, and what you hope to affect.

Facilitator

The person responsible for guiding a meeting or focus group. The facilitator introduces the agenda and purpose of the meeting, asks participants questions, keeps the conversation on track, engages people in conversation, and makes sure that everyone has the opportunity to speak.

Final Product

The culminating product of your research that will communicate your findings and recommendations to other people. For example, your final product might be a report, a presentation, a video, a performance, or an exhibit.

Indicator

Indicators are types of evidence that can help provide a sense of how an organization, a community or a population is doing with respect to a certain question. For example, skate parks and playgrounds fairly located around a city might be an indicator that the built environment has been designed with youth in mind.

Note-taker

The person responsible for recording information in a meeting or focus group.

Obstacle

A problem or a challenge that makes your work difficult. Obstacles might include resistance to your project, lack of resources, or turnover of youth researchers.

Prioritize

To rank by importance. If you prioritize your goals or possible research topics, you decide what is most important, what is second most important, etc.

Solution

A strategy to prevent or overcome an obstacle. Ideally, solutions help you to avoid the obstacle all together. Sometimes obstacles are impossible to avoid. In these cases, considering how you will deal with problems ahead of time will prepare you to deal with them when they come up.

Stakeholders

People who have an interest in your school or community. For example, this can include parents, business owners, younger brothers and sisters, school board members, etc.

Strategy

A plan for how you will do something.

Timeline

The plan for how and when you will complete your final product.

4.2 SAMPLE AGENDA

Developing Your Research Tools

Note: This day-long agenda can be broken up into multiple shorter sessions. We encourage you to adapt these lesson plans to fit your program structure, resources and needs.

Facilitator Agenda

Date/Time

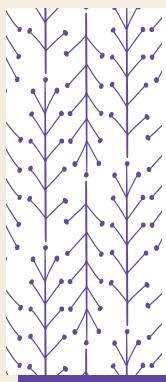
Goals

- » Build research design skills.

Agenda	Time
Welcome & Overview (facilitator)	9:30 – 9:45
Check-in	9:45 – 10:00
Icebreaker	10:00 – 10:15
Round Robin: Selecting a Research Tool	10:15 – 11:00
BOB WOW!: Developing Indicators	11:00 – 11:20
Snowball Fight: Coming Up with Questions	11:20 – 12:00
Lunch	12:00 – 1:00
Matching Games: How to Create Your Research Tool(s) » Surveys » Interviews/Focus Groups	1:00 – 1:35
Soup Story: Selecting a Sample	1:35 – 2:05
Teambuilder	2:05 – 2:20
Project Planning & Prep Time	2:20 – 3:10
Logistics	3:10 – 3:40
Evaluation: Plus-Delta	3:40 – 3:45
Closing Teambuilder	3:45 – 4:00

4.3 ACTIVITY

Developing a Research Question



Objectives

- » Define a central focus for the research project

Time Needed

30–45 minutes

Materials

- » Issue Chart (from Choosing an Issue activity)
- » Flip chart paper (see attached example)
- » Tape
- » Markers

Introduction

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

Your research question will be your guide through the rest of this process. You will keep going back to it to make sure you are staying focused on what you're trying to learn about and change.

Instructions

- » Hang up flip chart papers. Hang up Issue Chart with chosen issue (or write chosen issue on a blank sheet of flip chart paper).
- » Brainstorm as a large group on the following questions:
 - Flip Chart #1 – What do you know about (fill in your issue here)?
 - Flip Chart #2 – What do you want to know about (fill in your issue here)? If you could ask other youth anything about this topic, what would you want to ask them?
- » Split into 2 teams (you can stay as one large group if you prefer). Each team should:
 - Review the list of questions you brainstormed on what you want to know about [fill in your issue here].
 - Choose 1-2 questions from the list OR create your own question based on the list that represents the most important parts of your issue.
- » Bring the teams back together. Each team should:
 - Share the questions you chose or developed (1 – 2 questions).
 - Explain why you think your questions are important in order to look at this issue.
- » You now have 2 – 4 questions to work with in order to develop a main research question. As a whole group, you should:
 - Talk about which question is the most important (i.e. the one you want to answer that will support change efforts) and which question can be realistically researched within the given timeframe of the project.
 - Discuss until you reach consensus on which question to use, OR use another decision-making process to choose your question.

Example: Developing a Research Question Flip Charts

Sample Flip Chart #1

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

Brainstorm...

Sample Flip Chart #2

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

Brainstorm...

Sample Youth Team Flip Chart

Our Top Questions

- 1)
- 2)

*You should write the words in bold on your flip chart sheets.

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

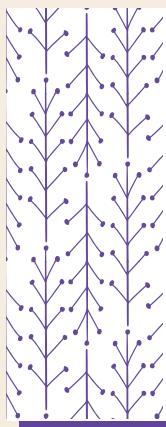
Write your final RESEARCH QUESTION on a separate sheet of flip chart paper that you can refer back to throughout the project.

Helpful Hint

In some cases, it can be helpful to talk with resource people to learn about what's already known with respect to your question. This might lead to new or deeper questions.

4.4 ACTIVITY

Best of the Best/Worst of the Worst (Developing Indicators)



Objectives

- » Develop indicators for research efforts
- » Explore opportunities and challenges related to your issue

Time Needed

30 minutes

Materials

- » Flip chart paper
- » Markers

Introduction

» **Suggested Language:** This activity will help us to develop indicators for our YPAR project. We will have the opportunity to explore the real conditions related to our issue and the ideal or best potential conditions. What we come up with will help us think about key evidence that would show us what needs improvement, or whether improvements are happening.



Instructions

- » Separate participants into 2 groups. Each group will have 10 minutes to come up with a short skit.
 - Group 1 – the worst organization/community for youth when it comes to [fill in your issue here].
 - Group 2 – the best organization/community for youth when it comes to [fill in your issue here].
- **Guiding Questions:** What do these communities/organizations look like? What happens in them? What do youth do in them? What do adults do? (Think about what does or doesn't exist in your group's community.)

Debrief

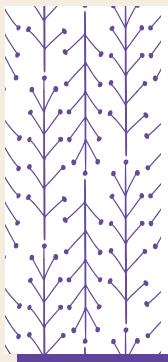
After both groups present, ask:

- » What did you notice in the skits?
- » How did we know that this was the worst/best organization/community? What was the evidence? (Write the group's answers down on flip chart paper)
- » These are our indicators. Have you heard the word indicator before? (To help with comprehension, you can use the example of indicators in a car, i.e. gas gauge, oil pressure, etc.)
- » What does an indicator do? (It shows us something. It tells us something that's going on.)
- » These indicators will help us develop questions to ask people.

