



YOUNG RESEARCHERS: TOOLKIT

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Introduction

This Toolkit provides tools, activities, and ideas which researchers, project workers, and others working with young people can use and adapt to support the children and young people with whom they plan and undertake a research project and/or collaborate with adults on research and evaluation projects.

The accompanying Guidance provides background information and an overview of why and how to provide inclusive, good quality, and consistent training and support to young researchers of varying ages, interests, and needs.

Work with young researchers can include:

- young people-led research: when children and young people take on full ownership of research, including deciding what to research, and have responsibility for decisions throughout the research process (with adults supporting as needed)
- young people as co-researchers: a partnership between researchers/project staff and children and young people in which decisions about the project are made together, for example, a co-production project and/or research projects with a high level of involvement by children and young people, but in which the process as a whole is guided or supported by adults.

The Toolkit is organised into sections linked to different stages of the research cycle followed by a 'kitbag' of icebreakers, games, and other general tools. and references and useful resources.



1.NOTE: both documents refer to 'research' throughout but are relevant to evaluation too as the same principles and processes apply. If working with young researchers on an evaluation project just substitute 'evaluation' for research on training materials + see Appendix 1: 6 slides

How to use the toolkit

The Toolkit is divided into the following sections:

- Getting started: planning and recruitment (page 5)
- Sample tools and materials (Appendix 1)¹
- Icebreakers and games (Appendix 2)

The session plans and materials to different models of delivering research training (adapted from work by the Open University Children's Research Centre, Kellett, 2011):

1. A 'research club' style of delivery where children learn about the research process in weekly or bi-weekly club sessions (e.g. after school) and are then supported to undertake their own research
2. Regular half-day meetings (every week or few weeks) at weekends or school holidays – following the training plan outlined in this Toolkit
3. 'Chunking' the training into three or more whole-day workshops. E.g. young researchers begin their data collection after the first workshop, focus on their analysis after the second, and their dissemination after the third.
4. An intensive programme in which all the training and a small-scale research project are done within a specified time, e.g. two weeks on a residential activity break or holiday summer school.

Most young researcher projects use option 2 or 3, but 1 or 4 may suit some projects better. As a general rule it is best to train young people just before each stage of the research rather than doing one intensive course at the beginning (e.g. do training in analysis after data collection), so it is fresh in young researchers' minds.

Approximate indicative times and weightings are given for different activities, which can be used for working with young people in person and online. Session plans, tools, exercises, and other materials can and should be adapted to fit the expectations, experience, interests, and access needs of young people involved in the project as well as the specific project and available resources (e.g., staffing and time). During the COVID19 pandemic, a lot of participation and young researcher projects moved online or using other remote approaches. You may want to explore whether a combination of in-person, online, or a combination of the two would work better for your project/group of young researchers. The toolkit provides advice and examples of this.

This is a Toolkit so, following the principles in the Guidelines, pick and choose the elements which work for the project and young people with whom you are working. Include as many games (see Appendix 2) practical exercises, discussion points, interactive sessions, and breaks as possible to make the sessions interactive and engaging.

Getting started

Planning

Involve young researchers as early in the planning process as possible, deciding with them when and how they will be involved, and what roles and responsibilities, and tasks they will have. If you need to start planning before you've recruited young researchers (e.g. for a funding bid) see if there are other existing groups or young people with relevant experience who can review and contribute to your plans. You can also review plans once you have recruited young researchers to your project.

Example planning checklist

Identify need for research or evaluation	Led by young researchers, adults or collaboration/co-production?	Key tasks for YP	Key tasks for adult facilitators	Timeline	Training dates
Identify the overall research/evaluation question and aims					
Decide on and design research methods					
Draft data collection tools					
Follow ethical processes (e.g. consent, data protection)					
Recruit participants – eg interviewees					
Collect data – e.g. run survey, focus groups or interviews					
Analyse data					
Report findings					
Disseminate reports and other outputs/ other impact activity					
Project evaluation					

2. PEER RESEARCH PROCESS

This chart details the tasks that workers and peer researchers undertook at each stage.



Example from Thompson, Lanchin and Moxon (2015, p. 5)

Recruiting young researchers

This section provides examples of adverts, job descriptions and application forms, and other materials which you can adapt when recruiting children and young people to work with you as young researchers/ evaluators, in this case for the fictional 'Star Project'.

For further information on issues to consider when recruiting young researchers see Guidelines – 5. Practical Considerations: key considerations for recruitment.

Advertising

Make sure that:

- recruitment information is clear,
- easy to understand,
- accessible and
- jargon-free

Consideration should also be given to font size, colour scheme, etc.

You could advertise via email, social media posts, and/or paper posters. The aim is to provide enough details to encourage the young people who fit your criteria to find out more and then hopefully apply.

Add a link to the project website, social media if there is one. It's essential to provide some way for interested young people to contact you directly so that you can explain the project, and to chat in person to help them and you decide if it is for them.

See next page for sample advert.

Barnardo's Young Researcher's Wanted!

ABOUT YOU

Are you aged 16 to 24?
Are you a parent?
Have you ever been in care?
Would you like to learn new
skills and help improve
services for young parents?

ABOUT US

Barnardo's are looking for young
parents with experience of being
in care, to work on a research
project finding out what other
young parents think about
services available.

ABOUT APPLYING

You don't need to know anything about
research beforehand. We will provide
you with training and support, as well as
payment and help with childcare if
needed.

TO FIND OUT MORE, CONTACT :00000

Assessing experience & skills

It can be useful to assess the experience and skills young people have when they join the project and identify areas for training and development, as well as the mix of skills and interests in the group.

Much of this can be gleaned from the expression of interest form and initial conversations, as well conversations and observations during the first introductory session.

You could do this informally or using a form like this:

Experience and skills	Comment
Previous experience of involvement in research
Previous participation experience
Paid or voluntary work experience
Design/ art skills
Other creative skills (e.g. music, theatre)
Social media and other online/ digital skills
Communication	Comment
Listening skills
Communication skills
Able to work collaboratively in a group
Comfortable meeting new people
Engagement with the project	Comment
Engagement with the project/topic
Understanding of the YR role & what is involved
Able to ask questions or for support if needed
Life experience	Comment
Relevant service experience
Relevant life experience

Believe in
children



Barnardo's

SESSION PLANS



Session 1:

Introduction to research

See also notes in Guidance: 'Key points for training and supporting at different stages of the process: Planning and set up.'

Session Aims:

- Get to know each other and start feeling like a team
- Develop an understanding of what research is
- Agree on group rules and ways of working
- Get a feel for the work involved and what individual young people would like to do

Overview (see session notes for details)

- Introductions, aims, and ground rules (1 hour)
- Introduction to research (1 hour)
- Starting to plan the project (1.5 hours)

*Depending on activities chosen + adjust for time available and access needs. Include breaks/split over different sessions as needed

Resources

- Sticky notes, flipchart paper, real/virtual whiteboard, pens
- Preparation is needed for some of the activities (see exercises and notes)

Introductions

Icebreaker (see appendix 2)

Carry out a series of icebreakers so the group can get to know each other. Suggestions for ground rules include: Human bingo, Picture this, Paired introductions, and/or Fact or fiction

Aims of the day

- Explain that this session is setting the scene, learning more about the project, introducing research, and getting to know each other as well as deciding how we will work together.
- Present a basic overview of the project (explaining the actual content will be decided later on)
- Exploring hopes and gains
- Agreeing ground rules
- Practical timings and arrangements
- Health and safety

Ground rules

1. *You may prefer to do this at the end of the meeting when the young researchers have got to know each other and the project a bit better
2. As a group decide on some rules that we all need to stick to when we're working on this project together and write these on sticky notes or a whiteboard (see next page for suggestions)
3. Write up the chosen rules on a flipchart/turn them into a poster and display it on one of the walls during the remaining sessions. Or you could turn it into an animation show it at the start of each meeting like this group: www.generationr.org.uk/eyeypag_shared-agreements
4. Or, if delivering the sessions digitally, you could use Miro or Stormboard to display the rules during the remaining sessions.

GROUND RULES

LISTEN TO EACH OTHER
WITHOUT JUDGEMENT AND
RESPECT EVERYONE'S IDEAS

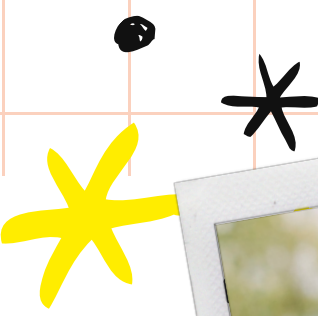
TREAT EACH
OTHER EQUALLY
AND WORK AS A
TEAM

HELP EACH OTHER
WHEN NEEDED

GIVE REASONS WHEN
SPEAKING ABOUT,
OR DISAGREEING
WITH, AN IDEA

ASK QUESTIONS IF YOU
DON'T UNDERSTAND

KEEP MOBILE PHONES
OFF OR ON SILENT



Introduction to research

Exercise 1: What is research?

Adapted from Kim, Sheehy and Kerawalla (2017)

20-30

Ask the group what they think 'research' is and write answers on sticky notes or a whiteboard. If they say that research is looking in books or on the internet to find information, explain that finding out what is already known is part of research (e.g. doing a literature search) but the definition we are using is:

'Research is a process (series of stages) by which people find out facts about a topic, or answers to questions to find out new information, or to check whether something other people have found out is true for different people or in different circumstances

- Group discussion:
- Can you find all the information that you need in books or on the internet?
- Can you think of a question that no one has found an answer to yet? (examples to suggest: 'what do children who use x service think about it?' 'what are the most popular subjects in my school?' 'How has COVID affected young people in my area')

2: Young researchers' experience

10-15

- Ask the group: put your hand up if you've ever taken part in research (this could be as a participant – i.e. being interviewed, completing a survey, or being involved as a young researcher or advisor)
- Then ask one or two 'how did this feel?' 'Overall was it a good experience?' 'Did you understand what the research/evaluation was about and how your details would be used?'
- Follow this up with: Can you think of ways that that research could have been done better?

Exercise 3: Jenga research tower

Adapted from eYPAGnet (2020)

20

Resources: Pre-built Jenga tower with research words on the bricks

- Write research-related words to the project on most/ all of the Jenga blocks. Mix ones that young people will have heard of and some harder ones too – but relevant. Suggestions: evaluation, research, methods, questionnaire, sample, survey, interview, group discussion, consent, data protection, confidentiality, report, analysis, data)
- Divide the group into teams of 3. Each team takes it in turns to move a Jenga block from where it is to the top. They can't take any from the top 3 levels.
- When they pick out a block they must read the word on it, and they and their team must try to explain it to the others.
- After the question has been answered place the block on the top of the tower
- It's about learning together so if you don't know the answer that just shows researchers make things complicated! The other groups can help.
- Try and keep the Jenga tower going as long as possible!

Start a 'Research Jargon Buster' with key research words/phrases and explanations which you build as the project progresses. Maybe have this on a flipchart on the wall (or do this on a virtual whiteboard/jam board if meeting online)

Introduction to research

Exercise 4: Benefits and purposes of research and evaluation

15-20

- Split the group into pairs/threes and write the following question on the flip chart:
- How can research make services/young people's experiences better?
- Ask them to write each idea on a fresh sticky note and to place it on the wall/ flip chart /whiteboard.
- Explain that there are different types of research. What we are doing is 'social research' where we find out about people's thoughts, feelings, behaviours, experiences, and ideas. This is different from 'scientific' research with test tubes, experiments in laboratories, or scientists who study the natural world. But both types of researchers try to find evidence to answer their questions.

Starting to plan the project

Exercise 5: Research stages and cycle

30

- Split the young researchers into groups of 4-5
- Give out printed cards (each one covers stages in the research or evaluation process)

Cards:

- Identify the need for research
- Find out what is already known about your topic or question
- Plan and design the best way to find out the information you need
- Make sure your research is ethical (nobody is harmed)
- Collect information – e.g. run a survey, focus groups, or interviews
- Make sense of the information collected (analysis)
- Report the information collected
- Tell others what the research has found
- Review how you carried out the research (evaluation)
- Ask each group to sort the cards into the order in which they think research happens.
- If doing this exercise online you could use a tool like Mural, Miro, or Jamboard. Write each onto a sticky note and ask the sub-groups to order them

Exercise 7: Presentation

- **Show slides in Appendix 1: 5 (3-8 in PowerPoint presentation)** and add any new words to the 'jargon buster'.
- Show the slide of the research cycle (we call it a 'cycle' because each time you might refine the research question based on what was found).
- Explain that you will be looking at each stage in turn and reviewing what is needed as the project progresses.
- Copy this cycle onto an A3 sheet to pin on the wall and refer to it occasionally, to help everyone know where you are in the cycle, as the teaching sections follow the same structure.

Introduction to research

Exercise 7: Planning young researchers' roles in the project

- Print out a copy of the research cycle on A4 paper and stick to the middle of a piece of flipchart paper (or put as background on a Google Jamboard or equivalent if meeting online)
- Discuss with the young researchers how they could be involved at each stage and what training and support they might need. Write these ideas on physical (or online) sticky notes and link to specific points in the cycle
- Be honest about what you think is achievable within the available budget and time (both young researchers and adults), as well as the levels of knowledge and expertise available. One research project may not change the world but it can be a step towards doing so.
- Discuss and answer specific questions on the process

Exercise 8: Training, support and ways of working

- Outline plans for training and roughly what each session covers and overall timescale
- What do the young researchers think? Anything they want to add, take out or change? Any worries or concerns?
- Ways of working together: what support do young researchers want from adults? What should be expected of young researchers?
- Discuss how best to keep in touch, adult facilitators, and individual young researchers and as a team.

Exercise 9: Wrapping up

- Discuss any questions or comments young people have from the session
- Ask them to start thinking before the next session about what topic and questions they might be interested in researching (with overall scope focus)
- Feedback/session evaluation (page 61)
- Date for next meeting
- Reminder of what adults/young researchers will do before then
- Pay travel and other expenses/give our vouchers if used for payment

Session 2:

Planning our research

Session Aims:

- To support young researchers to decide on a research topic, questions and aims and choose the best sources and methods for their project.

By the end of this session, the aim is that young researchers will have a general understanding of:

- key principles of research design
- the main research methods available and their distinctions
- how you might select and design the most appropriate methods for this project and for specific participant groups

*Session 4 covers training young researchers to use research methods such as interviews, discussion/ focus groups, and surveys.

See also notes in Guidance: 'Key points for training and supporting at different stages of the process: Research Design.'

Overview (see session notes for details)

- Introductions, aims, and ground rules (15 mins)
- Deciding on a research topic/questions (1.5 hours)
- How to get the information we want (1 hour)
- Drafting questions (1.5 hours)
- Closing session (30 mins)

*Depending on activities chosen + adjust for time available and access needs. Include breaks/split over different sessions as needed

Resources

- Sticky notes, flipchart paper, real/virtual whiteboard, pens
- Preparation is needed for some of the activities (see exercises and notes)



Exercise 1: Icebreaker, aims and introduction

- Carry out an Icebreaker: see Appendix 2 for ideas.
- Revisit the ground rules
- Explain the aims of the day and that the focus is to: Decide on a research topic, set questions, aims and choose the best for the project

Planning our research

Exercise 2: Deciding on a research topic/questions

- Group discussion - where we're starting from
- Ideally young researchers would be involved in all decisions from the outset, but this is not always possible. It may be that some aspects of the project have had to be decided before young researchers were recruited (e.g. from participation activity if this is an existing group or from a result of service, organisational, or policy drivers or in response to a funding call. In this case, you may already have a research topic and maybe also some initial outline of research questions and methods. If this is the case explain to the young researchers what has already been agreed, why, and what scope there is for change.
- Be honest about what is achievable within the available budget and time (both young researchers and adults), as well as any limitations (e.g. funder requirements, capacity, etc).

Also see Kim, Sheehy, and Kerawalla (2017) Session 2, p13-20 on 'identifying a research topic', and the Youth-led Participatory Action Research Hub session plan and materials on project design (Berkeley, 2015).

Exercise 3: Stages of designing a research project:

- Decide on the topic/questions that you want the research to answer
- Decide who or what can provide that information
- Choose the best method(s) to get these topics answered
- Show the first slide in Appendix 1: 6 (10 in Powerpoint presentation) or write each one by one on a flip chart.

Exercise 4: Pictionary game: What do we want to know?



- Give 2- 3 cards, or A5 sheets or sticky notes to each of the young researchers.
- Ask them to write one topic/question per card that they feel this research should explore.
- Project staff should write a few cards related to the topic too. Don't share what you write.
- Collect and shuffle up all the cards (eg in a hat).
- Ask for a volunteer, who selects a card randomly. They have to draw that topic/question onto the flip chart/whiteboard and the rest of the group have to try to guess what it is.
- Run a stopwatch to keep a fast momentum and make it more fun. Write down the suggested topics on a flipchart or whiteboard.
- Give out a 'research topic checklist' ([see sample on next page](#)).

Adapted from Funky Dragon (2011) and Kim, Sheehy and Kerawalla (2017)

CHECK LIST

Would researching this topic help us to understand more about people's thoughts, feelings, behaviour, and/or experiences?

