YOUth Investigating and Supporting Strong Connections to Adults:

A youth participatory action research curriculum for middle school youth

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ACKNOWLEDGEMENTS

This curriculum was developed by students in the Winter, 2016 section of
Community and Positive Youth Development
at the Graduate School of Social Work at the University of Denver:

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Studies show that students who feel disconnected to adults at their program or school setting are more likely to be disciplined, and not benefit as much from a program offering than students who feel connected to the adults. There are many efforts underway in Denver Public Schools to improve this problem, but most of the work is happening with adults. In this curriculum, students will explore their own identity, discuss problems related to how their identity creates a barrier or supports connection to adults within their setting, talk with adults about their ideas, and produce a product that includes both their own understanding of identity and the identities of adults within their school or program setting.

A NOTE TO ADULT FACILITATORS OR TEACHERS: Training modules to support your implementation of this curriculum are available online at:
https://tinyurl.com/youthinvestigating

3 • **LESSON 1:** *Introductions, Norms, and Overview of the Project*

Objective: Youth will be able to understand the goals for this project. Students will establish group norms and expectations for learning. Youth will understand why group norms are important and begin to apply them. Youth will begin to make connections with their peers and become engaged through activities that will assist them in creating a safe space to promote connectedness.

Activities:

1) Shared norms and expectations
2) "You Wouldn't Know by Looking at Me"
3) Review of the project
4) Closing debrief and journal

10 • **LESSON 2:** *Who am I?*

Objective: Participants will identify aspects of their personal identities by creating an identity board, which will be made up of objects, symbols and/or imagery from magazines that represent key elements of their identity. Youth will be able to critically analyze the content of magazines and the degree to which they represent certain identities, while silencing others.

Activities:

1) Agree/Disagree statements
2) Who am I
3) Critical Reflection on Media
4) Closing debrief and journal

13 • **LESSON 3: Getting to the Root Cause**

Objective: Participants will be able to examine the root causes of (dis)connection with teachers/staff using the "5 Whys method"

Activities:

1) "If. . . . " Statements
2) Introduce 5 Whys
3) 5 Whys using OUR problem statement
4) Closing debrief and journal

18 • **LESSON 4: Having a Discussion**

Objective: Youth will be able to describe the characteristics of a good discussion and a bad discussion. Youth will be able to describe the difference between "closed ended" versus "open ended questions". Youth will understand the importance of identifying the right person for a conversation.

Activities:

1) "One-sided conversation"
2) Explore discussion techniques
3) Picking conversation "Subjects" and drafting questions
4) Closing debrief and journal

21 • **LESSON 5: Preparing and Conducting a Discussion**

Objective: Youth will be able to formally introduce themselves when conducting or participating in a discussion with an adult. Youth will be able to gather information about (dis)connection with adults through a conversation.

Activities:

1) Question Game
2) Practice introductions
3) Discussion practice
5) Closing debrief and journal

24 • **LESSON 6: Hold a Discussion with an Adult at School/Program**

Objective: Youth will hold a discussion with an adult about (dis)connections.

25 • **LESSON 7: Discussing What We Learned from the Conversations**

Objective: Youth will be able to describe one process for analyzing the results of their discussion, called thematic analysis, and will have come up with 2-3 themes from their conversations.

Activities:

1) Debrief conversations
2) Analysis is like sorting candy
3) Data analysis
4) Closing debrief and journal

28 • **LESSON 8: Product Selection**

Objective: Youth will be able to identify what makes a good presentation, how to selected a targeted audience for their presentation, and how collaborate with group members to create and present their findings to each other or the audience of their choosing, based on their previous research.

Activities:

1) What makes a product great?
2) Choosing our audience
3) Product exploration
4) Closing and Reflection

36 • **LESSON 9: Product Development and Presentation**

Objective: Youth will develop a product to share their findings from their discussions and will present it to their target audeince.

36 • **LESSON 10: Reflect and Celebrate**

Objective: Youth will be able to recognize their growth throughout the experience, acknowledge the strengths of their peers, appreciate the diversity that each youth brought to the experience, and finally, youth will be able to look back at the project as an overall positive experience.

Activities:

1) Check In
2) Reflection
3) Celebration!

LESSONS

INTRODUCTIONS, NORMS, AND OVERVIEW OF THE PROJECT

60 MINUTES

BACKGROUND

The idea behind this section of the curriculum is for students to highlight their own concepts of identities and to create a space where every identity is heard, respected, and safe, so every student can feel proud about who they are. Additionally, this session will provide the facilitator with insight into the stage of identity development each student is in. This insight will allow the facilitator to address students' concerns or trepidations about identity exploration. Please refer to the additional resources at the end of this lesson for more information, if necessary.

Activities from this session have been adapted from the YELL@Bridge program manual (2016)

LEARNING OBJECTIVE

The focus of this lesson plan is to create group cohesion, review the overall curriculum/project goals, and establish group norms and expectations for the space.

After this session youth will be able to understand the general curriculum and goals for this project. Students will have established group norms and expectations for learning. Youth will understand why group norms are important and begin to apply them in the classroom. Youth will begin to make connections with their peers and become engaged through activities that will assist them in creating a safe space to promote connectedness.

MATERIALS & PREPARATION

- 3X5 index cards, Pencil, Blank Paper, Colored Pencils, Tape, Timer
- Butcher Paper (for writing group norms)
- Marker (for writing group norms)
- Two sets of project puzzle pieces (cut into strips before class starts)
- Reflection journal for each student (copied from the last pages of this manual)
- Optional: Blank mask worksheets (one for each student)

ACTIVITIES

1. "You Wouldn't Know by Looking at Me"
2. Review of the project
3. Shared norms and expectations
4. Reflection debrief and journal

INTRODUCTIONS, NORMS, AND OVERVIEW OF THE PROJECT

60 MINUTES (CONTINUED)

ACTIVITY 1: YOU WOULDN'T KNOW BY LOOKING AT ME (20 MINUTES)