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

4.5 ACTIVITY

Sample Soup



Objectives

- » Understand what sampling is
- » Define your sample

Time Needed

45 minutes

Materials

- » Research Question
- » Research tool(s)
- » Flip chart paper
- » Tape
- » Markers

Introduction

A sample is the group of people from whom you will collect data with your research tool(s). They will represent the population of interest to you. Sampling is the process of deciding who and how many people will participate in your research. Your research questions will always guide your sample selection.

For example, if your research question is, “How can we improve food selection at El Camino High School?” you will want to hear from a diverse group of students and your data collection plan and timeline will determine how many students you are able to survey.

Using the school food example, you also have to consider how many students you should hear from that buy their lunch and food at school versus those who bring their lunch and do not purchase food. The Soup Story will help your team make sense of what a sample is and what to consider when sampling.

Instructions

Read the Soup Story. Then follow the instructions to brainstorm about and define your group’s sample and debrief the activity.

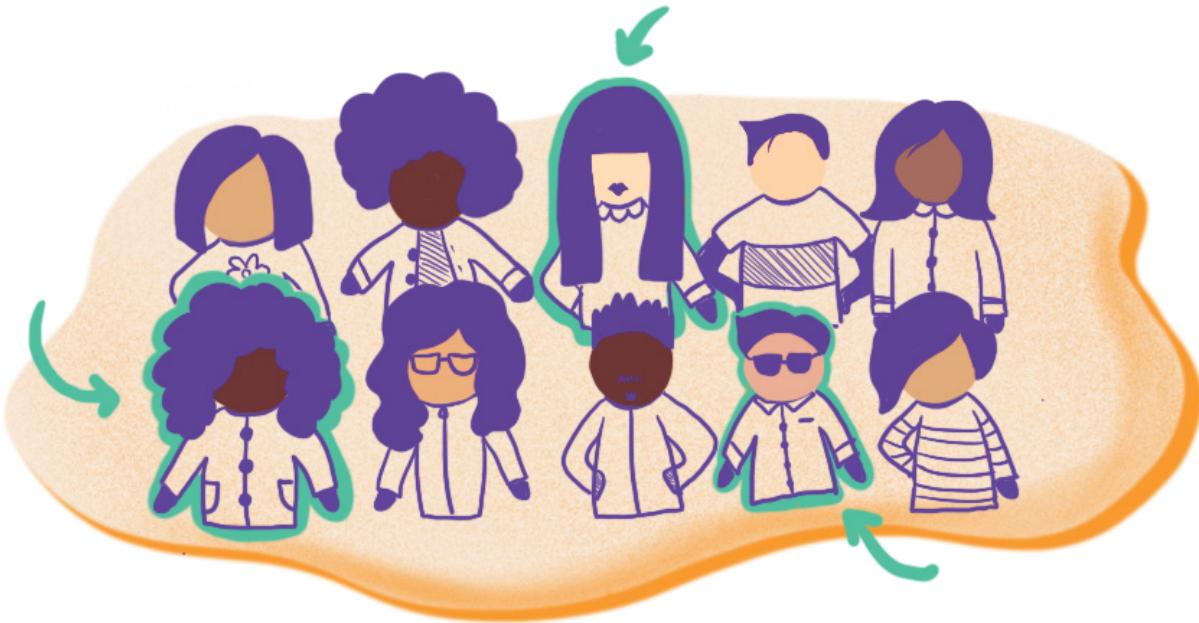




Soup Story:

Sampling is a lot like making a pot of chicken soup. When my grandmother makes soup, she adds chicken broth, some fresh vegetables, potatoes, and of course, the browned and seasoned chicken. She does not have to measure because she has the recipe memorized. She adds a little of this and a little of that. Grandma always tastes to make sure she has just the right amount of flavors to make a delicious soup. One day as she's preparing the soup, she tastes and notices the flavor is just not right. She adds a little more pepper, a little more seasoning and cannot quite figure out what's missing. She tastes again and realizes, "Ahha! I forgot the salt." Without the salt, the flavor

of the soup was not right and the soup was not complete. My grandmother's recipe is like a sample, you need all the right ingredients to get an accurate result. For example, if your survey group has too many people that share similar qualities or you miss an entire subgroup of people in your sample, the results of your data collection will be skewed. Just like a good soup, it is important to have all of the "ingredients" included in your sample.



Sampling Brainstorm:

- » Ask your team to identify who they are going to collect information from. Or, in other words, who they want to participate in their data collection.
- » Chart the information on flip chart paper.
- » For example: Students, parents, community members, school officials, business owners, etc.

Defining your Sample:

Select one of the groups you want to sample, for example, students. Ask your team to come up with all of the characteristics that define different student subgroups at your school. Chart the information on flip chart paper.

Example list:

- » Grade
- » Cliques
- » Race
- » Taste in music
- » Gender
- » Whether or not they like school

Finalizing Your Sample

Ask your team which characteristics they think might make a difference in how students will respond to the team's questions. You can use a gradient voting process or any process for decision-making that you have decided on as a team to decide which characteristics should be taken into account to create a sample that reflects the student population.

The goal is to have your sample established through the decision-making process. For example, with the research question, "How can we improve our food selection at El Camino High School?" the sample size will include equitable representation by grade level, race, gender and students who buy their lunch vs. students who bring lunch.

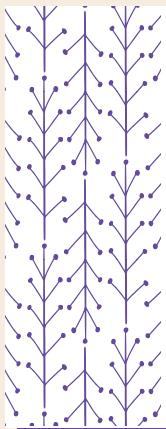
Hint: If some subgroups are especially difficult to reach, you might want to include a larger proportion of people with those backgrounds than you'd see in general, just to make sure you hear from them.

Save your flip chart paper or record your information for your data collection plan.

