

# 08



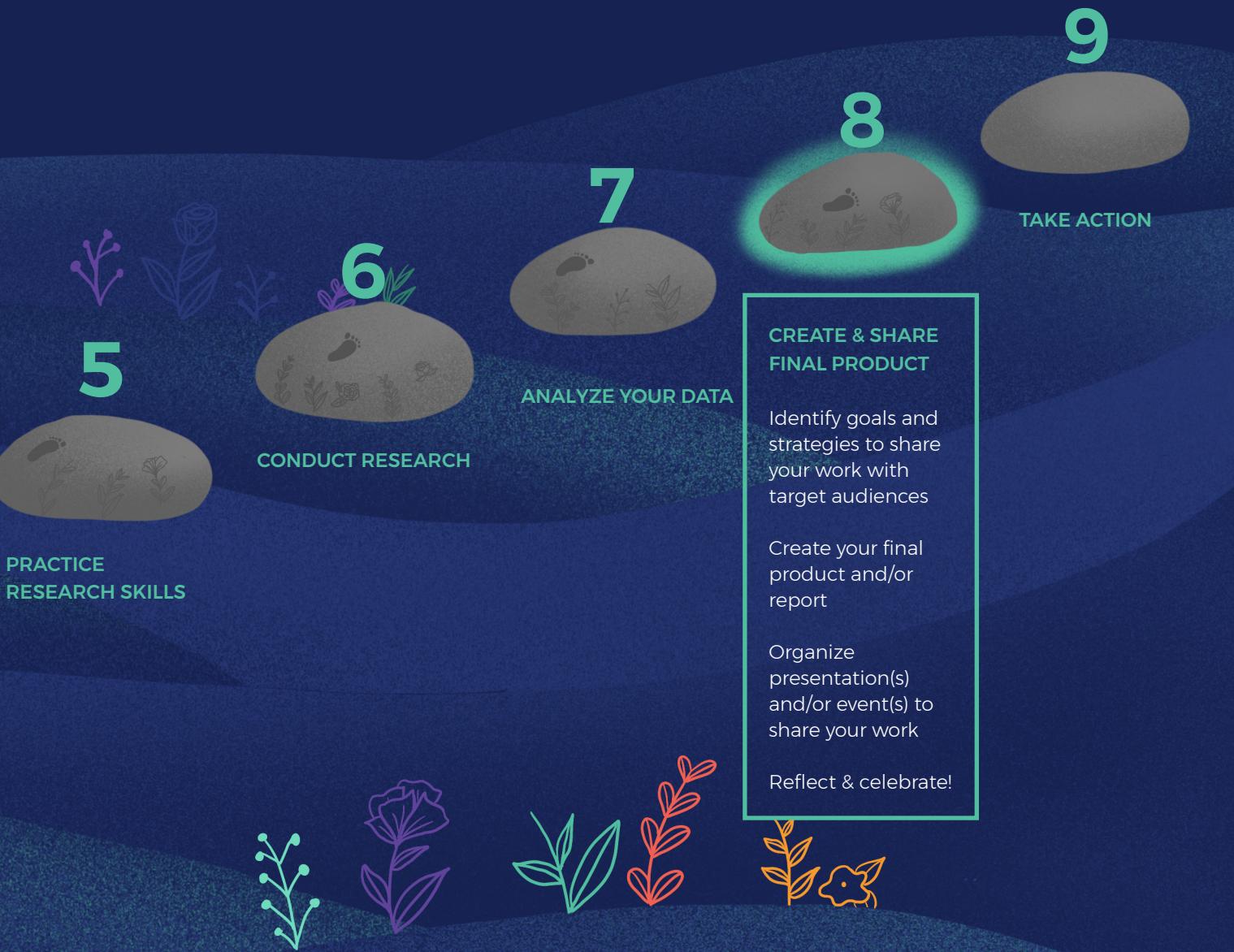
## Stepping Stone 8

*in the CFCL Youth Participatory Action Research Series*

**Create & Share Final Product**

# Stepping Stones





# Stepping Stone 8

## Create & Share Final Product

It's time to go public with your findings and celebrate! In this stepping stone, you will bring together everything you've been working on to create your final product and share your research findings and recommendations with key decision makers, project partners, media outlets and community members.