SEE THE END OF THIS LESSON FOR AN ALTERNATIVE ICEBREAKER ACTIVITY OPTION

1. Introductions: Ask students to introduce themselves by stating their name and their favorite thing about their school.
2. Explain the curriculum: "For the next seven weeks, we will be working on a project to explore who we are and how we connect to adults. This project will be a collaborative and creative process for all youth to have a voice.
    a. As you transition to the icebreaker, notice which kids group together and which students remain by themselves. This can give you an idea about the dynamics of the students.
3. Introduce the Icebreaker: To start, we will do an icebreaker called "You Wouldn't Know by Looking at Me." Ask: Has anyone heard of this activity? If students say yes, ask one of the youth to explain the game. If they say no, explain the directions.
    b. Explain: "In this game, you will each write, on an index card, one fact about yourselves that no one knows. Do not write your name on the card. After two minutes, I will collect all of the cards and mix them up. Each of you will, then, pick a random card from the pile. Then, you'll go around the room, asking other students only "yes or "no" questions about the information on the card. For example, if the card says "I have a dog," you could ask, "Do you have a pet?" Once you have found the person, tape the card on the wall."
    c. Facilitate activity.
4. Tell students they have 3 minutes to write down their idea. Give the students a warning, when there is one minute left.
5. When the timer goes off, ask students to sit in a half circle near the wall where the cards are taped up.
6. Ask :
    a. What are some similarities you see on the cards?
    b. What are some differences you see on the cards?
    c. How do you think this helped you get to know one another?
    d. What did you learn about yourself or others in this activity?
    e. What are some identities you see in class?
7. Pay attention to the themes that come up and understand that different students have different comfort levels with sharing about themselves.

INTRODUCTIONS, NORMS, AND OVERVIEW OF THE PROJECT

60 MINUTES (CONTINUED)

ACTIVITY 2: REVIEW OF THE PROJECT (15 MINUTES)

1. Ask:
    a. What does "identity" mean to you?"
        i. Identity is : Who someone is, the qualities, beliefs, cultural group the person belongs to, their gender that make a particular person or group different from others

2. Explain: "While we are exploring who we are and how we connect to adults here in our program or school, during our project"
3. Split the students into two, equal groups.
4. Pass out a set of puzzle pieces for each group to piece together.
    a. The puzzle pieces include:
        i. Create group unity and learn about identity
        ii. Explore issues in your school or progam and discuss facts about these issues with your peers
        iii. Have discussions with others in school or program about identity and connections
        iv. Organize & discuss the information you've collected
        v. Create a presentation or other project to share about our work
        vi. Present to a group or person about our project
        vii. Reflect on your experience and celebrate your successes
5. Explain: "Each puzzle piece is one session of the overall project."
6. Check for understanding of each of the words and general concepts of the curriculum.
7. Students will have 5 minutes to organize the puzzle pieces in an order that makes sense to them. Set the timer for 5 minutes and tell the students to begin.
8. After 5 minutes, Ask:
    a. How did you decide to organize your puzzle pieces?
    b. Why did that order make sense to your group?
    c. What do you like or dislike about the overall project?
    d. Do you think this project will help you address the problems your school or program faces in a meaningful way?
    e. How would you change any of the sessions on the puzzle pieces?
9. Describe the order you will follow in your group and discuss disagreements.

INTRODUCTIONS, NORMS, AND OVERVIEW OF THE PROJECT

60 MINUTES (CONTINUED)

ACTIVITY 3: SHARED NORMS AND EXPECTATIONS (20 MINUTES)

1. Explain: "During our time together, we want everyone in our group to feel safe, to feel respected, and to have fun together, so we are going to take some time now to create norms and expectations together that will help us reach these goals."
2. Ask: "Have you ever been in a group with shared norms/expectations?"
   a. "What did you like about it?"
   b. "What didn't you like about it?"
3. Explain: "Groups usually use norms to create a space safe and hold everyone accountable." Ask:
   a. "What expectations make you feel safe?"
   b. "What expectations make you feel respected?"
   c. "Are there any expectations that make you feel unsafe or disrespected?"
4. Explain: "We would never require the students to uphold an agreement that you would not uphold yourself."
5. Hand out note cards to students and ask them to write or draw one group norm or expectation that they think is important on the card. Collect the cards.
6. Ask if anyone would like to scribe during the discussion.
7. Review the cards with the students and discuss what they believe the norms should be for this program.
   a. If someone says general things like "respect," ask them what respect means to them. Reiterate that rules like "respect" have been unfair to some students, in the past, because people have different cultural beliefs about how to be respectful.
8. Have the student who offered to scribe write each idea on the board, exactly as the student expresses it, so everyone can see the ideas that are being shared.
9. For each suggestion, ask students to give a temperature gauge about how they feel about the norm, by putting their thumbs up, thumbs to the side, or thumbs down.
10. Ask everyone what the rewards should be for following the group norms. Have the scribe write these on the board next to the norms.
11. Decide if there should be consequences if someone breaks one of your group agreements
12. Ask the students what they would like to call these norms/expectations when they refer back to them each week.
13. Ask if another student would like to be the scribe. Have them write the name that the group came up with for their "norms" at the top of the butcher paper. Then, have them list the agreements, rewards, and consequences, below.
14. Ask the youth to commit to the agreements and have each of them sign the poster! You should sign the poster, as well.

INTRODUCTIONS, NORMS, AND OVERVIEW OF THE PROJECT

60 MINUTES (CONTINUED)

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Introduce Reflection Journals: "Throughout our weeks together, after each lesson, we will reflect on our feelings about what we learned and/or experienced that week. Each page has emoji's that you can circle to show how you are feeling; or you can draw your own! There is also room for you to write one or two words about your favorite thing you learned and/or any questions you still have. This will only take a few minutes. Leave your journal on your desk after you're done so that I can pick it up! We are doing this so we can see our growth throughout our time together."
2. Pass out each student's reflection journal.
3. Tell students they will have two minutes to make their first entry in their journal.
4. Allow students to share if they wish
5. Collect journals

STEPS TO THE PROJECT

Create a sense of group unity and learn about identity

Explore issues in your school or program and discuss facts about these issues with peers