4.6 ACTIVITY

Mapping in Our Community

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



Objectives

- » Learn about mapping efforts that have been used for community change in your own communities
- » Have your team start thinking about how they can use maps and data in the work that they are currently involved in

Time Needed

30 minutes

Materials

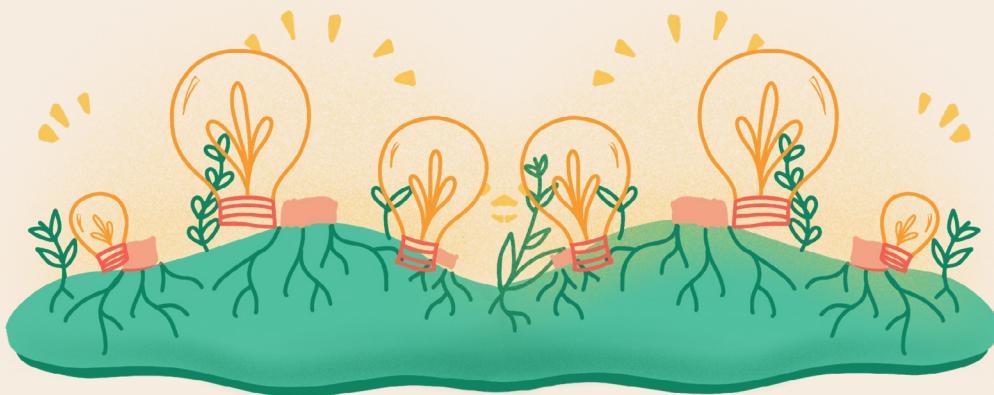
- » The materials used for this presentation will depend on who you are bringing in to present their mapping work in the community. Materials may include presentation slides as well as maps or reports. Please ensure that all materials are youth-friendly in nature.

Introduction

There are a couple ways to approach this activity. You can prepare your own presentation of mapping work that is being conducted in your community and that is creating positive changes. Or, you can bring in a representative from a local mapping project to speak about their process and the impacts of their mapping work in the community.



Prior to bringing in a guest speaker or presenter, prepare your team by discussing what the presentation will be about. Also ask them to brainstorm questions that they may want to ask. This can help with the group dynamics in situations where the participants do not feel comfortable enough to ask questions immediately after the presentation.





Instructions

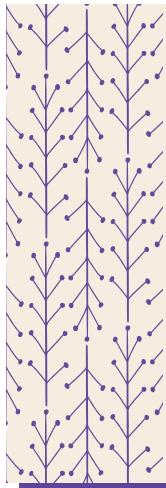
- » **Suggested Language:** We have now seen how maps and data have historically affected communities through practices like redlining and unincorporated areas. But now we want to look at how our own community is using maps and data to create change. Today we have brought in [insert presenter's name] to speak about how they are using maps and data to create change in our community.
- » Conduct the presentation.
- » Facilitate a Question and Answer session.
 - Participants should have questions prepared regarding the presentation, the mapping project and its impacts on the community.

Debrief

- » Help the group reflect on the experience using these discussion questions:
 - Had anyone heard of the work that was presented before this presentation?
 - What stood out to you the most from this presentation? Why?
 - How do we feel about using maps for our own work in the community?
 - How can you see yourself using maps to support the work that you are doing in your community?

4.7 ACTIVITY

Final Product Brainstorm



Objectives

- » Explore different final product options
- » Choose a format for your final product

Time Needed

45 minutes

Materials

- » Diverse examples of final products from other YPAR projects
- » Flip chart paper
- » Markers

Introduction

With your team's final product, you will present your work, findings and recommendations. How you choose to tell this story is a critical part of your YPAR project because it can be a catalyst for the change you're seeking, creating opportunities for dialogue and action between your team, stakeholders, and decision-makers.

Even though you won't create your final product until Stepping Stone 8, it's important to think about this component now during your research design phase. Decisions you make about the type of final product you plan to create can help you determine which research method is right for your YPAR project. For example, if your team is excited about creating a photo exhibit for its final product, you know you'll need to use photography to capture and document at least some of your data.

In this activity, you and your team will explore different options for your final product. The format of your final product should represent the work and personality of your research team. While your final product can be a set of presentation slides or a written document (e.g. a report, book, magazine, newspaper, etc.), you can also tell your story and present your work through many other creative formats such as a video, art installation, theatrical performance, comic book, photo exhibit, board game, mobile app, etc. Get creative!





Instructions

- » In preparation for this activity, collect a variety of examples of final products created by other YPAR projects so your team members can get inspired by a wide range of creative possibilities. Check out the Stories page on our website and search online to get started. You can also explore the additional YPAR sites and resources mentioned on our website's FAQ page. Be sure to find a number of diverse examples that you can share.
- » You can organize this activity in a variety of ways. You can arrange the different final products at stations around the room and have groups rotate between them to interact with and evaluate each one. Or you can review them one by one together as an entire team. You can also assign team members to review individual examples and then have everyone report back to the whole team. Be sure to capture any thoughts and reactions on flip chart paper.

Debrief

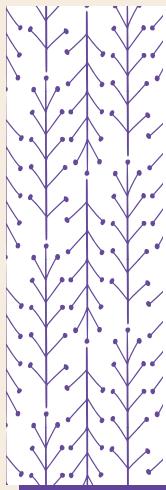
After you've explored all of the examples, narrow down your options by asking the following questions:

- » 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)?

If the team is divided over which format to use for their final product, you can suggest using your preferred decision-making process to decide. Keep in mind, this decision does not have to be set in stone and you can change your mind later about your final product; however, your options later on might be more limited based on the research method you use and the types of data you collect.

4.8 ACTIVITY

Round Robin Tool Selection



Objectives

- » Explore different research tools
- » Understand the costs and benefits to using each tool
- » Select research tool(s)

Time Needed

45–60 minutes

Materials

- » Flip chart paper
- » Tape
- » Markers
- » Pens
- » Sample survey, interview guide, observation guide, focus group guide, and photovoice guide (see 4.14 for samples)

Introduction

Researchers use many different tools to collect data. The type of tools they use depends on their research question, research goals and the research setting. In this activity, you and your team will learn about different types of tools in order to select one or more for your project.

Instructions

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

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

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

- » At each station, the pair or group should use the sample tool that's provided (i.e. if it's a survey, they should take a part of the example

survey; if it's an interview, they should choose an interviewer and interviewee and ask a few questions from the example interview guide).

- » After they have explored a tool, pairs or groups should brainstorm pros and cons of that tool in terms of the type of information it can provide. Chart the pros and cons in the appropriate fields on the flip chart paper.
- » Give teams a few minutes at each station. Then, ask teams to rotate to their left or right.
- » Have each group use the tool at their new station and then add to the brainstorm that has already been started.