### Create your final product and/or written report

- » Resource 8.1: Sample Agenda (planning how you will create your final product)
- » Activity 8.2: Crafting Our Story on M.A.R.S. (identifying communication goals, strategies and target audience)
- » Resource 8.3: Final Product Outline – Proposed Structure (choosing what to include in your final product)
- » Activity 8.4: Tell it Like it Is: Final Product Packet (writing your final product/report)
- » Resource 8.5: Final Product Presentation Slides (designing a presentation)
- » Activity 8.6: Styling Your Report - Final Product (developing a consistent style for your report)

### Stepping Stone Tips

- » The steps you take in this stepping stone depend on decisions you made earlier in your project about the type of final product you plan to create and the types of data you were able to collect.
- » Even if your final product is not a written report, it can still be very beneficial to write up your research findings and recommendations so they can be documented, referenced, discussed and used over time.
- » In-person presentations of your findings are an important part of your research project—they create opportunities for dialogue between your team, decision makers, and other key partners.
- » Practice, practice, practice public speaking skills, including presenting data and answering questions.
- » Don't forget to share the results of your work with the people who participated in your research—let them know what happened with the project and create allies for your action phase.
- » Reflection and celebration are especially important at this stage of your project. Acknowledge all the hard work you have done as your team transitions to a next phase of action! Mark this milestone by debriefing your experience as a team and with a celebratory dinner, awards ceremony, appreciation activity or some other kind of ritual.

**Time Commitment:** 4 – 6 sessions.



# 2

## Present your findings and recommendations to key decision makers and other community members

- » Activity 8.7: Planning Your Presentations (developing the format, style and strategy for your presentation)
- » Resource 8.8: The Big Day: Presentation Checklist (preparing for your presentation)
- » Activity 8.9: Public Speaking: Whose Line Is It? (practicing public speaking skills)
- » Resource 8.10: Public Speaking Tips (identifying successful public speaking strategies)

# 3

## Reflect and celebrate

- » Activity 8.11: Program Reflection Focus Group (identifying what worked well and what could be improved in your project)
- » Resource 8.12: Sample Certificate (recognizing and appreciating team members)

# 8.1 SAMPLE AGENDA

## Facilitator Agenda

September 14th, 10:00 am - 2:30 pm

### Goals

- » Understand final stages of youth-led research process.
- » Build skills to facilitate youth presentations and planning.
- » Bring closure to our process with youth.

Agenda	Time
<b>Welcome &amp; Overview</b>	<b>10:00 - 10:05</b>
» Welcome everyone back. » Go over goals and agenda for this training.	
<b>Check-in/Teambuilder</b>	<b>10:05 - 10:15</b>
» When I Was Minted: Pass out one coin to each person. Ask them to look at the year their coin was produced. » In addition to telling us how you're doing, tell us one thing about what life was like for you in that year—what was going on in your life or the world around you, what were you wearing, what did you look like, what were you doing, etc.?	
<b>Site Share: Updates, Challenges, and What Makes Us Smile</b>	<b>10:15 - 11:15</b>
» Get into pairs. Choose Person A and Person B. » Person A will tell Person B 3 things: 1. What is the latest update with your project? 2. Three big challenges 3. Three things that make you smile and/or give you chills » Person B will record Person A's thoughts on a flip chart (provided). » Person B will also record what questions they think Person A has based on their update. » Person B should check out their analysis (their questions) with Person A, make any adjustments and give those questions to the Trainer. » Person A and B should switch roles. » Large Group Debrief: The facilitator will go through and answer all the questions that have come up. » Site leads go around the room and tell the group one thing that's made them smile.	

Agenda	Time
<b>Final Product Packet/Final Product Overview</b>	<b>11:15 – 11:45</b>
<ul style="list-style-type: none"> <li>» You've all seen it, now what questions do you have?</li> <li>» How you get from the final product packet to the product.</li> <li>» Layout, writing, and production</li> </ul>	
<b>Focus on YOU: Focus Group with Site Leads/Lunch</b>	<b>11:45 – 12:45</b>
<ul style="list-style-type: none"> <li>» Grab lunch.</li> <li>» The facilitator will run a focus group with site leads to get their perspectives on the year.</li> </ul>	
<b>Break</b>	<b>12:45 – 1:00</b>
<b>Curtain Call: Presentation Prep &amp; Planning</b>	<b>1:00 – 2:30</b>
<ul style="list-style-type: none"> <li>» VIDEO: Watch youth present their project.</li> <li>» Split into 2 groups. Give each group a final report. Have each group:           <ol style="list-style-type: none"> <li>1. Plan a presentation of the report's findings (use chart provided)</li> <li>2. Practice planned presentation</li> <li>3. Conduct presentation</li> </ol> </li> <li>» After each group presents, the audience should ask questions (some more difficult than others). ***Make sure participants know what to do if they can't answer a question.</li> <li>» Large group discussion: brainstorm potential presentation styles, formats, etc.</li> <li>» Q &amp; A</li> </ul>	

# 8. ACTIVITY

## Crafting Our Story on M.A.R.S.

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



### Objectives

- » Identify the most effective way to develop and present the story you want to tell with your research results
- » Identify your communication goals, strategies and key audience

### Time Needed

45 minutes

### Materials

- » M.A.R.S. Sample Flip Chart (see attached)
- » Copies of the M.A.R.S handout (see attached)
- » Flip chart paper
- » Markers

### Introduction

To be able to effectively advocate for change, it is important for you and your team to develop your own stories to either fill in the gaps or push back against dominant narratives and highlight the changes you would like to see. This is what you've been building towards this whole time with your YPAR project. Now that you've completed your research and developed your recommendations, it's time to strategize the most effective way to craft and present your project's story.

