RESEARCH METHODS AND TOOLS

Session 12 **90 minutes**

Planning for Data Collection

OBJECTIVES:

Youth and adult staff will create a timeline for their research and action project.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Index cards.
- Copy the *Project Timeline Example* (Master Copy 3.12a) and *Project Timeline* worksheet (Master Copy 3.12b) before the session: one copy of each for each participant.
- Make a poster listing the group's vision, mission, and project goals, and put up where it can be seen easily.
- Have available youth's completed *Research Methods* (Master Copy 3.10f) worksheets from Session 10.
- Create a LARGE CALENDAR (big enough for students to see and refer to easily) of the months left in the project. You can do this by writing the names of the months along a horizontal continuum with space to write tasks under each month or as an actual calendar grid. Make sure to note any vacations or breaks so that youth incorporate these when planning their timeline.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name something you could teach others about (e.g., music, Web design, art, history, football, animals, fashion, origami, cooking).

Facilitation Tip: Timeline

Start from your completion dates and work backward!

If you have a youth and adult partnership structure, both should decide together on tasks and due dates, and play active roles in the work.

To model the power of youth and adult partnership in change efforts, YELL groups can align project timelines with the scheduled meetings of school administrators or city leaders and present research and recommendations.

II. WARM UP: RANDOM SPEECHES (10 MINUTES)

Provide each youth with an index card and pencil or pen. Have them write three things on the card: (1) A type of job people do, (2) A common household item, and (3) The name of a popular band. Then have everyone pass their card to the person on their left. Each person must stand up and tell a very brief story (two sentences or less!) starting with "Yesterday, the strangest thing happened…", including the three things on their card.

III. AGREE ON STEPS TO TAKE (40 MINUTES)

Step 1: Remind youth of the mission and goals of their project, and that all of this work is helping to fulfill that mission and meet those goals. Review the completed *Research Methods* worksheets to remind youth of the methods that they have agreed to use for their research.

Step 2: Divide youth into three groups and assign each group a section of the planning timeline (Methods, People, or Products). Give each group a piece of butcher paper and a *Project Timeline Example*. Ask them to write their chart on the butcher paper. For now, they should focus on tasks and the dates, and to leave the People Responsible section blank.

GROUP 1: METHODS

Have youth make a list of deliverables and deadlines that will help complete their research. Be sure to address the following questions:

- How many interviews, surveys, or focus groups do you plan to do?
- When will you have your questions ready? A draft? Final copy?
- When will you start and complete your data analysis?

GROUP 2: PEOPLE

Have youth list the individuals and groups that they need to inform and enlist along the way, and decide the following:

- Who needs to know about your research plan? Whose permission do you need to carry out your research? Whose support and involvement could help you get things done?
- What groups or individuals have the greatest impact or influence? How do we get them involved (or get involved with them)?
- With whom will you share your final recommendations and findings? When?

Facilitation Tip:

If your group did Session 9: Allies, Opponents, and Decision Makers, refer Group 2 participants to the materials from this session and remind them of the allies and opponents that they have already identified.

GROUP 3: PRODUCTS AND PRESENTATIONS

Ask this group to think about the products that would best communicate findings and recommendations. Make sure the following questions are addressed:

- How will you share your findings and recommendations?
- What products will you create? How long will it take to make each product?
- Who are the audiences for the products?

Step 3: Bring everyone back together and ask each small group to share their main tasks and assigned completion dates. As the groups present, ask everyone for feedback:

- Is this timeframe realistic?
- Are there any tasks we may have overlooked?

As the group comes to agreement on each task, write the tasks on the LARGE CALENDAR where everyone can see them. Once all of the tasks have been written in chronological order, ask the group again if this timeline seems realistic and if anything has been overlooked.

IV. WHO IS RESPONSIBLE? (20 MINUTES)

Together, participants need to decide who is accountable to the others for getting the listed tasks completed. How you do this depends on the structure of your group.