Have discussions with others in school/program about identity and connections

Organize & discuss the information you've collected

Create a presentation or other product to share about our work

Present to a group or person about our project

Reflect on your experience and celebrate your successes

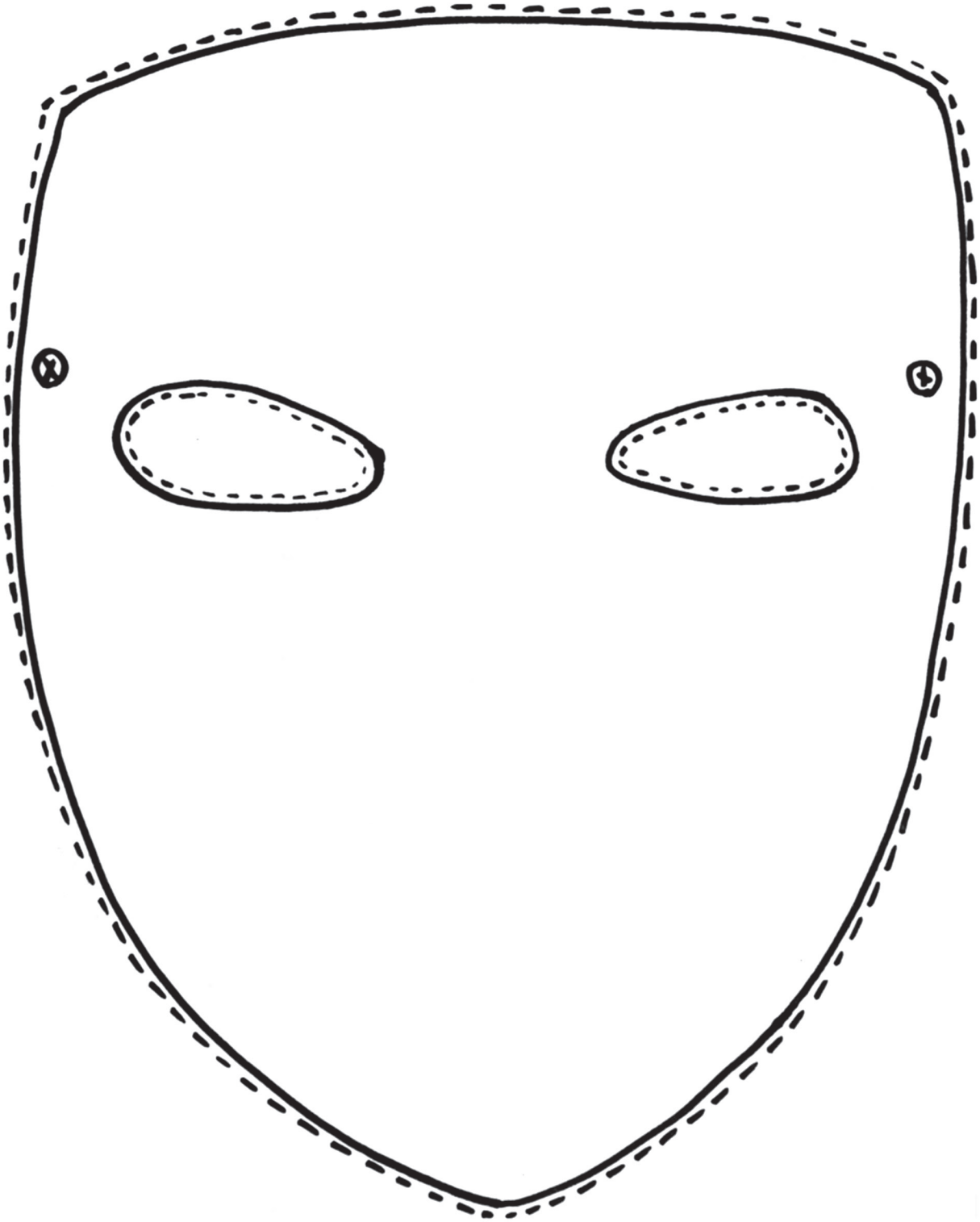
OPTIONAL ICEBREAKER

MASK YOU LIVE IN

(5 MINUTES)

1. Pass out blank mask worksheets to students and ensure students have pencils or markers.
2. Explain: "Every person has certain traits, experiences, or identities that they show the world and other parts of themselves that they keep more private or hidden."
3. Tell students they will have 5 minutes to write or draw the things they share with the world on the mask on one side on the worksheet and the things they keep private on the mask on the other side of the worksheet.
    a. As the facilitator, you should also participate in this activity by creating and sharing your own mask, in order to model vulnerability with the students.
4. There are two options for having students share their masks with the class. Notice and be aware of students' comfort level in sharing personal information with the class during the welcome/introduction activity. Have students vote on which way they would like to share their masks.
5. Ask students to sit in a circle and take turns sharing their own masks with the whole group OR: Instruct students to crumple their masks and throw them into the center of the circle; have each student choose a mask at random and share this anonymous mask with their classmates.
6. Debrief mask activity with students.
    a. Ask:
        i. What are some similarities you see on the masks?
        ii. What are some differences you see on the masks?
        iii. How do you think this helped you get to know one another?
        iv. What did you learn about yourself or others in this activity?
        v. What are some identities you see in the class?

BLANK MASKS WORKSHEETS



WHO AM I?

BACKGROUND

Identity exploration in middle school and adolescence is an important part of healthy development. Studies have found that youth approach identity development differently depending on the person and their environment. Studies have also found that focusing on ethnic development and positive group self-esteem is important for healthy development.

LEARNING OBJECTIVE

Participants will identify aspects of their personal identities by creating an identity board, which will be made up of objects, symbols and/or imagery from magazines that represent key elements of their identity. Youth will be able to critically analyze the content of magazines and the degree to which they represent certain identities, while silencing others.

MATERIALS & PREPARATION

- Magazines (Facilitator can bring from home, local library, etc). Must consist of a wide range of magazines for students to pick identities from.
- Poster Board
- Scissors
- Glue

ACTIVITIES

1. Agree/disagree statements
2. Who am I
3. Critical Reflection on Media
4. Closing debrief and journal

WHO AM I?

ACTIVITY 1: AGREE/DISAGREE STATEMENTS (15 MINUTES)

1. Remind students what they discussed last week.
2. Introduce agenda for the day. (opening activity, creating “Who am I” boards and then reflecting for closing). Discuss how exploring each student’s identity will relate to the overall goal for the project because they are so important when building connections with adults.
3. Introduce Icebreaker: "I will read some statements aloud and you will go to the left side of the room if you agree with the statement and right side of the room if you the disagree."
4. Read these statements aloud:
    a. Dogs are better than cats.
    b. Summer is better than winter.
    c. Books are better than the movies.
    d. Marvel is better than DC.
    e. Coke products are better than Pepsi products.
    f. Denver Broncos are the best football team.
    g. Homemade presents are better than store-bought.
    h. Education is important.
    i. Staff at my school are diverse (from different racial, economic, religious, gender groups).
    j. Adults at this school/program listen to me.
    k. My opinion matters.
    l. I feel comfortable to be myself at school.
    m. I have good characteristics.
    n. All people are treated equally here at this school/program.
5. Debrief, ask the following:
    a. What did you observe during the activity?
    b. Did people seem to be mostly in agreement? Or disagreement?
    c. What did you learn from this activity?
    d. What did you like/enjoy about the activity?
    e. What did you not like about the activity?