This activity will help you move towards presenting and acting upon your research results. It can be useful to do this strategic brainstorm with your team after first fleshing out the key points of your story in Activity 7.10: Analyze-It Kit.

### Instructions

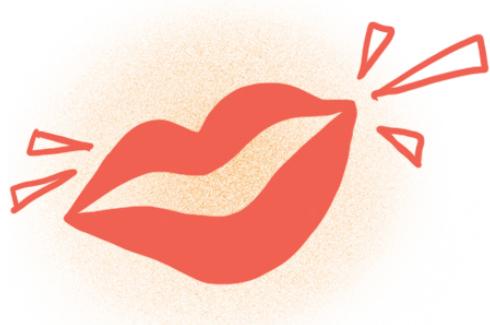
Explain the M.A.R.S. process to your team:

- » **Say:** M.A.R.S. stands for "Message," "Audience," "Resources" and "Situation." Thinking through each of these key components can help us identify the most effective way to develop and present the story we want to tell with our research results.
- » **Distribute:** the M.A.R.S. handout and use it to walk through the M.A.R.S. process with your team.
- Use M.A.R.S. to craft your story:
- » Break participants up into 4 groups.
- » Assign each group one of the sections of M.A.R.S. to work on, using your project's issue and the results and recommendations from your research.
- » Have each group brainstorm and record their thoughts for their specific section:
  - What is the **Message** we want to get out?
  - Who is our key **Audience**? Who are the people that we want to impact with our message?
  - What are our **Resources**? What do we have at our disposal to tell our story?
  - What is the **Situation**? Where will we use and share our message?
- » **Share out:** Have each group share what they came up with. Compile their thoughts on a piece of flip chart paper (see the M.A.R.S. Sample Flip Chart for an example of how to organize all your notes).
- » Use these ideas moving forward to help guide the development of your final product(s) and presentation(s), as well as your action strategy.

