<u>PARTICIPATORY ACTION RESEARCH with young people:</u>
A LEADER'S MANUAL
(*A work in progress*)

HeartWood Centre for
Community Youth Development
Halifax, Nova Scotia
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What would the world look like if young people were viewed by society as builders of just, ecological &compassionate communities?
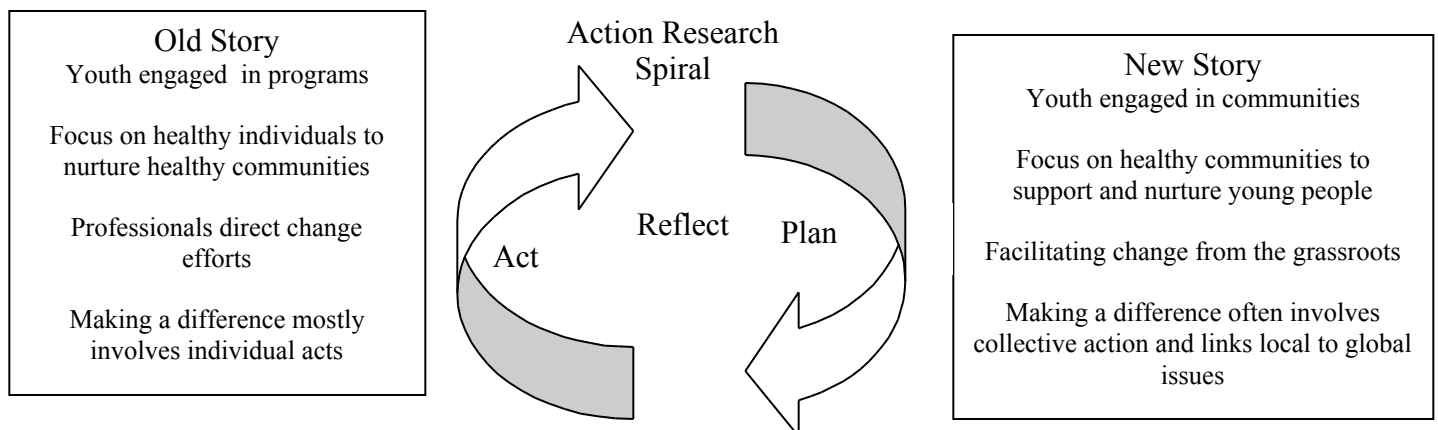
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Navigating the New Story

"Listen, stories go in circles. They don't go in straight lines. So, it helps if you listen in circles because there are stories inside and stories between stories and finding your way through them is as easy and as hard as finding your way home. And part of the finding is the getting lost. And when you're lost, you really start to open up and listen"
(Coming from a Great Distance, Fischer, et al. 1980)

HeartWood is in between stories.[1] The old story focused on young people as individuals through HeartWood's leadership and adventure programs. Through these experiences they were inspired to take positive action in their communities. However, back in their towns they had no outlet or support for following through on these desires. Like many young people across North America, they felt unheard, stereotyped, and marginalized. In response to what HeartWood heard from youth, we began working with young people and communities to move beyond isolated program delivery towards nurturing the meaningful, long term, engagement of youth in their communities.

The new story maintains the importance of empowering individual young people, and has broadened to also focus on community relationships. HeartWood recognizes that healthy communities are needed to nurture and support healthy individuals. This new story of *community youth development* engages young people as partners in building positive futures for themselves, their communities, and their society. The basic elements of HeartWood's youth programming elements – the magic, adventure and challenge of leadership and wilderness experiences - remain in place. However, built upon this foundation is a new focus on long-term relationships between young people and their communities; and, on supporting youth and community action on the local and global issues important to them.

This journey between stories is challenging, creative, frustrating and inspiring. As we navigate in this transition, our learning goes in circles. Over and over, we return to familiar landmarks as we travel through this new story and discover new territory. Our learning along the way is deep and rich. As we move forward we must reflect and document this learning in order to inform both fellow travelers and ourselves. This manual captures the emerging story of research at HeartWood – a story within our new story. It describes an approach to youth-led participatory action research built on HeartWood's community youth development experience. It contains the principles that guided us, and the practical steps we took to work with young people and communities. As a work in progress, your learning and reflection will make it stronger as HeartWood continues the transition to this new story.

Old Story	Action Research Spiral	New Story
Youth engaged in programs	Reflect — Plan — Act	Youth engaged in communities
Focus on healthy individuals to nurture healthy communities		Focus on healthy communities to support and nurture young people
Professionals direct change efforts		Facilitating change from the grassroots
Making a difference mostly involves individual acts		Making a difference often involves collective action and links local to global issues

[1] Community Youth Development: Learning the New Story Jarvis, S., Shear, L., Hughes, D. (1997). *Child*

HeartWood's Research Story

The Background

With the new story of community youth development as a guide, HeartWood supported the formation of 12 youth action teams across the province of Nova Scotia.[2] The youth action team approach promotes positive youth development in tandem with community change through youth service and leadership. These youth-led volunteer groups have been involved in educating (theatrical presentations about the effects of societal violence towards women); advocating (working with municipal politicians on skateboarding policies); creating (starting a community garden); and providing service (cleaning an estuary, running a community youth festival). The teams are modeled around the HeartWood framework for community youth development shown below.

Phase One

To better understand, and document the experiences of youth and adults directly involved with youth action teams, HeartWood undertook a qualitative research project. Partnering with members of the academic community, we used an appreciative inquiry approach to interview 54 young people, adults and community members involved with the youth action teams. They told HeartWood research staff what was working and what more could be done to create "dream" partnerships on the teams. Their stories articulated key ingredients for the work that HeartWood does – the secrets behind the magic! We used this research to refine the framework shown below.

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[2] Please see Voices from Youth Teams article by Camille Dumond and Alan Warner on the HeartWood website

What emerged from all this research was a profound question for HeartWood: ***How do we balance community and youth development?*** Young people on teams were struggling with how they could make a meaningful difference in their communities. At the same time, community members and HeartWood staff were trying to balance service work that was engaging for youth with work that contributed to positive, sustained community change. In many ways, the old work of supporting the unique talents of individual young people was easier than this new work of supporting communities in mobilizing young people's assets.

Phase Two

Through the experience of other youth-led and youth serving organizations, such as Environmental Youth Alliance in Vancouver, we learned about the use of participatory action research (PAR) to support young people in addressing community related issues. We recognized that this approach was based on core principles that matched the values young people described in the phase one research. Youth-conducted action research was said to produce reliable data as a basis for concrete action, which could contribute to change in community decision-making while also being fun, meaningful and rewarding for young people.

HeartWood decided to support a youth action team in using PAR to determine how they could positively transform their social and physical environments. At the same time, HeartWood began using PAR on two other projects. One of these focused on youth involvement in governance and access to public space; the other on supporting a group of youth in the foster care system to evaluate and redesign their own programs.

HeartWood PAR Projects 2003-2004	
When/Who	Project
December 2003-March 2004 Facilitators: Estair Van Wagner, Robynn Moody, Camille Dumond, Brian Braganza	Spryfield Youth Action Team Issue: School-yard greening Youth team using PAR to generate a community vision of a more ecological high-school and to engage more people in making it a reality
December 2003- December 2004 Facilitators: Kirstan Moore, Brian Braganza, Andre Bouchard	Growing Up in Cities – youth teams in Shelburne, Halifax, Yarmouth Youth teams using PAR to problematize, investigate and act on youth inclusion in governance, design of, and access to public space
Dates Summer 2004 Facilitators: Lorena Pilgrim, Adrianna Mackenzie	Destination UP! Youth in the foster care system using PAR to evaluate and re-design programs servicing youth in care
Future projects!!	

PRINCIPLES OF PARTICIPATORY ACTION RESEARCH

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PAR Defined
Participatory Action Research uses research as a tool for social change.
It re-frames the use and process of research in the following ways:

Participatory The research process is empowering for participants. Individuals and groups traditionally excluded from power in our society are key players throughout.

Research The information generated is thorough, reliable and accurate.

Action The research is used to make concrete improvements in the lives of participants and their communities.

PAR With Young People
PAR with young people is defined by*:

Power Youth are the decision makers in the research process

Action Research identifies problems, solutions and acts on knowledge

Capacity Youth perspectives and strengths are recognized and valued

*Based on Environmental Youth Alliance's experience. See resource section for more information on EYA.

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Our Guiding Principles of PAR:

Participatory:
- Youth are actively involved in all aspects of the research & action efforts.
- Research is focused on issues and conditions identified by the young people.
- Youth adopt a participatory approach in their research with community members.
- Research involves fun, youth-directed, youth-engaging activities.

Empowering:
- Participants gain critical awareness about social, cultural, historical, & structural context of their lives
- Participants used new perspectives to develop resources & strategies for social change
- Participants develop skills to analyze community assets & organize around solutions that will make their communities better places to live

Experiential.
- Research and action based on the experiences, knowledge & analysis of participants
- Youth are empowered as self-learners; research staff facilitates methods & process.
- Research activities & methods incorporate experiential educational methods & tools.

Creative:
- Knowledge generated guides action plans that are appropriate for the community
- Action plans are unique to community context & draw on community resources.

Collaborative:
- Young people & community members are involved in a cooperative effort
- All groups contribute knowledge & experiences in identifying needs, planning, implementing & evaluating solutions.
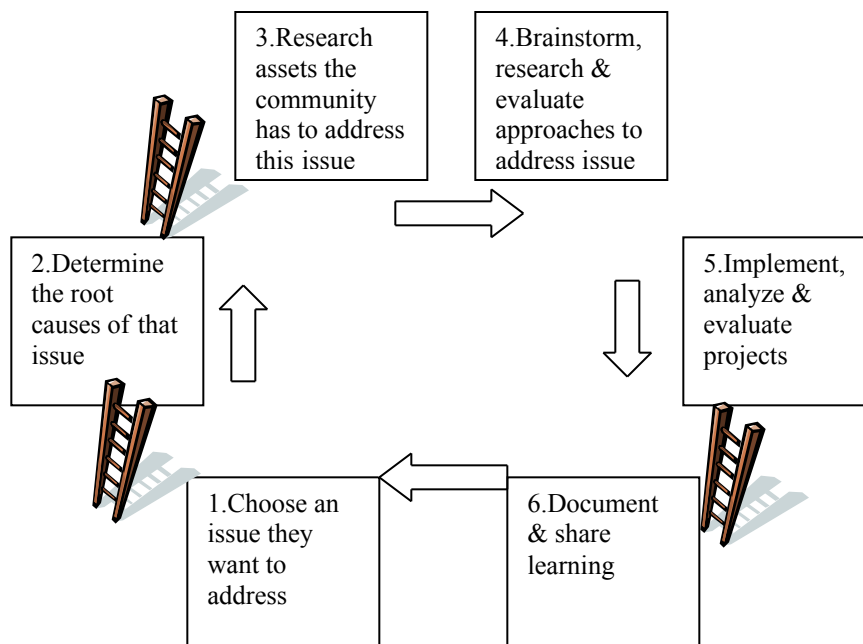
Politically Active:
- The research explicitly aims to alter existing power relations by increasing the access of community members and young people to knowledge and skills typically monopolized by researchers and decision-makers.