Debrief

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

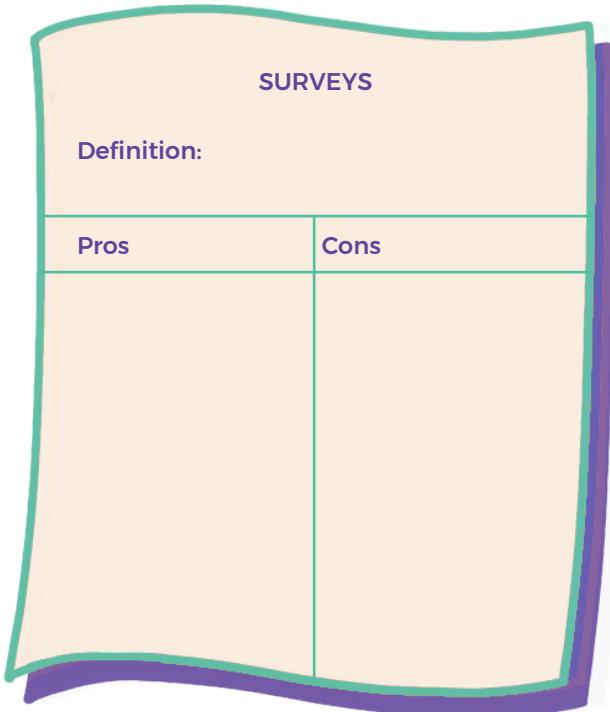
- » What tool(s) make sense given our research question (what we're trying to learn)?
- » What tool(s) make sense given the final product we hope to create?
- » What type of information do we want to collect?
 - Quantitative—"numbers"?
 - Qualitative—"stories"?
 - Be careful not to limit a tool. For 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?

Helpful Hints

- » For each example tool, divide up the questions so each group can answer a few when they get to the station (see attachment).
- » For some stations, you will need to show groups how to use the tool. For example, you might have to show groups how to set up and run a focus group.
- » As the facilitator, you can go around after teams have completed the flip charts and add any other significant pros and/or cons to the sheet. Let the team know that you are adding to their sheets so that they have as much information as possible about using this tool in their research project.
- » If the team is divided over which tool(s) to use, you can suggest using your decision-making process to decide. Or, you can have each group/team members stand by the tool station they want to use. Then, give them a few minutes to discuss why they think the team should use that tool. Go around the room like that until the team agrees on the tool(s) it will use.

Round Robin Sample Flip Charts

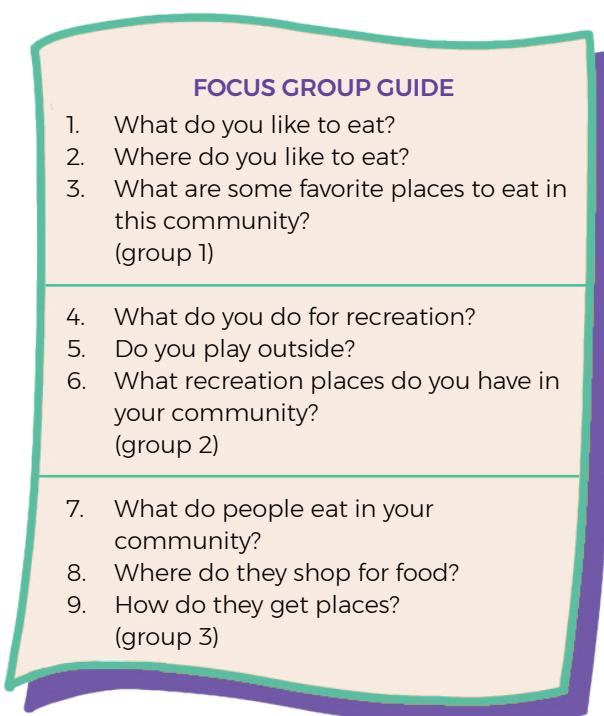
Sample Flip Chart #1



Sample Flip Chart #2



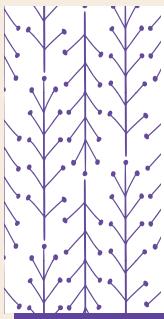
Sample Tool



You can draw lines to divide up a sample tool so each group can practice a different portion of it while they're at that station

4.9 ACTIVITY

Snowball Fight for Tool Development



Objectives

- » Develop questions for research tools
- » Team-building

Time Needed

30–45 minutes

Materials

- » Blank paper, cut into large strips
- » Flip chart paper (see attached example)
- » Tape

Introduction

This activity will help your team develop questions for their research tool through a fun process. The format of the questions you brainstorm will vary based on your research tool.