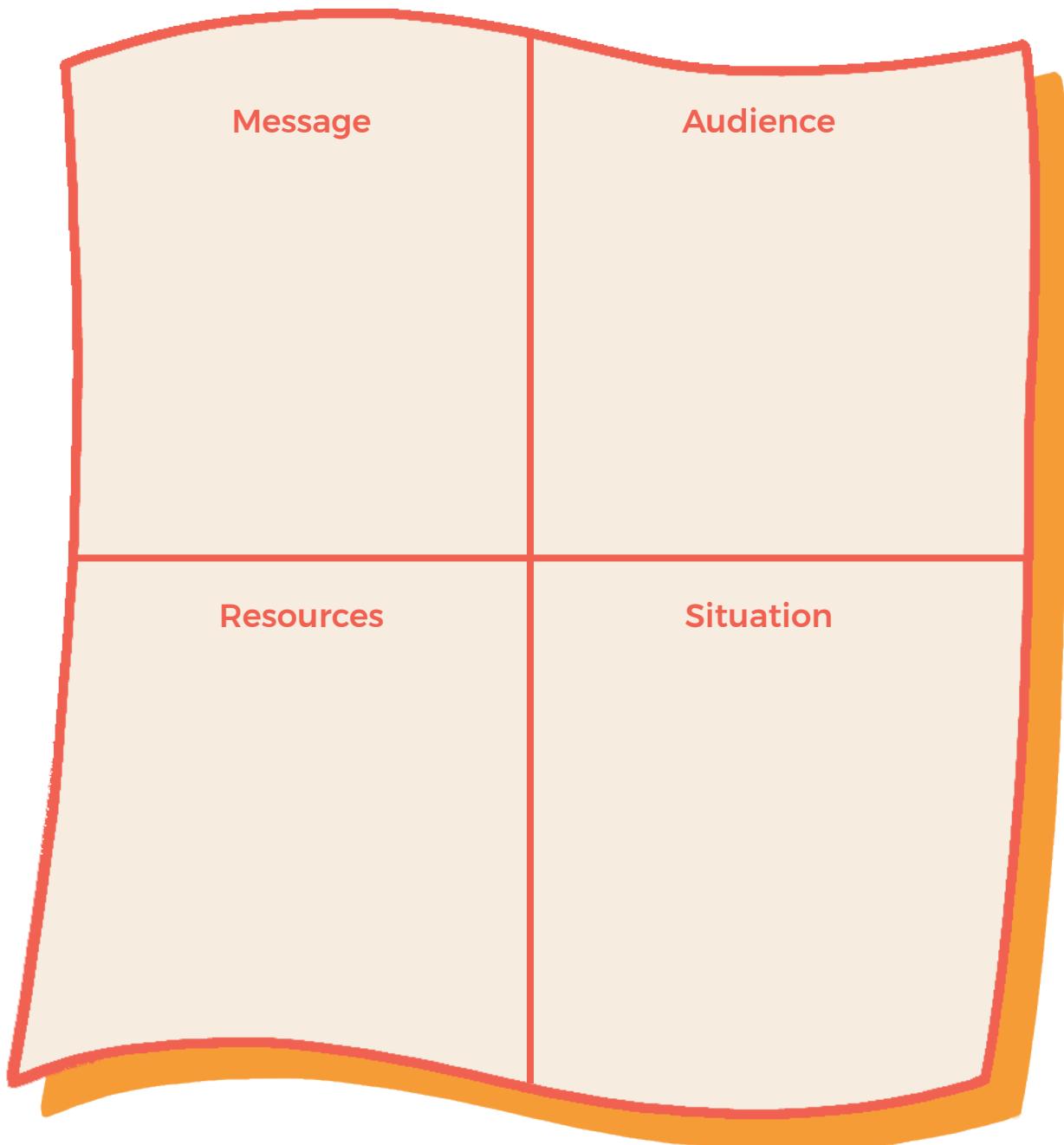
## Debrief

Debrief the activity with the following questions:

- » What parts of M.A.R.S. were more difficult to understand than others? What was easier?
- » What do you need to feel more comfortable with this story planning process?
- » Why is it important to plan out our story first before sharing it with the rest of the world?



## M.A.R.S. Sample Flip Chart



# M.A.R.S. Handout



The following questions will help us use the M.A.R.S. process to outline our story and craft a narrative based on our research.

## **Message:**

What is the message that we want to get out? What story are we trying to tell?

## **Audience:**

Who are the people that we want to impact with our message?

## **Resources:**

What do we need and what do we already have available to help us tell our story?

- » Tools & Equipment?
  - Cameras
  - Microphones
  - Computers
  - Etc.
- » Knowledge & Skills?
  - How to create social media posts
  - Photo/video editing
  - Graphic design
  - Etc.
- » People & Partnerships?
  - Community experts who know how to produce the material we would like to produce
  - Community organizations working on the same issue
  - Media contacts
  - Etc.

## **Situation:**

What is the setting where we will tell our story?

- » City/County/School Board Meeting
- » Rally/Direct Public Action
- » Presentation
- » Online Forum or Social Media Campaign
- » Town Hall Meeting
- » Organizational Event
- » Written Report
- » Newspaper Op-Ed
- » Press Release
- » Etc.

# 8.3 FINAL PRODUCT OUTLINE

## Proposed Structure

This is an overview of the information that you may want to include in your final product. While the content is important, it is also important that the format of the final product represent the findings, work and personality of the researchers. In addition to a written document, 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.

As with the rest of this project, we recommend that the youth take the lead on writing/creating the final product (except for the statement from the facilitator) and that the adults be consulted on layout and editing only. We also recommend that you include any pictures or art from your project or that help explain your findings.

**Table of Contents** - This will help people navigate through the document and find the information they are most interested in quickly. This is also a good way for the group to make sure that they have completed all of the pieces of the final product.

**Description of Organization** - Description of the organization, school or community that hosted this project. You may want to include the organization's mission and projects. You may also want to include a description of the specific program this research project was completed in.

- Facilitator Statement** - Statement from facilitator or executive staff member about why the organization/community/school decided to initiate this research project, who was involved in the project, who helped support it, and what is the future vision for youth-led research.
- Biographies** - Each youth researcher should make a short bio outlining what they want people reading this report to know about them. They may want to include a description of who they are, why they were involved in this project, what they learned, what is unique about them, or anything else. We recommend, if possible, that you also include pictures of the researchers.
- Executive Summary** - A 1-2 paragraph overview of the project highlighting the key points including the purpose of the project, the research questions trying to be answered, the key findings, the key recommendations, and why it was important that youth led the process.