PAR IN ACTION AT HEARTWOOD

The HeartWood Team

A team of three young adult research staff at HeartWood developed a PAR process integrating popular education theory and practice with organizing around critical issues affecting the community of a youth action team.[3] The multi-step process was designed to support the teams as they:

The Youth

We approached an urban school-based youth action team (Spryfield YAT), inviting them to participate in the project. Our criteria for selecting a youth action team included:

- An interest in and commitment to the action research project
- Evidence of a strong, cohesive team
- An adult support person who is committed to community youth development.

After an introductory session on asset mapping and PAR, the environment subcommittee (10-12 youth) of the Spryfield YAT decided they wanted to be involved the research. A few of the team, along with the adult support person, had earlier in the year applied for, and received a grant from Evergreen (a foundation that receives corporate and government funding) to work with their school community to create greener, more ecological school grounds. The youth decided on using the PAR project to help with this schoolyard greening project.

The Process

The HeartWood PAR team met with the YAT three times with workshops designed around these guiding questions:

- Why school-yard greening?
- What issues does this project affect?
- Why involve the community?
- What's our research action plan?

The Results

To date, the team opened a booth at the school to introduce their project to the broader school community; presented to and engaged members of their student council; and conducted roving interviews, disturbed surveys to parents and community members; and held mapping sessions with students. They are mobilizing their community to create a greener high school. The youth aim to identify and use community assets and to involve many people in that process. They have linked their process with broader social and environmental issues of fair decision-making, habitat destruction, and the use of public space.

Major Learnings

1. Team Culture is Important!

A team culture incorporating the 5 framework tools of peer team support, adventuresome learning, empowering culture, meaningful contribution and adult youth partnership, is a critical base for youth-adult teams who want to create change in their communities. An immersion team building experience with HeartWood can help to foster this culture. For example, teams that go on a wilderness trip or attend Atlantic Youth Leadership Camp develop a frame of reference for working together. They can also build a shared vision of what it means to be a youth team undertaking work to make a difference in their community, which can provide guidance once they undertake concrete projects and actions.

2. "Making a difference" is long-term work!

Long-term thinking and an overall vision are important when attempting to move beyond service towards community development. While critical to youth and community development, service is direct and often short-term work. Young people have the passion and capacity to challenge and make change on issues such as gender equality, ecological sustainability, and human rights. This kind of work requires longer-term, collective action for social and institutional change that confronts the root causes of issues. Examination of the root causes of issues, and linking them to concrete action, is a lengthy process of education and reflection requiring many conversations. Relationship building, which is vital to work of this nature, takes time; as does the development and implementation of meaningful action plans!

The Five HeartWood Tools with a PAR Twist

The following section briefly describes each component of the framework for Community Youth Development, and gives an example of how it may look in a PAR project.

Adventuresome Learning:

Adventuresome learning occurs in real-life experiences that challenge people to leave their comfort zones, try new things and explore other perspectives. Young people thrive in an environment where learning and excitement is around every corner. One of the most significant barriers in using PAR with young people is the intimidating nature of research – a world of jargon and seemingly inaccessible ideas. However, when PAR uses an adventuresome learning approach these new ideas and skills can a source of excitement and challenge rather than intimidation!

Adding elements of fun, play and character taking can help draw young people in and break down social barriers in PAR work. For example, we chose the theme of Community Investigator to make their role as researchers more fun and energizing. We dressed up private-eye style, hummed mission impossible music, assigned the teams "secret missions", and gave them investigator notebooks as the learned about research tools (see activities section for more details). The real-life potential of their PAR research to mobilize others for positive action ties the adventure all together.

Using research methods that engage youth and build on young people's experiences and skills are another way of making the learning curve exciting. In the activities section, we highlight methods such as mapping, photo surveying, and interviewing. These methods are fun and interesting, and can also provide very accurate and revealing research data. We exposed young people to other, potentially less engaging, research methods such as surveys. Having experienced a variety of research methods, the youth were able to critically analyze the pros and cons of each method, and decide on those most appropriate for their project.

Meaningful Contribution

Meaningful contribution is taking action to meet a genuine need. It is the knowledge that one's work is making a difference to an individual, an organization or a community. This sense that one's work as part of something greater than the individual can be the fuel for inspired and passionate work.

Youth development work has often encouraged young people to fulfill their desire to make a difference through private and individual acts of caring, responding to immediate needs created by social injustice. As a result, youth have contributed by providing direct service such as food, clothing, environmental clean-up, and other acts that are satisfying, non-controversial and valuable in the short-term to those who receive the service. This type of charitable service is widespread and can be very meaningful for young people.

In the new story of community youth development we are challenged to extend charity to service for justice in which people take public, political and collective action for change directed towards the root causes of social injustice. Within this new model of service, young people will be inspired to make a difference by promoting and achieving long-term social change. This kind of contribution is exciting, and sometimes it is controversial.

Charitable service and service for justice, complement each other. Through PAR we are able to connect the two through an analysis of power and decision-making at the local and global levels. When young people choose to serve food at a food bank – our role may be to ask questions that uncover the root causes of hunger in our society, and encourage a historical examination of how issues of food security have been addressed. Our role as facilitators is also to connect the young people with a variety of ways of taking action – examples might be serving food directly through a food bank, working with local environmental groups to establish community gardens, or lobbying with food advocacy groups.

Einstein once said that we will not solve our problems with the same type of thinking that created them. Young people often have fresh, creative ways of looking at challenging social and environmental issues. We need to support them in using these gifts by encouraging them to think critically about the "whys" behind pressing societal problems they hope to address.

 Youth/Adult Partnership:

Ideal youth-adult partnerships are based on non-hierarchical relationships of caring and respect. Youth in this partnership provide impetus, creativity and act as 'equal partners' with the ability to make final decisions. Adult roles include connecting youth to community resources, facilitating healthy team dynamics, and providing initial support as youth step up to take on these roles.

Our PAR work was based on the belief that young people have the knowledge, vision, and capacity to create fundamental societal transformations. Participatory change is built on relationships; building friendships, trust, and showing a sincere interest in the lives and concerns of young people are essential to using PAR with youth. Chatting, laughing, hanging out, and telling stories are the foundation upon which social change is built. From the outset, we believed that the direction and pace of the work should come from the grassroots – the youth and community groups we were working with. These people, not us, should control decisions, plans, projects and actions. We strived to stay out of decision-making roles, and to offer advice as one voice, equal among many.

Supporting a PAR project requires adults to bring a huge breadth of skills to the table. Facilitators should attempt to create a safe learning space, facilitate group formation and cohesion, and help the team understand the decision paths they could take in their research. In addition to group facilitation skills, we were called upon to have, knowledge of critical approaches to social and environmental issues, as well as formal research skills and the ability to translate them into a youth-accessible format. We hope that this manual is a first step towards supporting other adults in gaining some of these skills.

 Peer Team Support:

Peer support exists when individuals feel connection, support and appreciation. Peer support requires a balance of play and action for young people to both accomplish projects

and feel a part of a team or community. For young people, this collective voice and strength can support them to take on challenges and face risks that would be otherwise difficult for them alone.

In our PAR work, we balanced the task-oriented research activities with a consistent focus on facilitating healthy group process. We encouraged the group to set community standards that would guide their work together, played games and energizers when the group needed to, and encouraged shared leadership.

Facilitators may also find it necessary to advocate for peer team support when young people are represented on adult committees. For instance, rather than having one or two youth on a large adult school-greening committee, we encouraged the committee to consider having a significant portion of the decision making body be youth.

 Empowering Culture

The essence of empowering culture is that youth are equal and active partners in the work of a group. PAR principles push youth empowerment beyond the role of young people in teams and organizations to their role in broader society.   PAR work empowers young people through the development of skills they can use directly to make their lives and communities better places to live, and an explicit call to take action. In an empowering culture young people have the support and resources they need to define the world they want and take action to make it a reality.

An essential element in fostering such a culture is supporting youth in looking critically at the social, cultural and historical context of their lives. If we are seeking to make youth's experiences empowering then we have to address root causes of the power dynamics and inequalities that make their voices traditionally marginalized. Youth need to have experiences that expose, confront and address both the root causes of their place in the world, and the issues that affect them. It is not just a matter of giving youth a voice in existing power structures, but rather redefining power structures through the needs and capacities of youth and other marginalized groups through legitimate and meaningful processes.

Section 2:
PAR Activity Guide
Investigators Kick Researchers' Butts

Preface

When you think of research what comes to mind? Better yet, think of when you were 15 years old, what did you think then when you heard the word research, or researcher?

Perhaps an anti-social sort typing away at a computer through the night in a dark, computer filled, windowless room decoding multi-variable calculus problems that 0.00000000001% of the world could understand? Maybe a grey haired genius pulling her hair out at Cambridge University's old library? How about that old chemistry teacher whose skin you swore was extraordinarily yellow because of all the chemicals he worked with?

When most people think of research or a researcher they think boring, long hours, unrelated to the 'real world', 'for experts', often a white middle or upper class man, nerdy, and something or someone that's just plain not fun. However, Participatory Action Research (PAR) and HeartWood's program tools, when used together, have much potential change all that.   Consider that PAR makes research both action-oriented and participatory. Next, remember that HeartWood's program tools include principles like adventuresome learning and meaningful contribution. Together, they put a new face on research, community development, and even traditional approaches to PAR.