WHO AM I?

ACTIVITY 2: WHO AM I? (25 MINUTES)

1. Explain: This activity will consist of you creating your identity board, similar to a vision board. In this activity you will be provided with a wide range of magazines to sort through to pick out pictures, quotes, and sayings that they feel describes their identity.
2. Describe: a prescribed identity is one that the world sees and an internal identity is what we ourselves know.
3. Remember that identity is "Who someone is." What are some specific parts of our identity that we want to represent on these "who am I boards"? For example, I would like to know "What is your cultural background?" But what are some other things you might want to know about each of our "identity" of the people in this group:
4. If students struggle to come up with ideas, suggest the following:
    a. Who are you? (Brother, Sister, Daughter, Son, Student etc)
    b. Where are you from? (City, State, Country, etc)
    c. What are you hobbies? (Sports, Games, Reading, Writing, etc)
    d. What is your background? (Race, Culture, Religion, Nationality, etc)
    e. What do you want people to know about you?
5. Ask students to share their "Who am I" board with a partner.
6. The facilitator should share their "Who am I" board with the group.

ACTIVITY 3: CRITICAL REFLECTION ON MEDIA (15 MINUTES)

1. For some people, part of their identity isn't represented in "popular culture" in magazines or TV shows.
2. Ask the following
    a. What identities were not represented within the magazines?
    b. What identities were overrepresented?
    c. Were certain identities portrayed doing stereotypical things?
    d. Did this affect anyone's identity board?
    e. What identties are not represented in our school/program? Why?

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Pass out journals and reminds students to circle or draw their own "emoji" to describe how that session made them feel.
2. Remind students to leave the journal on their desk before leaving, facilitator will pick up the journals and keep them to pass out the following week.

GETTING TO THE ROOT CAUSE

BACKGROUND

The 5 Why's method is used in both participatory action research and in business problem-solving to investigate the root causes of problems. It has been used with children, teens, and adults.

LEARNING OBJECTIVE

Examine the root causes of (dis)connection with teachers using the "5 Whys" method.

MATERIALS & PREPARATION

- CD player or MP3player with songs keyed up
- Print worksheets, enough so that students are in groups of 4
- One Di
- Questions written on the board/large post-it
    1. If you could give an award to one adult in this school/program, who would it be and why?
    2. If you could change one thing about an adult is this school/program, what would it be and why?
    3. If our school/program was a type of music, what type of music would it be and why?
    4. If our school/program was an animal, which would it be and why?
    5. If our school/program was a household item, which item would it be and why?
    6. If our school/program was a type of shoes, what kind of shoe would it be and why?

ACTIVITIES

1. "If . . ." Statements
2. Who am I Board
3. Critical Reflection on Media
4. Closing

ACTIVITY 1: "IF. . . . " STATEMENTS (15 MINUTES)

1. Ask students to get into a circle
2. Hand a di to one of the students and explain that the number they roll will correspond with which question they'll answer on the board.
3. Allow everyone a chance to roll, and note the number they rolled. Then, go back around the room/circle to ask people their answer. This gives them time to think.
4. Notice similarities and difference in responses.

GROUP BUILDING AND PROGRAM OVERVIEW

ACTIVITY 2: INTRODUCE 5 WHYS (15 MINUTES)

1. Explain: In Lesson 1, we talked about how this program was about finding a problem and then researching it. The problem we are focusing on in this group is why we don't connect to certain adults in this school/program.
2. Explain: To learn more about a problem, we can find out WHY it happens, this is called the "root cause."
    a. A root cause is the real reason for a problem. For example, a root cause of the flu may be that the flu shot is too expensive. Normally, root causes are not an individual doing something wrong, but a structure or system that is the cause.
3. Explain: The root causes isn't always the first thing we think when thinking about a problem. But, we can learn a process, called the "5 Whys" to discover the root causes.
4. Explain: We will work through one example as a class. First, you start with a problem. The problem should start with "Why".
    a. Ask students to come up with a problem they see in their school/program
        i. For example: Why can't we use our cell phones in class?
    b. Each group member will provide ONE answer to the first question.
        i. Ask 4 students to raise their hands to answer the question.
            Ex: Our teacher doesn't let us, teachers think we are cheating, it's distracting to others, not everyone has one, etc
    c. Ask the class to vote on one answer they think is most "true."
    d. Select one of the student's answers to be the start of the next question: E.g. Why do teachers think we are using our phones for cheating?
        i. Ask 4 students to raise their hands to answer this question. If student's can't think of anything, consider the following:
            Ex. Teachers have seen cheating before, teachers expect the worse, etc.
    e. Select one of the students answers to be the start of the next question. E.g. Why do teachers always expect the worst from students?
        i. Ask 4 students to raise their hands to answer this question. If student's can't think of anything, consider the following:
            Ex. Teachers need to protect us from the worst thing that could happen; teachers get in trouble if they let students use their phones
    f. Continue this process one or two more times, until you feel like you have reached the "root" cause of the problem.

GROUP BUILDING AND PROGRAM OVERVIEW

ACTIVITY 3: 5 WHYS USING OUR PROBLEM STATEMENT (25 MINUTES)

1. Explain: Just like we did in the activity above, we will start with a problem. Our problem for the focus of this project is how to better connect to adults in this school/program.
    a. We know from research, that when students feel connected to teachers in their school or program, students will have better grades or experiences. Most often, it's not a student's fault that they don't get along with a teacher. It's often because of some bigger reason, a root cause.
2. Explain: "Our problem statement could be "Why don't students connect with teachers or adults in this school/program?" Or, we can come up with our own problem statement." Have students vote for their top choice for problem statement.
    a. Ask: What is your reasoning for your choice?
    b. If students come up with their own "Why" problem statement, be sure everyone copies it down onto the worksheet.
3. Explain: We are going to do the same process we just did, but in smaller groups.
4. Get students into groups of 4. Encourage students to raise their hand if they get stuck.
5. Ask students to read the statement at the top of their page, and then follow the prompts on the worksheet. Alternatively, you could do this activity as a large group.
6. When all students have completed the activity, ask them to share out what their 5th and final "reasons" were for the problem, write them down on the board.
7. Debrief, ask the following:
    a. Was this easy or hard?
    b. What made it easy or hard?
    c. What are the similarities in what we all found?
    d. What are the differences?
    e. When else might you use this "5 Whys" process?