Instructions

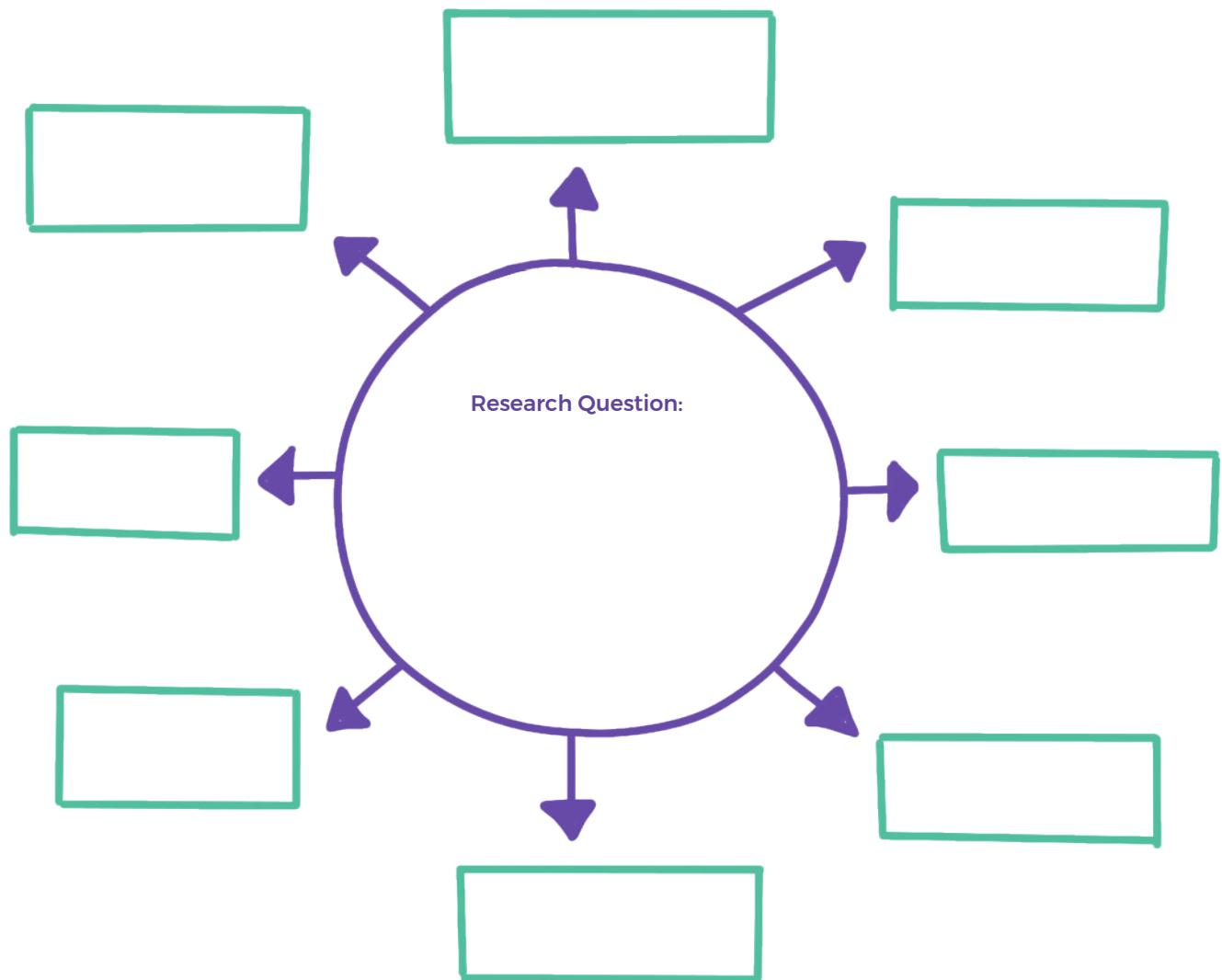
- » Provide each team member with 3 to 4 strips of paper. Ask them to brainstorm questions for their research tool on the strips. They should only write one question per strip.
- » Then ask your team to crumple up their papers and have a snowball fight!
- » Team members will collect the “snowballs” thrown in their area so that each person has 3 to 4 questions each that are not theirs.
- » Ask your team to un-ball the strips and tape the papers to the sun diagram (see sample flip chart).
- » Tape duplicate tool questions next to each other.

Debrief

- » Review and read aloud each tool question one-by-one. After each question, ask team members if it will produce information that will help answer their overall research question. The overall research question should be in the center of the sun diagram (see sample flip chart).
- » Based on the discussion about whether or not the tool question answers the research question, edit, revise or eliminate questions. Remind team members that questions can also be revised to be clearer, more “user friendly” and designed to not lead people towards a certain answer.
- » The next step is to create your draft research tool.

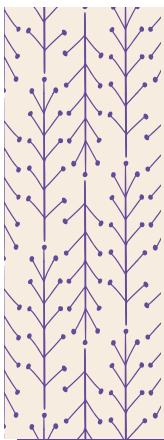
Example: Snowball Tool Development Flip Chart

- » Draw a sun in the middle of the flip chart
- » Tape the strips of paper from the snowball fight to the edges of the "sun rays" or arrows
- » Save the flip chart for further tool development



4.10 ACTIVITY

Research Question to Tool Development



Objectives

- » Use your research question brainstorm to develop questions for your research tool

Time Needed

45-60 minutes

Materials

- » Developing a Research Question flip chart
- » Research Tool Development flip chart (see attached example)
- » Tape
- » Markers
- » Sticky notes
- » Pens

Introduction

Use this activity once you have already decided what research tool(s) you will use for your project. Use your Research Question brainstorm to fill in this activity's flip chart and serve as a guide (see attached example).

Instructions

- » Hang up flip chart papers and the Research Tool Development flip chart. Split into 2 teams (you can stay as one large group if you prefer). Pass out sticky notes and markers/pens to each participant. Each team should:
- » Review the list of questions you brainstormed on what you want to know about your issue.
- » Decide which questions are good for your research tool based on your overall research question.

Bring the teams back together. Each team should:

- » Share the questions they chose for the research tool.
- » Explain why they think the questions are important in order to answer the research question.
- » Remove or combine duplicate or similar questions.

Repeat this process with the question: "What do you want to ask youth about this issue?"

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

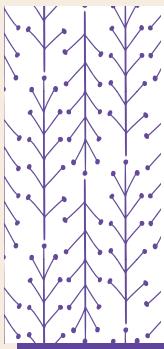
- » If you are writing a survey, re-write the questions as survey questions.
- » Review the different types of survey questions and split your team into pairs or trios to write the questions in different formats to figure out which format is best.
- » If you are writing a focus group or interview guide,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

Research Tool Development Sample Flip Chart

Issue & example of the problem:	Ideal (what you want):	What do you want to know about your issue?	What do you want to ask youth about your issue?
<p>EXAMPLE: Issue: Liquor stores on every corner of our school's neighborhood.</p> <p>Research Question: How do liquor stores affect the health of our community?</p>	<p>Grocery stores and fruit stands.</p>	<p>How many liquor stores are in the neighborhood? Do they get fined for selling to under-age youth? Who owns the liquor stores? What kinds of fruits and vegetables or healthy foods would the community want to purchase at a liquor store? What kinds of fruits, vegetables or healthy products would stores be willing to sell?</p>	<p>How do youth feel about the liquor stores in the neighborhood? How often do you go to the liquor store? What do you buy there? Would you like to have healthy food and drink options at the liquor store? What kind of healthy foods/drinks would you purchase?</p>
<p>Place sticky notes here...</p>			

4 ACTIVITY

Tool Games (Designing Your Research Tool)



Objectives

- » Understand the design of different research tools
- » Understand various types of questions

Time Needed

30 minutes

Materials

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

Introduction

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

- » Check their work. The other team should continue trying to complete their board.
- » If the first team's work is incorrect, let them know and they must continue to work out the problems.
- » Whoever completes their board first and correctly wins!

Instructions

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

- » Have each team start by their game board.
- » When you say "Go", teams must run across the room and grab answer choices (they can only grab one choice at a time).
- » They will run back to their board and stick the answer choice where they think it goes.
- » When a team has all their answer choices pasted on their game board, they should yell, "Done"!

Debrief

Review the winning game board as a big group.