This activity guide and the workshops within it are designed around the theme of investigation. Whether you use an 'old-school' style of detective like Sherlock Holmes, or you emphasize the 'mission', as in Mission Impossible or The Matrix, the result is the same: **It makes the language of research accessible; and, it redefines the process of gathering the stories of our communities to inform our action for change.**

Why use the theme of Investigation for PAR?
- Turns something ordinary into an extraordinary adventure
- It adds purpose and meaning to the work
- It de-codes the jargon of research language and makes it accessible
- It transforms traditional perceptions of what research is and who researchers are

Way we used the theme of Investigation	*What?*
Investigator mission	The project & research that the group will define & take on is known as their 'mission'
Investigator notebook	A medium for documentation of data at each stage of the project
Investigator Training	Research methods and skills presented as 'investigator training'
Community Investigator Costume	To introduce the theme one facilitator dressed up as an investigator
Sharing Secrets	Investigators uncover things before everyone else. This theme encourages youth groups to share with others by treating their knowledge and experience as expertise valuable to others

Workshop 1:
Investigators needed: apply within

Time: 2 hrs   Number of participants: 6-15 (4-30)
Prep Time: 0.5-3 hrs   Materials: Markers
                                       Flip Chart
                                       HeartWood Story Map
                                       Investigator Notebooks
                                       Pens
                                       Youth Action presentation
                                       -video
                                       -dynamic speaker
                                       PAR building blocks poster

Goals:
1. Youth are inspired and energized about their team and capacity to make a difference
2. Youth understand the steps involved in the mapping process
3. Youth gain skills and experience in gathering, recording and analyzing information in order to take action

Agenda:
1. Introduction & Icebreakers
2. Motivational youth action presentation
3. Discussion of presentation
4. Share Heartwood story map
5. Explain youth group mapping concept
6. Explain Activity
7. Hand out investigator notebooks
8. Explain guiding questions
9. Youth interview and record
10. Explain mapping process
11. Youth map ideas
12. Check in with groups
13. Share maps
14. Discuss themes
15. Put this process in context of entire par process- PAR MAP
16. Questions

Put PAR poster on front door (see Sample after this workshop)

1. Intro Workshop and icebreakers (15 min)

Hi everyone, our names are _____, _____, and _____, and we're here with HeartWood. Some of you know HeartWood through the youth forums or AYLC camp in the summer. We're here today to talk to you about our new Youth Mapping project, and see if your group wants to get involved. The project is all about helping youth groups make a difference in their communities.

What we hope is that through this project your group will be able to make important, long-lasting change on an issue that you care about, and address the issue at its root cause. But first, we'd like to do a couple of icebreakers. We have one for you, and then we'll ask you to do one. *(do Hand Slap name game, or some other name game, then ask them to do one).*

2. Motivational youth action presentation (15 min)

For this project, we are looking for a number of community investigators, that's potentially each one of you. Did you see the sign out front? Every investigator has a mission, a purpose. For you, that mission will be the issue or project you decide to work on - the investigation that will take place and the resulting action. Before we jump into your potential missions, we're going to hear from some other youth about a project that they worked on, and hear about youth projects from around the country. (*Introduce youth speakers/video - we used Otesha people/video)*

(Youth are introduced to other youth taking action on issues, local, international, advocacy, service, education, creation. Remember to focus on purpose of making change, values behind making change (social justice, ecological justice, altering status quo – Why should be do this?)

3. Discussion of presentation (10 min)

(*Pass out pens and paper)* Everyone take a moment to reflect on the presentation. What did you think/feel about the presentation? What inspired you? Think of a time in your life that you feel like you have made a difference. Silently write down some thoughts. (*Allow 2 or 3 minutes of reflection)* Let's go around in a circle and share our thoughts. *(A seven minute 'go-around' of people's thoughts and reactions to presentation).*

4. Share Heartwood story map (5 min)

(Holding HeartWood story map) This map here helped us learn about where HeartWood came from - its story. We got information from different people, and then mapped it out. As you can see, HeartWood started off doing a lot of canoe trips. After a few years, we wanted to do more work with youth beyond just one-time camp experiences because young people wanted to make a difference in their communities. Youth action teams (YATs) were started around this time. Some 'research' was done to learn from the YAT's and they told us they wanted to know more about ways to take action in a meaningful way in their communities. So, here we are with our mapping project.

5. Explain youth Group Map concept (2 min)

Now, we are going to invite you to do a map of your youth action team, and your stories. But first, we need to do some investigation, some interviewing.

6. Explain interview and documentation process (3 min)

We are going to practice asking questions to each other, and recording the ideas in the books, and then reading them back to each other to make sure we got everything *(do a demonstration)*.

7. Hand out investigator notebooks (2 min).

Here are some investigator notebooks. If you turn to page _____, you can see there is a place for what we are about to do.

8. Explain guiding questions (3 min)

You will be in a few different groups. Each group will have a different set of questions to answer. The first question, EVERY group and everyone will answer:

    1. When did you join the Youth Action Team, and why?

Then, after you ask that question, your group will answer their own specific questions:

    1a. Think of a time on the Youth Action team when you were inspired, excited and making a difference?
    1b. What would make you feel like that again on the team?

    2a. What place do you see your youth Action Team having in your school and broader community?
    2b. What place do you want the Youth Action Team to have in the future?
    3a. What strengths do you have as a team?
    3b. How can you used those strengths to make a difference?

9. Let them interview and record (20 min)

You have about 15 minutes to interview everyone in your group. Take turns to make sure that everyone gets a chance to interview, record, and answer questions. (*Divide group*) Remember what I tell you *(go around in circle and tap people)*, magnifying lens, video camera, notebook, magnifying lens, camera, notebook, lens, camera, notebook. All the notebooks, go here, the lenses go here and the cameras go there.

10. Explain mapping process (2 min)

Now that you have interviewed each other and captured the main ideas on paper, you are going to make a map of all your information. We have started a map for you. Like the Heartwood map, the river represents the path we take, as HeartWood or a youth group like a youth action team. One group has mountains to represent times when they were at the peak of their team.

11. let them map ideas (13 min).

You have about 10 minutes to draw out all your ideas that were recorded.

12. Check in with groups (during 13 min).

(Check in with different groups, making sure they're doing all right).

13. Ask groups to share their maps (10 min).

(Come back to large group, ask each group to paste their maps up in the order that makes their maps match). Would one or two people from each group like to share their map?

14. Discuss themes of Maps (5 min).

What themes did you find in the answers? What could you do with what you just learned about your youth action team?

15. Put this process in context of entire PAR process (10 min).

What you just did together was a form of "research"; specifically it was youth asset mapping. I know that 'research' seems like a very school oriented term, but it is really just a name for the process of organizing and collecting knowledge, analyzing that knowledge, and then using what you find to take action. Doing research is looking into something very thoroughly. For example, you just looked at your own youth action team very thoroughly.

What you just did was a mini version of what you would be doing with your community if you choose to be a part of our project. Mapping is a research tool that we think is really effective because it allows groups and communities to tell their stories in their own voices. And stories are how we understand who and where we are – they are the way we explain how we experience the world and each other.

What you would do in the community would be similar to what you did tonight on a much larger scale. You would go through the same steps of collecting information about an issue in your community, like you collected information about your team from each other. Next, you would document and analyze this information by making the map; and then use what you learn from that process to take action on the issue. Now you can reflect on what you have learned tonight and make a decision about what you want to work on this year and whether you want to be part of the project with us.

Because you would be dealing with an important issue in your community, going through all these steps will take a significant amount of time, maybe a few months. But as you go through the different stages of the process, things will change all the time as to what you are doing, where and with whom. Committing to a long-term process with your issue means the potential for meaningful and lasting change is much higher than with isolated actions or events – the change you effect through this process could be felt in your community for a long time to come.

To give you and example of this I want to share a story of how a group of youth (the Collingwood-Renfrew Youth Mapping Educators) in South Vancouver used community mapping to help them create a child and youth friendly park in their neighbourhood. First they brought together their group and decided that they wanted to make their community more child and youth friendly. They learned about mapping tools that would help the youth to be effective when they went out into the community. Once they felt confident, they hit the streets and began collecting information. They talked to all kinds of people about parks, youth and their community.   They asked questions like: How would the park be youth friendly? Where should the park be? Next they analyzed their findings by taking all this information and making it into a map showing the ideal park for their community. Once they had their map, they wanted to take action to make the park a reality so they decided to present their findings to the people who make decisions about these issues in their community. The youth presented their findings to the Vancouver Board of Parks and Recreation. Not only did the youth succeed in contributing to the creation of a youth friendly park in their community, the Board was so impressed with their research that they want to use mapping to help make future

decisions. That is just like the process that you just did – collect, analyze, take action – only on a larger scale.

It might be difficult for your team to come up with just one project you all want to do. If your team wants to be involved with the mapping project, it could work a couple of different ways. For example, the whole team could work on one big project with us. Or, a few smaller groups could work on separate projects with us. Or maybe just one smaller group wants to take on a long term mapping project.

Our role is to facilitate throughout this process. It's a youth led project- we're just helping to connect you with skills and tools to support your actions. You pick the issue, you do the research and you take the action.

Now we're going to brainstorm about what you need to discuss to make the decision about whether or not to get involved based on your map. The decision is up to you, we'll support you whatever you choose.

16. Questions (10 min).
Are there questions that you still need answered? What do you need to make this decision whether or not to jump on board this project *(if group hasn't yet decided)*.

Community Investigators
WANTED:
Apply Within

Terms of Work: part-time, after school, lunch times, some weekend or longer shifts

Wage: lots of smiles from the community and school from your good work

Number of Positions: as many as there are willing people

Education: some experience in the school of life

Credentials: member of Youth Action Team

Experience: not necessary, must be willing to learn and have fun

Languages: English, others are an asset

Other Information: Investigate the important issues for your community, investigate ideas about how to take action, inspire other students to take action on an important issue, take leadership and make a difference.

Investigator Headquarters: HeartWood
Contact Names: Camille Dumond, C.I.
                              Estair Van Wagner, C.I.
To Apply: step inside
This posting has been made possible by the International Federation of Community Investigators (IFCI), committed to changing our communities and our world one map at a time.

Workshop 2:

What's your mission?