Would researching this topic require more than just looking things up in a book or on the internet?

Would researching this topic find out something that would be useful and worth knowing about? If yes, why?

Can we do this research with the people, time, and money we have for the project?

Does the question reflect my/our personal biases?

Could researching this topic harm anyone?

Look at the topics/questions you came up with:

- Can you answer yes or no as indicated to each question in the checklist?
- What do we already know about this topic/question? Do we need to collect new information to answer it?
- Based on these discussions decide which are the most important and relevant questions/ topics. Put these on top (and in the next exercise on the tree).



Planning our research

Exercise 5: Tree of questions

30

- **Resources: Beforehand draw a big tree (your height) and stick this on the wall.**
- (Tip: brown parcel paper is great for this).
- Write one key research topic/ question from the above exercise on each of the larger branches.
- Split the group into subgroups and give each one a key topic/ branch.
- Ask each sub-group to write as many questions as they can think of, each on a separate sticky note, and then to stick these as leaves to their branches.
- Allow 5- 10 mins for writing questions to leave plenty of time to discuss the questions, possibly re-order them
- The group can decide to re-position and re-prioritise them as a group.

Adapted from Funky Dragon (2011) and Kim, Sheehy and Kerawalla (2017)



Exercise 6: How to get the information we want

- Group discussion: Put 'where' and 'who' as headings on a flip chart or whiteboard and ask for suggestions from the whole group.
- The information or some of it might already be available, e.g. in other reports, or in the monitoring of who uses a service, how often, which part, etc.
- Ask the group to list the people who might know the information needed.
- If you don't need to/ can't ask everyone, how can we select participants in a way that is representative and avoids bias. Discuss how best to sample randomly and explain words in italics (or add to the jargon buster started in the first meeting)
- We'll talk about qualitative and quantitative methods later on but research isn't always about big numbers, sometimes you are trying to get a range of diverse views from those who have relevant experience.
- Show next two slides in Appendix 1: 6 (11 and 12 in PowerPoint presentation)

Match making cards

- Print and cut out all the squares, mix them up and ask the group to match them up (as per below).



This involves:

The researcher asks someone a set of questions about their life, views, or experiences. Can be face-to-face, or by phone, or online and the questions can be changed or explained if needed.

Example:

A young researcher talks to young people in a service about their experience of being in care (this is personal so works better one: one)



This involves:

The researcher(s) ask a group of people questions about the research topic. Can be face-to-face or online and the questions can be changed or explained if needed.

Example:

Some young researchers, with help from an adult, talk to a group of young people about a project they have been involved in; or suggest how their local area could improve



This involves:

A questionnaire can be on paper or online. Questions can be closed (e.g., a tick box) or open (a text box).

Example:

Young researchers design a form to get feedback from young people using a service



This involves:

The researcher watches at a person/ a group of people going about their daily lives.

Example:

Young researchers attend meetings where decisions about a service are made and take notes on what happens

Planning our research

Exercise 7: Deciding on the best methods for this project



- Look back at the tree, the main topics now on the branches, and the more detailed questions.
- Whom do we think can provide this information? Write these on a flip chart/whiteboard
- Split the young researchers into groups of 4 and give each a flip chart sheet.
- Allocate each group one or two of the branches from the tree – ie the main topics.
- Ask each group to discuss which method(s) would best suit these questions and the people/informants they might ask and why
- They write their ideas on their flip chart

Each sub-group reports back, sharing their flip chart

Adapted from Funky Dragon (2011)

Exercise 8: Drafting questions



Show next 3 slides in Appendix 1: 6 (15-17 in Powerpoint presentation) + Give out handout (Appendix 1: 7)

1. Split the young researchers into sub-groups of 3's or 4's
2. Ask them to make the following into both open and closed questions:

- What the person did yesterday
- What the person had for breakfast
- What animals they like or don't like
- Their favourite colour
- Their favourite dessert

3. Split the young researchers into sub-groups of 3's or 4's. Ask each to take a topic from the earlier topic tree (or allocate topics to each subgroup)

4. Ask them to create 1 closed and 2-3 open questions around that topic

Exercise 9: Drafting questions

- Split the young researchers into sub-groups of 3's or 4's
- Ask each to take a topic from the earlier topic tree (or allocate topics to each subgroup)
- Ask them to create 1 closed and 2-3 open questions around that topic

Planning our research

Exercise 10: Making your methods more creative and fun

20-40

Refer back to exercises you have used in the training: ask the young researchers which they would like to adapt to use as research methods.

Collaborative Story telling

'Stories2Connect' was a project in which a group of disadvantaged young people who had been involved for some time in a young researcher participation group at the University of Central Lancashire came together with a group of academic researchers.

"Over time a research project emerged which aimed to collect stories from other disadvantaged young people to draw attention to the issues they face and instigate changes in society. The young researchers learned about interviewing and went out to interview other young people.

The process of writing fictional stories drew on young people's imaginations, life stories, and interviews, as well as researchers' observations and interpretations of writers and illustrators...

Life Chances [funded by the ESRC] ...worked with families on low income who were recruited through two civil society organisations (Single Parent Action Network in Bristol and South Riverside Community Development Centre in Cardiff). Using a range of arts-based approaches including jewellery-making and song-writing, commissioned artists Close and Remote helped research volunteers to develop fictional characters based on their factual lives, and these were co-written into a work of sociological fiction.

The overall aim of this was to enable people to write their own experiences of how regulatory systems and services had impacted their and their children's life chances, and the project used Utopian thinking and methods to consider how the welfare system could be designed to better support families on low income" (Satchwell et al., 2018, p4)

- NOTE: creative methods may take extra time in interviews and focus groups. But the advantage is that they can help to rebalance power dynamics and increase dialogue and accessibility, making the data collection more inclusive and engaging and therefore providing richer data. As well as the ideas below, there are many more in **Appendix 1: 9**. See also the Youth-led Participatory Action Research Hub session plans on mapping and photovoice (Berkeley, 2015).
- All creative methods suggestions can be adapted. Be creative!

Planning our research

Exercise 11: Applying creative methods to your project

40

Resources: art materials, any props

- Divide into sub-groups of 3
- Allocate each sub-group a different question from the list of questions created earlier/ the topic guide. If you are doing group discussions individual interviews and surveys, split the sub-groups accordingly, so that some sub-groups are working on each method.
- Ask them to design a creative method for this question. Encourage them to think of any current TV show format, a game, an art activity, or anything else.
- If after 5 minutes any group is finding it hard to think of an idea, allocate them a creative method.
- At the end, ask each sub-group to show and share their idea with the others.
- At the end, if it seems appropriate, ask the group to vote on the top 2-3. And try to include at least one in your fieldwork

Wrapping up

NOTE: It may be useful if some or all of the group can start to develop the questions you came up with today into draft collection tools (e.g. interview schedules, focus group topic guides, survey questions) after the meeting, so they can further develop and pilot these in session 4. If so discuss who will do this and how. There is an exercise in session 4 on developing questionnaires which may be helpful to do earlier if needed.

- Discuss any questions or comments young people have from the session
- How are we going to write up what we've decided today about our questions and methods? Who will do this?
- Feedback/session evaluation (page 61)
- Date for next meeting and a reminder of what we'll be doing (ethics – how to do research safely)
- Reminder of what adults/young researchers will do before then
- Pay travel and other expenses/give our vouchers if used for payment

Session 3: Ethics

Ethics - making research safe

NOTE: There is a lot of potential material in this section. Which exercises and activities you use and how depends on how much time you have, the nature of the project, and the young researchers' roles (i.e. how much overall responsibility they have for project decisions with ethical implications and how much this is the responsibility of the adults supporting them). You may also want to incorporate some exercises into other sessions or come back to some of the exercises and teaching points later on, e.g. when developing recruitment materials, developing data collection tools, etc.

- *Prioritise what the young researchers need for the project they are working on.

See also notes in Guidance: 'Key points for training and supporting at different stages of the process: ethics.'

Aims and introduction

Session Aims:

- By the end of the session young researchers will have a general understanding of:
- The key principle of ethical research: do no harm
- key ethical considerations that may come up in their research
- how ethical issues can be planned for and addressed

Overview (see session notes for details)

- Introduction: Icebreakers, aims, introduction to ethics, what are 'ethics'? presentation, group discussion
- Bias
- Informed consent
- Confidentiality
- Anonymity
- Closing session

*Depending on activities chosen + adjust for time available and access needs. Include breaks/split over different sessions as needed.

Resources

- Sticky notes, flipchart paper, real/virtual whiteboard, pens
- Preparation is needed for some of the activities (see exercises and notes)

Ethics

Icebreaker

- Carry out an Icebreaker: see Appendix 2 for ideas.
- Revisit the ground rules
- Explain the aims of the day and that the focus is to: Decide on a research topic, set questions, aims and choose the best for the project

Exercise 2: What are 'ethics'?

10

- This first exercise helps get the group thinking and assess their baseline understanding. Use this or the one below
- Resources: flip chart/ white board/ screen (optional)
- Time: 10 minutes
- Write the word 'ethics' large on a flip chart/whiteboard, or just say it out loud, and ask everyone in the group to say what they think the term means when doing research or evaluation. If they seem blank ask them if they have heard of medical ethics or try exercise b) below instead.
- Don't comment on or correct what people say, thank everyone. When you get about 4 explanations, share the following definition, on a PPT slide/ flip chart/ whiteboard/ verbally:
 - "A way of working and processes to help make sure the research does not cause anyone harm"

Exercise 3: Group discussion: What harm might research cause participants?

Adapted from Kim, Sheehy and Kerawalla (2017)

Examples:

- Physical harm – from doing something the researcher asks them to do during the research
- Emotional harm – e.g. anxiety, embarrassment, upset, or past trauma triggered because of something they have been asked to do or talk about, or if their privacy is affected by their taking part in the research
- Financial harm – e.g. having to pay for travel to take part in the research
 - How might we avoid these types of harm?
 - Show first Powerpoint slide in Appendix 1: 9 (30 in Powerpoint presentation)
 - Ethics includes all the ways you think and act to keep everyone safe during research or evaluation. It is a set of principles and processes, which have been developed and agreed upon over many years. For example, the research includes making sure that:
 - everyone taking part agrees to do so; and knows what they are agreeing to. This is called 'informed consent'
 - we protect the personal information people give us and their names and details (this is called 'confidentiality')
 - we don't say who said what, when we write reports (this is called 'anonymity')
 - *Add terms in bold to the jargon buster*
 - Show the second slide in Appendix 1: 9 (31 in Powerpoint presentation) with main ethical issues

Ethics - Bias

Exercise 4: It's how you ask them

45

Resources: write different short questions on a sheet of paper for each person. You can use questions linked to the research topics, and/or some on food, a TV series or game, or something topical. Construct each question to start with:

- How do you feel about...? or
 - Have you ever...? or
 - What do you think should be done about ...?
-
- Split the group into pairs, ideally pairing people who do not already know each other.
 - Ask each pair to decide who is the 'interviewer' and 'interviewee'.
 - Ask all the interviewees to leave the room for a few minutes.
 - Instruct the 'interviewers' to ask the question(s) on their card, but to try as many ways as possible to add bias. Suggest they change their tone of voice, emphasis, wording, facial expressions, and body language – in both positive and negative ways. They can add some follow-up questions (it's more fun if they add some subtle and some outlandish ones). You want them to actively try to influence the answers, e.g. by implying there is an answer they would prefer/ a 'right' answer; and to show they are surprised - shocked at the answer initially given.

Feedback at the end: ask the interviewees how it felt and if they understood what was happening. Have a general discussion about how easily you can imply there is a 'right' and 'wrong' answer and how bias can easily slip into research/evaluation (use the PPT).

- For online training: do this exercise in break-out groups. Text or email a question to each 'interviewer'. Give them the same instructions about biasing how they ask it.

Or

Exercise 5: Be an influencer

20

- Split the group into pairs as over: ask one to be an 'interviewer and the other 'interviewees'/
- Ask the latter to leave the room.
- Ask the interviewers to each choose a topic they are passionate about (can be sport, music, activity, film, series, game, food, ... If they can't think of anything, offer suggestions e.g. junk food, sugary drinks, targeted advertising they've seen on social media...).
- Ask them to think of 3 points to convince the other person that their chosen subject is brilliant.
- They can make some up if stuck.

invite the others back into the room. Give the influencers 5 minutes to convince the other person. Ask the 'interviewees'/ 'recipients' if they figured out what was going on, how it felt, what factors helped to influence them, or put them off.

If time, have a short whole-group discussion about influencers' tactics (eg online) at the end.

Ethics & Informed Consent

Exercise 6: True or false game

Adapted from *Funky Dragon* (2011)

10-15

Resources: If you are using a room, divide it into 2, by drawing a dividing line (with chalk or string) down the middle. One side of the line is going to be 'true', and the other 'false'.

Alternatively write 'true' on one A4 sheet, and 'false' on another and stick these on opposite walls. Or you can use a smiley face for 'true' and a frowning face for 'false'.

- Tell the group that you are going to read out several statements. For each one, the young researchers have to decide whether it is true or false.
- If in a room, the young researchers should move to one side or the other per statement.
- If doing training online, either:
- Giving each statement a number. Read each out and ask people to write down 'true' or 'false' per number; or
- Create a poll which they complete online, anonymously

The statements (add a few more to fit your project if you like)

- you always have to make sure that people are happy to take part in the research (true)
- we must always tell people why we are collecting information and how we will use it (true)
- we always need to ask people for their name and address or phone number (false)
- we always need to ask people their age, (false)
- it is ok to film people secretly (false)
- if we want to interview someone under 16 we must ask them and their parent/carer (true)
- if we want to take a photograph, or film, of a child under 16, we must ask them and their parent/carer if they agree (true)
- if we want to interview someone aged 16 to 20 both they and their parent/carer must agree (false)
- if someone is getting tired or says they need a break you ask them to keep going (false)
- if someone looks upset you keep going and finish your questions (false)

At the end, ask if anything surprised them? Allow a brief discussion, but say you'll teach the main points at the end of this session).

Exercise 7: Consent to what exactly?

10-15

- Read out the following scenario.
- 'Shareen agreed to take part in an evaluation about the sports club she attends. She thought this would involve filling in a questionnaire at home. But one day some people turned up at the club and said they were filming and interviewing everyone for the day, and that she had agreed to it'.
- Ask the group:
 - What can she do?
 - What would have been the right thing for the researchers to do?
 - Prompt: Is it informed consent if Shareen didn't know what she was agreeing to?

Ethics & Informed Consent

Exercise 8: Interviewing skills

15-20

This exercise helps the young researchers become aware of, and able to check and confirm ongoing consent, which is particularly important when doing research with children and young people. It will help show ways people withdraw consent without saying so directly. But don't tell the group that at the start.

Split the group into pairs. Ask each pair to decide who is the 'interviewer' and 'interviewee'. Ask all the interviewers to either leave the room or go to the far side of the room and out of earshot and to draft 2-3 questions either about the topic, or on personal interests, their favourite music, game, etc, or what they did last week, or something topical.

Tell the interviewees that you want them to indicate they don't understand what's going on, or are unhappy answering some questions. But not to say so directly. So instead they should say things like 'umm', 'aww', 'I don't know', 'I'm not sure',...; and/or show they're uncomfortable in physical ways (eg shuffling in their seat, looking somewhere else, fidgeting with clothes, pens, look upset, etc ...).

Ask the interviewers to return and ask their interviewee their questions

Let it run for 5 -7mins

Reconvene the group: first ask the interviewer how they found that, and then the interviewees

Should we assume that people are happy to take part in our research just because they signed a consent form?

Should people be able to leave if they are unhappy or uncomfortable during the research even if they have agreed to take part?

Show slides 33-34 (Appendix 1: 9) on informed consent

Slide 34 contrasts two forms of wording which be used to seek someone's consent.

Ask the group which they think is better and why.

Point out that the one on the left is difficult to understand, with complicated language. Explain that people need to understand what they are agreeing to for consent to be informed

Confidentiality

Exercise 9: Sharing is caring (cont)

- After a moment ask them how they feel (anxious? curious about what is in the paper they are holding?)
- Then ask them to hand the piece of paper back to the person who gave it to them, tear it up and put it in the bin or put it somewhere safe to take away.
- Tell the group you do not want anyone to share what they wrote
- Ask if anyone wants to share how the exercise makes them feel, or how they feel now they have their information back and it is safely destroyed.
- If no one volunteers, that's fine: you share how it made you feel: e.g. anxious, embarrassed...

Use this to start a group discussion, suggested topic points:

- How do you think this applies to research?
- What types of confidential information might you gather and need to protect?
- How would you like researchers to look after the personal information you give them?
- What do you think researchers need to tell people before they collect information from them (e.g. what they will do with it, how they will keep it safe)?
- How well do you think children and young people of different ages would understand the need to keep some information private – for implications in the present and the future?
- What types of information should a young researcher keep confidential when e.g. interviewing other young people (e.g. don't share your phone number or address)?