- Method** - Description of the research process. How did you select the topic? How did you develop the tools? How did you collect the data (when, where, who, how many)? How did you analyze the data and come up with the recommendations? Describe this project as though you are talking to someone who does not know anything about your process.
- Data Analysis** - Description of key findings, supporting data and recommendations. Include graphs, maps, tables, pictures and any other supporting figures.
- Limitations** - Description of the limits of your data, weakness of your process, or areas that you would have liked to examine more closely. This is an opportunity for honest reflection on your process and a place to identify where you could have done things differently.
- Summary** - Statement detailing conclusions and recommenda-  
tions, thoughts on process, ideas on next steps. May include additional areas of research, project changes, etc.
- Thank You & Acknowledgment** - A place for you to say thank you to anyone who may have supported you in this process (provided you with feedback, supported you in data collection, etc.).
- Appendix** - Include copies of survey or other research tool, raw data tables, etc.
- Logos** - Include logos of project sponsors (i.e. organizations, funders, etc.).

# 8.4 TELL IT LIKE IT IS:

## Final Product Packet

*Putting together the pieces...Thinking about the final product*

\*Note to Facilitators: Use the Final Product Outline to guide the process of filling out this packet. Provide a copy to each team member and go through the packet together. Have team members identify parts they want to write, individually or in groups. Modify the template as needed!

Set up a writing schedule, including draft deadlines, review/feedback timelines, and revision/final deadlines. Have team members also sign up to compile the entire report, work on the graphics within the report, design the cover, etc.

### Dear Youth Researchers:

Now it is time for you to put together the pieces of all that you have learned this year.

This packet is designed to walk you through the process. If you complete all of the pieces here, creating your final product will be easy and powerful!!!

Good luck!



# Biography



Who are you? What do you want the people reading this report to know about you? Think about including what grade you are in, what is important to you, why you participated in this project and anything else that you want people to know.

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# Description of Your School or Organization



What is the mission of your organization (or the group that supports your team)?

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What is your team name? What is the purpose of your team?

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What other programs and services does your school or organization offer?

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Describe Your School or Organization...

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# Introduction to the Project



Our overarching research question was...

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We chose to look at this issue because...

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It was important that we did this research rather than adults because...

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The major questions that we wanted to answer were...

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Now that we have this information, we hope to...

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# Methodology



This is the part of the document that will describe HOW you did your research. You will be describing the steps you took in this research process.

How was this group of youth researchers picked to work on this project? How many researchers did you have? How often did you meet?

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What information did you explore that helped you identify and understand the issues you were interested in (e.g. publicly-available data, maps, personal stories, etc.)?

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How did you decide on your research question?

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Why did you choose [surveys, focus groups, interviews, photovoice, or observations] as your primary data collection tool?

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How did you select your research participants? Why did you choose the participants you did?

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How did you decide where you were going to [distribute your survey or conduct your focus groups, interviews, observations, photovoice] ? Where did you collect your data?

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How many surveys did you collect?

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How many focus groups or interviews did you conduct?

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How many photos did you take or observations did you make?

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Once you collected the data, what did you do with it?

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How did you identify your key findings and come up with your recommendations?

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# Data Analysis



In this section you will be describing your findings and recommendations. This section will include charts, graphs, maps, tables and/or photos or other information as needed to explain your findings and provide evidence for your recommendations. You will need to use the data to decide what charts, graphs and maps you want to create, as well as what data you want to present.

1. Finding:

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Supporting Data:

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Supporting Data:

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Supporting Data:

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2. Finding:

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Supporting Data:

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Supporting Data:

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Supporting Data:

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3. Finding:

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Supporting Data:

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Supporting Data:

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Supporting Data:

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4. Finding:

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Supporting Data:

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Supporting Data:

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Supporting Data:

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5. Finding:

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Supporting Data:

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Supporting Data:

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Supporting Data:

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Select 4 (or more) pieces of data points for which you want to create a chart, map or graph.

Decide what type of chart, map or graph you want to create (pie chart, bar chart, line graph, static map, interactive online map, etc.). We will create these on the computer.

Data for Chart/ Map/ Graph #1:

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Data for Chart/ Map/ Graph #2:

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Data for Chart/ Map/ Graph #3:

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Data for Chart/ Map/ Graph #4:

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# Limitations and Lessons Learned



What could we have done better or differently that would have given us better data?  
What are things that we wished we had asked?

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B)

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C)

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D)

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E)

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What were some important things we learned about research during this project? What did we learn about youth-led research in particular?

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B)

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C)

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D)

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E)

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# Recommendations



Based on our data and findings we make the following recommendations for action:

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6.

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Some next steps that we see as potential follow-up on this project are (including recommendations for future research):

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3.

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The most valuable part of this project was:

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## Thank You and Acknowledgements

The people and organizations who supported us in this process and who we want to thank are:

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# 8.5 Final Product Presentation Slides

## Proposed Outline



Here is a proposed outline for your presentation.

Remember to:

- » Keep it short and sweet! You don't want to crowd each slide too much, so paraphrase where necessary. You can say more details when you present.
- » Make it beautiful! Put in relevant pictures, images, maps and charts to keep it exciting and engaging, and use related colors throughout the slides.