Time: 3-4 hours   Number of participants: 6-15 (4-30)
Prep Time: Materials: Markers
                                       Flip Chart
                                       Outline of the world on large flip chart
                                       Investigator Notebooks
                                       (Or other way to document)
                                       Video camera or Dictaphone suggested
                                       Pens
                                       PAR building blocks poster
                                       The MATRIX (done like the movie) chart

Goals:
1. Youth group members are inspired and energized about taking action on issues that are important to them and their community
2. Youth group members gain an understanding and framework of how to analyze the nature of an issue, its symptoms and possible solutions
3. Youth group members understand what issues are important to their community
4. Youth group members gain experience in speaking with/listening to community member

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Agenda
1. Intro to workshop & icebreakers
2. Community standards
3. Issue Brainstorm
4. Introduce issue/problem/action matrix
5. Put an issue through the matrix
6. Break
7. Community interviewing
8. Decide as a group exactly what you will do
9. Importance of documentation
10. Interview community members
11. Share highlights from interviews
12. Discuss themes from community interviews
13. Develop criteria for choosing an issue
14. Choose an issue (now or as homework)
15. HOMEWORK:
Put issue through the matrix
Pick a project or a few from the list

1. Intro & Icebreakers (5 min)

Today's goal is to explore what your mission is –the issue that you will work on. We'll start off with some games; we'll have a break and some food partway though day, and we'll also have a chance to go out into the community. Here is our 'agenda' for the day. Are there any suggestions or changes you would like to see? _____, would you like to lead your game, now?

2. Community Standards (30 min)

For this project we'll be working as a team, a community of sorts. As a Youth Action Team (YAT) you developed some community standards, how you work together as a team. For this project, since this is a smaller group of you, we are going to take some time to share how we want to work together. This is an opportunity for each of us to be a part of creating our community and team environment. These standards can include specific things such as being on time or how long our meetings are, to more general but important ideas about how we run the group, such as that listening to each other. *(If this is a smaller group, ie around 6-8 of them, brainstorm together as a small group. If it is a larger group, break them up into smaller group. See HeartWood's Training Manual or Introduction to Youth Group Facilitation pp. 21-24.*

3. Issue Brainstorm (10 min)

(If you have more than 8 people, split into groups of 8 or less). **On this large map of the world on the flipchart, I'd like you to draw or write all the environmental or social justice or community issues you can think of. Your challenge is to write as many different issues down in the 10 minutes that you have** *(they write them down).* **Now, lets share what we have** *(let them share, even if one group)* **the different things that each person wrote down. Share the issues that you are most passionate about.**

4. Define Issue & Problem (10 Min)

What is an issue? What is a Problem? Let's come up with a working definition of these two. *(Write each down on a flip chart).*

5. Put an Issue Through the Matrix (15 min)

*(**Adapted from the work of Public Achievement).***
Now, to look a little deeper at these issues, we're going to bring out THE MATRIX (bring out sheet). The matrix is all around us. It is the lie that we tell ourselves that our actions can't be connected to a larger issue or problem. If you take the red pill…*(just joking)***…What is one problem or issue that you wrote down on the globe? Is it an issue or a problem?** *(Then ask for the related issue or problem. Public Achievement then suggests these questions: "When going from project to problem: If this is the solution, what is the problem? When going from issue to problem: What are the problems associated with this issue?")*

Now, what are some possible projects or actions for this issue/problem?

Problem (local)	Issue (larger)	Project/Action
MacIntosh Run (river) filled with garbage	1-Water pollution 2-Lack of Community Pride	1-River clean-up 2-Education of residents about possibilities of MacIntosh Run
Air pollution in Spry town	1-too many people use cars (transportation) 2-everything is built far apart (community design)	1a. Advocacy campaign to city council/Metro Transit to get better bus system for area 1b. Get school to do an incentive program to get people walking/biking

6. Break (30 min)

7.Explain Community Interviewing (25 min)

Before the break we talked about what issues YOU were concerned about, now we're going to get some ideas from the community about what issues are important to them. As you can see on the walls, there are 4 pieces of paper with the words Who? Where? What? and How? Right now, we're each going to get a marker, and go to each one and write down ideas for each (ie parents, mall ect). Remember, we don't have much preparation time, as we're going to go out and do this today. You have about 10 minutes.

Who? Storeowners Families Environmental Organizations Experts Students Single parents Kids Youth Kids	Where? Mall Neighbourhoods Commercial areas Community/Public spaces Restaurants	What? What are environmental issues in Spryfield? What are the biggest health or environmental problems? Social justice issues too? Follow up questions? Help people define 'environment?'	How? Interviews (already decided….we can go out and 'do it' without TOO much prep work…etc.) Interviews are only 1 way to research-other ideas that we may use later?

Now, lets look at what everyone wrote.

8. Decide as a Group Exactly What You Will Do (15 min)

Now lets decide the details of our community research today. How many questions should we ask? How many groups we're going to have *(ie 1 gp. of 5 could interview people in a mall that are parents).*

9. Importance of Documentation (5 min)

As investigators you need to be sure that you've documented your case, your findings so that you can act on them when the time comes. There are a couple tools we can use: 1-some of these Dictaphones, 2-this digital camera, & 3-your investigator notebooks-which you should definitely use. I suggest using page _____ to document your findings here.

10. Interview Community Members (45 min)

You have about 40 minutes to accomplish your mission & gather your findings. Good luck! *(Participants go into stores or malls and talk to people on the street. You might select*

a few community organizations, or encourage them to talk to people in the school and ask them the questions they predetermined, in the predetermined method, ie short survey or interview).

11. Highlights from Community Interviews (15 min)

(Everyone sitting in a circle) **Lets take 2 minutes and reflect on the main things we heard just now when we were out interviewing. Lets each share one thing that stands out for us, one at a time, going around in a circle.**

12. Discuss Themes from Community Interviews (5 min)

What seems to be some of the themes that we've heard today about issues/problems that people seem to care about or think about in this area? *(write down on flipchart).*

13. Develop Criteria for Choosing an Issue (5 min)

For homework you are going to take one of these issues/problems discussed, put it through the MATRIX, and then pick an issue or project to work on. Before you go, we are going to come up with some criteria for the project you pick. For example you may come up with 3-5 things that the project 'needs to be'. Here are some examples:

- **Accomplishable in 1 year**
- **Fun**
- **An important issue FOR BOTH youth and community**
- **Centred around a solid research question that can produce action (Example: What is the school and community vision of a greener High School?; What are the most youth-friendly places in our community?; What would a youth-friendly health centre be like?; How can we make food more accessible to all people?)**

14. Choose an Issue (now or as homework) (10 min)

Lets start now, and list, the top 5 issues/problems discussed today *(let group talk this out & pick top 5).* **Are there 1 or 2 that stand out? If yes, then that's what you'll work on for homework, if no, then you'll need to pick one issue for homework.** *(Explain homework).*

15. Homework (5 min to explain):

- **Narrow down your Issues to one that you will work on now.**
- **Run the Issue through the Issue/Problem/Action matrix**
- **Pick a project or a few from the list of possible actions/projects**

CHAPTER 3:
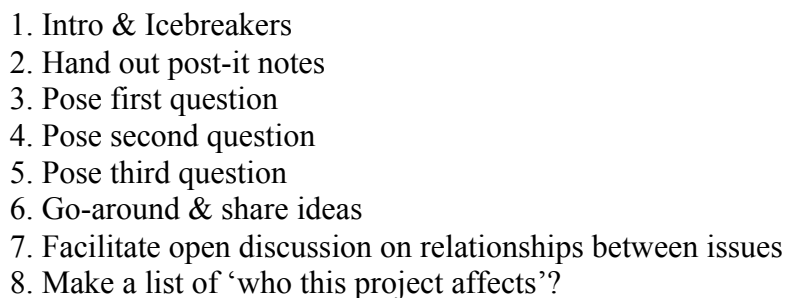MAKING THE LINKS: UNDERSTANDING YOUR ISSUE

Time: 1 hr   Number of participants: 6-15 (4-30)
Prep Time: 0-0.5 hrs   Materials: Markers
                                        Flip Chart
                                        Investigator Notebooks
                                        Three colours of post-it notes
                                        Triangle diagram drawn on flip chart

Goals:
1. Youth group members are inspired and energized about specific aspects
    of the issue that they've chosen
2. Youth group members gain an understanding of the links between their
    issue and global environmental/social issues, local community contexts,
    and their personal lives.
3. Youth group members understand more clearly the links between the
    local, global and personal issues related to their issue.

1. Intro & Icebreakers
2. Hand out post-it notes
3. Pose first question
4. Pose second question
5. Pose third question
6. Go-around & share ideas
7. Facilitate open discussion on relationships between issues
8. Make a list of 'who this project affects'?

1. Intro & Icebreakers (10 min)
**Today's mission is to dig a little deeper into the issue and project that you've chosen.
Today we're going to ask some questions in order to look at what this issue means for
our community, our world and us. Lets start off with those games that you have
prepared (play games)**

2. Hand out post-it notes (2 min)
 **I'm handing out three different colours of post-it notes, please make sure that you get
one of each. We'll use the yellow (any colour, whatever you have) ones first.**

3. First question (5 min)

What issues could (*project name, action described, ie school yard greening, skateboard policy or park*) affect that are important to <u>YOU</u>? Write you answer on the post-it note, and keep it with you.

4.Pose second question (5 min)

Now, on the orange post-it we'll write our answer to the 2ⁿᵈ question. What issues could (project name, issue name) affect that are important to the local community?

5. Pose third question (5 min)

Finally, on the third coloured post-it note we'll write out answer to the 3ʳᵈ question. What issues could (project name, issue name) affect that are important to the GLOBAL COMMUNITY AND ENVIRONMENT?

6. Go-around to share ideas (13 min)

Lets do a go-around where each one of us can share about one of our replies from any category. Before you share please take your post-its and place them on the appropriate places in the triangle. After everyone has shared once you will have a chance to share any ideas that weren't covered.

7. Open discussion about the relationships between the different issues (8 min)

Lets look at the relationships between the different issues that were brought up. How are personal issues such as _____ connected with broader, global issues? How does this project have an impact in the community and beyond? What other types of project may have an impact on these issues?

9. Make a list of 'Who This Project Affects'? (10 min)

Now that we have a good understanding of issues connected to this topic, we are beginning to see its depth. We are now going to see WHO could be connected to this sort of project. Lets make a list on the flip chart – 'who does this project affect'*? (make a list of general categories like student, to people like Joan the local gardener, or the River association nearby).*

Root Causes Activity:
Use in any of the workshop when appropriate. Great way to help group understand how to get at the deeper causes of an issue.

Digging Deeper by Asking Why
(Checkoway, 2002, http://www.wkkf.org/pubs/YouthED/Pub564.pdf)

As young people create community change, their learning is not automatic. Many people passively receive information rather than actively participating in their learning. Critical reflection can help people move from thinking there are no solutions to community problems, to a place where they have confidence in their abilities and take actions which produce clear and positive changes to those problems.

To facilitate this process, we can use a "problem-posing" approach in which the facilitator helps people identify the things they want to change, find the root causes of problems, and practical solutions to those problems. An example of this kind of discussion follows: Health workers in Mexico bring villagers together to discuss the causes of illness through problem-posing that involves asking "but why?" questions.