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

Tool Games Facilitator Guide

Discussion Points for Survey Questions:

Type of Question	What Is It	Why/How/When To Use
Likert Scale	» Asks for responses on a scale (e.g. strongly agree, agree somewhat, disagree, strongly disagree)	» Good when you want to know someone's feelings or attitudes towards something » Gives you powerful nuanced information in a simple format » You can force respondents to give their opinion by not offering a neutral choice (i.e. "don't know, neither agree nor disagree, etc.)
Multiple Choice	» Offers several options in answer to one question » Can offer an "Other" option to let people fill in that response » Can let people pick only one response option or more	» You can collect a lot of information with one question » Allows you to get at more specific information » Allows you to check on responses that you already think might be relevant
Rating	» Asks people to measure something independently, without asking them to compare the choices to each other » Usually uses a number scale to collect responses (i.e. 1-5, 1 being the easiest and 5 being the hardest)	» Allows researchers to quantify answer choices (represent with a number) » Allows researchers to use a scale to evaluate multiple factors Tip: Be sure to differentiate ranking and rating for researchers
Ranking	» Asks people to compare multiple things to each other and put them in a specific order (easiest to hardest, least important to most important, dislike to like, etc.) » Usually uses numbers to collect responses (i.e. #1, #2, #3, #4, #5)	» Allows researchers to see how someone compares items to each other » Allows researchers to evaluate what is significant
Yes/No True/False	» A statement is presented and someone is forced to choose between two answers » This can be used to test knowledge, gain factual information, or assess feelings and attitude	» This question is used if you want quick and basic information » Analysis and information collected is limited on a yes/no question
Open-Ended	» A fill-in-the-blank question » There is not a fixed answer to the question; survey respondent creates the answer themselves	» This question supports systematic collection of anecdotal information » If you choose to have open-ended questions on your survey, think carefully about what you will do with the information—they can generate a wide range of responses and a lot of information that is difficult to analyze » This type of question is often left blank on surveys (especially if they're long surveys)

Discussion Points for Interview and Focus Group Guides:

Type of Question	What Is It	Comments
Opening	<ul style="list-style-type: none"> » A warm-up question that is easy to answer » Attempts to make the interviewee more comfortable and may provide some key background information 	<ul style="list-style-type: none"> » Examples of opening questions are: how did you decide to participate in this interview today, what grade are you in, etc. » This can be limited to 1 – 2 questions
Background	<ul style="list-style-type: none"> » Question(s) used to collect information on the participant and their relationship to the subject you are discussing 	<ul style="list-style-type: none"> » Examples of background questions include: why are you interested in issues of food access; what experiences do you have with physical activity
Body	<ul style="list-style-type: none"> » The “meat” of the interview or focus group » Questions that get at the main issues in your research 	<ul style="list-style-type: none"> » This should be the bulk of your interview or focus group guide » Examples of body questions are: how do people in your community participate in physical activity; how do you feel about the kinds of foods you have access to in your community, etc.
Closing	<ul style="list-style-type: none"> » Question(s) that wrap up the interview or focus group 	<ul style="list-style-type: none"> » This should give the interviewee an opportunity to share any last thoughts or give information that wasn't asked about but they think is relevant to the issue » Examples of closing questions are: is there anything else you'd like to add about the issue of food access in your community; do you have any other comments in closing, etc.
Close-Ended	<ul style="list-style-type: none"> » Questions that people can answer in one word (often yes or no) » Questions that don't allow someone to elaborate in their answer 	<ul style="list-style-type: none"> » It is not recommended that researchers use these kinds of questions in their interviews or focus groups » Examples of close-ended questions are: do you have fresh fruit in your community; do you have a recreation center in your neighborhood, etc.

Tool Games (Designing Your Research Tool)

Sample Flip Charts

Sample Survey Game Board

SURVEY MATCHING GAME - TEAM A						
On a scale of 1 – 5 (1 = no influence and 5 = great influence), please mark how much each of the following people influence your choices to exercise:						
	No Influence			Great Influence		
Friends	1	2	3	4	5	
Parents	1	2	3	4	5	
Significant Other	1	2	3	4	5	
Teachers	1	2	3	4	5	
I feel that young people in this community make responsible choices about the foods they eat.						
	Yes		No			
I believe it is easy for young people in this neighborhood to purchase fruits and vegetables.						
Strongly Disagree	Disagree	Agree	Strongly Agree			
What is the main reason youth do or don't exercise in this community?						
<hr/> <hr/> <hr/>						
Please rank from 1 to 4 (1=easiest and 4=harshest) how hard it is for youth to get these foods in your community, only using each number once:						
__ fruits	__ whole grains	__ candy	__ soda			
What types of recreational activities are available in your community? Circle all that apply.						
Parks	Youth Center	Basketball	Swimming	Bike Paths	Walking Trails	Other: _____

- 
- 
- » Team B's Game Board and Answer Choices should look identical to Team A's.
 - » You probably won't fit a team's entire Game Board onto one flip chart paper. That's okay – you can just give each team 2 papers.
 - » The answer choices here match the order of questions on the Game Board. When you create your own and hang them up, make sure you mix up the answer choices.

**Sample Survey
Answer Choices:**

Rating

Yes/No

Scale

Open-Ended

Ranking

Multiple Choice

**Sample Interview & Focus
Group Guide Game Board:**

**INTEVIEW/FOCUS GROUP MATCHING GAME
- TEAM A**

Why do you care about the issue of food access?

How do you feel about the food options available to you in your community?

Do you like to eat fruits and vegetables?

Is there anything else that you'd like to tell me about food access in your community?

How are you feeling about doing this interview/focus group today?

**Sample Interview & Focus
Group Answer Choices:**

Background

Body

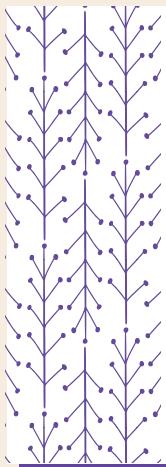
Close-Ended

Closing

Opening

4.12 ACTIVITY

Demographics



Objectives

- » Define key demographics for background questions for research tool

Time Needed

30 minutes

Materials

- » Flip charts from Soup Story Sampling Brainstorm:
- » Example Sampling Brainstorm List:
 - Grade
 - Cliques
 - Race
 - Gender
 - Whether or not they like school
- » Flip charts to record background questions

Introduction

This activity will help your team develop background questions based on your sample. Remind your team that the sample should include appropriate representation of your community, school, after-school program, etc.

For example, with the research question, "How can we improve our food selection at El Camino High School?" the sample size should include equitable representation of grade level, race, gender and students who buy their lunch vs. students who bring lunch.