Examples:

- If you have teams assigned by method, have youth work in their teams to figure out their areas of responsibility and leads for each. Remind them that the skills they need will be developed through the actual creation of products and protocols for their project. However, several tasks will also take extra commitment outside of session time. Be sure to ask the group if there are areas where they want adults to take the lead.
- Either in team groups or as individuals, have youth write their name on three sticky notes and place those sticky notes under three things they would like to work on and be responsible for. You may need to add sticky notes depending on the number of tasks and number of youth. After all of the spaces are filled, reassess the timeline and the commitment it will take to fulfill it.

Finally, Ask if anyone seems over-committed in their responsibilities, and if all of the tasks still seem doable and realistic.

Once agreement is reached, have youth remove the sticky notes and place their signatures under the tasks to which they have committed.

V. CLOSING (10 MINUTES)

Closing Circle Statement (Around the World): Name something you are responsible for outside of this group.

Facilitation Tip:

After this session, write the tasks and names into the blank Project Timeline and make copies for all participants.

Project Timeline - Example

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER-SCHOOL HOURS		
Vision and Mission	Our vision is a community where all youth have access to supportive, fun, and engaging activities in out-of-school hours. Our mission is to increase understanding of what youth want and need in out-of-school and after-school activities and resources.		
Project Goals	• Inform adult decision makers and program leaders of what youth want and need in after-school and out-of-school activities and resources. • Find out if youth know about and use the activities and resources that already exist – and why or why not.		
Main Questions	• What do youth think about the programs, activities, and resources that are offered to teens in our community? Are there enough? Are they accessible to all teens? • What activities or resources would youth like to have more of or of better quality? • Where and how do teens prefer to get information about activities and resources available?		
WHAT	**BY WHEN**	**PEOPLE RESPONSIBLE**	**DETAILS/DESCRIPTION**
Meet with school principal	January 20	Project staff leader, Jesse, Loretta	Inform her of the work we are doing and get on agenda for the February all-school staff meeting Ask if she will help to encourage teachers to participate and get involved Ask if there is anything that she is curious about or interested in (related to our topic)
Create survey	March 1	Whole YELL group (in session)	Come up with questions for a two-page survey and revise in sessions
Create interview protocol	March 4	Whole YELL group (in session)	Come up with interview questions and revise in session
Pilot survey	March 10	Survey team (Ali lead)	10 students during lunch – (provide pizza) – get feedback and see how long it takes to complete
Pilot and revise interview questions	March 10	Whole group (Jesse lead)	In session and with at least two people each outside of session – revise questions
Meet with District Superintendent	March 15	Project staff leader, Jesse, Loretta (leads), all welcome	Let him know what our group is doing and why we think it is important. Ask who he thinks would be interested in learning more and how our findings might be useful to the district.
Administer surveys	March 20	Survey team (Zac lead)	Survey administered to 350 students Teachers administer the survey first period Schedule student assembly and get prinicipal approval to be on staff agenda
Complete interviews	March 20	Interview team (Anahi lead)	Interview at least 35 7th- and 8th-grade students During lunch and after school – weekends can interview friends.
Tabulate answers and analyze	April 5	Survey team (Sandra lead in session)	Create graphs and outline with key findings
Transcribe interviews	April 5	Interview team (Becky lead)	In sessions, with adult support (or take detailed/organized notes during interviews)
Code answers and analyze	April 7	Interview team (in session)	In sessions and one extra after-school work session
Final report	May 24	Whole group – sections assigned	Include process, findings, and recommendations – send to stakeholders
Student forum	May 26	Facilitator TBD – Whole team	Student assembly – get approval and schedule with administration by March 22
School staff presentation	June 3	Speakers TBD – whole team	Agenda item in regular staff meeting – get principal approval by March 22
City Parks and Recreation	TBD	TBD	Send a letter to director and assistant directors of youth programs by March 22 – requesting a time/date for meeting
Plan next steps	June 5	Team TBD	Bring together a focus group of key stake holders to decide on next steps

Project Timeline

TOPIC	PROGRAMS AND ACTIVITIES FOR YOUTH IN AFTER SCHOOL HOURS		
Vision and Mission			
Project Goals	.		
Main Questions			
WHAT	**BY WHEN**	**PEOPLE RESPONSIBLE**	**DETAILS/DESCRIPTION**