"The child has an infected foot."
"But why?"
"Because she stepped on a thorn."
"But why?'
"Because she was barefoot."
"But why?"
"Because she was not wearing shoes."
"But why not?"
"Because they are broken and her father was too poor to buy new ones."
"But why is her father so poor?"
"Because her father is a farm worker."
"But why does that make him poor?"
"Because he is paid very little as a farm worker and must give half his harvest to the landowner."
"But why?"

After describing this approach and example, ask the group to break up into pairs. Each one of them then takes turns asking the other "but why" with reference to a community problem the other person really would like to address. Debrief by asking: What stood out for you in that conversation? Did you get to the root causes of the problem? How would you work to address that root cause?

Chapter 4:
Opportunity for Comm-Unity: Why should you involve the community?

Time: 30-60 minutes   Number of participants: 6-15 (4-30)
Prep Time: 0-2 hrs   Materials: Markers
                                            Flip Chart
                                            Investigator Notebooks
                                            Costumes, funny hats, etc
                                            A table & chairs in one section of space
                                            Character write-ups, 1/each person

Goals:
1. Youth group members are inspired and energized about making their project democratic and owned by the community
2. Youth group members gain an understanding and framework for decision-making, and why it is important to challenge the traditional and limited ways people are included in decision-making.

1. Snacks and drinks
2. Casually hand out role cards
3. Bring 'officials' over to the decision-making table
4. Encourage both 'groups' to talk and share
5. Cut action and regroup
6. Questions: 1-What was your role, and how did your character feel?
                   2-Who was affected by the decision
                   3-Who had power to make change
                   4- How might this situation have been different if you were asked your opinion or to participate?
                   5- How does this role-play relate to your project?

1. Snacks and drinks (2-10 min)
Feel free to help yourself to the food, and drinks.

2. Casually hand out role cards (5 min)
Here is your role card. For now just read it, and in a minute we'll start role-playing the scenerio that is written on your card. *(Hand them out to each person. Encourage people to put on costumes, see appendix at end of this section).*

3. Bring 'officials' over to their decision-making table (5 min).

If you three could come with me, that would be great. So you are the principal? You are school board officials? Well, you three sit over here at this table - the power rests in your hands to make this decision. Talk it over!

4. Encourage both 'groups' to talk and share (5-10 min)

(Going over to group of students and parents etc.), What are you folks talking about? What's the concern? (Talk up the group, try to draw out everyone's perspectives on the situation).

5. Cut action, and regroup (2 min)

"Cut Action!" I'd like everyone to come and sit in these chairs in a circle again. Try to sit with people with a similar 'role' as you.

6. Questions: What was your role and how did your character feel? (8 min)

What was happening in that scenario? We are going to go around in a circle and one at a time we'll share what our role was and how our character felt in the situation. Who would like to start?

> Who was affected by the decision (1min).

Thanks. Now, put up your hand if you were affected by the decision *(most or everyone will put up their hands).*

> Who had power to make change (1 min).

Now, put up your hand if you had the power to make the decisions around this issue. *(This time, only the school board members, and maybe the principal will put up their hands).*

> How might this situation have been different if you were asked
> your opinion or invited to participate? (5-10 min)

How might this situation have been different if you (people other than the school board, or principal), were asked you opinion or to participate in the decision-making? *(Facilitate short discussion)*

> How does this role-play relate to your project? (5-10 min)

How does this role-play relate to your project? *(Be open to them sharing from past experience about not being included in decision-making. Also record their main ideas about how the role-play relates to their project).*

Decision-Making Role-Play

The Scenario *(Provide the scenario to each person along with their character)*
Winter 2004 has rocked Spryfield with storm after storm. Students at J.L. Ilsley have missed many school days due to snow, unsafe roads, and a provincial state of emergency. Now, a challenging decision must be made: How will the school days be made up? A rumour circulates that the school board has proposed cancelling the school play and all extra-curricular activities (like youth action team meetings, Winter Treasures, sports, and robotics….). Play out your role in this dramatic scenario!! You are a…

Halifax Regional School Board Member (Official): *You place a high value on the 'basics' of education like reading, writing and arithmetic. You strongly recommend that all extras be cut so that students can concentrate on making up lost school time. You interrupt the principal a lot when he/she is trying to speak.*

Department of Education, Finance Department Administrator (Official): *You place a high value on "fiscal responsibility" and think cancelling extracurricular activities could save money as well as helping students to make up for lost class time. However, you do also see the value of sports programs and are arguing that some extracurricular activities be cancelled while others stay open.*

Principal of J.L. Ilsley High School (Official): *You want to keep the extracurricular activities as you value their role in student learning, but also want to help students concentrate on academic schoolwork. In meeting with the school board and department of education, your main concern is that you want to bring in the students and their ideas into making this decision. However, as your role is the principal of the school, you don't have much say in what the school board or dept. of education decide (even when you meet with them, they see to have more power then you and keep interrupting you).*

Student In The School Play: *You love drama and want to attend Acadia University's Theatre program when you are finished High School. You feel you have learned a lot about literature, group work, and dramatic arts from the school play. You do NOT want extracurricular activities to be cancelled! You try to make your voice heard in as many ways as possible.*

Famous Community Artist: *You live in the Spryfield area, studied art in University, and want to teach art classes to students at J. L. Ilsely High School. When you hear that they are thinking of cancelling all extracurricular activities, you decide that J.L. Ilsley is not the right school for you to teach at.*

Art Teacher: *You teach art to students at J.L. Ilsley High School. You think what students can learn from extracurricular activities is of great value. You also think that students should have a stronger voice in decisions that affect them. You try to listen to what students say, but are frustrated that the decisions are being made without their input. You encourage them to write a letter to the School Board.*

Hockey Playing Student: *You are a grade 11 student who plays hockey at J. L. Ilsley. You are a really good goalie and are planning to get a hockey scholarship after high school. You really don't want extra-curricular activities to be cancelled and try to talk to your teachers and other students about this decision.*

Science Student: *You love science and are taking three science courses (physics, chemistry and biology) and are not involved in any extracurricular activities. You have a 95% average, and see academic classes as the most important learning that school can provide. You do not care whether or not extracurricular events are cancelled and try to convince other students that it doesn't matter.*

Parent of Science Student: *Your son/daughter (a student at J. L. Ilsley High School) has similar views to yours in terms of valuing science and technology over the arts. You believe that the role of today's schools needs to be about preparing young people for the work force, and that science and technology are where all the jobs are. You want the extracurricular events to be cancelled so that teachers can spend more time tutoring on academic subjects.*

Biology Teacher: *You believe that a good education is about providing students with a varied background, especially including creativity, sports, leadership and the arts. You listen to students' concerns about the rumour of cancellations, but have no new information to give them.*

Workshop 5:

Research: A Round Robynn: What are different Research Methods?

Time: 1.5 hours   Number of participants: 8-20
Prep Time: 1-3hrs   Materials: Markers
                                      Flip Chart
                                      Investigator Notebooks
                                      Stickers or stamps for training
                                      Investigator Costumes
                                      1 support person for each method
                                      'Tips' for each research method
                                      Outline for each research method
                                      Camera (preferably Polaroid, if not, digital)
                                      1-4 cardboard 'frames' cut out
                                      Large flip chart with outline of school & property drawn out
                                      Dictaphone
                                      Sample survey
                                      Chairs in a semi-circle, with a flipchart
                                      Small-med. Size tables with chairs around them (1 table/interview method), enough chairs for each person
                                      Bells or shaker to get attention

Goals:
   1. Youth group members are inspired & energized about research. They are excited about being 'investigators' & see research in a new light.
   2. Youth group members gain an understanding of what research is, different methods, how to use them, & pros and cons for each method
   3. Youth group members gain experience using different research methods

1. Introduction & Icebreakers
2. Community Investigator appears in room, in costume
3. Community investigator explains 'top secret' mission
4. Participants get split up into training sessions
5. Explain training session & practice research method
7. Switch training stations (Repeat until everyone gets to all)
8. Bring groups back together
9. Pros & cons sheet

1. Introduction and icebreakers (13 min)
We have a number of things planned today. The main purpose is to get trained as community investigators. Lets start with the couple of games that you've prepared.

2. Community Investigator appears in room, in costume (2 Min)
(Just as the game is finishing, one of the facilitators sneaks into the room in costume, dressed as a detective).

3. Community investigator 'top secret' mission (5 min)
You have all been chosen as an elite bunch to be trained in the top-secret skills of "community investigating". For the next 42.5 minutes your mission, if you choose to accept it, is to travel from training station to training station to learn highly specialized research methods to prepare you for the important mission ahead. You will each see in your investigator's notebook there are 5 blank squares. At each station you will find a trainer waiting to provide you with a different skill. Once you have completed a workshop, get a stamp from the trainer. When you hear the whistle blow quickly move to the next station. Your mission begins in 5 seconds.

4. Split up into training sessions (5 min)
Please remember what I tell you. (*Go around tapping one person on the back at a time, assigning one word to each person.)* Magnifying lens, notebook, camera, binoculars, magnifying lens, notebook, camera, binoculars, etc… The cameras can go with
_____ (*one facilitator*), the lenses can go with_____ at the table in back, the notebooks can go with _____ over there etc. (*There should be between 3-6 people at each group to keep the participants being involved).*

5. Explain Training Sessions (2-5 min) & Practice Research Method (10 min)
Interview Station:
Welcome to the interview station. We're going to into action, but first lets go over some key tricks to good interviewing. (*Go over the list attached as an appendix*). Now, lets divide into pairs and you can take turns interviewing each other. Each person should ask and answer two questions:
1. Why do you think the ecology of J. L. Ilsley should be improved?
2. What would your ideal vision of a green schoolyard be?