Instructions

- » Define Demographics - characteristics of human populations and population segments.
- » Demographics are important to the analysis of your data because people have different experiences and opinions based on their backgrounds.
- » With good background questions, your research team will be able to skillfully analyze data and make specific recommendations.
- » For example, using the El Camino High School research question your team could make recommendations about food selection that reflect any differences across ethnic groups, grades and genders surveyed.
- » Share example background questions:

Your race/ethnicity _____

Your Gender _____

Your Grade _____

Do you qualify for free and reduced lunch? Yes No Not Sure

Your Age _____

If you have a clearly defined sample you can choose to use multiple choice background questions. For example if you know you are collecting data from only high school students, your background question would be as follows:

Your Grade: 9 10 11 12

Or, if you know that your sample is primarily Black/African American, Latinx, South East Asian, White and Native American, your background questions could be as follows:

Your race/ethnicity:

African American/Black

Latinx

South East Asian

Caucasian/White

Native American

Other: _____

- » Using your sample brainstorm, decide which characteristics can be derived or asked in background questions and which should be part of the body of your research tool.
- » For example, the question of whether students buy their lunch or bring their lunch could be better evaluated and assessed in the body of your research tool. However, the question of whether students receive free and reduced lunch is a background question.

Helpful Hint: Sometimes your respondents will skip background questions, so questions that are very important to the analysis of your research question should be asked in the body or at the beginning of your research tool.

- » List your background questions on your flip chart paper and save it for your draft research tool.

4.13 RESEARCH TOOL OVERVIEW



Table of Contents

Surveys
Observations
Interviews
Focus Groups
Photovoice

Process for using these materials:

This section includes overviews of key research instruments, including: surveys, observations, photovoice, interviews, and focus groups. Each section outlines a different tool—what it is, pros and cons of using it, examples of questions, etc. Utilize these resources to become more familiar with the research tools your group is choosing between.

These tool overview sheets have also been used to design “game boards” for Activity 4.10: Tool Games (Designing Your Research Tool).

Surveys



What is a survey?

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

Skills needed to do a survey

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

Pros

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

Cons

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

Sample Survey Questions

Questions on a survey are often tightly framed and answered from a set of response options. One of the biggest advantages to surveys is that all of the respondents are choosing from the same answers. The questions should be clear and easy to read by the people being surveyed, and they should not lead people towards a specific answer.



Scale Questions

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

Strongly Disagree Disagree Don't Know Agree Strongly Agree

Multiple Choice

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

Parents or Guardians Doctors or Nurses Teachers Other family members Other: _____

Rating Questions

On a scale of 1-5 (1=no influence and 5=great influence), please rate how much each of the following people influence your choices to use drugs.

	No influence					Great Influence				
Friends	1	2	3	4	5					
Parents	1	2	3	4	5					
Girlfriend/boyfriend	1	2	3	4	5					
Teachers	1	2	3	4	5					

Ranking Questions

Please rank from 1 to 4 (1=easiest and 4=harshest) how hard it is for youth to get these substances in your community. Only use each number once.

1=easiest 4=harshest

Alcohol Cocaine Marijuana Tobacco

*A word of caution—rating and ranking questions can often be confusing on surveys. A rating question asks someone to measure something independently on a scale. A ranking question asks someone to compare multiple things to each other and place them in specific order.

Yes/No or True/False

I feel that young people in this community make responsible choices about alcohol and drug use.

True False

Open-Ended Questions

What is the main reason that youth are using alcohol in this community?

*A note on open-ended questions—think carefully about what you are going to do with this information. You may get a wider range of results with an open-ended question but it will be harder to analyze this information. This type of question is most often left blank on surveys.

Tips for data entry and analysis

Because it is fairly easy to complete a lot of surveys in a fairly short period of time, it is important to think ahead about how you are going to track information you collect. There are a couple of ways to track survey information: 1) paper and pen and 2) computer/cellphone. With the paper and pen method you can tally people's responses to find the most popular responses. With the computer and some apps, you enter the information into the computer and it will tally the responses for you.

Observations



What is an observation?

During an observation, researchers carefully watch and document qualities of settings that relate to a research question. The research team creates a list of features to observe (observation guide) and decides how and how long they will observe at each site.

In some observation methods, the observer does not interact with people who might be observed. However, participatory observation involves interacting with the people or the place being monitored and sharing with them that they are a participant observer. After the observations are completed, researchers look for themes and commonalities from their collected observation data.

Skills needed to do observations

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

Pros

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

Cons

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

Tips for developing an observation guide

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

Tips for note taking

Make sure that your notes or sketches are clear and can be read by someone other than you. Make sure that you are making notes about what you are actually seeing. If you choose to capture what you think is happening, be sure to distinguish between what is a direct observation and what is interpretation in your notes or sketches.

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

Interviews



What is an interview?

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

Skills needed to conduct interviews

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

Pros

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

Cons

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

Tips for developing an interview guide

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

Tips for note taking

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

Example:

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

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

Focus Groups



What is a focus group?

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

Skills needed to run focus groups

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

Pros

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

Cons

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

Tips for note taking

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

Example:

Good focus group questions: Tell me about what discipline looks like in your school. What happens? Who is involved? Do students believe it works? Is everyone treated the same way?

Poor focus group question:

Have you ever been disciplined at school?

Photovoice



What is photovoice?

Photovoice is a method that engages people in reflecting on representations of their own community using visual images that they produce. In the photovoice process, researchers take and choose photographs that most accurately reflect the community's concerns and assets. They tell stories about what the photographs mean, and identify issues, themes, and theories that emerge. Researchers discuss cameras, ethics, and power; ways of seeing photographs; and a philosophy of giving photographs back to community members as a way of expressing appreciation, respect, or camaraderie.

Skills needed to do photovoice

- » Photography/camera skills
- » Attention to detail
- » Clear safety guidelines
- » Application of photography ethics
- » Data analysis skills—finding themes in the data

Pros

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

Cons

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

Tips for taking pictures

You should have clear guidelines for what you want to be looking for in your community. You may be looking for interactions between people, people doing things, and/or you may be looking for things in the physical environment. You may be looking to collect numbers (i.e. how many youth are hanging out on the street?) or descriptions (i.e. what types of foods are available in the local corner store?). Youth should select photographs they consider most significant, or simply like best, from all of the photos they have taken.

Tips for contextualizing the data

Photovoice is a participatory process that involves visual storytelling to describe the meaning of images individually or in small and large group discussions. Considering photographs alone, outside the context of a community's voices and stories, is not Photovoice.

