

# ORGANIZE AND ANALYZE DATA

## Session 18

**90 minutes**
**OBJECTIVES:**

Youth will organize interview data and prepare to identify interview themes and findings.

**MATERIALS AND PREPARATION:**

- Butcher paper, tape, and markers.
- Index cards.
- Butcher paper (or board) with enlarged examples of index cards from the *Interview Coding Instructions* (Master Copy 3.18).
- Copy the *Interview Coding Instructions* (Master Copy 3.18) before the session: one copy for each participant.
- Copies of interview transcripts or detailed interview notes.

**I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (5 MINUTES)**

Opening Circle Statement (Around the World): Name one question you would like to ask the President of the United States.


**Facilitation Tip:**

- *Depending on the number of completed interviews, this activity can take two or more sessions.*
- *Before organizing interview results it is important to have clear transcripts or very detailed and organized notes from the interviews (see the Interview Note Taking Sheet – Master 3.14c).*
- *If youth taperecorded their interviews, the interviews should be transcribed by staff or adult volunteers, or the youth themselves. If youth are transcribing their own interviews, provide recorders, the interview tapes, computers (if youth are fast typists), or pen and paper for transcribing during session. Make sure that youth have enough space and privacy to hear their individual recordings.*

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## Organizing Interview Results

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**II. COMMUNITY BUILDER: MEDICINE WHEEL (15 MINUTES)**

It is best to have youth do this activity in silence.

Have youth pick a partner and form two circles – one inside the other – with the person in the inner circle facing their partner in the outer circle. Let youth know that the people in the outer circle are sculptors and the people in the inner circle are clay. The sculptor's job is to silently mold the clay into a particular shape. Before you begin, check in to see if it is OK to physically touch the people being sculpted, or if anyone prefers to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to "freeze" in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other.

Have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the freeze and viewing process. Finally, have partners switch one more time and sculpt their partner in the form of a leader. Debrief: While youth are still in the circle – ask them what qualities they see in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?

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#### III. CODING 101 (30 MINUTES)

**Step 1:** Explain that after interviews are conducted, researchers must review what people said and sift and sort the information acquired. Ask youth: How would you try to figure out how many people felt one way or another from all the interviews? Discuss and list their responses.

**Step 2:** Explain the technique of coding, pointing out that this is a process used by professional researchers, although they often use computers to assist them. Hand out the *Interview Coding Instructions* sheet and a stack of index cards to each youth. Go over the example on the handout, and answer any questions about the process. Demonstrate this coding technique with the group, using the butcher paper.

**Step 3:** Ask each youth to pick the interview they liked best and get out their notes or transcripts (they can do this in pairs, small groups, or individually). Using the handout as a reference, instruct youth to write the name of the person they interviewed on the blank side of an index card (they can also substitute names with an identification number for each interviewee). On the lined side of the card, ask them to write down information about the person's background. On the next index card, write the person's name again and the number 1, which will represent the first question they asked. On the other side of the index card, write the interviewee's overall response to the first question (if the response is short, youth can cut and paste the answer from the notes page or transcript). Tell the students to repeat this process for each question they asked until each interview has been done.

#### IV. SORT (15 MINUTES)

Ask youth to sort the index cards into piles according to the question number. Within each question they may want to separate out different groups (male and female, grade level, ethnicity, etc.) to test for differences and similarities (depending on the number of interviews). The "identifier" cards, with the name on one side, and age or grade, gender, and race on the other should go in one stack.

#### V. CHECK INTERVIEW DEMOGRAPHICS (20 MINUTES)

Explain that in reporting your findings, it is important to know the following:

- Total number of people interviewed?
- What number and percent of male and female?
- Are the groups that make up your school and/or community represented? Is there a balance in the number of people interviewed (e.g., grade level, ethnic groups)?

With the stack of identifier cards, go through and tally numbers for the different categories. Notice any gaps. Is any group over-represented or under-represented? If more data need to be collected, decide who will collect the additional data and by when.

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Something that surprised me today...

#### *Example from Practice:*

*The Medicine Wheel is one of YELL participant Rebecca Flores' favorite activities. Rebecca first did this activity during a retreat with YELL, where the Medicine Wheel was led by an AmeriCorps member and YELL staff. She went on to facilitate the Medicine Wheel at a local middle school's half-day leadership retreat and later incorporated the activity into a workshop she co-led at a state-wide conference.*

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 Interview Coding Instructions
 

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1. Review your interviews, one at a time. Start with the one you liked best.
2. On an index card, write down the background information of the person you interviewed. On the back of the card, write the name (or identification number) for that person. Example:

Lined side	Blank side
Age: 14 Grade: 10 Ethnicity: Latina Gender: Female	Julie

3. Using your interview questions, write down the person's general answer to each question on the lined side. On the other side, write the number of the question and your code name for the person. Example:

Lined side	Blank side
Depends on the student.	#1 Julie

**EXAMPLES OF HOW TO COME UP WITH GENERAL IDEAS FROM LONG ANSWERS:**

Example 1: \_\_\_\_\_

**WHAT ARE THE PROBLEMS HERE AT THIS SCHOOL?**

There are so many young girls going out and getting pregnant. And there is too much cussing at this school. And some people, some of those kids, they do too much.

**WHAT DO YOU MEAN BY SOME OF THE KIDS DOING TOO MUCH?**

They think they are hard and they want to just go beat up people like it's OK, but then when they end up in Juvenile Hall, they're going to realize whatever they did, that it was wrong. And when they get about 20 years to life, then they're going to really be upset.

**The general idea could be: Teenage pregnancy. Cursing. Fighting.**

Example 2: \_\_\_\_\_

**AS A STUDENT AT THIS SCHOOL, HOW DO YOU THINK THE STUDENTS AND TEACHERS INTERACT WITH EACH OTHER?**

Well it depends on the students. Like some students, they interact with the teachers well and some students just don't like the teachers at all. Don't like the class, don't like the subject, and just don't like the teachers. And the way I interact with them, I interact cool. I'm cool with everybody, cool with all the teachers. But some people, they just have bad attitudes.

**The general idea could be: Depends on the student: some students have bad attitudes, others interact well.**