Make sure that as the interviewer you capture the main ideas down in your investigator notebook. The interviewer should also be creative and follow up on any interesting ideas that they heard in the answers. "Could you tell me more about that?" is a good example of a way to do this. When finished, the partners should switch and the interviewer becomes the interviewee. (*See attached interview guide*)

Photo Station
Welcome to the photo station!   In this session, we'll learn how the camera can be an important tool for an investigator. There will be one camera (*digital or Polaroid are ideal*) for the whole exercise and a big notepad. Each person will take one picture of an aspect of the room that makes you feel creative or stifled in your creativity. Use the frame to 'frame-up' an aspect of the room while the larger context outside the frame is still in the picture so we understand what the context is. Let me show you. See this art

of the larger wall *(as you give an example use the camera and picture frame to demonstrate both the framing and also capturing the context).* **Remember that each one of you should make a note about what you took a picture of and why in your notebooks. Okay now you take turns taking your own pictures.** *(Once everyone has come back together discuss their pictures and the method)* **How might you present these kinds of findings to others?** *(i.e. photo display in a public place, community centre, website, book or pamphlet etc.). (see attached photo guide).*

(When the groups switch they should look over what other people did and reflect on it). **Do you agree or disagree with what others felt?** *(Encourage each group to take different pictures than the previous group).*

Survey Station

Welcome to the survey station. We are going to go over the details of what makes a good survey. Who here has filled out a survey before? We've probably all filled one out, and some of us may have designed one before. Lets take a look at the helpful hints for surveying. *(Go over tips attached as appendix with the group).* **We have designed a survey that relates to your project. I'm going to ask each one of you to fill this out, and then we can chat about your experience filling it out. What did you like? What didn't you like? Here you go.** *(Hand out survey, encourage them to have a little distance from each other - perhaps use carboard, like they do in voting stations). (See attached survey guide and sample survey).*

Mapping Station

Welcome to the mapping station. When we think of a map we often think of a geographical map, like a map of Halifax, or of natural landscapes; but, maps can represent things like timelines, power and decision-making structures, a train of thought, and many other things. We also tend to think that map-making should be left to the experts, but we're going to make a map ourselves right now. This map is a geographical map. We're going to add to this map I've drawn of your school and all your school property. *(Get a map from the school or school board weeks in advance, and then trace the main components of the property and school).*

(**V***isualization*) **Individually, I'd like you to imagine J.L. Ilsley High School's property. Outside, the places you go, the places that you don't tend to go. Take a minute to trace the whole property around in your mind. Look at what you like, what has 'potential' and also the areas that you don't tend to like or spend time in. (1 min.)**
Now, I'd like you think about this question: "What would a greener J.L. Ilsley look like?" Now, draw some of your ideas, if two of you have different ideas for the same area, just make room for both. Use your imagination! (6 min)

(*To encourage conversation look at the map and see if there are areas where no one has put anything - either existing structures or potential additions. Ask the group what is in a particular area of the site. Or ask what its like to be there, if anyone hangs out there. Ask questions to find out where people do/do not hang out and why*).

7. Switch Stations (2 min switch - *repeat until everyone gets to all*)
(*Tap little bells or shake a shaker to signify its now time to switch stations*) **Okay, Next station, go in a clockwise direction to the next table!**

8. Get together in large group (5 min)

(*Ring the bells etc. to signify that the last station is over*). I'd like everyone to come back and sit in a circle to share our training experience. How did you find your training? (*Hear some brief comments from a few people*)

9. Pros/cons sheet (25 min)

Now that we've had a chance to get some training on investigation tools lets talk about what we thought of each one. At each table you explored using 1 of 4 research methods - interviews, surveys, mapping and photography. We are going to take some time to look at each one and ask: what type of information its good for and what are the pros and cons of this method? For example, mapping has the benefit that you can use creativity, it has the draw back that you can't 'sample' or ask everyone or anyone any specific questions. It is good for gathering lots of creative ideas for action.   We have 20 minutes to look at all four methods, so lets make the most of this amount of the time that we have.

We are going to use this chart to record our ideas. (*See attached sample pros/cons sheet from Y.E.L.L. handbook*). Let's start with interviewing. What are the pros, or benefits of interviewing? (*record these on the flip chart*). Now, let's think about the cons or drawbacks of interviewing, what are they? (*record on the chart*). What kind of information do you think interviews are good for gathering? (*Continue until all methods are outlined on the chart.*)
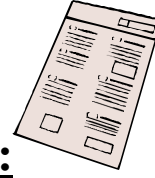
Basic Tips for Good Interviews:

1. Make eye contact

2. Speak clearly

3. Ask open-ended questions instead of 'yes' or 'no' questions

4. Ask one question at a time

5. Try to remain as neutral as possible **-** don't show strong emotional reactions to responses.

6. Make sure you are really LISTENING   to the person's story

7. Encourage responses with occasional nods of the head, "uh huh, etc, or encouraging them to pursue a line of thought. "The part about xxx is interesting. Could you say more about that?" "Can you give me an example?"

8. Try to summarize the person's ideas to see if you really understood what he or she was saying.
"So what your saying is ..."
"So your major point is that ..."
"Let me see if I can summarize what you've said..."

Basic Tips for Good Photo Mapping

1. Remember to frame up the space or object that you want to bring attention to

2. Write down what each picture is of and why you took it as you go

3. Stick with the issue you are focused on

4. Take pictures that will help other people clearly understand. Think about:
   What do you want other's to understand?
   What perspective are you taking the pictures from?
   Who do is your target audience?

5. Remember this tool can be used to address any issue or question

6. Get a diversity of people to take pictures and keep track of who takes which picture

7. Try getting some people to from outside your group or community for an interesting perspective
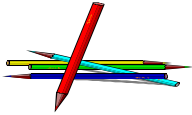
Basic Tips for Good Surveys:

Surveys can be designed to get information from many people at once.

1.   Decide what you want to learn & who you will ask

2. Design the questions to be clear & to the point. Avoid fancy language.

3.   Test the questions beforehand with the people you would like to gather information from to make sure the survey makes sense to those people.

4.   Find out on the survey what the person's gender, age, role in the community, or other factors are. That way you can determine if different groups of people have different patterns or responses. For example, do high school students want to do different things outside than junior high students?

5.   Nice graphics can make it more fun!

6.   Think about how you will encourage people to return the survey. For example, will you enter their names in a draw for a cool prize?

Tips for Facilitating a Good Mapping Session

1. Understand the basics of your issue

2. Develop a clear questions

3. Get the right people there:
    a. Include people of similar life experience in the same group- i.e. students, teachers etc.
    b. Get the people that care about the issue and want to be there.

4. Prepare the materials you need. This may seem obvious, but the fact is that often little but important details get overlooked.

5. 'Guide', don't lead your participants through the workshop. Ask questions instead of giving your own ideas. Remember that you're there to hear their ideas, and not really to share your own.

6. If pictures are unclear write short explanations beside them to explain what they are, or ask the participant to write down what the pictures mean.

<u>Pros & Cons sheet for Debriefing Research Round Robin</u>

Method	What type of information is this good for?	Example?	Pros?	Cons?
Interview				
Survey				
Photo				
Mapping				

This is adapted from <u>Youth Engaged in Leadership and Learning (Y.E.L.L): A Handbook for Supporting Community Youth Researchers</u>, John W. Gardner Center for Youth and Their Communities at Stanford University, p. 33. CERAS Building, Room 402 520 Galvez Mall Stanford, CA 94305-3084.
Website: http://gardnercenter.stanford.edu/resources/handbook/

Workshop 6:

Creating an Investigator R.A.P.:
How do you make your Research Action Plan?

Time: 1.5-2 hours   Number of participants: 6-12 (4-20)
Prep Time: 0-2 hrs   Materials: Markers
                                                          Flip Chart
                                                          Investigator Notebooks
                                                          Pros/cons sheet from previous workshop

Goals:

1. Youth group members are inspired and energized about getting the word out about their project and getting ideas from their community
2. Youth group members gain an understanding of how to break a large project up into bite-size pieces
4. Youth group members gain experience making a plan for their project

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1. Introduction and Icebreakers
2. What is a research action plan (RAP)?
3. Why is it important to involve the community?
4. Small group brainstorming on key questions
5. Break
6. Large group –share and record ideas
7. Detailed RAP

Homework: Do the research

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1. Introduction & Icebreakers

Today our mission is to come up with an Investigator RAP, or research action plan. This plan will determine what investigator tools we are going to use to gain the information we need from students, teachers, community members etc. But first, lets play a few games. What games did you have planned? _____ would you like to lead your game? *(Also feel free to come with games to play)*

2. What is a Research Action Plan (RAP)?

Today we are going to develop our research action plan, or RAP. Basically it is a plan of WHO we are going to ask, WHAT is our main question, and HOW, or what method we'll use to ask them. For example, part of our plan may be to ask neighbours of the school, the question "What improvements to the outside of the high school would make it more enjoyable to be outside or more friendly to nature & wildlife? Or what skills & resources could you offer us to help green our school?"

3. Why is it Important to Involve the Community? (5 min)

Remember a while ago when we did the role-play that helped us look at who gets to make decisions? What do you remember talking about regarding your project and why it is important to involved community members? *(Have paper from previous workshop present and remind group of things that are on the sheet that they forget to mention. If they come up with new ideas, write those down.)*

4. Small group brainstorming on key questions (28 min)

Now we're going to break into _____ groups to do the first part of the RAP exercise. *(Try to mix people up from who they usually sit with. Give each group a piece of flip chart paper and some markers).*

There are three main questions that we are going to look at. Please divide your paper into three sections, one for each question. I'm going to tell you each question and ask you to write them down and then you'll have time to answer all the questions.

1. Who will you ask?
This means the main groups, not 'Jo, the grocer' but neighbors, or community members, a group of people, just like teachers or students.

2. What will you ask them?
This question may already be answered for you. This is the MAIN question(s) that you want to ask. These should be broad guiding questions such as "what would a greener J.L. Ilsley High School look like?" and "what resources or skills or time could you offer our project?" that will inform the more specific questions on a survey or in an interview.

3. How will you ask them?
What investigator tool, or research method, will you use ask each group of people or each main question? For example would you use mapping, or interviewing? You may decide to use a different investigator tool for different groups. For example, you may decide NOT to use surveys with students, as asking youth to fill out surveys usually doesn't get them excited about something. However, teachers are busy and a short

presentation and asking them to fill out a survey may be a good way to ask them for ideas.

I will also be handing out one of these sharing sheets. Don't worry about these for now. When you are done brainstorming each section, write down your MAIN ideas on the sharing sheet. They are just a way to summarize your main points for each question for when we share all together later. Okay now please answer each of the questions in the next twenty minutes.

5. Share Main Ideas as a Large Group (15 Min)

Now let's share our main ideas with each other. (*Record ideas*). WHO we are going to ask? What did each of you put as your 'main groups' of people to ask? *(Now write down all ideas from all groups)*. WHAT are you going to ask? Lets hear from each group. HOW are you going to ask them? *(Encourage conversation about what methods are best to use with what groups of people)*.

6. Break (5 Min)

7. Detailed R.A.P.

Now we just need to 'boil down' our research action plan. We have a chart to help us. In the next 25 minutes you are going to fill this out as a group. We are here to help, but the main thing is just to make sure that for each thing you are going to do you fill out each section.