Discuss with the group the difference is between confidentiality and needing to share something due to the concern of risk of harm. For example, if a participant shares something that they think will be private, but makes you think they or someone else might be at risk of harm. Note that the young researcher's responsibility, if this happens, is to stop the conversation and tell a facilitator/other supporting adult, who will then follow organisational protocol/policy re: safeguarding disclosures.

Alternatives if training online

- Ask the young researchers to think of something private that they wouldn't necessarily want everyone in the group to know, but not say it out loud
- How would you feel if they had found out that someone had posted that information in the chat or shared it on social media or in school?

Or

- Think back to a time when someone (e.g. parent, teacher, another child, or young person) shared some information about you that you hoped was private. How did it feel?
- Ask the group to share how it felt briefly – but NOT to share what the issue was and then ask the questions above.
- Show slide 35 (Appendix 1: 9) on confidentiality

Anonymity

Exercise 10: Amy's research

Adapted from Kim, Sheehy and Kerawalla (2017)

15

Resources: print out the scenario below or share it on a PowerPoint slide

Scenario:

Amy wants to find out do research on pocket money with young people in her local area. She asked 30 children questions about this including: 'how much pocket money do you get each week?', 'why do you think your parents/carers give you that amount of money?', 'how much pocket money do you think you should get? 'why?' and 'what do you spend your pocket money on?'

- 6 participants, including Ryan and Samira, said that they received less than £2 a week and that this was because their family didn't have much money. When reporting her findings Amy wrote that Ryan and Samira got the lowest amount of pocket money because they were poor.

Questions:

- Was it right for Amy to report on who said what in her research?
- How could she have written about these findings without identifying who she was talking about?

Exercise 11: Different levels of anonymous

10-15

Resources: Slide 36 (Appendix 1: 9)

- Ask the group to comment and discuss the two versions of reporting what someone has said.
- Could the example on the left help identify the young person – how?
- Does the version on the right convey the same point. Does it help hide the participant's identity?
- Ask them to call out other examples of a) how a person could be identified from a report, even if they are not named (e.g. the one wheelchair user or adopted child in a class) and b) how indirectly identifying a person could be harmful (someone talking about LBGTQ+ issues but do not want their sexuality made public; a person talking about living in poverty; someone talking about their mental health issues).

Ethics & Anonymity

Exercise 12: Making research enjoyable

- Show PPT slide 37 (Appendix 1: 9) or just ask the questions to the group or split into small sub-groups if there is time:
- Can they think of ways that research or evaluation could cause someone distress or harm?
- What can they do to make this research/ evaluation project as safe as possible and enjoyable?
- And should those who take part be rewarded?
- Go on to explain the reward policy and processes for this project, based on organisational policy

Exercise 13: Putting it into practice

30

Researchers often take their research to an 'Ethics Committee' before they start collecting data from people. The Ethics Committee is a group of people who check whether the planned research is ethical and make recommendations about how it can be safer.

- Thinking back to our research topic/questions and the methods we were discussing last time, let's think about how might these things apply to our project?
- Divide the group into two.

Team A: the researchers. Write a brief outline of our planned research (or what you think we might do if we haven't decided everything yet):

- What the research is about
- Who will we be getting information from
- How we will be collecting information
- What we will do to make sure the research is ethical

Team B: the ethics committee. Listen to the research team and ask them questions to find out:

- Is there any risk of harm and if so, how could they address it?
- What do they need to think about when getting informed consent?
- How will they keep people's participation confidential and anonymous?
- Anything else that you think they need to think about?

Discussion:

- What are our main 'takeaways' about ethics and our research?
- What do we need to come back to later on (e.g. when designing information and consent forms and data collection tools)?
- What will the young researchers do and what will be the supporting adult's responsibility?

Wrapping up

- NOTE: Before the next meeting it would be good if some or all of the group could develop draft recruitment materials (information sheets and consent forms) so they can further develop and pilot these in session 4. Discuss who will do this and how.
- Discuss any questions or comments young people have from the session
- Feedback/session evaluation - See Section 8
- Date for next meeting and a reminder of what we'll be doing (designing and practicing collecting data)
- Reminder of what adults/young researchers will do before then
- Pay travel and other expenses/give our vouchers if used for payment

Data collection

Icebreaker, aims and introduction

- Carry out an Icebreaker: see Appendix 2 for ideas.
- Revisit the ground rules
- Explain the aims of the day and that the focus is to: learn about how to collect data and design our research tools
- Practical timings and arrangements

Interviews and focus groups

10

- If you have decided to use interviews and focus groups as well as or instead of questionnaires to collect data in your research select the exercises which you think will be most useful for your project.
- Also see Kim, Sheehy, and Kerawalla (2017) Session 5, p45-60 which contains a step-by-step training plan for teaching young people interview skills, and the Youth-led Participatory Action Research Hub session plans on interview and focus group skills (Berkeley, 2015).

Exercise 1: Physical distance

10-15

Aim: Practicing interview and discussion skills

- Split the group into pairs. Ideally, so that they work with someone they don't know well. Invite them to agree one person be the 'interviewer', and the other the 'interviewee'.
- Ask 'the interviewees' to get 2 chairs, put these about 1m apart and facing and 2ms from others
- While the interviewees are sorting the chairs, call the interviewers together: Instruct them to approach the interviewee in stages, as the point of the exercise is to find out the comfortable personal distance.
- At first the interviewer' should stand beside their partner a bit less than 1m away, then move to in front of the person and move closer by degrees until nearly touching (don't allow touch). Then ask the interviewer should sit on their chair but move it gradually nearer the interviewee until their knees are nearly touching. Then finally move back a foot and a bit to the side.
- Ask the interviewees how comfortable they felt.
- Ask everyone to stand up and stretch out their arms both to the front and to the side. They may need to move a bit to give each other enough space to do that. Get them to take a few deep breaths too and stand confident
- Tell them: that about an arms' length (for each person – so about 2 arms' lengths) is a minimum distance most people want from a stranger.
- Some people and some situations will need more. Discuss body space and when more might be needed.

Data collection

Exercise 2: Body awareness and eye contact

5-10

- Keep in the same pairs, but swop who plays the interviewer- interviewee.
- This time tell the interviewers to stare at the other person for at least 30 seconds.
- Time a count-down for fun. Then ask each how that felt, on both sides.
- Ask the group why this might be important in an interview or group discussion?

Two points to make here:

- 1) while you need to show interest in someone, people do not like to be stared at: it makes us uncomfortable. Reducing the intensity of an interview makes people feel more relaxed, which can help them open up. Some eye contact is good, but not too much: give the person space to think.
- 2) Some people may be more comfortable talking if you're sitting next to them or at an angle rather than right opposite. if you walk or sit in parallel/ by their side rather than facing them squarely.

Exercise 3: Asking questions in interviews or focus groups

20-25

- Remind the young people about the exercise we did on open and closed questions in session 2, or do now if you didn't do then + give them the handout (Appendix 1: 11).
- Split the group into pairs. Ask them to alternate who is the interviewee and interviewer.
- If they already worked on drafting open and closed questions in session 2, just select some of these questions to use here.
- If you have no topic guide yet, think of something current or an everyday topic, e.g.:
 - What they think about an item in the news
 - Their journey to the venue today
 - The weather
 - Their favourite foods
 - Views on a film/series
- Ask each young researcher to think of and ask 2-3 closed and 2-3 open questions on a topic.
- Swap roles after 7-10 minutes / they have to ask 2-3 questions

Teaching point:

- In the report back, ask how it felt as an interviewee when asked closed, then open questions.
- Discuss the advantages of each type of question
- Ask how this might affect the information you gather and someone's experience of research.

Data collection

Exercise 4: Active listening

15-20

- Split the group into pairs (one is the interviewer and the other the interviewee).
- Ask the interviewees to leave the room or to go to the far end of the room out of earshot.
- Instruct the interviewers to ask the interviewees a few open questions about something that interests them or something they did recently (eg music/ game they like, a film they've seen, the meal they've eaten, sport) and to then ask them what was good about it and then not so good.
- But after listening intently for a minute, they should switch off – ie to not listen and do everything possible (besides leaving their chair) to show they are not listening (e.g. frown, fidget, yawn, look elsewhere, doodle, interrupt, read, eat, slouch in the chair, cross & uncross legs and arms, interrupt or answer for the person).
- Stop after 5-10 mins minutes and ask the interviewees how they found this and what was going on?

Two teaching points here (rest below)

- Ask the interviewees first to say what tells them that someone is not listening.
- Ask the group as a whole to practice open and closed body and facial postures quickly
- Swap over the pairs: This time the interviewers ask the interviewees about their journey today. But this time instruct the interviewers to show they are actively listening. Give them 5 minutes.

Reconvene the large group

- Ask the group: How did it feel to a) not be listened to; and b) listen to
- Ask the group to call out what shows active listening (face, open posture, eye contact), etc
- Show PPT about active listening if you like
- Ask the group: what difference does active listening make to the person being interviewed?
- And what difference does it make to the research you're doing?
- Allow 7 -10 minutes to do this. Then report back and discuss - another 10-15 minutes.
- Ask the interviewees if they could guess their interviewer's views? And if so, how (e.g. was it body language, things they said, facial expression, amount of note-taking?)
- Ask the interviewers how easy or difficult that was? Did they think they managed to stay neutral? How did they find taking notes?
- Lastly what does this tell the group about doing interviews etc?
- Teaching points: 1) all these issues and skills are important when talking to people, e.g. when doing interviews, face to face surveys, and focus groups: face to face, on the phone, and online. 2) the research must gather a range of views – not just your opinion 100 times.

Data collection

Exercise 5: Respecting different views

20-25

- For this activity you will need prepared cards. Each has one of the following statements. Adjust/ make new ones to suit the ages and context of your young researchers.
 - You want them to be provocative:
 - Everyone in education should have three hours of homework every night.
 - The age limit for buying alcohol in shops should be 26.
 - Young people under 16 should not be allowed to access social media.
 - Those under 14 should only have 1 hour screen times outside of school work
 - Young people should be given the vote at 14.
 - No chicken or burger shops should be allowed to open near schools/ colleges.
 - Divide into pairs: one is an interviewee and the other the interviewer. Instruct the interviewer to listen attentively and to encourage their interviewee. Allow as much space as possible between pairs, so that they can't hear each other. In each pair give one person the 'interviewee' a cue card – which contains one of the statements. They have to talk passionately about their subject (and pretend they agree with it, even if they don't). Ask them to not share that with the interviewers.
 - Instruct the interviewers to listen and make accurate notes on what their interviewee is saying and to 'actively' listen, i.e., to encourage but not lead them.

Exercise 6: Dealing with sensitive or upsetting topics

40

- Resources: Print the sensitive situation cards on the next page
- If your research is going to cover any difficult or sensitive topics, it is worthwhile to practice how the young researchers and the project team should deal with this. This practice session will also help ensure you have all the processes and systems necessary to support the young researchers and their interviewees/ focus group participants, and that these work! Moreover, you never know when a banal issue might upset someone. NOTE: this may overlap with safeguarding
- At the start explain that while we have thought about and drafted the questions carefully to avoid people getting upset, sometimes this happens. We must be prepared, as that will help us handle different situations. It's better to explain the process you will use on this project, at the end of this exercise.
- If you like, ask the group for ideas of what issues might be upsetting in the questions being asked around this research/ evaluation project.
- Divide the group into groups of 3 or 4. Give each team one of the following scenarios.
- After the feedback and discussion ask the group to discuss how well the project process will help. Then as needed, practice some of those potential scenarios
- Some scenarios adapted from Esterhuizen (2012)

Scenario Cards

Print and cut out the scenarios

Scenario A:

The interviewee begins to get emotionally upset

Scenario B:

As the interviewer, you find the story difficult to hear and start to feel strong emotions

Scenario C:

The interviewee starts to tell you that they have been abused when younger

Scenario D:

The interviewee tells you they are in serious debt and about to be made homeless because they can't pay the rent

Data collection

Exercise 7: Trouble-shooting in focus groups

30-40

- Resources: copy and enlarge all the scenarios on the next page.
- As each focus group has its own dynamics, it is helpful to anticipate some of the common issues that can arise.
- Split the groups into threes. Give each group 1 or 2 scenarios. Ask them to discuss their scenario and to come up with 2-3 ideas of how best to deal with it, without making anyone uncomfortable
- Cue cards to copy (add a few more if you like):
- After about 15 minutes a few people have not said a word

OR

- Ask for two volunteers to facilitate a focus group, everyone else is a participant. Give the group a scenario to discuss (see examples above).
- Write different 'participant roles' on cards and give them to some of the young researchers acting as participants, but tell them not to show anyone else what is on their card:
- Don't say anything at all unless directly asked
- Keep changing the subject
- Interrupt other people
- Look bored and distracted
- Let the 'focus group' run for 10 minutes or so then discuss. Ask participants who were assigned roles to say what they were? How do the group think these things could be handled?

Let the 'focus group' run for 10 minutes or so then discuss. Ask participants who were assigned roles to say what they were? How do the group think these things could be handled?

Show slides 39-41 (Appendix 1: 10)

Scenarios

Print and cut out the scenarios

Situation A:

One or two people divert the topic to another (less relevant) issue

Situation B:

One or two people hog the conversation

Situation C:

The interviewee starts to tell you that they have been abused when younger

Situation D:

There is a strong disagreement in the group and the discussion becomes heated and angry

Situation E:

A point becomes sensitive – unexpectedly

Situation F:

A participant starts talking about a very private matter which you feel is inappropriate to share with a group

Situation : G

A participant starts talking about a very private matter which you feel is inappropriate to share with a group

Data collection

Exercise 8: Practicing the interview/focus group



Resources:

Project information sheets and consent forms, draft topic guide/interview schedule developed by the young researcher, any instructions or creative tools that go with it, recording equipment is being used.

- Remind the group about data protection when recording interviews, especially using their phones.

Interview practice:

- Split the group into pairs and ask them to agree one person start as an interviewer and the other the interviewee
- It is best to run this in stages, eg:
- Start with practicing the introduction and first few questions and then reconvene to discuss how that went. Then move on to the rest of the interview. Do this in chunks of topics.

Focus group practice:

- Split into sub-groups and ask members to take it in turns to lead the group discussion
- Ask each to start with the intros and ground rules and then ask 1-2 questions each and then chair the discussion on these. In real life it is best to have two people running a focus group: one can lead on asking questions, while the other keeps an eye on how the group is feeling, reacting, and helps fields questions. They can take turns in these roles.
- Reconvene as a whole group, ask:
 - What went well?
 - What didn't go so well?
 - Were any questions particularly difficult?
 - Are any changes needed to any questions?
 - Did anything arise around keeping the group on the intended subject? / keeping the conversation flowing, or managing the group dynamics?
 - Anything else
- Usually, this practice session highlights questions and wording that need to change.
- If these are substantial changes, you might need another practice run and/or do some work on the research tools

Exercise 9: Surveys

*If using see Kim, Sheehy, and Kerawalla (2017) Session 4, p29-44 which contains a step-by-step training plan for teaching young people how to design questionnaires, and the Youth-led Participatory Action Research Hub session plan on surveys (Berkeley, 2015).

- **Group discussion:** Have you ever filled in a questionnaire? If yes was this online or on paper? What did you like or not like about it?

Data collection

Exercise 10: Exercise: designing a survey

Adapted from Kim, Sheehy and Kerawalla (2017)



Materials: Information from session 2 on research questions, checklist (as a handout, page 17), sticky notes, flipchart paper, and pens. Or use something like Google Jamboard, Mural, Miro, or Stormboard if doing online.

- What questions do we need to ask to find out who is filling in our survey (prompts age, sex, ethnicity, where they live/ go to school, other demographic and lived experience data)? Write your ideas on sticky notes (one colour)
- Look at the questions we came up with in session 2. Write the ones down you think we should ask on different colour sticky notes
- Think about which questions should be open and which closed and what the answer options might be for the closed ones (e.g. yes/no/not sure, categories, a rating scale, etc)
- Organise the sticky notes on a flipchart and think about how you will structure your questionnaire. How will it start? How will it end?

Show young people the checklist and see if you've covered everything:

- Have we included a sentence or two explaining what our research is about?
- Have we explained that research participants will be anonymous and their participation confidential, and what this means?
- Does each question either tell us about who is doing the survey and/or help answer our research questions?
- If it is a paper survey that we are not collecting as soon as it's filled in, have we explained to people how they can return it or, if someone else is collecting it for us, how their information will be kept confidential and safe?
- Is it clear how to answer each question (e.g. 'tick one box only', 'tick all that apply', 'write your answer in the box below' etc)?
- Are all the questions clear and easy to understand?
- Do closed questions have suitable answer options?
- Are any of the questions asking more than one question at a time?
- Have I asked questions that might show bias or influence how participants answer the question?

Either now or after the meeting work on the questionnaire until you're happy with it. When you have your draft survey have a go at piloting it. This means you test it out with a few people who are similar to the people you will want to do your survey (e.g. other young people).

This can help to see:

- Whether people can understand your questions
- Whether your questions get the kind of information from participants that you want
- Whether there are too many questions, questions that participants feel are missing, or answer options they would like that aren't there

Agree on plans for finalising and piloting the questionnaire. Will you use paper or do an online survey using something like Google forms or Survey Monkey?