- Cover Slide** - This should be a colorful slide with one main symbolic image/photo or a collage of images that represent the issues you are talking about, along with the name of your presentation, the name of your group, and the year of your project.
- Description of Team, Project & Organization** - A brief description of your team and the organization, school or community that hosted this project. You may want to include the organization's mission and a short description of the specific program this research project was completed in. You may want to put your team photo here.
- Project Description** - This should explain why you chose your issue area, your research question, and any important background information.
- Methods** - Description of your data collection and analysis processes. What steps did your team take? How did you collect the data (when, where, who, how many)? Which tools did you choose, and what are some sample questions?
- Findings** - Description of key findings and supporting data generated with your research tools. Include graphs, tables, maps, pictures and any other supporting figures.
- Vision & Recommendations** - Description of group vision and recommendations to decision-makers. Include any relevant pictures here to keep it exciting!
- Research Limitations / Lessons Learned** - Description of the limits of your data, weakness of your process, or areas that you would have liked to examine more closely. This is an opportunity for honest reflection and to identify where you could have done things differently.
- Concluding Summary** - Statement detailing overall conclusions, thoughts on the process, and ideas on next steps for further research.
- Upcoming Action Steps** - List some possible action steps that your team (and collaborators!) will take to follow-up on the findings and recommendations and change your community.
- Biographies** - Each youth researcher should make a short bio outlining what they want people to know about them. They may want to include a description of who they are, why they were involved in this project, what they learned, or what is unique about them. Also include individual pictures of the team members if possible.
- Thank You & Acknowledgment** - A place for you to say thank you to anyone who supported you in this process (provided you with feedback, supported you in data collection, etc.).
- Logos** - Include logos of project sponsors (i.e. organizations, funders, etc.).

# 8.6 ACTIVITY

## Styling Your Report (Final Product)



### Objectives

- » Learn steps to style your final report
- » Identify and develop a consistent style for your report

### Time Needed

20 – 30 minutes

### Materials

- » Style Guide (see attached)
- » Markers/pens
- » Paper
- » Completed Final Product Packet

### Introduction

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

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



### Instructions

See Style Guide\*. With your team, go over:

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

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

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

STYLE GUIDE FINAL	
MAIN BODY	FONT STYLE: FONT SIZE:
TITLES	WHAT? FONT STYLE: FONT SIZE:
MARGINS	TOP: LEFT: BOTTOM: RIGHT:
BORDERS	
GRAPHICS	PHOTOS: WHERE? SYMBOLS: WHERE? ARTWORK: WHERE? MAPS: WHERE? GRAPHS & TABLES: WHERE?
PAGE NUMBERS	Where on the page? Font style and size?
BACKGROUND	
COLORS	TEXT COLORS: BACKGROUND COLORS:
COLUMNS	HOW MANY IF ANY?
OTHER	WHAT ELSE DO WE NEED TO NOTE?

# 8.7 ACTIVITY

## Planning Your Presentations



### Objectives

- » Identify preferred presentation format and style
- » Develop a strategy for presentation(s)

### Time Needed

30 – 45 minutes

### Materials

- » Planning Your Presentation chart (see attached)
- » Presentation Content Questions chart (see attached)
- » Pens
- » Copy of the group's Final Product (draft form is fine)
- » Ideas generated from Activity 8.2: Crafting Our Story on M.A.R.S.

### Introduction

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

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

### Instructions

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



PRESENTATION PLAN	
	PLAN
AUDIENCE	<p>Who is the audience?</p> <p>Why present to them?</p> <p>Should you do different presentations for different people? How many and why?</p>
GOALS	What are your goals for each presentation?
FORMAT/STYLE	<p>How do you want to run your presentations? Think creatively!</p> <p>How will you get your audience's attention and keep them interested in what you have to say? Ideas include:</p> <ul style="list-style-type: none"> <li>» Skits</li> <li>» Games</li> <li>» Presentation</li> <li>» Poetry/creative writing</li> <li>» Photographs, video</li> <li>» Q &amp; A</li> </ul>
OUTLINE	<p>Order of presentation:</p> <p>What roles are necessary for the presentation to happen? Who will conduct the following?:</p> <p>Audience Outreach: Media Outreach: Food: Other:</p> <p>What roles are necessary for a smooth presentation?</p> <p>Greeters: Documenters (videographers, photographers, etc.): Tech Roles: Presenters: Media Reps: Prep notecards, materials, decorations, etc.: Other Roles:</p>
SCHEDULE	Practice Schedule (include dates and times): Presentations (include dates and times):