What are you going to do?	Who are you going to do it with?	What do you need to do to make it happen? (specifics)	Who is going to do it?	When? Or by when?
Focus Groups	Students	• Make up questions • Order pizza • Book room • Advertise (poster) • Get markers • Dictaphone or person and stuff to take notes	Susie, Marc & Jethro. Jethro will be the contact person for this group	April 12: Everything organized April 14, 15, 16: focus group dates

(While they are filling out the chart support the group to fill out all sections. Also challenge them to ask why they decided to use different research methods for each group. For example, with our Youth Action Team in Spryfield, the adult support person, and one of our facilitators gave some insight as to why surveys are known not to be successful with students/youth. Also our group were really focused on getting the word out there first, i.e. to student council or making a booth to display their info about the project. They ended up

deciding that this booth would be the place to sign up for interviews or focus groups just further down the hallway.)

8. Homework: Do the Research! (5 Min)

Great! Now that you have a research action plan you know what you need to do! We (HeartWood) are here support you so we will need to keep in conversation about how that might happen. After you are done the research we are also here to help you learn how to 'CODE' the information - to make sense out of it so that you can act on it!

Workshop 7:
Holy Cow! What do we do with all this stuff? De-'coding' themes

Time: 2.5   Number of participants: 6-12 (4-20)
Prep Time: 0.5   Materials: Markers
                                             Flip Chart
                                             Investigator Notebooks
                                             All data collected

Goals:
1. Youth group members are inspired and energized about all the possibilities and ideas for their project
2. Youth group members gain an understanding of coding, that is, pulling out themes in the research investigation
3. Youth group members gain experience coding, so that they can go and code the rest of their data

> 1. Introduction & games
> 2. Explain Coding
> 3. Coding exercise
> Homework:
> Finishing coding your data
> Putting it all together and developing a story
> Bringing your story back to the people involved in your investigation
> Creative ways of sharing the story you've uncovered.
> (Note: This is very detailed depending on group)

1. Introduction & Games (15 min)

Hi! It's great to be back here and it looks like you've done some good investigation! Your mission for today is to take all this STUFF and put it into some usable groups of information that we can create an ACTION plan with. In other words, to learn how to 'code' and to get started on coding your information. But first let's play a few games.

2. Explain Coding (25 min)

As investigators this is the time when you need to take all your evidence, the information you've gathered, and make sense out of it. This is called coding. You are going to look for THEMES in what you heard. There are a few steps to coding:

A- Record all ideas that you got on individual sticky notes
B- Sort ideas into piles or groups of common themes
C- Give each group/pile a category name
D- The number of the sticky notes in each category can be counted and listed beside each category name.

If you split the work up into a few groups (i.e. some do interviews, some do surveys, or some youth, some teachers, you will need to present the categories of one group to the rest of the group and form a large collectively built list of categories)

(Try doing a practice round together first) Let's start with the focus group notes that you have here in your booklets. Let's look at them and see what ideas come out of the first few sentences. *(Read the notes until the first idea or two come out).* What did you hear? *(e.g. a garden in front of the school, and more trees.)* Great, let's write those down. On one sticky note 'garden in front of school' and on another 'more trees'. Lets hear some more of the notes. Ok, lets write those ideas down, one per piece of paper. Now, lets get a few more ideas, *(ideas could include, the old basketball court should be used for a little skatepark, and the there should be more 'greenery out front', or ideas about 'growing food').* Ok, now that we have at least a few ideas let's try and 'code' them. Remember to look for themes. Can I have 2 volunteers to come and sort these into categories? Then, you'll give them names.

One way that they may make these groups/categories is as following:
Gardens
'growing food'
'garden in front of the school'

Shrubs and Trees
'more trees'
'more greenery out front

What to do with pavement?
 'old basketball net should be used for a skatepark'
'too much pavement'
'the back of the school is never used'

3. Coding Exercise (35 min for recording, 20 for sorting & 15 for naming, 20 for counting & listing)

A- These aren't the real categories that you may develop (but they may be). Chances are, you will have more like four or five categories, since you have more information. For now you will continue with the notes from your focus group. Also note that if there is more than one statement that is almost the same. Now, you'll have half an hour get down the points for your focus groups. *(Let the group do this, be there to support them, answer questions and encourage them along)*.

B- Great. Now it's time to sort these into piles. Lets use this large blank wall here to post the notes. Try not to get them too crowded together. Let's work together to try and put these into groups. Don't worry about labeling them yet. You have about 15 minutes to do this. *(Give them a bit more time if they need this, as it is an important step)*.

C- Now you've done the hard part. Let's look at each group and read out the groups. As you're listening think of what is similar about each group. Who would like to read this group? *(Pointing to one cluster, let one youth group member read them out)*. What was similar between all of these? What word or phrase or question could capture a 'category' for this group? *(Write this down on a different coloured/size sticky or piece of paper and stick it above the group)*. Now, lets go to the next cluster. *(Continue on with each grouping. Note that as you move along you may decide to merge two groups, or create a new group-that's fine, as long as most people can live with the result)*.

D- We will need to keep track of the number of times different kinds of ideas came up. If some things were talked about much more than others this is something that's of importance to the people you've spoken with. Lets count the number of 'post-it notes' in each category. In this group, lets count these….great there are 5. In this group…..18 *(and so on)*.

We need a team effort to get all this information written down. Can I have two volunteers to work together per category? Get the group name, the number of ideas or in the group, and the list of ideas all written on one piece of paper per group. *(For example if you had five groups, you'd have two people per group working on writing the information down)*. You have about 10 minutes to do this.

Now, in your group, if the SAME IDEA came up twice, write that down at the end, ie skateboard park (3), garden for teaching biology (5), etc at the end. You have a couple minutes to do that.

4. Homework (20 Min)

Now we've done a piece of your coding but there is still more to do! You need to do this with EACH group of people you consulted (ie all students that you interviewed, or all teachers). Your homework is to code the rest of your work!

After you have coded ALL your data you need to make sense of it in a meaningful way. The challenge is to develop a "story" that ties together all the ideas that came out in the coding. Use the data to illustrate the story.

For example:
When we invited students from our school to talk about how they imagined a greener school. They had many creative ideas and concerns. A major theme was that students wanted a more say in how school space was used. This point was raised x number of

times during x number of focus groups! A grade seven student noted, "We are taught about democracy – let's be democratic in our use of school space!" There were many other specific ideas on how to use school space. Most students valued garden space while some were divided about how to use the pavement. Some suggestions included: skate parks, etc.

This story will help you present your data to community members and decision-makers. A powerful story, based on meaningful conversations with community members can help create incredible, positive change! Use the following tips to help you:
- **Tell the story!**
- **What were the main themes you found in your investigation?**
- **Remember people shared with you; so try to stay true to what they said.**
- **Were there any disagreements? What were they?**
- **Who said what? Use quotes if you have them! Make sure you have the voices of all the major groups you worked with included in the story.**
- **Try to tie it all together in a "so what" section. Based on what you found out, what are ways the community could take positive forward action?**
- **Keep it fairly short and sweet. Get editing help and feed back if you would like!**

Bring your story back to the people involved in your investigation. This is an incredibly important step that often gets missed. It will help you figure out if your story is reliable and trustworthy. Ask the people if your story matches their experience and if there is anything missing that they would add. Revise your story if necessary! Use this opportunity to connect people to action steps to create change! For example, if you had a focus group – gather these people in a comfortable, informal space and share the story. Have a conversation about the story and what they think. Make sure someone is taking notes so you can add new learning and depth to your story when you revise it!

Finally, find creative ways of sharing the story you've uncovered! Zines, theatre, posters, songs, dance, murals, reports, websites, radio interviews…the sky's the limit to getting it out there!

Workshop 8:
Research to Action: How do we make it happen?

Time: 2.5 hrs   Number of participants: 4-8 (3-12)
Prep Time: 0-0.5 hrs   Materials: Markers
                                          Flip Chart
                                          Investigator Notebooks
                                          5 highlighters
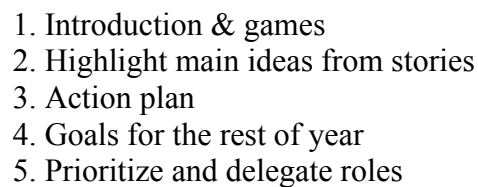   Stories of main themes from coding
                                          Lists of each group of ideas from coding
                                          Action Plan Chart (skeleton)

Goals:

1. Youth group members are inspired and energized about all the possibilities for their project.
2. Youth group members gain an understanding of how all the ideas gathered will turn into the action plan.
3. Youth group members gain experience taking a large project and breaking it up into bite-size pieces through the action plan.

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1. Introduction & games
2. Highlight main ideas from stories
3. Action plan
4. Goals for the rest of year
5. Prioritize and delegate roles

1. Introduction & Games (15 min)

Now that you have your stories of your investigation, you are READY TO TAKE ACTION! Most of today will be you folks coming up with your ACTION PLAN, and we're here to help. That is our mission for today-to come up with an action plan. But, first, we will play a few games.

2. Highlighting Main Ideas From Stories (15-30 Min)

You have your stories that capture the main ideas from the coding process that you went through. Today we are going to start by going through these and highlighting the main ideas/themes in the stories. Lets break into _____ *(1 group for each 'story')* groups. Each group will read their story aloud and decide the main ideas are, highlighting each one. For instance, the story may say "at least 60% of all interviewees, focus group participants mentioned gardens as a great way to make J.L. Ilsley look more green." In this case, you could highlight GARDEN with your highlighter. Whatever seem to be the main ACTION IDEAS.

You have about 10-30 minutes (depending on group size and especially how long each story is!) to do this.

3. Action Plan (1 hour & 10 Min)

Great! Now we're going to take the main ideas that you highlighted and put them into an action plan! You will have as part of the planning some time to discuss details, but for now we're just coming up with a bare bones plan of what the MAIN THINGS are that need to get done, and how they're going to happen. Here is the chart. Lets start by making a list of ALL the things that we highlighted in our different groups, ie garden, trees, parking lot, pavement, path down to river etc. If something is said twice, great, that just means that it's an important point (but we only need to write it down once!). *(Pull out the chart and put it on a table).* Let's start with this group, what were the main action ideas you pulled out? *(Get someone to start writing these down. Go to each group until all have given their ideas).*

Lets read through the questions on your chart. The chart below is a suggestion of questions. You may come up with your own or add or subtract from this depending on your group. Note: the chart below only outlines ONE ACTION, but yours will outline as many actions as you have so it may take some time!).