Data collection

Case examples:

“During training, it became clear that the peer researchers [with lived experience of being in care] wanted to have an academic researcher with them for the first round of interviews not just to provide transport but also for support during the interviews if needed.

Peer researchers saw this as an opportunity for the academic researcher to observe and provide feedback on their interviewing to help build their confidence for interviewing alone. The academic researcher was also assured that sufficient quality data were collected by witnessing how well the peer researchers developed a rapport with study participants and utilised their interviewing skills... at the beginning of the first interviews, the academic researcher would check that the participant had full information about the study, consent forms were signed and audio recorders were working.

The peer researcher then led the interview. The academic researcher on occasions assisted if the peer researcher indicated that they were unsure how to ask further questions about services or sensitive issues. The academic researcher also helped when unexpected issues arose during fieldwork, such as the presence of a young child or other family members. By observing how the academic researcher dealt with these practical and ethical issues in the first round of interviews, peer researchers developed their skills and confidence for the later interviewing on their own” (Kelly et al., 2020, p. 113).

COPY study on the mental health of young people during COVID-19, co-produced with young people (Dewa et al., 2021). In this project an adult researcher did an initial interview, observed by a young researcher, after which they debriefed. Then the roles were reversed with the young researcher interviewing, adult observing, followed by debriefing. Then the young researcher interviewed participants alone (online) with an adult researcher providing offline support again followed by a debrief.

Data collection

Planning for data collection:

This will vary by project but at this point, it would be good to discuss some or all of the following with the young researchers:

- How are we going to develop what we've done in the last two sessions into recruitment materials (project information and consent forms)? Who is going to do this?
- We also need to develop the questions we came up with within the last session into draft collection tools (e.g. interview schedules, focus group topic guides, survey questions) so we can look at these next time we meet. How will we do this and who will do it?
- Who is going to do what fieldwork? What support might you need? (see case examples on next page)
- Practical arrangements, including the availability
- Reminder about systems and processes to ensure ethical standards, e.g. eg consent, confidentiality, data protection, submitting to an ethics committee
- Developing detailed fieldwork plans and processes, including recording interviews and focus groups
- The next training session will be on analysis after we have

N.B: The next session is focused on analysis but would be useful to refer to the Guidance at this point re: 'Young People's Time' and 'Methods and Data Collection'.

Wrapping up

- Discuss any questions or comments young people have from the session
- Feedback/session evaluation (page 61)
- Date for next meeting and a reminder of what we'll be doing (analysis of the data we have collected)
- Reminder of what adults/young researchers will do before then
- Pay travel and other expenses/give our vouchers if used for payment

Session 5: Analysis - making sense of the data

See also notes in Guidance: 'Key points for training and supporting at different stages of the process: analysis.'

Overview

- To support young researchers to organise and analyse the data collected during fieldwork and:
- understand the purpose and main approaches to data analysis
- be able to systematically order and extract key messages from quantitative and qualitative data
- NB: This session provides a basic overview of some principles and approaches to data analysis. As always pick choose what is relevant to each project and adapt as needed for the young researchers involved. Further resources are included in the references, and if you're planning a more complex analysis, it may also be helpful to bring in some specialist research expertise at this point.

Session Aims:

- By the end of the session young researchers will have a general understanding of:
- The key principle of ethical research: do no harm
- key ethical considerations that may come up in their research
- how ethical issues can be planned for and addressed

Overview (see session notes for details)

- Icebreakers and explain the aims of the day
- What are we analysing?
- Qualitative data analysis
- Quantitative data analysis
- Presenting data
- Closing sessions

*Depending on activities chosen + adjust for time available and access needs. Include breaks/split over different sessions as needed.

Resources

- Sticky notes, flipchart paper, real/virtual whiteboard, pens
- Preparation is needed for some of the activities (see exercises and notes for more details)

Analysis

Exercise 1: Icebreaker, aims and introduction

- Carry out an Icebreaker: see Appendix 2 for ideas.
- Revisit the ground rules
- Explain the aims of the day and that the focus is to: Decide on a research topic, set questions, aims and choose the best for the project

Show slide 43 (Appendix 1:11) or explain the meaning of 'data analysis'

Exercise 2: What data do we have?



Resources: Flip chart: one with 'quantitative/numbers' and one with 'qualitative/words' written on the top and divided in two, sticky notes and pens

- Shout out: What information have we collected in our research (E.g. survey data, interview and focus group recordings or transcripts)? This information (data) be divided into numbers (quantitative data) and words (qualitative data).
- Stick prepared flipcharts on the wall or put each on a table or the floor.
- Split young researchers into two groups or do as a whole group if you think that will work better (e.g. if only have qualitative or quantitative data, not both) or time is tight. If two groups ask each to start on a different flipchart and then swap.
- Ask them to write on the top half of the flipchart (or write on sticky notes and put on): What data do we have? Prompts: what qualitative/quantitative information have we collected? E.g. information about who people are, what their experience has been of X, how they feel about Y, what they want from Z.
- Then on the bottom half of the flipchart write: What do we need to know? Prompts: refer back to research questions. What do we need to find out from the data we've listed above? Are we looking for numbers, trends, patterns, how issues affect different people, ideas for how things could be improved...
- After 10 mins or so ask them to move on to the second sheet and add new ideas to what's already there. Is there anything they disagree with or are not sure about?
- Show slide 44 (Appendix 1:11) re: principles for data analysis
- Review flipcharts with the group:
- How much information do we have? If it's a lot we need to think about how we organise it and keep it manageable and focused on our research questions.
- Are there any gaps (i.e. not enough data to answer some of our research questions)? If so that's fine but we need to say something about this in our report.
- How can we make sure we are sceptical, systematic, and ethical when we do our analysis?

If online: Run the same exercise on Zoom whiteboard, Jamboard, or similar.

Analysis

Exercise 3: Jargon buster matching exercise.



Resources: Handout: Appendix 1:13

- Split into sub-groups of 3-4.
- Ask each group to match each explanation on the handout (right) to a word (left). Reduce the list as you see fit – eg some groups might only need 5-6 items
- You can do this in various ways according to available time and resources. For example:
 - copy into a word document mix up the right-hand options and give a handout. Ask them to draw lines connecting the word and explanation.
 - if online: Save the document in cloud storage, such as Google Drive. Share the link with each sub-group and ask them to draw lines linking the two;
 - print both sides enlarged onto cards and ask them to match these.

Qualitative data analysis

- **NOTE:** Appendix 1: 15 contains case study examples of qualitative analysis which may be useful to look at beforehand and/or discuss with the group.
- Also see (Kim, Sheehy, and Kerawalla, 2017) Session 9 p113-126 which contains a step-by-step training plan for teaching young researchers qualitative analysis
- Show slide 45 (Appendix 1:11) – jigsaw pieces

Exercise 4: Whole group call out

- Ask the whole group who has ever done a jigsaw puzzle. If any have, ask them how they go about sorting the pieces at the start. If no one does jigsaw, ask how they sort their clothes (e.g. are all the socks, pants, T-shirts, and jeans in the same drawer?).
- The point is that they make decisions about sorting all the time: qualitative data analysis is just about finding patterns in what people say. It is usually based on interviews and discussion groups, but sometimes pictures.
- Just like quantitative analysis, it is important to do qualitative analysis systematically, so that people trust what you report. It may take longer.

Analysis

Exercise 5: Introducing qualitative analysis

20

Resources: Wrapped chocolate selection (e.g Quality Street), buttons, playing cards, a jigsaw, or anything else that can be sorted in different ways.

- Empty the boxes of chocolate: Ask the young researchers to categorise them in as many different ways as possible. When done or if need prompts can suggest: shape, colour, flavour, types of edge/corner, hard or soft centers (explain unseen/less obvious), more or less common, your favourites (subjective), etc

Or

- Use a pack of cards: split into sub-groups of 5. Give each a pack of cards. Ask them to think of as many ways as possible to categories the cards (e.g. suits, colour, number. Then ask if there are any sub-categories e.g. even and odd numbers, divisible, wild cards, rare cards (jokers)

Or

- If online: Google Jamboard (or similar) with a lot of individual pictures (see examples on next page) This can also be used as a card exercise.
- Ask the group to categorise / group the images.
- They could start by splitting them into say animals, plants, food, transport, buildings. Or they could start with bigger categories such as natural versus man-made objects (the second image).
- They can add sub-categories / sub-divisions within their first, eg natural or man-made, or sub-categories of chicken (alive or cooked). This gives an idea of how information can be organised/sorted in different ways.

Presentation: slides 46-48: (Appendix 1:11) + give out qual analysis handout (Appendix 1: 14)

Exercise 6: Looking for themes in an interview transcript

20

Resources: Use this anonymised excerpt from an interview as a handout, or on PowerPoint. Pens or highlighters to mark different issues & add their comments

Qs to ask the whole group: to read this and then pose these questions:

Q1: What are the main issues mentioned? These are your 1st themes

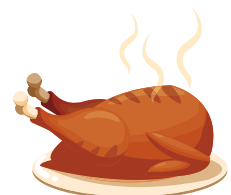
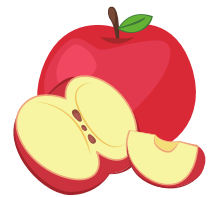
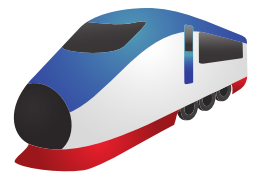
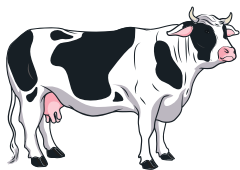
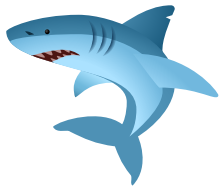
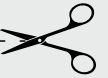
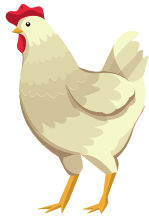
[Ans: How they heard about the project; what they did in the project.

Q2: What other issues has the person raised, even if not directly?

[Ans: Parents not having, or knowing about & needing services; lack of information about the conference & services like this; how keen, passionate, hard-working/ active this parent was... (question then is: are others like her?)...]

Qualitative Analysis

Cut the cards out and ask young people to categorise and sub categories.



Transcript

Interviewer: Can you tell me how you found out about this project?

Interviewee: Right, so, ...I've been involved pretty much from the start. There was as a big conference that was held in [town name]. I went along as a parent. I only found out about it through [person] ... so I applied, but I also spoke with [organisation] quite a lot ... I just wanted things to be better for us.

So I set up the two focus groups with [worker's name] as a part of the pilot...

...and did a presentation at that and then I was asked to be a trainer as well.

So I was trained in running the workshops. So, I helped run the focus groups, and did presentations, and later become one of the workshop leaders as well... So kind of feel like I've seen every part of this project...

I think what I didn't umm fully understand at the time, what the project was about.

So when I invited other families to it, I invited families who probably didn't meet that criteria, but hey...

We had all had some really bad experiences. Lots of bad experiences of services failing us... And I'm being contacted all the time by families around the country screaming out for input. I'm very passionate about other parents not going through the stuff that we went through...

Analysis

Exercise 7: Analyse qualitative data from your project's interviews/ group discussions



Resources:

- Use anonymised interview transcripts ideally from your project. If not from an earlier project you are familiar with and which has relatively clear categories and is simple to analyse.
- Print and copy 5- 10 anonymised extracts (1-2 paragraphs each) from some transcripts onto card/coloured paper. Make a complete set for each subgroup of 3-4.
- Break the young researchers into subgroups.
- Give each sub-group a set of extracts to look at different sets (eg different excerpts; or sets from different groups of interviewees (professionals/ young people/ families...))
- Ask them to read through these a few times.
- Then ask them to discuss in their group their initial ideas on how this information could be grouped – i.e. can they see any themes, patterns, etc?
- Ask them to write each of the headline themes onto a flip-chart sheet/ whiteboard
- Ask each sub-group to pick out points, examples, and quotes from the transcripts which fit their main theme(s); write these on post-it notes and stick on the relevant flipchart (some might fit on 2 flip chart sheets) They can add more themes or need to change what a theme is called as they go along
- share their ideas with others, by showing their flip charts sheets or Whiteboard or word documents (on the wall/ floor/ table)

Quantitative analysis

- **NOTE:** Kim, Sheehy, and Kerawalla (2017) Session 8 p101-112 contains a step-by-step training plan for teaching young researchers quantitative analysis
- **PPT slide 52:** giving some general points
- **Slide 53:** about descriptive statistics for small-scale studies, which is likely to apply to many research and evaluation projects you are working on.
- **Slide 54:** Judging if it is possible and meaningful to generalise and make broader statements from the information collected.
- **Slide 55:** Sharing the range and/or average of the numbers collected
- **Slide 56:** Linking two sets of data

Analysis

Sharing and presenting numerical data

- Show slides 60-61 (Appendix 1: 16). Ask the group to discuss whether they think the written explanation, or table, or pie chart works best to share the information.
- Ask the group for more examples of might type of issues that might work well in a pie chart
- (tip: must total 100%).

Exercise 8: Calculating the range and average



Resources: chalk or string if possible, but not essential. Enough space to move about

- Ask the group to shout out what make of phone they each have, write these on a flip.
- Pick out the 4-5 most popular makes and designate an area of the room for each type, and have one other section for 'other' – those which only 1 person owns. Ideally, draw a chalk circle on the floor. Ask people to stand in the area for their make of phone. If possible draw the dividing lines once they are all in place – and you have your physical pie chart.

Exercise 9: Young researchers can help prioritise previously analysed data

Even if the young researchers do not have time to work on analysing the raw data themselves, you can nonetheless involve them in analysis. One way is to ask them to prioritise and comment on the first-level data analysis you have done. They can add fresh interpretations based on their own experiences and suggest additional issues to explore further.

Analysis

Exercise 10: options – usually using a sub-sets of data

A) Post-it storm

Resources: post-its if in person, or virtual post-its if online e.g. Google Jamboard.

- A list of 10-15 initial findings on PowerPoint slide, or in a handout, or on a flip-chart.
- If you did quantitative analysis share a series of data and charts.
- Decide if best to split into sub-groups – e.g. each sub-group could work on a different area
- Allocate each person/ sub-group 5-8 post-its and ask each to write the findings that seem most important on a post-it (one finding per post-it).
- Then stick these on the wall/ on Jamboard. Read a few together, ask for clarification if needed.



B) Ranking on a diamond or pyramid, or similar image with a top, middle, and bottom

(can do this in person in a room, or online. Decide if sub-groups would help)

Resources: Post-its from the exercise above; draw a diamond/ pyramid on a flip-chart sheet.

- If online, ask the group to rank the Post-its on Jamboard / whiteboard (draw an image if time, (otherwise tell them the top is the most important)
- Ask everyone to prioritise these post-its onto the pyramid/ diamond shape: putting the most important at the top, middling in the middle, and least important along the bottom.
- Look for where priorities align. Select some from the top and middle and discuss those. The group can agree to re-prioritise an item if they like. Differences are interesting to discuss- you don't need to get agreement, just the range of views, and different ways of seeing the same data.



C) Tasty or bland

Resources: some analysed data.

- This is a quick, fun way to explore what the group thinks about a particular finding. Can build on the results from a) and b) above, to prioritise findings further, or use this instead.
- Explain that you are going to read out a series of statements based on the early analysis.
- Ask them to respond to each, by either pretending to react as if it was delicious or bland /tasteless. (Add a 'disgusting' / 'yuck' option too if you like – ie things to omit in the report)
- Ask the group to agree on an image of (and ideally draw) something really tasty. If they can't just make one end of the room tasty and the other bland and ask them to vote with their feet. Here and there, ask the group to discuss their reactions – eg what would make it tastier? Record these or write them on a flip chart/ in chat where they can all see
- **Online:** do this as a quick poll per question: they have to vote for each: tasty, so-so, bland, or yuck



D) Discussion groups – in person or online

Resources: copy some of the main findings (briefly) onto separate cards/ online handouts.

Split into sub-groups of 3 or 4 and give each one or two cards, or share as handouts online.

Ask each group to discuss with their example:

- Does this tally with what they noticed in the interviews/ questionnaires you did?
- Is there anything surprising?
- Is there any aspect within this point that they feel needs to be strongly emphasised?
- What do they think might be the main reasons behind this / what might be linked to it?



E.g. can they add anything from their own life experience to help explain what people might be getting at here? (Be careful how far you go with this in reporting)

Analysis

Jumping to conclusions: how numbers and charts can mislead

Optional exercise

- Look for or ask the group to think about recent reports about a piece of research/survey they might have seen recently in tabloids, social media/ online news. If you can find a serious source on the same study e.g. the Lancet, BMJ, New Scientist, or the BBC, and share it with the group.
- Ask them to describe the difference in any claims made about the findings, eg how much does it tell you about the generalisability or importance of what was found. (In general, the more academic the article, the less certain it will be and fewer claims it will make. Researchers rarely say that they are certain that the data collected proved something beyond all doubt.)
- Show PowerPoint slides 62-64 (Appendix 1:16): and discuss things we need to be careful about when reporting data, including when reporting two issues which may simply be a coincidence.