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Now that students know the root cause of (dis)connection with adults, they can ask adults what they feel like the solutions might be for this problem. This is something you will talk about next time.
2. Ask: When might using the 5 Whys be helpful in your life?
3. Pass out journals and reminds students to circle or draw their own "emoji" to describe how that session made them feel.
    a. Remind students to leave the journal on their desk before leaving, facilitator will pick up the journals and keep them to pass out the following week.

5 WHY'S WORKSHEET

INSTRUCTIONS

1. Each group member will provide ONE answer to each of the 5 questions, try to have unique answers, don't just repeat each other.
2. Circle the "best" answer from the first question. Then put that into the next "Why" statement.
3. Repeat this process until you finish question.
4. Circle the final root cause in Question 5.

PROBLEM STATEMENT

1. Why don't students connect with teachers/adults in this program/school?

OR

2. Other: _____

1.	
2.	
3.	
4.	

2. Why _____ ?

1.	
2.	
3.	
4.	

3. Why _____ ?	
1.	
2.	
3.	
4.	
4. Why _____ ?	
1.	
2.	
3.	
4.	
5. Why _____ ?	
1.	
2.	
3.	
4.	

INTRODUCTION TO HOW TO LEAD A DISCUSSION

LEARNING OBJECTIVE

- Students will know the characteristics of a good discussion and a bad discussion
- Students will be able to describe the difference between “closed ended” versus “open ended questions.”
- Students will understand the importance of identifying the right person to hold a discussion with

MATERIALS & PREPARATION

- Butcher paper or White Board/Chalk Board
- Blank drawing paper or Lined notebook paper
- Markers, Pens, Pencils
- Note Cards
- Post It Notes
- Problem Statement from Lesson 3
- “5 Whys” Question from Lesson 3

ACTIVITIES

1. “One-sided conversation”
2. Explore discussion techniques
3. Picking conversation “subjects” and drafting questions
4. Closing debrief and journal

ACTIVITY 1: ONE-SIDED CONVERSATION

1. Pair students up, counting off Unicorn, Gargoyle, Unicorn, Gargoyle,
2. Have students create pairs of Unicorn/Gargoyle (so that everyone has a partner)
3. Tell the Unicorns that they are going to talk to their partner for a whole minute, their partner will not speak at all during this time, just listen. Unicorns must talk for the whole minute.
4. Tell the Gargoyles now to talk for the entire minute, the Unicorns will now just listen.
5. Debrief:
    a. Was this easy or hard?
    b. What was it like to have a one-sided conversation?

INTRODUCTION TO HOW TO LEAD A DISCUSSION

ACTIVITY 2: EXPLORE DISCUSSION TECHNIQUES (25 MINUTES)

1. Ask youth to share their experiences with having a discussion with an adult
    a. What makes discussions go well?
    b. What topics did you talk about?
    c. Was it a one-sided conversation? Or was is “reciprocal” where both people were talking and sharing information/ideas?
2. Explain: "We will watch a video of discussion. Pay attention to things like body posture, body language, eye contact, tone of voice…etc"
3. Have students watch the following YouTube video:
   Between Two Ferns with Zach Galifianakis: President Barack Obama
   https://www.youtube.com/watch?v=UnW3xkHxIEQ
4. Debrief: After students have watched the video, ask them about the things they noticed during the discussion.
    a. What were some good things they noticed?
    b. What were some challenges they noticed?
    c. What will you do in your discussion if a teacher responds to your question in a way that surprises you or makes you uncomfortable?
    d. How did Zach handle this issue when talking with President Obama?
5. Explain: "In an effort to gather more information about the topics we have been discussing, such as our own personal identities we are going to have a discussion with at least one adult in our school/program."
6. What makes for a good discussion? What are some characteristics of a bad discussion?

INTRODUCTION TO HOW TO LEAD A DISCUSSION

ACTIVITY 3: PICKING CONVERSATION "SUBJECTS" AND DRAFTING QUESTIONS (40 MINUTES)

1. Explain: In Lesson 2, we talked about identity, and identities that were and were not represented in our school/program. In Lesson 3, we talked about root causes of what creates connection or disconnection with adults here at the school/program.
2. Explain: Now we want to talk to an adult here in the program/school and see what they think about these things. But first, we want to think about which adult/s we want to have a discussion with.
3. Have students discuss and decide an adult that they would like to talk with
4. Have students write the names and roles/title of the people they have chosen to talk with on the board.
5. Allow students to draft and finalize a list of 3 potential discussion questions related to the problem statement. These will be the specific questions youth will use to talk with the school-related adults they have chosen.
    a. What is it that you hope to get from the people you are talking to? NOTE: Have youth refer to the 5 Why's activity if they are having difficulty.
6. Have students write their questions on Post It Notes.
7. Have students group their questions into two categories: "Open ended questions" vs "Closed ended questions".
    a. Explain to youth that "closed ended questions" can be answered with a simple Yes or No response but "open ended questions" require a more elaborate answer.
8. Have students place the "open ended" questions on one side of the board and place the "close ended" questions on the opposite end of the board.
9. Have students choose their final questions from the board.
10. Debrief: Ask youth to describe in their own words what they have just learned.
    a. Why is it important to know the role of the person you are talking with?
    b. If you want to get more than a "Yes or No" answer to a question, what kind of question should you ask?

CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Pass out journals and reminds students to circle or draw their own "emoji" to describe how that session made them feel.
2. Remind students to leave the journal on their desk before leaving, facilitator will pick up the journals and keep them to pass out the following week

PREPARING AND CONDUCTING DISCUSSION

LEARNING OBJECTIVE

- Students will be able to formally introduce themselves when talking with an adult.
- Students will be able to gather information about their chosen YPAR topic through the discussion process

MATERIALS & PREPARATION

- Butcher paper
- Markers
- Index cards with student's questions from step two (identity collage) and step three (five whys) written on them. Write 3-4 questions on each card being sure there is enough for at least half of the participants
- Chairs
- Stopwatch
- Bell/Noisemaker (optional)

ACTIVITIES

1. Question game
2. Practice introductions
3. Discussion practice
4. Closing debrief and journal

ACTIVITY 1: QUESTION GAME (5 MINUTES)

1. Ask students to sit or stand in a circle.
2. Explain: We are going to play the "Question game". The first person can ask a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER the question, but instead asks the person next to them a question. If a youth repeats a question or hesitates, they are disqualified. Those left in the circle begin again until the next person is out. The goal is to keep going with new questions.