## Presentation Content Questions Chart

PRESENTATION CONTENT QUESTIONS	
QUESTIONS	RESPONSES
<b>Who are you? (Biography)</b> » Who is your group? » Who are the individuals in your group?	
<b>What is this project? (Introduction to the Project)</b> » What is the project? What are you doing? » Why are you doing the project? What are the goals?	
<b>How did you do your research? (Methodology)</b> How did you: » Recruit and train your team? » Plan your project? » Collect your data? » Analyze your data? » Put together your final report/product?	
<b>What were your findings? (Data Analysis)</b> » What were the key findings from your research? » What data supports these findings? » Was there anything surprising?	
<b>What are your recommendations? (Actions)</b> » What recommendations do you have for decisionmakers based on your findings? Peers? » Who can do something to make sure these things happen?	
<b>What are your next steps? (What Comes Next?)</b> » What will your team do after this presentation? » What are other people in the community/organization planning to do with your research? (Or what do you hope they'll do?) » What lessons did you learn throughout this process?	
<b>Who do you want to acknowledge? (Thank Yous &amp; Acknowledgments)</b> • Who supported you throughout this process? • How was this project funded? • Who made it possible for you to do this work?	

# 8.8 THE BIG DAY

## Presentation Checklist

THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST		
BEFORE		
WHAT	WHEN	WHO
<input type="checkbox"/> <b>THINGS NEEDED FOR THE SPACE</b> » Decorations » Props and equipment » Chairs » Tables » Signage » Other _____		
<input type="checkbox"/> <b>TECHNICAL SUPPORT (+ BACK-UP PLAN)</b> » AV equipment borrowed » Back-up plan » Other _____		
<input type="checkbox"/> <b>REFRESHMENTS</b> » Getting food and drinks » Other _____		
<input type="checkbox"/> <b>MATERIALS</b> » Copies of final reports » Copies of programs/information packets » Press release » Press kits » Sign-in sheet » Donation box » Other _____		
DURING		

## THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST

DURING		
WHAT	WHEN	WHO
<p>Give yourselves at least 2 hours of prep time before the presentation...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SET UP</b> <ul style="list-style-type: none"> <li>» Decorations</li> <li>» Props and equipment</li> <li>» Chairs</li> <li>» Tables</li> <li>» Signage</li> <li>» Other _____</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>CHECK IN</b> <ul style="list-style-type: none"> <li>» How is everyone feeling?</li> <li>» Do you know your roles?</li> <li>» Pep talk!</li> <li>» Practice, if needed</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>TECHNICAL SUPPORT (+BACK-UP PLAN)</b> <ul style="list-style-type: none"> <li>» Set up AV equipment</li> <li>» Test AV equipment</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GREET AUDIENCE</b> <ul style="list-style-type: none"> <li>» Hand everyone a program</li> <li>» Ask them to sign-in</li> <li>» Hand out media kit</li> <li>» Hand out final report</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RUN PRESENTATION</b> <ul style="list-style-type: none"> <li>» Run your presentation</li> <li>» Q &amp; A</li> <li>» Let audience know how they might use your research and/or get involved in next steps</li> <li>» Thank your audience, each other, and key supporters.</li> <li>» Other _____</li> </ul> </li> </ul>		

### THE BIG DAY: BEFORE, DURING, AND AFTER CHECKLIST

#### AFTER

WHAT	WHEN	WHO
<input type="checkbox"/> <b>CLEAN UP</b>		
<input type="checkbox"/> <b>SET NEXT TEAM MEETING DATE</b>		
<input type="checkbox"/> <b>FOLLOW-UP MEETING</b> » Debrief the event » Identify ways to follow-up with audience members		
<input type="checkbox"/> <b>GENERAL</b> Follow-up with... » Next steps » Key stakeholders » Questions that came out of the presentation » Evaluation of overall experience » Celebration!!! » Other _____		

# 8.9 ACTIVITY

## Public Speaking: Whose Line Is It?



### Objectives

- » Practice public speaking skills

### Time Needed

Minimum time needed is 20 minutes (but varies based on group size)

### Materials

- » Scratch paper
- » Hat, bowl, or other container to collect scratch paper
- » Pens
- » Markers
- » Flip chart paper

### Introduction

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

### Instructions

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

### Debrief

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



# 8 10 PUBLIC SPEAKING TIPS

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

» **Be prepared.**

Know the order of your presentation and know why you are there to present and what you are presenting.

» **Introduce your topic clearly.**

A good method is:

- Tell people what you're going to talk about.
- Talk about it.
- Tell people what you told them.

» **Make eye contact with people.**

You can vary your eye contact by looking at different individuals (no longer than 3 seconds per person) and by scanning the room. If you don't like making direct eye contact you can look around the general vicinity of people's foreheads.

» **Show your confidence with body language.**

If you are standing, put your feet apart. Move purposefully and keep hands steady. Don't fidget or twist your legs.