Exercise 11: Jumping to conclusions



Resources: share the statements below with the group by printing out the Causal or Coincidence handout (see next page) or share the first one on PowerPoint slide and read out the others. For each statement, ask them to decide if the relationship is causal or coincidence, and/or if they can think of any other potential factors which might help explain the pattern found.

- More people die from drowning when more ice creams are sold. Show with PowerPoint.
- In X town the rate of illness went up when more doctors were employed there.
- Every time Max unlocks his door in the morning, he sees the same children. Is he right to think it's the way he unlocks the door, or what he has for breakfast?
- In Y town the number of crimes recorded went down at the same time as the number of local police staff on the beat was reduced. (Did fewer people commit fewer crimes?)
- Over the last 5 years there has been a reduction in road traffic accidents in the UK and in the number of phone calls made by landlines.

Ask the group to suggest other potential causes for each.

Here is/are an amusing but useful YouTube video to share about this point (now or in their own time)

- www.decisionskills.com/blog/how-ice-cream-kills-understanding-cause-and-effect or this
- Ted X Talks <https://www.youtube.com/watch?v=8B271L3NtAw>

You could also discuss how charts can help understanding but also be misleading - as in the chart about ice cream sales and drowning.

Causal or Coincidence

Read the statement and circle whether you think it causal or coincidence. Try and think of any other factors and why this might happen.

Why might this happen?

More people die from drowning when more ice creams are sold.

Causal

Coincidence

Why might this happen?

In X town the rate of illness went up when more doctors were employed there.

Causal

Coincidence

Why might this happen?

Every time Max unlocks his door in the morning, he sees the same children. Is he right to think it's the way he unlocks the door, or what he has for breakfast?

Causal

Coincidence

Why might this happen?

In Y town the number of crimes recorded went down at the same time as the number of local police staff on the beat was reduced. (Did less people commit fewer crimes?)

Causal

Coincidence

Why might this happen?

Over the last 5 years there has been a reduction in road traffic accidents in the UK and in the number of phone calls made by landlines.

Causal

Coincidence

Analysis

Group discussion:

So, we've talked about what data analysis is, what data we have to analyse and how we can do it. So:

- What do we need to do to get all our data analysed?
- Who will do what (young researchers, adults)?
- How will we work together and share information? Do we need another meeting?

Wrapping up

- Discuss any questions or comments young people have from the session
- Date for next meeting and a reminder of what we'll be doing (planning how we will 'write up' and tell people about your research)
- Reminder of what adults/young researchers will do before then
- Feedback/session evaluation - See the final section of Toolkit
- Pay travel and other expenses/give our vouchers if used for payment

Session 6: Telling people about our research

- See also notes in Guidance: ‘Key points for training and supporting at different stages of the process: methods and data collection.
- Also see Kim, Sheehy, and Kerawalla (2017) Session 10, p127-136 on ‘reporting and reflecting on social research’, and the Youth-led Participatory Action Research Hub session plans and materials on ‘getting the word out’ (Berkeley, 2015).

Session Aims:

To support young researchers to decide how to report on and share research findings research and:

- think about ‘reporting’ as broadly and inclusively as possible (not just a printed document)
- consider and agree on the main purpose, priorities, and audience(s)
- decide the best formats for possible audiences and present the findings as effectively as possible
- be aware of how to present findings as effectively as possible, while understanding more about common pitfalls, eg bias and skewing the data.
- discuss issues and provide practice to help overcome common fears and develop confidence and skills

Overview (see session notes for details)

- Icebreakers and explain the aims of the day
- Planning
- What do we want to report?
- How do we want to report it?
- Planning and next steps
- Closing sessions

*Depending on activities chosen + adjust for time available and access needs. Include breaks/split over different sessions as needed.

Resources

- Sticky notes, flipchart paper, real/virtual whiteboard, pens
- Preparation is needed for some of the activities (see exercises and notes for more details)

Telling people about our research

Icebreaker, aims and introduction

- Carry out an Icebreaker: see Appendix 2 for ideas.
- Revisit the ground rules
- Explain the aims of the day and that the focus is to: decide how we will report and share our research findings and who needs to know about them
- Reminder of ground rules
- Practical timings and arrangements

Show slide 43 (Appendix 1:11) or explain meaning of 'data analysis'



Group discussion: How did the research go?

Looking back at our research questions:

- Has the information we collected answered our questions?
- Have we found out as much about/more than we were expecting to about our research topic?
- Is there anything we weren't able to answer/find out Did we select the right participants?
- Did we choose the best methods to answer our questions?
- Did our data collection go OK?
- Did we analyse all the data properly?
- Were there any ethical problems?
- Anything else about what went well and what would we have done differently

Write answers on a flipchart or turn them into a worksheet and then do individually/in pairs and feedback.

Teaching point:

- It is important not just to report what we've found, but to make it clear how it links to what we were interested in when we started.
- If some questions didn't get answered that might show that the topic is more complicated than we first thought. And if some things didn't go as we planned that's fine too, and often happens in research.
- The important thing is to include the lessons we learned from things that didn't go as planned, and ideas for future research to address questions that didn't get answered, as well as talking about what worked and what we did find out.

Adapted from Kim, Sheehy, and Kerawalla (2017)

Telling people about our research

Exercise 1: Planning our reporting

You may want to show slides 66 & 67 (Appendix 1:17), but don't explain too much. Or go straight into an exercise and return to the PPT at the end to help wrap up if they help.

Choose one of the following three exercises:



Exercise a): World café /carousel

- In preparation write one question from the list below on each different flip chart sheet and stick each on the wall/ or put each on a different table/ area of the room.
- Split the group into sub-groups (of 3-4 per group). Allocate each group one question and that flip chart sheet to start with. Give each group a different coloured flip-chart pen.
- If time is too limited, prioritise two questions, so that 2 or more groups work on each.
- Ask them to write their ideas to the question on their first sheet.
- After 10 mins ask them to move clockwise to the next sheet and add new ideas to what's already there.
- When looking at what the previous groups wrote on a sheet, ask them to use their pen to:

- tick what they agree with
- put a question mark against something they are not sure about;
- add a cross X against something they disagree with
- add any additional points they can think of

- Move the groups around again after another 5 minutes. Do 2-3 moves.
- Each move should be a bit faster as they get more used to the format and each other.

Questions

- **Who** needs to know about our research? (who is the audience?)
- **What** do we want to tell them? (prompts: why we did the research, how we did it, what we found out – although don't into details of findings at this stage)
- **How** do you want them to use the information? (e.g. to change things, to understand things from young people's perspectives)
- **How** do we want to tell them? (explain that the most common type of research reporting are reports/summaries, presentations, and posters, but could also think about things like articles, videos, or a website if have enough time and money.

Think about what would help to make the information most useful and easy to access for the people we identified). If there are lots of suggestions or conflicting ideas, ask the group to help prioritise.

Online version:

- Run the same exercise, by asking each sub-group to discuss one question (ie the who, how what, effectiveness). Ask them to write ideas on e.g. whiteboards, Google Jamboard, or similar.
- In feedback, ask each sub-group to share their whiteboard/ Jamboard with everyone and then invite the whole group to add any additional points

Telling people about our research

Presentation

Resources: a version of slides, **Presentation (Slides 66–69, Appendix 1:17)** and give young researchers the reporting checklist handout (Appendix 1:18).

Exercise 2: What do we want to report?



Resources: list of key findings from the last session cut into strips, sticky notes, flipchart paper stuck around the room, coloured pens, blu-tack (virtual e.g. Jamboard if online)

- Can do as a whole group or smaller groups (if the latter print out more versions of key findings)
- Stick 3 pieces of flipchart paper on the wall or put on a table: headed Introduction and Methods, Findings, Conclusions
- Let's map out what we want to include in our report:
- Intro and methods: On the first flipchart paper start with headings from the handout and write these on sticky notes in one colour (for chapter/section headings) + add notes of a different colour for things young researchers think need to be included under different headings
- Findings: On the second flipchart paper look at the main findings. Which are most important (refer back to research topic/questions), which could be included if space? Which might we leave out (bearing in mind points from a presentation about being honest and avoiding bias)? How might we organise these findings (play around with where the strips are on the flipchart or do a spider diagram on a new piece of paper)?
- Conclusions: On the last flipchart paper ask YP to write their ideas for the last questions on the handout on post-its.
- Step back and review. You should now have an outline report!

Exercise 3: What do we want to report?

Resources: example reports by other young researchers

- So we've now decided what we're going to include in our report, and who we think is going to be interested in reading it. Starting with research reports (although we may decide to share our findings in other ways as well):
- Have you ever read a research/ evaluation report? If so, how easy was it to read? (you may want to show some examples)
- What makes reports look interesting, accessible, and easy to understand what their main messages are?
- How much time do think the audience we identified in the last exercise will have to read our report?
- What would make them read it?

Telling people about our research

Exercise 4: Different ways of reporting

45

Resources: Handout xx, 8 flipchart sheets/large pieces of paper divided into 2 columns: 'pros' and 'cons'.

- Group shout out: what different ways can you think of to share our research findings, as well as a report? Write these on a whiteboard/flipchart.
- Write each of the reporting formats listed on the handout on a sheet of paper: written report, presentation, poster, video, podcast, image + and any others suggested by the young researchers.
- Divide into sub-groups of 3-4. Give each group a different format to start on and ask them to think of the main pros and cons of that format, ask each group to move clockwise after 5-10 minutes, and add anything extra on the next flipchart.
- Look at the handout (or show images in presentation): is there anything here we like/could use?

Alternative if time is limited:

- Convert the handout into a presentation. Start by showing the left-hand column (i.e. the format name), ask for their ideas on pros and cons, then reveal list at the end, and see if you have anything extra.
- If working online, instead of flip charts, ask them to do this on whiteboards or Google Jamboard; or if limited time, show on PPT, as above

OR...

Exercise 5: Mime or draw it

15-20

Resources: Copy each method from the table above onto a separate sheet of paper or card. Flipchart paper and pens.

- Split into 4-5 sub-groups. Give each sub-group one of the cards with a format and ask them to:
 - Think of a way to present that to the larger group, e.g. by mime, or drawing, ...
 - List 3-5 pros and cons for their format (on a flip chart sheet)
- Bring everyone together again. Get each sub-group in turn to share their mime, drawing, etc. The others have to guess what the method is.
- Then each sub-group share the pros and cons they discussed + link to the presentation as the previous exercise.

Telling people about our research

Planning next steps

Group discussion:

- So, we've talked about who needs to know about our research, what we want to tell them, and how we'll do this. So what happens now?
- Plan who will be doing what (i.e. will some or all work on a draft report with the adults.
- Arrange a date for a (final meeting?) to finalise the report/other outputs, plan dissemination/launch event, evaluate the project, and – if it is the last meeting – have a bit of a celebration (see 'Endings' in Guidelines).

Wrapping up

- Discuss any questions or comments young people have from the session
- Date for next meeting and a reminder of what we'll be doing (e.g
- Reminder of what adults/young researchers will do before then
- Feedback/session evaluation - See the final section of Toolkit
- Pay travel and other expenses/give our vouchers if used for payment

EVALUATING YOUNG RESEARCHER PROJECTS



Evaluating young researcher projects

As discussed in the Guidelines, when planning a project with young researchers it is important to plan from the start how you will evaluate it, document impacts and outcomes, and share the learning. So you're not just doing the project but capturing what you're learning will do so, alongside the young people involved.

This section provides suggestions that can be used for:

1. Get feedback from young researchers as you go along.
2. A formal evaluation of the project.

The evaluation activities in this section can be used at the end of meetings and as part of a more formal evaluation. Other useful resources include:

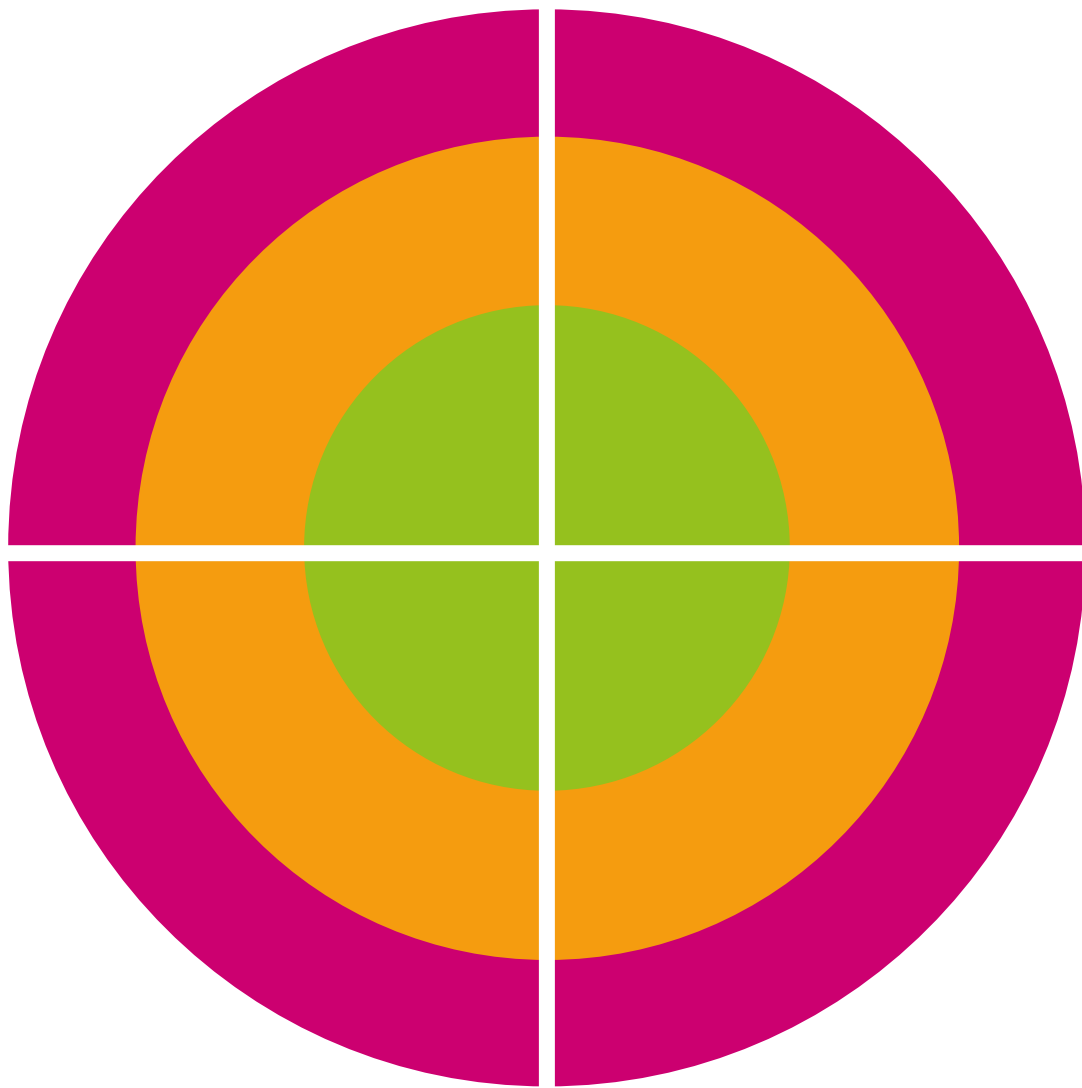
- [Evaluating Participation Work: the Toolkit and The Guide](#) (Mainey, 2008a, b)
- [Toolkit for Monitoring and Evaluating Children's participation](#) (Lansdown and O'Kane, 2014)
- [The evaluator's cookbook: exercises for participatory evaluation with children and young people](#) (McCabe and Horsley, 2008)
- [The Youth-led Participatory Action Research Hub session plans and materials on evaluating progress](#) (Berkeley, 2015).
- The National Youth Agency [Hear by Right](#) Framework (NYA, 2018)
- The checklists and feedback forms in the [Hub na nÓg Participation Framework](#) (2021)

Tools for end-of-meeting feedback

A) Voting bulls-eye (see next page)

- Make several posters, each with a bullseye type graphic as below/similar. Add a question to each, such as:
 - 'How much did you enjoy today?'
 - 'Do you feel you learned anything useful today?'
 - 'How interesting did you find it?'
 - 'How was the speed for you?'
- Print each out on A4/A3 and put it on the walls around the room. Give each person a number of stickers for voting. The centre of the bulls-eye is the best/ highest. Each ring moving away from the centre means they are less satisfied. Ask the young researchers to stick one sticker per bulls-eye, i.e, for that question.

Bulls Eye



Green - A lot

Orange - It was ok

Red - Not really

Evaluating young researcher projects

Ballot boxes

Line up 3-4 boxes, each with a slit cut at the top – to make them look like real ballot boxes. Label or number the boxes with your key questions: eg what did you like about today, what could have been better? Write the questions on a flip chart/ whiteboard etc Give each person the same number of slips of paper or post-its and ask them to write something for each box and to fold it up and post it in the box (anonymously)

Keep it simple

Sometimes simply inviting young people to give their views in any format will work. For example just putting two flipchart pages on the wall, one with a smiley face and one with a frown, and asking young people to write on one sticky note a thing they liked and another on what could have been better and stick these on the relevant flipcharts before they leave Or ask them to mind map their reflections and feedback on flipchart pages.