PREPARING AND CONDUCTING DISCUSSION

ACTIVITY 2: PRACTICE INTRODUCTIONS (10 MINUTES)

1. Explain: when we are going to be having a discussion with an adult, it's important to introduce yourself and tell them that you are going to use the information you talk about in the future.
2. Pass out note cards to students so they cab script their introduction. Include the following on the notecards:

   "My name is_____. I am a student here at _____. and I am here to talk with you about _____. It should only take a few minutes of your time. Would you be willing to speak with me today? NOTE: Students may add or change anything if they feel like it will work better with their style . It might help to make an example beforehand to have something to refer to.
3. Discuss: Some teachers/staff may not want to participate or may not have the time. This is an opportunity to ask the teacher/staff if they know of someone who would like to participate but also remind students to thank the staff for their time even though they declined to talk with them.
4. Give students time to take turns practicing their introductions until they feel comfortable enough to do it by memory

ACTIVITY 3: DISCUSSION PRACTICE (35 MINUTES)

1. Explain: You are going to have the opportunity to practice the information you just learned about how to have a good discussion. You will have 1 minute to ask any number of questions to their peers.
2. Ask if there is a student volunteer who wants to role play a discussion with you. The facilitator can be the "student" and the student can be an adult. The "student" will ask the question and try to have a discussion with the adult.
3. After the role play debrief:
   a. Do you think both people got a chance to share their ideas on the question?
   b. What helped or hindered each person's ability to participate in the discussion?
4. Arrange chairs in two parallel lines, invite students to sit facing each other.
5. Pass out the index cards (with questions from previous session already written on them) to half of the students on one of the sides. The group of students with the index cards will be the student leading the discussion and the other person is the adult.

Activity continues on next page...

PREPARING AND CONDUCTING DISCUSSION

6. The students will have about 2 minutes each to go through any of the questions that are either written on the board or in the index card with the person sitting across from them.
    a. Ring a bell or make another signal to signify the start of the discussion.

    NOTE: remind students to open the discussion with a handshake or a "thank you," keeping in mind the introductions that were practiced earlier in the session.
7. After 2 minutes are up, ring the bell and students who are not holding the index cards will move down one chair.
8. The student on the end will run to the other side.
9. Ring the bell to mark the beginning of the next round. (continue this cycle for about 2 times, depending on the group size and interest, then switch so the other side has the index cards)
10. Debrief:
    a. What questions were easy to ask?
    b. What questions did others seem to respond well too?
    c. What questions were hard to ask?
    d. Should we remove the hard questions or keep them?
    e. Did anyone take notes about what people said? Should we take notes to track what we are learning or is it something we can remember?
11. Next session, we are going to use the time to have a discussion with an adult. What supplies will we need to be able to do this? How will we remember what we learn? We want to keep this information so that we can "analyze" it in Lesson 7.

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Facilitator passes out journals and reminds students to circle or draw their own "emoji" to describe how that session made them feel.
2. Remind students to leave the journal on their desk before leaving, facilitator will pick up the journals and keep them to pass out the following week.

HOLD A DISCUSSION WITH ADULT AT SCHOOL/PROGRAM

Factilitator note:

Be sure to help students to find times when adults at the school/program can meet with them. Be sure students either take notes or write down some ideas that came up, after the conversation.

DISCUSSING WHAT WE LEARNED FROM CONVERSATIONS

50 MINUTES

BACKGROUND

Qualitative data analysis can be relatively easy or very complicated. However, the most simple analogy of qualitative data analysis is that of sorting different things into piles of like items.

LEARNING OBJECTIVE

Youth will be able to describe one process for analyzing their discussion results, called thematic analysis and will have come up with 2-3 themes from their conversations.

MATERIALS & PREPARATION

- Medium sized post-it notes (at least 4 x 4 inches)
- Large post-it notes or white board
- Large bag of assorted candy that includes different candy types (lollipops, tootsie rolls, gum, etc), sizes, and colors. OR several different bags of candy that fit the above criteria.
    - Create bags of assorted candy (30 pieces per bag) so that each group of 4 or 5 will have 1 bag.

ACTIVITIES

1. Debrief conversations
2. Analysis is like sorting candy
3. Data analysis
4. Closing debrief and journal

ACTIVITY 1: DEBRIEF CONVERSATIONS (15 MINUTES)

1. Ask students to get into a circle
2. Ask students the reflect on their discussion with an adult
    a. Did anyone feel a connection with the person they were talking with? What did that feel like? How did you know you had created a connection? Was it something you did or said that created the connection? Was it something they did or said that created the connection?
    b. Did anyone walk away from the discussion feeling like they didn't connect with the person they were talking with? What did that feel like? How did you know there was a disconnection? Was it something you did or said that created the disconnection? Was it something they did or said that created a disconnection?
3. Try to sum up their experiences for both instances of connection and disconnection.
    a. Was there anything similar across the stories of connection?
    b. Was there anything similar across the stories of disconnection?

DISCUSSING WHAT WE LEARNED FROM CONVERSATIONS

50 MINUTES

ACTIVITY 2: ANALYSIS IS LIKE SORTING CANDY (10 MINUTES)

1. Explain: today we are going to "analyze" the information we got from our conversations. Data analysis of this type of information simply means looking for similarities and differences, and grouping things that seem to be similar.
2. Get students into groups of 4-5
3. Hand each student a bag of candy. Tell them they will get to pick two pieces of candy if they complete the activity.
4. Ask students to organize the candy, by grouping them, any way they want. Some ideas might be that they can be grouped by size, shape, color, type (chocolate versus sweet), etc.
    a. Once students have completed this task, ask them how they grouped their candy, how many groups they created, and how much "information" that gives us about the groupings.
5. Ask students to group the candy in a different way (challenge them to think creatively)
6. Go around again and see how they grouped the candy.
    a. Ask which type of grouping they think gave them the most information about the types of candy they were given. Or which grouping best "represent" the candy.
7. Explain that we can use the same approach to grouping information. We can group information in lots of different ways. The "best" way is the way that makes most sense to you at the time. There is no wrong way to do it.