» **Feel at home in your body.**

Do stretches beforehand to connect with your body and breath. Put your head up, let your arms swing if you move, and put your shoulders back.

» **Speak loudly.**

Ask people in the audience if they can hear you. Speak louder than you think you need to.

» **Pause.**

Speak slower than you think you need to. Stop to breathe

» **Practice!**

Talk to yourself in the shower, car or wherever you can rehearse.

» **Have accessible notes.**

Don't be afraid to check notes, but put them in a place where you can easily refer to them.

» **Use humor where appropriate.**

Just be aware of who your audience is!

» **Speak from the heart.**

Let your passion come through.

» **Take questions and answers when you're finished with your sentence.**

Don't interrupt yourself. Acknowledge questions by nodding at the person or making eye contact.

» **Believe in yourself** and have confidence that what you have to share is important and people are excited to hear you!



# 8. ACTIVITY

## Program Reflection Focus Group



### Objectives

- » Identify what worked well and what could be improved in your project
- » Reflect on and strengthen the work that you're doing
- » Gather feedback that can help shape your YPAR project's future direction

### Time Needed

45 minutes

### Materials

- » Agenda and list of questions for facilitator(s)
- » Flip chart paper
- » Markers
- » Audio/video recorder (can be useful for notetaking purposes, although use of these devices should be discussed with and agreed upon by participants beforehand)

### Introduction

YPAR is a process-oriented approach, meaning that it's not just what you do that matters but also how you do it. That's why regular reflection and evaluation are key components of a YPAR project. The practice of reflecting helps your team assess and strengthen both what it's doing and how it's doing it. While it's important to debrief at the end of every meeting/activity, it's also very important to debrief towards the end of your overall project. The feedback you gather should then be incorporated into any future YPAR plans.

This program reflection session is meant to capture your team's experiences with the YPAR project as a whole. The culmination of your research phase and the transition to action can be a good time for both

celebration and reflection, although this can also take place after Stepping Stone 9. This session can be facilitated as its own standalone activity but you can also include it as part of an end-of-project celebration or party.

Potential questions and formatting are outlined below, but feel free to adapt them to fit your own situation, needs and goals. Be sure to prepare any flip chart pages you will need ahead of time.

### Instructions

- » Start by explaining the purpose of the reflection session and what participants will do.
- » Do your best to address any questions or concerns from team members.

### Group Discussion

Begin the focus group by facilitating an open discussion involving all team members. Questions you may want to ask include:

- » What were your expectations and what did you all set out to accomplish at the beginning of this project?
- » What did we do and what goals did we accomplish?
- » What did we not do that you really wanted us to do?
- » How was the balance between youth leadership and adult support and guidance?
  - What worked well in this youth-adult partnership and what could be improved?

## Gallery Walk

For this section, write each of your reflection questions on a different sheet of flip chart paper. Post them at various points around the room and place an assortment of markers next to each one. Questions you may want to use include:

- » What did you learn from your participation in this YPAR project?
- » What was your favorite activity or discussion? Why?
- » What was your least favorite activity or discussion? Why?
- » What did you like the best about this experience?
- » What is one thing you would improve about this project and your experience?
- » How have you grown/changed through the program?

Divide up your group evenly among the different questions/stations. Team members will start at one question, write down their answers and then rotate to the next one, switching every 3 minutes until they've visited and answered every question.

Afterward, have participants do another stroll around the room, reading the other answers left by their colleagues and placing check marks next to points they strongly agree with. This gallery walk can then be used to generate further reflection and discussion as a full group regarding common themes they noticed, things that surprised them, etc.

## Closing and Wrap-Up

Finish the session by facilitating a closing discussion involving the entire group.

Questions you may want to ask include:

- » What advice would you give to youth starting a YPAR project for the first time?
- » What advice would you give to the adult allies helping to run a YPAR project for the first time?
- » What else should we know that we didn't already cover?



# 8.12

## SAMPLE CERTIFICATE

### Certificate of Accomplishment

This certificate acknowledges

for his/her participation in the Youth Empowerment Team (YET) and his fierce commitment to socio-economically disadvantaged LGBTQQHI youth.

DATE: \_\_\_\_\_

Project Facilitator  
Youth In Focus

Deputy Director  
Director of Community Programs

"When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."

-Audre Lorde



# 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](http://ypar.cfcl.ucdavis.edu)

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**Suggested Reference:**

Erbstein, N., Louie, B., Zimmerman, K., and London, J.K.. 2020. Community Futures, Community Lore: Stepping Stone Guides ([ypar.cfcl.ucdavis.edu](http://ypar.cfcl.ucdavis.edu)). Davis, CA: University of California, Davis.

Cover photo by Bryan Patrick; desaturated from original with illustration added.