Getting online feedback

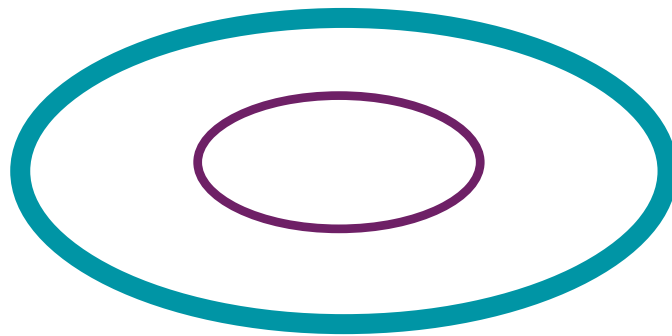
At the end of each session, you can use things like Zoom polls or Mentimeter.com where it is possible to vote anonymously in real-time and see the results on the screen. Also, you can use Zoom whiteboard or Google Jamboard, or similar along with virtual post-its.

By mobile phone or email after the event

Send one or two text messages to each participant a day after the training, each containing one question maximum. Ideally have this linked to a survey monkey or similar data analysis tool. Ask simple questions to get views on content, speed, interest, learning, confidence, etc... The main risk here is response rate, but you minimise peer pressure and people just give an immediate knee-jerk, feel-good, 'got to please the teacher' response.

Evaluating young researcher projects

Timing: how was the pace for you?

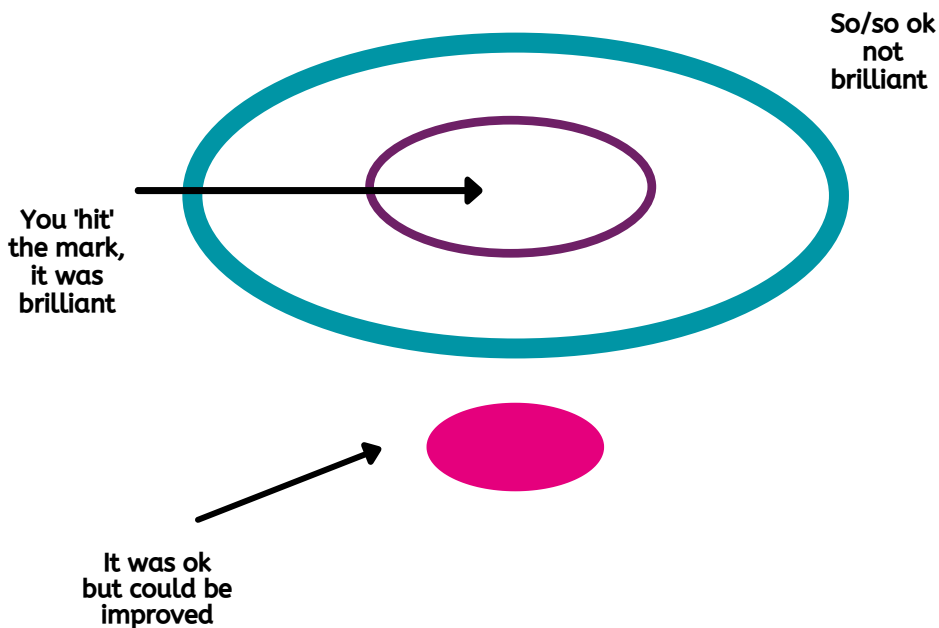


OK

Perfect

OK but could be better

Level: was this course at the right level for you?



You 'hit' the mark, it was brilliant

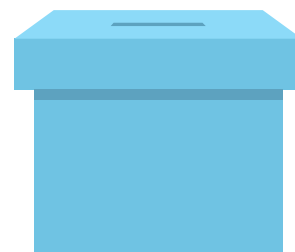
So/so ok not brilliant

It was ok but could be improved

Evaluating young researcher projects

Ballot boxes

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Orbits

- Orbits are an alternative way to present this. Again, ask one question per chart and give the young researchers stickers to vote. Add your questions and print them out on A4/A3 sheets.

Evaluating young researcher projects

Case example

In the VIPER Project, a support worker was employed to help support the young disabled researchers. In addition to other ways of gathering feedback, the support worker contacted each of the young people both before and after every session, to check how they felt about the project and if they had any issues or concerns to raise. When the project ended, it was felt that the support worker's input had contributed significantly to the young researchers staying on board throughout the project and high levels of satisfaction.

Example questions for feedback session:

- What is your main takeaway?
- What is one question you would like to ask?
- What did you like most about today?
- What was not so good?
- Did you feel you learned anything today? If so, how will this help you?
- What could be done better next time?

Evaluating young researcher projects

See Guidelines:

Questions to ask could include:

1

- How did they experience the process?
- What went well/ what could have been better
- With made the group work well/ less well
- Do they learn anything?
- What did they enjoy most/ least?
- Has it made any difference to them/ has anything changed for them (e.g skills, knowledge, confidence/ soft skills, emotional skills, opportunities, careers)?
- What have been the experiences of the adult facilitators and others involved in the project?
- Have there been any medium or longer-term impacts for young people/ services/ organization/ policymakers/ other intended audiences?
- What are the lessons for young people's participation in other research projects?

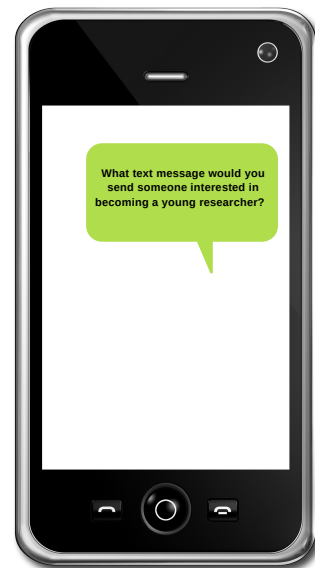
For further ideas please see the evaluation 'question bank' Mainey 2008, p32.

Much of the learning about research design, methods, etc can also be used for the evaluation of young researcher projects, but the following could feed into the overarching evaluation or be used on their own as feedback.

Evaluation

Text a friend (Derived from Mainey, A., (2008))

- What text message would you send someone interested in becoming a young researcher?
- Give each of the young researchers a piece of paper and ask them to write a text to another young person, covering what's good, not so good about the project and what they might expect to get from it.
- Alternatively use text messaging to run a survey about their views on their involvement in the project



Paired interviews

- Get the young people to pair up with someone they don't know so well.
- Ask them to take it in turns to interview each other as if in a formal interview – ish, using the interview skills they have previously learned (e.g. encouraging the 'interviewee' to speak, not to bias, interrupt).
- It might help to agree on some 3-4 of the questions beforehand as a group

The river of life, footsteps, or ranking exercise

- These can work well to explore how the young researchers found being involved and what they got from the different aspects.
- For footsteps, get a roll of wallpaper lining wallpaper and draw around several people's feet – all pointing the same way.
- This can reflect the journey of being involved in this project

Diary or scrapbook

- Ask the group to keep a diary, or scrapbook, from the start of their involvement and to add something to it every time they do anything on this project, e.g. attend a meeting or training, have a phone call, do some research work, or discuss it with friends, or even think about it.
- Discuss and agree on some headings to help them structure their thoughts, as some might worry about what kind of things to write.
- The scrapbook could include any odds and ends to do with the project, including photos, or any travel tickets.
- Either could be on paper or a computer/ phone. Ask the group which they prefer and supply paper scrapbooks diaries if they would like these.

Evaluation

Collage

- **Resources:** art materials, pictures from the project; old magazines to cut up.
- This could be done at the halfway mark or towards the end of the project.
- Invite the young researchers to work in pairs with some who they know well, or to work alone. They can use any art materials or anything else to express how they feel about the project.
- They have to explain the different aspects of the feedback

Online

- Use a survey tool such as Survey Monkey or Google form, but keep the survey short and focused on essential questions.

The tree

- Draw a tree/ large plant on a very large piece of paper and stick it to the wall. The tree needs to have roots, a trunk, and branches
- Give everyone different colours of post-its. Ask the following questions one by one. For each the young researchers write can each write 1 – 3 answers, -using one post-it for each.
- What attracted you to this project? (Ask them to stick these post-its to the roots)
- What did you think of the training and support (Stick these post-its on the trunk)
- What have you done in the project? (Stick those to the larger branches)
- What have you got from being involved? (Ideally, write those on green post-its and stick at the end of the smaller branches as leaves)
- Discuss each step a bit as the post-its go on
- Stand back as a group at the end and ask for reactions to the whole thing



Evaluation

Evaluating impact of the young researchers' involvement on service/organisation/policy etc

Name of agency:		Date completed :	Contact person :	
Evidence from	Role/ job title	Main findings/ recommendations	Action taken as a result of YR project	What has changed since
Organisations/ professionals:				
Targeted children & young people				
Others				

Adapted from the Hear by Right framework (National Youth Agency, 2018)

References and useful resources

Useful guides and toolkits

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- Checkoway, B. and Richards-Schuster, K. (2005) Facilitator Guide-Participatory Evaluation with Young People. Available at: <https://www.participatorymethods.org/resource/facilitators-guide-participatory-evaluation-young-people>
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- Dewa, LH, Crandell C, Choong E, Jaques J, Bottle A, Kilkenny C, Lawrence-Jones A, Di Simplicio M, Nicholls D, Aylin P. (2021). CCopeY: A Mixed-Methods Coproduced Study on the Mental Health Status and Coping Strategies of Young People During COVID-19 UK Lockdown. *J Adolesc Health*. 68(4):666-675. doi: [10.1016/j.jadohealth.2021.01.009](https://doi.org/10.1016/j.jadohealth.2021.01.009).
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- Kelly, B. et al. (2020) "I haven't read it, I've lived it! The benefits and challenges of peer research with young people leaving care," *Qualitative Social Work*, 19(1), pp. 108-124. doi: [10.1177/1473325018800370](https://doi.org/10.1177/1473325018800370).
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APPENDIX 1 SAMPLE TOOLS & MATERIALS



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Project Information

What is the Star project?

- The Barnardo's Star project wants to work with young people, aged 16 to 24, from across England. We are looking for young parents (or soon-to-be parents) with experience of being in care who would like to learn some new skills.
- Research involves finding things out by collecting information (data) to answer questions and get new information. We want to find out more about the lives and needs of young parents who have experience of living in care and want to do this research with young people so that we research the things that matter to young parents. and ask the right questions in ways that work for young people.
- The project will start in September 2021 and finish in Spring 2022.

What would I have to do?

Attend training sessions online/at xx service (one Saturday morning a month during the project) and do some work in between. Our first meeting will be in xxx at xx. You don't need any specific skill or qualifications, just an interest in finding out what others think and using your experiences to help improve services and support for other young parents.

During the project, you will learn about research and get involved in different ways. There is a 'role description' we can give you which gives you some ideas about what would be involved and what you can expect from us, but we can also change this document if we agree as a group that new things need to change or be added as the project goes on.

Things young researchers will do on the project include:

- Deciding on what questions the research should ask and who we need to collect information from (design)
- Deciding what information we will collect and how (methods)
- Designing ways to collect information (e.g. information for young people about the project, designing surveys, etc)
- Collecting information (e.g. doing surveys or interviewing people)
- Looking at what we have found out (analysis)
- Telling people what we have found out (e.g. writing a report, presenting findings, having meetings with people who can use the research to change things)

We'd like young researchers to be involved in as many stages of the research as possible, as it will be your project, but if you can't get involved in everything, that's fine too. Once the project starts we can talk as a group about when and how you want to be involved.

Project Information

What will I get from this?

- Training, new skills, and experience.
- The chance to help improve things for other young people.
- Your name on a research report (unless you want to be anonymous)
- Opportunities to meet other young people.
- The hours can be accredited (e.g. ASDAN) or logged with Duke of Edinburgh or other schemes.
- We can provide references for future job applications.
- The project will pay for your travel, childcare, and any access costs [delete if not applicable...] and pay you for your time.

What will happen if I don't want to carry on with the project?

You can stop being part of the project at any time.

How do I get involved?

Please complete the 'expression of interest form and we'll then contact you to talk about what happens next.

Any questions please contact xxxxx on xxxxxxxx or ask the adult who gave you this information to contact them.

Role description

To be a Star young researcher you should:

- Be 16 to 24
- Be a parent (or soon-to-be)
- Have experience of being in care

Benefits of being a young researcher include:

- Using your experience to help to improve services for other young people
- Developing new skills and experience
- The chance to meet new people and do new things
- Your name on a research report or other documents (unless you want to be anonymous)
- The chance to speak at conferences or other events about the project
- The hours can be accredited (e.g. ASDAN) or logged with Duke of Edinburgh or other schemes.
- References for future job applications.
- Payment for your travel, childcare, and any access costs, and pay you for your time (unless you want to be involved as a volunteer)
- Keep in touch with us (we'll agree with you the best way to do this)

Young researchers will:

- Attend at least 6 of 8 training sessions and project meetings (one Saturday a month at xx/online)
- Help design, carry out, analyse, write up and share learning from the Star Research project
- Work as a team with the project workers and other young researchers
- Be able to do some work on your own
- Stick to agreed ground rules when working with other group members

We will:

- Make sure you have all the information, training, and support you need during the project
- Involve you in as many project decisions as possible
- Let you know as soon as we can if anything has to change with the project
- Pay your expenses as soon as possible
- Arrange reimbursement for your time in ways that work for you
- Make sure that all information and training is useful, accessible and easy to understand
- Make sure that working on the project is safe, interesting and (we hope!) fun

Expression of interest form

N.B: 'application form' can have negative connotations for some young people so we've suggested calling it something else. While this is not about selecting the 'best' young people to be young researchers you may need to think about what you will do if you have more expressions of interest than you can accommodate in the project (see Guidelines p8-9).

(Make the form available in as many formats as possible e.g. online, a Word attachment to an email and on paper + offer to provide in other formats as needed and/or to complete over the phone or in-person young people would prefer. But offer the option of personal contact as well)

Expression of interest form

Name:	
How should we refer to you? He/Him, She/her, They/Them, another option	
Your main address:	
Date of birth:	
The best phone number to reach you on:	
Email:	
Do you have a computer you can use?	
Why are you interested becoming a young researcher?	
What experience, skills and interests do you have that you think would be useful for this project?	
Do you have any other experience of getting involved in projects or groups?	
Is there anything we can do, to make being part of this work, as accessible an opportunity as possible for you? Please let us know here. We are happy to discuss these with you in person if that's easier.	
Is there anything else you'd like to add? E.g. what you like to do in your free time?	

Send your form to: xxxxx by date; and how xxx
We will get back to you within 2 weeks of receiving your application.

Consent form

As we can't meet in real life at the moment, [Project] will meet on Zoom. Our first meeting will be on Saturday xxxx. Can please complete this form and return it before the meeting. [worker] will then send you the invitation link. All personal information will be kept securely and only be seen by people working with [Project].

Please email your completed form to: [name] [email] [tel number]

Let us know if you need this in a different format

Your details	
Name:	
Phone number:	
Email address:	
How you would like to be contacted: Email / Text / Phone call	
Consent	Yes / No
I have read the information about the [project].	
I understand what the project is about and what I will be involved in.	
I know that I can decide to stop being involved with the project at any time	
I confirm that I would like to attend the first meeting on Zoom on [date]	
I confirm that I would also be happy to attend future online meetings and face to face meetings at the [place] [town]	
I agree to our meetings being recorded	
I understand that recordings will be stored safely and that only the researcher [name] will listen to them, to write up notes of what is discussed in our meeting and that s/he will delete the recordings within 3 months)	
Photo consent We may want to take photos or images taken during group meetings to use in information and reports about the project. We will not normally name who is in the photos. Are you happy for us to take photographs from time to time, providing we ask your permission before using them?	
Travel to meetings Are you happy to travel to and from face-to-face meetings at the [venue, location] on your own, or with a parent or carer?	Please circle: I will travel on my own I will travel with my parent or carer

Consent form

Declaration: I accept the responsibilities in 'consent' above

Signed:

Print name:

Date:

I have read and understood the information leaflet/email and give permission for the young person (named above) to join the [project]. I have checked and confirmed the correctness of the information provided above.

Signed:

Print name:

Relationship to young
person seeking consent:

Contact phone number:

Contact email address:

Date:

Thank you, please return to:

Session 1: What is Research or Evaluation? Presentation

WHAT IS RESEARCH?

- A process of finding out about something in a systematic way
- Research can be used to create new knowledge/ information about an issue or group of people
- And/or to find out more about an issue, or group of people



WHAT IS EVALUATION?

- Evaluation uses research methods and approaches to find out how well a service or project is working and meeting the needs of those who use it
- Evaluation can also look back over a project and help assess how well it met its original targets and aims
- It can help change things that don't work or help make improvements and can help in planning future projects

WHY IS RESEARCH IMPORTANT?

- It can provide evidence about how, when and why services, treatments or other things work well
- It can help to change things that don't work, or make things work better
- It can help to better understand the experiences and needs of groups of people e.g. young people who use a service or have a particular lived experience

Session 1: What is Research or Evaluation? Presentation

RESEARCH AND EVALUATION CYCLE



WHY IS RESEARCH IMPORTANT?