What is your ACTION IDEA?	Who needs to be involved? (youth and community members and teachers?)	What do you need to do to make it happen? (specifics)	Who is going to do it?	When? Or by when? This school year or next

e.g.Gardens	- Local garden person i.e. name them - Biology teacher who wants to get involved	- Look through all the ideas in our research - Come up with a plan (i.e. what to plant, where, purpose of garden) - Present the plan before implementin - Get supplies - Write letters for donations - A garden layout plan - People to plant - Plant spring - Plant fall	**Trina, Jeff, Joey** & key people. - Joey wants to head up the planting part (not that interested in the planning) **Trina is the main contact person** overall	This school year: **2003/4 year** Spring/Summer/Fall **April/May** Make plan, get donations, fundraising **June** first planting for veggies and herbs. **2004/5 year** **Fall** get spring flower garden ready, plant bulbs. **Winter** Apply for summer student job $ to take care of gardens **Winter** Fundraiser

(Have on hand the EYA Local Action Section, available through EYA or at the HeartWood office. It is full of helpful resources regarding different possible actions – presentations, letter writing ect. Support group to stay on task. Encourage them to think critically about what exactly needs to be done and to think realistically about when it could happen. Part of your role is also to encourage them to look back to their main stories to capture all the specific ideas about each possible action. For instance, there may have been a theme about involving the biology teachers in the planning/implementing of the garden. That could be missed in the chart if you don't go back to the stories, or even the lists that were made in the previous workshop).

4. Goals for the Rest of the Year (15 min)

Let's look at what we have said we want to do this year. Remember we all have a life outside of this, school, sports, etc. Let's list off our main tasks for the rest of the 2003/4 year. According to this we are going to fundraise, get donations, come up with a garden plan, and have our first planting. Is this reasonable? *(Have this discussion as you need to with the group. How much of a conversation this needs to be will depend on a lot of factors, but it may be a good conversation to have in terms of not biting off more than you can chew! Do this for each of the main projects, making note of everything. There may need to be a conversation about limits, i.e. we're only planting gardens and trees this school year, anything to do with the potential skate park is for next year. Mostly encourage them that what they're most excited about is what will most likely happen- so stick to those things).*

5. Prioritize & Delegate Roles (15 min).

Who has energy for this project? Who has already signed up to make sure it happens? Now, lets make a rough order our next steps. *(Make a list so that the group has a sense of what to do first, etc. and how all the things fit together. You may not need this step, but it's meant to help solidify any loose ends from steps 5/6, and set an order to when each part will happen).* **So, now you're ready to take action!**

Workshop 9:

Internal Investigation: How Did We Do?

Time: 2 hrs   Number of participants: 6-12 (4-20)
Prep Time: 0.5 hrs   Materials: Markers
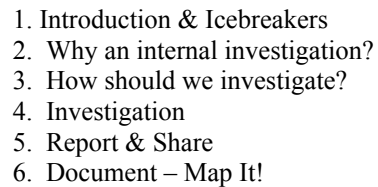   Flip Chart
                                                   X-Large Paper for Map
                                                   Investigator Notebooks

Goals:
1. Youth group members are inspired and energized
2. Youth group members reflect on, and evaluate their project
3. Youth group assess project so far

1. Introduction & Icebreakers
2. Why an internal investigation?
3. How should we investigate?
4. Investigation
5. Report & Share
6. Document – Map It!

1. Introduction & Icebreakers (5 Min):

Today your mission is to do an internal investigation, or an evaluation, of your project so far. You have already learned community investigation techniques, made a research action plan, completed a community investigation, AND taken action! Wow that is amazing. Now you can take some time to reflect on all of that and collect some information from each other on how you think you did. First lets play a couple of games to get us energized. Who has a game prepared today?

2. Why an internal investigation? (10 Min)

Before we start, let's talk about why we are doing an internal investigation. Why is it important to reflect on the project? (*Facilitate discussion around why evaluation is important – key points to draw out include capturing learning around what worked & didn't work; you can better inform others if you reflect on your own process.*)

3. How should we do an internal investigation? (15 Min)

It seems like you think it is important to do an internal investigation, but how should you do it? Okay first let's think about what you would like to know. What are the key questions about the project? Here are a few suggestions about things that you might like to know:
1. What was your favourite thing about this community investigation project?
2. What have you learned?
3. What would you change about this project?
What are some other things we need to know? (*Record suggested questions on the flip chart*).

Okay now over the past few months you have mastered a few different investigation techniques, how do you think you should collect this information today? (*Record suggestions for methods on flip chart*). Okay great suggestions. Let's decide on which method. (*Group decides on method*).

4. INVESTIGATE! (30 Min)

All right lets get to it! We are going to use the information that we collect to make a big creative visual after this so remember to record your information in a way that you will remember what it means. You have 30 minutes to complete your investigation – GO to it! (*Group proceeds with their chosen investigation technique, facilitators rotate between groups or areas of data collect*).

5. Report & Share! (15 Min)

All right time's up, lets get back together and find out what we learned. Everyone report back on the data that you collected. Lets go around in a circle and hear what everyone learned about the questions. (*Groups shares in a circle, make sure people don't take TOO much time each!*)

6. Document – MAP IT! (30-40 Min)

Great! What a lot of wonderful information to inform our next project or another youth group's project! Okay now it is vital that we document this information in a way that we can pass it on, but also in a way that is fun and engaging. Remember in the first workshop how we made the map that told the story of the yat? (*If they don't remind them!*). Let's make a huge map that represents the story of this project and all that we

learned through this internal investigation. (*Present group with huge piece of paper to draw on & markers. If it is a large group you may want to do multiple maps)*. You can draw, write or both but lets get that information down in a way that you think will be clear to others and to yourselves in the future.

7. Present Map and Close

All right, let's see it! Can a couple of people put it up? (*Get a couple of people to put map up on a large wall)*. Wow what a great map. You have successfully completed the internal investigation mission.   We only have one more session in this project. Next time we will decide how we will share our investigation secrets with others. AND we will celebrate the completion of your community investigation project!

Workshop 10:

Share your secrets: How do you spread the word?

Time: 2 hrs   Number of participants: 6-12 (4-20)
Prep Time: 1hr   Materials: Markers
                                      Flip Chart
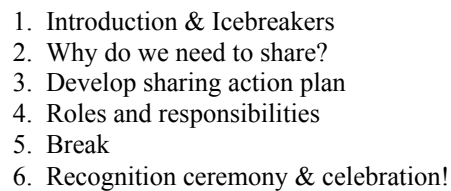   Investigator Notebooks
                                      Community Investigation Awards
                                      Celebratory Snacks & Drinks

Goals:

1. Youth group members are excited about sharing their knowledge and learnings with other youth groups
2. Youth group members develop a plan to share what they have learned
3. Youth group members are recognized for their participation & contribution

> 1. Introduction & Icebreakers
> 2. Why do we need to share?
> 3. Develop sharing action plan
> 4. Roles and responsibilities
> 5. Break
> 6. Recognition ceremony & celebration!

1. Introduction & Icebreakers (10 Min)

For our final session today we are going to figure out how to share all this great stuff that you have learned over the last few months. There are lots of other youth and community groups who want to make a difference in their communities and could benefit from your knowledge and experience. We will make an action plan and decide on who is doing what for this final stage. But first let's play a couple of games to warm up; who has one ready?

2. Why Sharing? (10 Min)

Why is it important that you share with others? Anyone have any thoughts? (*Record people's ideas on flip chart*). What are the most important elements of your process and learning to share with others? *(Record on flip chart).* Who might you be sharing with?

3. How Sharing? A Sharing Action Plan (30 Min)

Okay, you think sharing is important and you have an idea of what we want to share…but how are you going to do it? Some other youth groups have done this in different ways (*Bring some examples*). A group of youth who evaluated services for street youth in Ottawa decided to make a detailed guide called The KIT. The KIT is a youth designed guide to youth-led evaluation. Other groups have done presentations. What are other possible ways to share? *(Record ideas on flip chart).*

Okay you have a number of ideas on how to share, now let's decide what is best. Let's consider why you are doing this? (*Go over previous list*). Okay and what do you want to share? (*Go over list*). Okay with that in mind what is the best way for you to do that? (*Help group to choose an option that fits with their objectives, i.e. if they want to get people excited maybe a presentation is the best option, if it is too guide people through the process then a booklet might be best.*)

4. Roles and Responsibilities (15 Min)

Your final mission as community investigators is to make this sharing action plan happen! So let's figure out who is interested in what part and when things should be complete. Who wants to facilitate this discussion? Who wants to write this out on the flip chart? *(Let group facilitate their own process, creating timeline and chart of responsibilities.)* Great! I can't wait to see the finished product!

5. Celebrate!! (55 Min.)

Now it's time to celebrate and recognize all the amazing work you have done. We have prepared these awards for "exemplary service as a community investigator". Each of you has earned one of these for you amazing contribution to this project, which has made a difference to your community and helped to make it a better place to live. Congratulations! (*Award each youth group member, and adult support person with an award designed for them by facilitators. As you present the award recognize each person for their unique contribution to the group).* Now let's celebrate! (*Have music and fun snacks and drinks)*

Resources:

As you map the assets in your community, you will find many resources. People, organizations, books, equipment, buildings…and many others that will help your group reach its vision. The following are some ideas to get you started.

People & Organizations
Your local community directory is a gold mine of people and organizations who can help you! Examples include:

The "Handy Dandy Resource Directory" for Halifax *nspirg@is2.dal.ca*

The Captain William Spry Centre Community Directory for Spryfield
10 Kidston Rd., 479-4487

HeartWood Centre for Community Youth Development
5663 Cornwallis St. 444-5885

Websites
- **Firestarter Youth Power Curriculum.**
An amazing site that works to empower young people to create solutions to serious social problems.
http://www.freechild.org/Firestarter/guidebook.htm

- **Adults as Allies Workbook**
An excellent article to give to adults you want to work with!
http://www.wkkf.org/pubs/YouthED/Pub564.pdf

- **Environmental Youth Alliance from Vancouver**
www.eya.ca

- **The Community Tool-Box.**
A great site for problem-solving!
http://ctb.ku.edu/

- **Public Achievement**
www.publicachievement.org

- **Youth Engaged in Leadership and Learning (Y.E.L.L.)**
John W. Gardner Center for Youth and Their Communities at Stanford University
http://gardnercenter.stanford.edu