DISCUSSING WHAT WE LEARNED FROM CONVERSATIONS

50 MINUTES

ACTIVITY 3: DATA ANALYSIS (25 MINUTES)

1. Explain: just like sorting candy, we are going to sort the information we learned from our conversations. We want to aim for 4-6 "themes". A theme is something that the entire group stands for. So, in our candy exercise, a theme might have been "red candy" or "chocolate candy".
2. Hand each young person 3 post it notes.
3. Ask students to write three things they learned from their conversation. One idea/ bit of information per post it. They can write additional ideas on more post it notes if they'd like.
4. Once they are all done, ask the students to put their post it notes on the board/ butcher paper.
5. Ask a young person (or two) to read the post-it notes aloud.
6. Ask the class to come back up to the board and try to arrange the ideas into groups. They can do this by moving the post-it notes around, putting those that are the same on top of one another, and those that are similar right next to one another.
7. Ask one or more young people to circle each grouping.
8. Ask students (in small groups or individually) to name each grouping
9. Read each of the 4-6 new "themes" aloud. Be sure to record them for the next session.
10. Debrief activity:
    a. Did anyone's information get left out?
    b. Did anyone feel like their voice wasn't being heard?
    c. How can we ensure that as we are doing our analysis, that we remember to support all students' voices being heard?

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Ask:
    a. What did you like about this process?
    b. When is another time we might use the skill we learned today?
2. Pass out journals and reminds students to circle or draw their own "emoji" to describe how that session made them feel.
3. Remind students to leave the journal on their desk before leaving, facilitator will pick up the journals and keep them to pass out the following week.

PRODUCT SELECTION

BACKGROUND

In this session, youth get to choose the platform through which they present their findings to an audience of their choosing. Set the students up for success by selecting an audience that will be guaranteed to be present/receptive (e.g. fellow teachers or program staff). If the group chooses to use their findings in this way, their product can be used to advocate for change within their school or program.

Some activities from this session have been adapted from the YELL@Bridge program manual (2016)

LEARNING OBJECTIVE

Youth will be able to identify what makes a good presentation, how to select a targeted audience for their presentation, and how collaborate with group members to create and present their findings to each other or the audience of their choosing.

MATERIALS & PREPARATION

- Whiteboard markers/ Whiteboard (Or large paper to write on)
- Computer with internet access/speakers
- Post-it Notes
- Facilitator should familiarize themselves with the product options before the lesson. Look up the examples online and have them ready to share with participants
- Facilitator should have had a conversation with key decision makers at the school or program ahead of time, to make sure that if selected, the audience will be receptive and ready to respond respectfully
- If youth will be publishing presentation/article/videos online, refer to organizational policies on media release/parental permission

ACTIVITIES

1. What makes a product great?
2. Choosing our audience
3. Product exploration
4. Closing debrief and journal

PRODUCT SELECTION

ACTIVITY 1: WHAT MAKES A PRODUCT GREAT? (10 MINUTES)

1. As part of this project, we get to share the information we learned through our discussions. We can share this information in a variety of ways, like a presentation, a news article, or in an arts-based way.
2. Review the themes that you found (Lesson 7)
3. Get youth into small groups (2-3 youth) to discuss the following:
    a. What is the most memorable presentation/speech/article or class you can remember?
    b. What was good about it?
    c. What made it memorable?
4. After 5 minutes, bring whole group back together to ask follow-up questions:
    a. Do you remember a time you saw a presentation or speech that you didn't like?
    b. What did you not enjoy about it? Why?

ACTIVITY 2: CHOOSING OUR AUDIENCE (5 MINUTES)

1. Explain: Now that we have gathered all our research, who do we want to present this information to?
2. Ask and record their answers to the following:
    a. Who most needs to hear the findings from our discussions?
    b. Does this person/group have any power to make a difference for this issue?
        i. If not, that's okay, but the group can choose to present to someone who has power to make a change.
    d. Do we want to share our discussion findings to this outside group/person?
        i. There is value in just raising awareness among the group. Youth do not have to share with people in our school or program unless that is something the group desires. Youth could use the creation of the projects to further explore our findings and share our own developments within the group OR we can select an audience with whom to share our findings.
3. Explain: For this project we can share our results in a couple different ways, a presentation, a news article, or a photo story. We will explore each of these next.

PRODUCT SELECTION

ACTIVITY 3: PRODUCT EXPLORATION (40 MINUTES)

1. Break group into three separate groups.
2. Have students go to three "stations" in the room. At each station should be a description of that type of product and one example (either printed on a computer for them to see).
    a. Note: If short on time, simply explain three options to the whole group and provide examples on the computer.
3. Write the following questions on the board and tell students that they are going to present to the class their answers:
    a. What is this product?
    b. How much time would it take for us to create this?
    c. What does your group like about this product?
    d. What does your group dislike about this product?
4. Give students 5-10 minutes at their station
5. Ask students to come back together as a group and discuss the answers to the questions.
6. Ask: How does the audience impact the tone or attitude with which we approach each of these options? (ex. How might presenting to fellow students differ from presenting to staff/teachers?)
7. Youth will vote for their favorite method. This can be done with eyes closed/hands raised OR put three options in columns on the whiteboard and have students vote with post it notes.
8. Once they've voted, complete the Planning form as a group

ACTIVITY 4: CLOSING DEBRIEF AND JOURNAL (5 MINUTES)

1. Pass out journals and remind students to circle or draw their own "emoji" to describe how that session made them feel.
2. Remind students to leave the journal on their desk before leaving, facilitator should pick up the journals and keep them to pass out next session.

ARTICLE OR NEWSLETTERS

60 MINUTES

Students can write an article or newsletter talking about the themes that emerged in their interviews, as well as their overall experience completing this project. The articles or article that the group creates could be presented in different ways: they might be published in the school newspaper, sent to teachers and administrators directly, or the chosen audience, and could be presented in a presentation format. These products require some kind of access to computers or editing software.
NOTE: Writing a news article takes about an hour.