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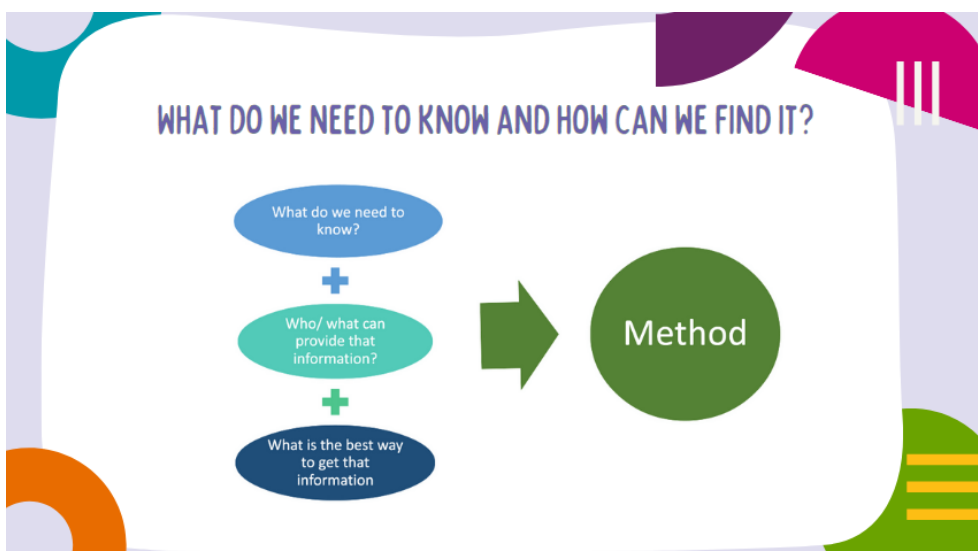
WHY IS IT IMPORTANT TO BE SYSTEMATIC AND UNBIASED?

- The research / evaluation starts with a clear question or idea to explore
- Systematic means choosing methods which help answer the research questions and gather information ('data'), in a logical and consistent way (e.g. each person is asked the same questions and you record how the research was done)
- It is important that research is as unbiased (fair) as possible - for example not asking 'leading' questions or having an unrepresentative sample

Session 2: Research design presentation



YOUNG RESEARCHER'S
SESSION 2:
DESIGNING THE RESEARCH / EVALUATION



WHO DO YOU NEED TO INCLUDE/ASK?

- In most projects it won't be necessary, or possible, to get data from all possible participants (e.g. everyone who uses a service/lives in a certain area)
- Each research project has to decide whose information or opinions to gather and how many
- This is called 'sampling'

Session 2: Research design presentation

SAMPLING

Decide:

- The numbers you need/would like
- How much data you are realistically able to collect and analyse
- Range (e.g. ages, use of service) and sub-groups to include (sex/gender, ethnic group etc)
- How to engage people whose views are less often heard?



QUANTITATIVE METHODS

- Answers in numbers and statistics (quantities) eg: How many people did X, or Y?
- Can get views from and compare lots of people, relatively quickly and cheaply
- Surveys or questionnaires can be filled in online/by phone/ on paper; alone or with help
- They mostly use closed questions, which give set choices such as:

Do you like chocolate? Yes/ No

**And/ or scales, eg: How much do you like chocolate? A lot A little
Not at all**

- Can include some open questions, eg: 'Can you give an example?'

QUALITATIVE METHODS

- Find out what people think and why on their own terms
- People use their own words, give their own perspectives to describe, explain and provide a deeper understanding
- One-to-one interviews, or focus / discussion groups
- Mostly ask open questions, such as:

Can you tell me what happened?

How do you feel about?

Tell me more about?

What improvements would you like to see?

- To be systematic, start by asking everyone mostly the same questions to help compare answers
- Answers - 'the data' - are in words

Session 2: Research design presentation

TYPES OF QUESTIONS 'OPEN' AND 'CLOSED'

Open

- How do you feel about X?
- What do you think about Y?
- Tell me about ... ?
- What happened?

Follow-up questions:

- Why?
- Could you tell me more about ... ?
- How did that make you feel?

Closed

- Give set choices only: such as
- 'Yes'/'No'
- Did you enjoy that?
- When did that happen?
- Who was there?
- Where did that happen?
- What age were you when..?



CHOOSING BETWEEN OPEN AND CLOSED QUESTIONS

Open

- People have more opportunity to share their views and experiences in their own words and let you know what's most important to them
- You don't have to anticipate/guess all the potential issues or answers in advance, and can follow things up if you want to know more

Closed

- Easier to count and analyse
- Easier for large numbers
- Good starting point for other, more open, questions

Tip: You can usually mix open & closed questions

TOP TIPS WHEN CREATING QUESTIONS

You can start with a closed question and follow up with an open question

- Keep questions short and clear – just one question at a time
- Use language and words the other person will easily understand
- Think of prompts / pictures that might help
- Avoid suggesting that there is a right answer (bias)
- The people you are asking need to know the answer, or had the relevant experience and be able to remember back far enough (eg you would not ask a 7 year old about something that happened 4 years ago)
- Avoid upsetting topics – unless they are really essential (and think about how you will make this safe and support the person)
- Don't ask too many questions – work out which are most important
- You can only get useful answers if you ask the right questions!

Handout: types of questions

There are different types of questions you can ask:

Open questions – finding out someone’s opinion

These are questions that allow someone to give their own opinion and talk as freely as they wish. They are used to getting people to talk about their views, experiences, and feelings. Examples of open questions:

- How do you feel about ...?
- What do you think about ...?
- Could you tell me about ...?

Closed questions – set choices, e.g., Yes / No

These are used to find out specific pieces of information and usually lead to either a yes/no answer or a one or two-word answer. Examples of closed questions:

- Did you enjoy that?
- Was that the only time it happened?

Probing questions – when you want to find out more

It is essential to make sure both you and your interviewee feel the question has been thoroughly answered. As people talk about their opinions and experiences, you might need to get them to give you more information. This will help you fully understand what they are saying and why. Examples of probing questions:

- Why ...?
- Could you tell me more about ...?
- What did you think about that?

Checking questions – to make sure you have understood correctly

It is essential to check that you have understood the answers that people have given you. One way of doing this is to repeat what a person has said and use it as a question. Examples of how to do this:

- ... is that right?
- So you think ...?
- Am I right in saying you think ...?

Things to remember when asking questions:

- It is helpful to ask Closed Questions (e.g., Yes/No) and then follow up with an Open Question – this encourages people to explain their answers
- Don't be forceful or leading
- Make sure your questions are clear
- Use language your interviewee can understand
- Break questions up into sections (rather than having long questions)
- Use prompts/pictures to help
- Don't ask too many questions
- Speak clearly
- Keep a calm tone, don't speak too quickly
- Repeat answers if you need to to make sure you've understood

Tips for good listening

- Eye contact (try and catch people's eyes sometimes, but don't stare!)
- Expression: smile, nod – look interested in what they are saying!
- Open body language (don't cross arms)
- Face the other person
- Don't interrupt or answer for the person

Session 2: creative methods ideas

Believe in children
Barnardo's


YOUNG RESEARCHER'S

SESSION 2: CREATIVE METHODS IDEAS



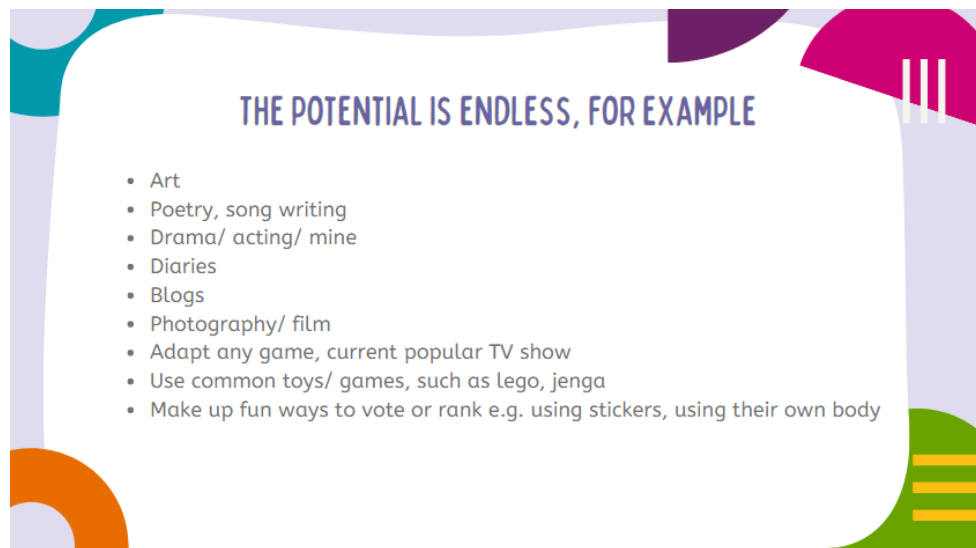
ADD SOME CREATIVITY

- Enjoyable
- Reduces stress, anxiety
- Suits all ages and abilities, interests, setting
- Good for getting conversations going
- Makes it easier to start to talk about & explore topics and discuss sensitive topics
- Useful where language is limited
- Most games or art activities can be adapted
 - create your own
- The conversation and what the person says is usually the data (not the art)



THE POTENTIAL IS ENDLESS, FOR EXAMPLE

- Art
- Poetry, song writing
- Drama/ acting/ mime
- Diaries
- Blogs
- Photography/ film
- Adapt any game, current popular TV show
- Use common toys/ games, such as lego, jenga
- Make up fun ways to vote or rank e.g. using stickers, using their own body



Examples of creative methods to share as desired.

THINK CREATIVELY: ADAPT ART, GAMES, OR GROUP ACTIVITIES



DIARY



MAPPING



WRITE SONGS, POEMS



SCRAPBOOKING



YOUNG INSPECTOR



PHOTOGRAPHY OR FILM

Examples of creative methods

Map a process, place, journey or relationships

- Maps can be made around many topics. For example, the young researchers or those they are researching could map out the key issues about a topic: a map of ideas.
- They could map a physical /geographical area, e.g. to map their home area, where they feel more or less safe; the location of facilities for children and young people in their area; a journey they commonly make.
- You can also map relationships, e.g. to draw out the close/ significant/ most trustworthy people in someone's life

Diary/ regular record

- Ask people to keep a diary on a particular issue for a certain length of time. This could also be done as a scrapbook which may seem easier.
- It's best to limit the categories to keep them manageable. Decide at the start if these are intended to be shared or simply a private record

Using props

- Barnardo's Cymru developed 'Dudley the Dog' to help young children describe their emotions, especially when difficult home life. A similar soft toy, doll or puppet can help children, especially young children, talk about their thoughts and feelings.



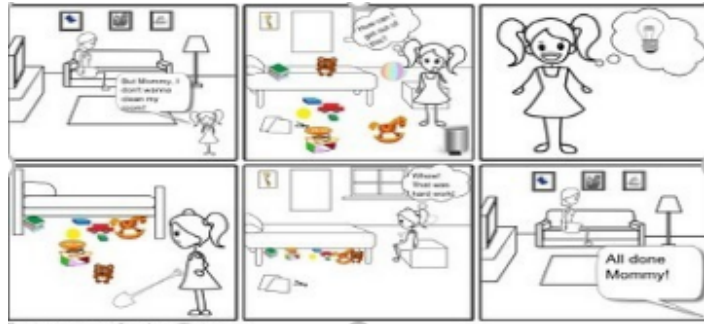
Vignettes and storyboards

- Vignettes and storyboards work in much the same way. Using a picture of someone the same age can help children and young people to project their feelings onto the character. This helps reduce the focus and any pressure on individuals, especially around sensitive topics.
- It also protects their privacy, anonymity and confidentiality.
- Start by telling the children a few things about the character. Or better still, invite them to name it and give it some attributes – e.g. age, what they like to eat, what they enjoy doing for fun etc. Gradually start telling a narrative that's more related to your subject matter and ask the children how 'Dudley' might feel about each part, what he would like to happen. Always have some more 'easy' questions to come back to and end on positive aspects.

Examples of creative methods

Storyboard

- A storyboard also helps reduce potential tension and sensitivity and is easier than talking about oneself. Prompts include *'what do you think this person is now thinking?'*; *'How would they feel if x happens?'*



Photovoice

- Photovoice is a gentle way to encourage people to open up. Provide a range of photographs (look for copyright-free photos on the internet). They can be of nature, animals, scenery, people, toys and anything else. Scatter them on a table and ask people to select one at random, quickly, to reflect how they are feeling right then.
- Good for intros or feedback (See next page)

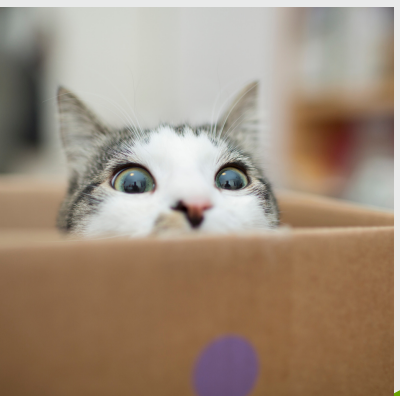
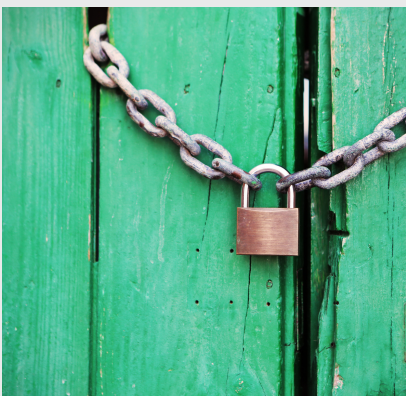
Photography

- This can be used in many different ways and is accessible to children and young people of all ages and arguably easier if they have their own smartphones. Children have used this method to take photographs of their local area, to show and kick start discussions about places that feel safer and less safe, or more or less child friendly; and to photograph a service or facility such as a nursery or playground to share which bits they like more or less. Remind them that if they take photographs of other people, they will need their permission and possibly that of their parents/ carers to use this in any research.

Photography and film

- Can use smartphones
- Need to ask someone's consent to take and use a photo of them
- Risk of taking too many & they may be hard to analyse
- Photos don't necessarily talk for themselves
- Seek professional help to edit a short film
- Example: Our Rights Our Voice (health rights for disabled children and young people) <https://youtu.be/qnqTJ8-N3Q0>.

Sample Photovoice Cards

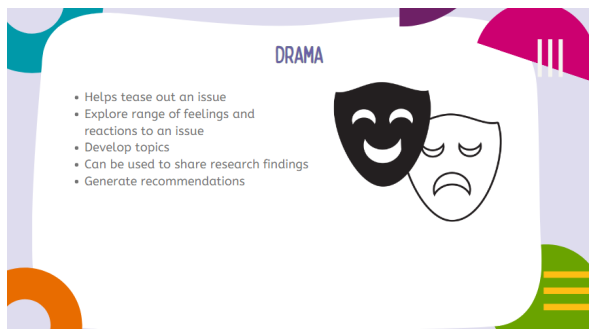


Examples of creative methods

Drama

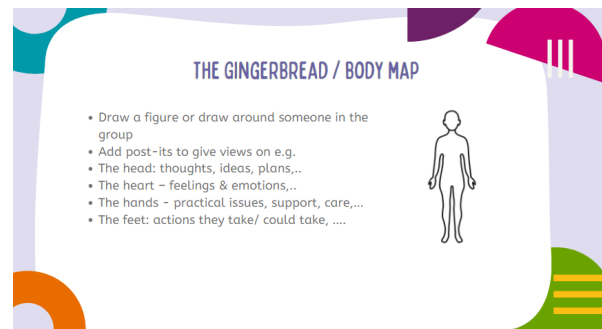

- Drama can be used in several ways.
- It can help tease out the dimensions of a topic with the young researchers. These can then be followed up in the research.
- It can also be used in the analysis stage, e.g. to help develop recommendations. For example, ask a sub-group to act out parts of a story told in one interview, or a combination of interviews, in front of the rest of the group. At certain points of the story, get them to stop and ask the rest of the group who are watching to make a recommendation to change what happened next.
- Or use it to present the findings to an external audience. You don't need to be an actor. But, it is advisable to get a professional director /actor/ or youth theatre to help if you want to use drama to share the research or evaluation findings with a public or professional audience. Many national and local theatres have a youth theatre and may be happy to help.
- For more examples, look at <https://www.londonplayback.com/>; <https://dramaresource.com/image-theatre/>

Adapted from and more info and ideas in Warwick Booth, L., et al. (2021) p94




DRAMA

- Helps tease out an issue
- Explore range of feelings and reactions to an issue
- Develop topics
- Can be used to share research findings
- Generate recommendations



THE GINGERBREAD / BODY MAP

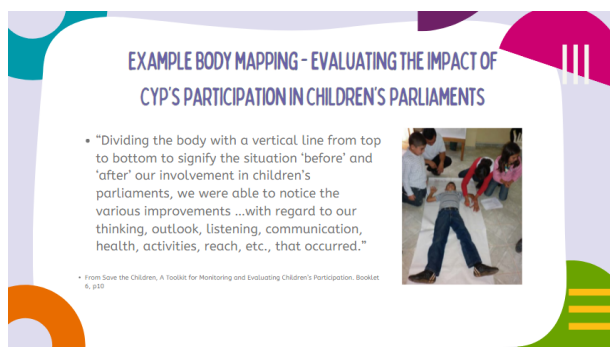
- Draw a figure or draw around someone in the group
- Add post-its to give views on e.g.
 - The head: thoughts, ideas, plans,...
 - The heart - feelings & emotions,...
 - The hands - practical issues, support, care,...
 - The feet: actions they take/ could take,



Superhero


Or use a superhero image of the person needed to help support this group of children or young people. Draw the superhero figure of choice and ask the group what superpowers they should have.