4.7/4 SAMPLE RESEARCH TOOLS



Table of Contents

Sample Survey

Sample Observation Guide

Sample Interview Guide

Sample Focus Group Guide

Process for using these materials:

These research instruments were created by various youth research groups that worked with Youth In Focus. Tools in this section were finalized or in a near final stage.

Tools include: a survey, a focus group guide, an interview guide, an observation guide, and a photovoice project. Use these sample tools for Activity 4.8 Round Robin Tool Selection, and as guides when you begin to build your own research tool(s).

Stress Survey (Sample)



This survey was made to help Tri-High and the Student Research Team better understand stress at Encinal/Island. This is a confidential survey, so please answer these questions honestly. **DO NOT WRITE YOUR NAME.** Thank you!

1. School: Encinal Island
2. Age: 13 14 15 16 17 18 19
3. Grade: 9 10 11 12
4. Gender: Male Female Other
5. Race/Ethnicity: **Please circle all that apply.**

White/Caucasian	African/African American	Hispanic/Latino
Asian	Native American	Hawaiian/Pacific Islander
Middle Eastern	Other	

6. How much family support do you get when you are stressed?

A lot of support Some support Little Support No support

7. A) Do you organize your time? (For example, do you keep an agenda or make lists?)

Yes No

- B) If yes, does it help you control your stress level?

Yes No

8. How do you feel when you are stressed? **Please circle all that apply.**

- a. Depressed
- b. Irritated
- c. Moody
- d. Sensitive
- e. Helpless
- f. Other _____

9. Rank from 1-5 (1=most likely, 5=least likely) who you would go to talk about stress and for help.

- ____ Friends
- ____ Teacher/School Counselor
- ____ Parents/Family
- ____ Tri-High Counselor
- ____ No one

Stress Survey (Sample)

(cont.)



10. What do you do after school? **Please circle all that apply.**
- a. Homework
 - b. Chores or a job
 - c. Relax
 - d. Extracurricular Activities
11. Rank your priorities in order of importance. (1=most important, 4=least important)
- School
 - Job and money
 - Social Status
 - Relationships (family/friends)
12. Which of these help you relax the most? **Please circle ONE.**
- a. Hanging out with friends
 - b. Keeping to myself
 - c. Taking walks or exercising
 - d. Listening to music
 - e. I don't take time to relax
13. Are you aware of the effects of stress on your life?
- Yes No
14. Rate how much stress each of the following causes. (1= low amount of stress, 5= high amount of stress)
- | | Low | | High | | |
|-----------------|-----|---|------|---|---|
| Parents | 1 | 2 | 3 | 4 | 5 |
| Peers | 1 | 2 | 3 | 4 | 5 |
| Teachers | 1 | 2 | 3 | 4 | 5 |
| Work/Schoolwork | 1 | 2 | 3 | 4 | 5 |
| Future Goals | 1 | 2 | 3 | 4 | 5 |
15. When I'm stressed my grades begin to suffer.
- Strongly Agree Agree Disagree Strongly Disagree
16. When I'm stressed my relationships with friends and family suffer.
- Strongly Agree Agree Disagree Strongly Disagree

17. How does stress affect your health? **Please circle all that apply.**

- a. Eat more
- b. Eat less
- c. Sleep more
- d. Sleep less
- e. Get sick
- f. Exercise more
- g. Exercise less.

18. How often do you have time to relax in a school day?

Very often Often Not often Never

19. How does stress affect your school life? **Please circle all that apply.**

- a. I don't do homework or I ignore my studies
- b. I don't go to class
- c. I get distracted in class
- d. I get in trouble in class
- e. Stress doesn't affect my school life in these ways

20. How does stress affect your life the most outside of school? **Please circle ONE**

- a. I use drugs/alcohol
- b. I ignore responsibilities
- c. I treat my friends/family badly
- d. I neglect my health
- e. I'm not aware of how stress affects my life outside of school

21. I am stressed out because I need things that my family and I can't afford.

Strongly Agree Agree Disagree Strongly Disagree

22. A) My race causes stress in my life.

Strongly Agree Agree Disagree Strongly Disagree

B) If you Agree or Strongly Agree with #22A, how does it cause you stress? **Please circle all that apply.**

- a. I am singled out
- b. I am physically hurt
- c. I am always reminded of my race
- d. I feel like I need to prove myself

23. How do you control your stress? **Please circle ONE.**

- a. I talk to people about it
- b. I limit my tasks
- c. I give up
- d. I continue on with my life
- e. I don't know how to control my stress

School Observation Activity



What to observe	Notes on your observations	Questions from your observations
<ul style="list-style-type: none">» Describe the facilities (i.e. hallways, bathrooms, buildings, etc.) of the school» Describe the community areas (i.e. the areas where students hang out)» Describe places where students do not/are not allowed to go on campus. How could you tell?» Describe the adults you see on campus (Do you see teachers, school staff, security, police?)» Describe the interactions between the adults and the students.» Describe student interactions with each other.» Describe the school's approach to discipline (Are the "rules" posted on campus? Did you witness a student getting disciplined?)» Describe your feelings about the school. (Does it feel open, inviting, unfriendly, etc.?)		

Interview Guide (Sample)



Alameda High School Student Research Team

Demographic Questionnaire:

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

Grade	Race/Ethnicity
Age	Religion
Gender	Sexual Identity/orientation

Interview Guide

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

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

How do you like Alameda High School?

What classes are you taking?

How are they going?

1. What stresses you out?
2. What do you worry about?
3. Are there certain times when you are more stressed than others?
 - a. How often does it happen?
4. How do you feel when you're stressed?
 - a. Do you feel better when you're around others or alone?
5. In general, what type of personality do you think you have?
6. How does stress affect what you say and how you act?
 - a. When you're stressed, do you get into more arguments with people?
7. Do you have outlets to relieve your stress, such as places you go or things you do?
 - a. (If yes) How do you use those outlets to relieve your stress?
 - b. (If no) Are you aware of outlets that are available?
8. Do you often feel pressured about your future and does it stress you out?
9. Who, if anyone, do you talk to about your problems?
 - a. Has it helped?
 - b. How has it helped? OR Why didn't it help?
10. Does society play a role in your stress and if so, how?
 - a. Do you compare yourself to others?
 - b. How does the media affect you?
11. Do your race, gender, grade, age, religion, sexual identity/orientation play a role in your stress and how?
12. Is there anything else related to stress that you want to tell me?
13. Do you have any questions?

Youth Focus Group Questions (Sample)



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



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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