Newsletter/Article Steps

1. The following week, bring in news articles for youth to overview and discuss the pros and cons of how that article presents information. The youth can then brainstorm how they want to present their findings.
2. Select a "news source" through which the article will be shared. This could be a local newspaper, school newspaper, or even social media/blog.
3. Create an outline with youth in small groups and then share back to whole group to establish outline of the article. Break down roles (ie. writers, editors, publicists). Look to Sample Article, if more assistance is needed.
4. When article is written, share or present with intended audience.

SAMPLE ARTICLE

Headline:_____

Students do _____

First sentence (hook):_____

_____

_____ .

1st Paragraph (Describe what you did):

_____ (number of students) students who participate in programming at the _____, an after school/school program at _____ _____ (site name), did research about _____ _____ (name the problem you studied). Students collected _____ _____(data collection method) and found that _____ _____ (describe results).

The students at the _____ (name of site) want _____ _____ (name your recommendation).

PRESENTATION

2–3 HOURS

A presentation can be done with or without PowerPoint/Prezi. A presentation should include a few different slides:

1. Who is your group?
2. What did you do and why?
3. What did you find from your discussions?
4. What would you like the person/group to do with the information?

Presentation Steps

1. Create an outline
2. Put your outline into PowerPoint
3. Write a script
4. Practice

PHOTO SERIES

2–5 HOURS

Students create six-word photo series to present findings from their research. Students work individually or as a small group to take pictures, of themselves, their environment, or their community members. On these pictures, students highlight the themes or findings from their interviews in six words or less, and display the words on the photo. The Photo series allows the students to share their findings in a meaningful and creative way without being too complicated. Facilitator will need access to simple photo editing software and perhaps materials for printing, but could use social media and email to share the results, otherwise.

Photo Series Steps

1. Choose six themes
2. Brainstorm and then take photos that represent those themes
3. Print photos with themes on them
4. Write a script for what you will say to describe your photo series
5. Prepare to present/practice

Example

Check out this example of what the photos with words may look like!
http://mrspal.wikispaces.com/6+word+memoirs

PLANNING FORM

QUESTIONS ADAPTED FROM YOUTH ACTION BOARD TOOLKIT

1. What is your final presentation?

2. What actions do you need to take to create the final presentation?

3. How will you know if you've achieved your goal?

4. Does this action require approval from anyone outside of your group/class? YES or NO
   a. If yes, Who?
      Name:
      Phone Number:
      Email address:
   b. Who is going to be in charge of contacting this person to get approval?

5. When will this event/action take place?

6. How will you advertise about your class taking action?
   a. Announcements? Write script here:
   b. Flyers?
   c. Other?

7. Will you contact the media/newspaper/a reporter about your product/action? YES or NO
   a. If yes, who?
      Name:
      Phone Number:
      Email address:
   b. Who is going to be in charge of contacting this person?

8. What other resources do you need in order to make this event a success? Make sure you say WHO will follow up on each of the items you list.

PRODUCT DEVELOPMENT AND PRESENTATION

Factilitator note:
Depending on the product selected, students will work towards creating their product and sharing it with the person/group they selected. Be sure to take pictures of youth working. If you have a group photo you can print copies for each person to have at the final celebration. Ask students whether they'd like to bring in food for the celebration.

REFLECT AND CELEBRATE

BACKGROUND

Closure in the form of reflection and celebration is important for youth in order to emphasize positive relationships and allow for students to end the experience in a positive light.

LEARNING OBJECTIVE

To create a platform for meaningful reflection and positive closure given its importance in youth lives. After participating in this session, youth will be able to recognize their growth throughout the experience, acknowledge the strengths of their peers, appreciate the diversity that each youth brought to the experience, and finally, youth will be able to look back at the project as an overall positive experience.

MATERIALS & PREPARATION

- Student Journals
- Writing utensils—pencils, markers, etc.
- Snacks for celebration

ACTIVITIES

1. Check in
2. Reflection
3. Celebration!

ACTIVITY 1: CHECK IN (5 MINUTES)

1. Ask youth how they are feeling about it being the last day
2. Go over agenda
3. Pass out journals to the students.
    a. Explain: "We will be reflecting on our own for 10 minutes and then with a partner or small group for another 10 minutes."
    b. Explain: "We will have a chance to sign each other's journals during the celebration during the last half of the session."

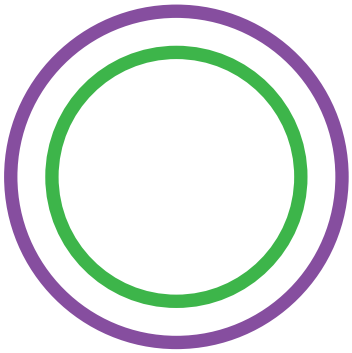
REFLECT AND CELEBRATE

ACTIVITY 2: REFLECTION (20 MINUTES)

1. Ask students to turn to the last reflection page in their journal, looking back on previous reflections in the process
2. Remind students about the previous lessons—ask questions like "what do you remember about the discussion process?", etc.
    a. Read through the reflection questions, ask if any students need clarification
        i. "What was it like working with adults during this project?"
        ii. "How did working on this project impact your view of identity?"
        iii. "What did you learn about your classmates during the project?"
3. Have students get in pairs or small groups (dependent on group dynamics) to share with each other a few things they wrote down or drew in their last reflection
4. Share closing remarks about identity formation (5 Minutes)
    a. Share your own reflection about your personal identity.
    b. Example: "During session 4, I realized _____ about myself"

ACTIVITY 3: CELEBRATION (25 MINUTES)

1. Have students stand in two circles, one inside and one out. Purple circle: students face inward. Green circle: students face outward



2. Tell students they will have 15-30 seconds for each pair to share with the other person standing across from them something they learned about themselves as a result of the program.

FAREWELL FRIENDS SIGNATURE AND SNACKS! (15 Minutes):

1. Use last page in the journal, "Farewell, Friends" for students to spend time on their own talking with each other and signing each others journal
2. Set up snacks buffet style for students to grab what they would like. Label any food allergies.

JOURNAL

NAME: _____

LESSON 1: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 2: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 3: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 4: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 5: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 6: HOW ARE YOU FEELING?

1. Circle or draw the emoji that describes how you are feeling after the lesson.

2. What was your favorite part of the lesson?

3. Do you have any questions?

LESSON 7: HOW ARE YOU FEELING?

1. How was it working with adults in this project?

2. How did working on this project impact your view of identity?

3. What did you learn about your classmates during this project?