Two examples of body mapping in research and evaluation projects (see Powerpoint)

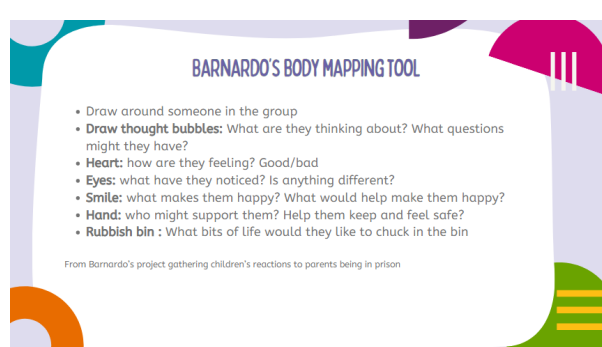


EXAMPLE BODY MAPPING - EVALUATING THE IMPACT OF CYP'S PARTICIPATION IN CHILDREN'S PARLIAMENTS

- "Dividing the body with a vertical line from top to bottom to signify the situation 'before' and 'after' our involvement in children's parliaments, we were able to notice the various improvements ...with regard to our thinking, outlook, listening, communication, health, activities, reach, etc., that occurred."



• From Save the Children, A Toolkit for Monitoring and Evaluating Children's Participation, Booklet 6, 2010



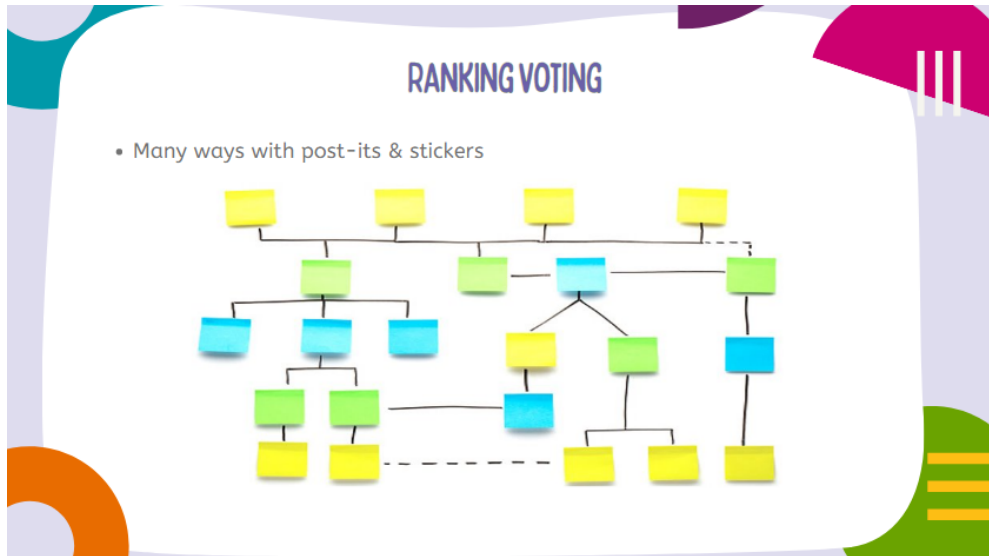
BARNARDO'S BODY MAPPING TOOL

- Draw around someone in the group
- **Draw thought bubbles:** What are they thinking about? What questions might they have?
- **Heart:** how are they feeling? Good/bad
- **Eyes:** what have they noticed? Is anything different?
- **Smile:** what makes them happy? What would help make them happy?
- **Hand:** who might support them? Help them keep and feel safe?
- **Rubbish bin :** What bits of life would they like to chuck in the bin

From Barnardo's project gathering children's reactions to parents being in prison

Examples of creative methods

Ranking sorting – post its, stickers, in person



Low hanging fruit

- Another way to use post-its for ranking is to ask the group to draw an apple tree. In preparation, cut out shapes of apples on paper/ card or get some round sticky notes.
 - Ask the group to colour in and write their targets and aims on the apple shapes.
 - Then the group puts the easier, more achievable 'apples' on the lowest branches and the longer-term and harder ones higher up, getting progressively higher as the targets get harder.
 - Discuss as you go along. Re-position any fruit if agreed.
 - Once the order has been agreed, discuss how best to achieve the easier and more challenging targets.
 - Ask someone to draw a ladder. Then ask the group to write on the rungs ideas about people or other activities that might help reach the apple on the top branches
- Adapted from Larkins, C. and Bilson, A. (2016).

Voting

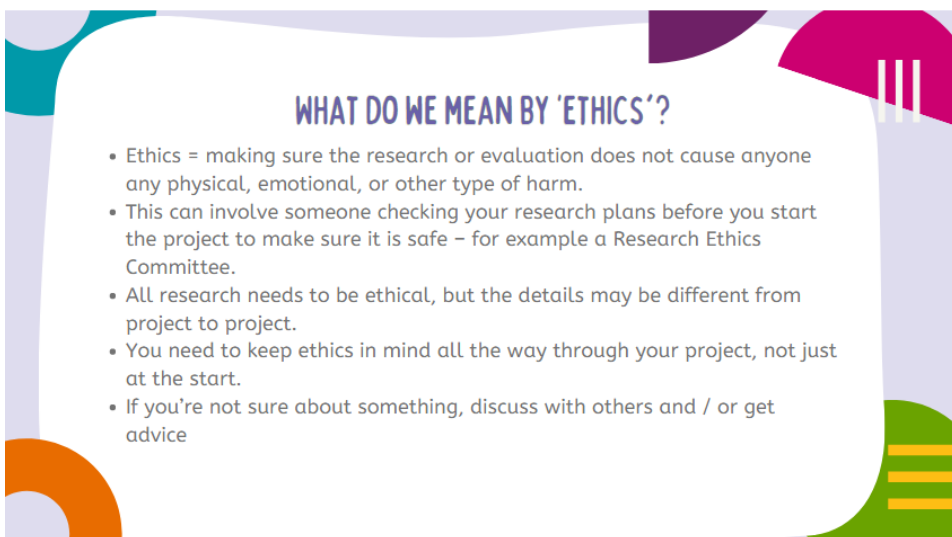
- Voting can be done in any number of ways.
- At its simplest, you can print words on cards/ A4 sheets or make pictures – from the elements of topic or findings, or challenges, or points emerging from your group discussion so far.
- Pin these on the walls around a room. Provide the young people with a limited number of votes (3-4) in the form of stickers and ask them to stick their stickers on the 3-4 images/ words/ issues they wish to prioritise.
- Get some feedback and discussion at the end about choices.

Examples of creative methods

Continuum

- People can also form a continuum and vote with their bodies.
- Make one end of a room 'agree' and the other 'disagree' (or use images or smiley emojis), then read out the statements.
- Each person has to decide if they agree, disagree, or are somewhere else along the continuum.
- For each topic/issue, ask a few people, e.g. those on opposite ends of the continuum, why they are standing where they are. This is to simply air issues, not to start in-depth discussions.

Ethics presentation



Ethics presentation

LIMITING BIAS

- Bias is hard to avoid completely.
- Try to think about:
 - Whose views you gather
 - What questions you ask
 - How each question is asked (words, emphasis, tone of voice ...)
 - What you report and how



INFORMED CONSENT

- Explanations about the research need to be very clear
- Each person needs to understand what the research is for, who is doing it, what will happen to the information they give ...
- You usually need to get a parent's or carer's permission for anyone under 16
- Taking part, or not, is a choice: someone can agree at first, then change their mind, or not answer a question, or need a break and can stop when they want
- Consent is 'continuous'- you need to keep checking someone is happy to continue
- Usually people are asked to sign a consent form

INFORMED CONSENT- WHICH IS CLEARER?

I, the undersigned, hereby voluntarily consent to articulate all my deliberations relevant to this research study. I comprehend the methodology and how my data may be aggregated and used by the researchers as they think fit.

Signed
Date

- I understand why and how this research is being done.
- I understand how the researchers will use the information I give them
- I know I can choose to not answer a question if I don't want to. I know I can stop taking part whenever I want.
- I agree to take part in this research.

Signed
Date

Ethics presentation

CONFIDENTIALITY

- Only collect information essential to this research/ evaluation
- Store & handle information securely
- Remove names from surveys, interview texts or recordings ASAP
- Use a code, e.g. letters or numbers instead of names
- Don't share what people tell you (unless you are worried about their safety)
- Follow the processes agreed for the project

KEEPING THINGS ANONYMOUS

How easy would it be to find out who this was?

- 'A Year 8 girl in Hanway Academy School, Somerstown, said that her nearest diabetes clinic, which she must attend each week was too far from the train station and the staff were not that helpful'

In comparison to:

- 'Young people said it could be very difficult to attend regular appointments at their diabetes clinics, because of limited public transport and that staff needed to be more welcoming'

MAKING RESEARCH ENJOYABLE

- Can you think of some ways that this project could cause someone harm or distress?
- Can you think of ways to make this project safe, enjoyable and rewarding for participants?

Collecting qualitative data presentation - running interviews and focus groups



YOUNG RESEARCHER'S
SESSION 4: COLLECTING QUALITATIVE DATA
PRESENTATION - RUNNING INTERVIEWS AND FOCUS GROUPS

ACTIVE LISTENING

- Facial expressions – interested, smile, nod, relaxed
- Open posture – relaxed, shoulders down, sit up straight
- Face the person, or at an angle - 45%
- Eye contact – but not staring
- Sound encouraging

INTERVIEW FLOW

- Introduce yourself and the research – do not presume they have read / been told everything
- Ask them if they have any questions before you start, are they happy to be interviewed and be recorded (if that's what you are hoping to record them)
- Ask the listed questions, but try to let it flow like a conversation
- Give people time to think before answering
- Remind them there are no right or wrong answers
- Ask them to repeat or explain anything that's unclear
- In surveys the ordered and question wording is set.
- But in qualitative interviews you can follow their train of thought, but try to make sure the important topics are covered. It can help to say things like: 'I'd just like to come back to...'
- Listen attentively - follow up if necessary & allowed
- Record or take notes - as agreed in the project
- Stop if someone gets upset or tells you they do not want to answer any more questions
- At end thank them for their sharing their views, say what happens next, give any voucher, etc

Collecting qualitative data presentation - running interviews and focus groups

FOCUS GROUP – FLOW AND ORDER

- Start with warm-ups and ice breakers
- Agree ground rules – e.g. what's said in the room is private; only one person should speak at a time, please respect each other's views, ...
- Keep energy up; change intensity, e.g. with breaks, sit – stand, move about
- Plan ahead how to deal with any issues which might come up
- Keep people on the subject
- Ask questions of the whole group, not just to a few people/ the loud ones
- Encourage everyone to take part: directly ask quiet people what they think
- Break into sub-groups and mix and match these
- You do not need to get agreement on a topic, just the range of views

WHEN ANALYSING DATA WE NEED TO BE:

Systematic

- Have a step-by-step plan to follow & keep to it.
- Explain this plan in any report, so others know how you got from the data to the findings.

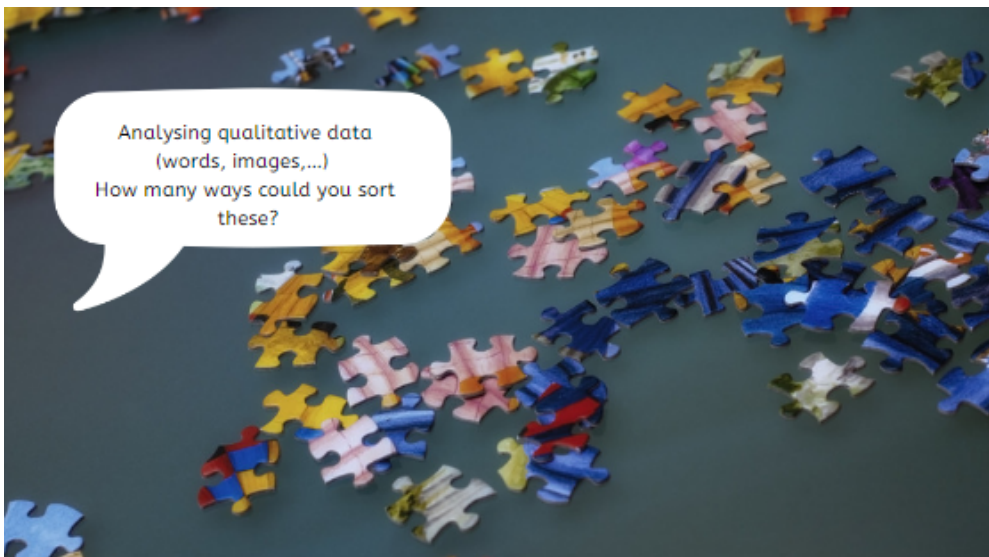
Sceptical

- Keep asking: *'how reliable is this?'*
- Keep checking: are you seeing what you want to see, or what's really there?

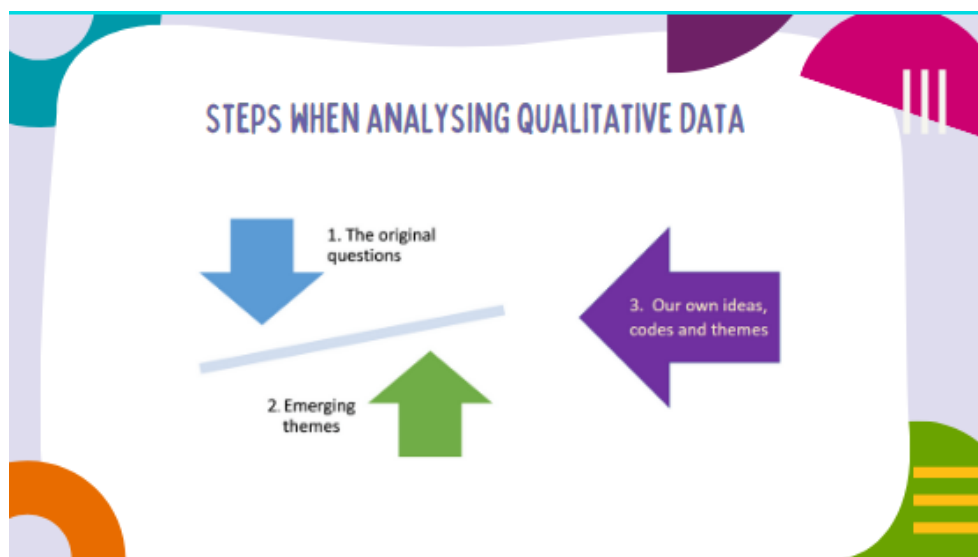
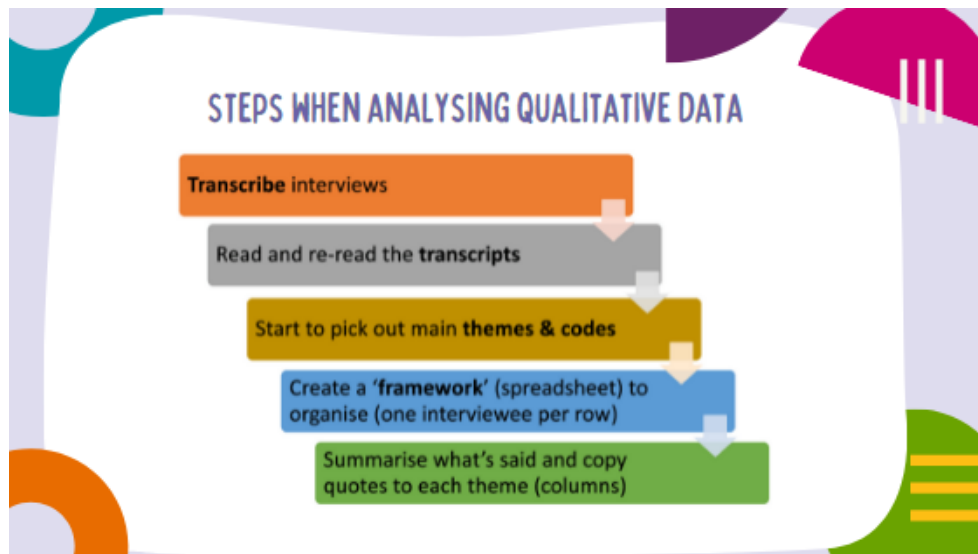
Ethical

- Keep the data safe and participants anonymous.
- Stick to what the data says: don't make things up to make findings more interesting/ or acceptable.

Analysing qualitative data
(words, images,...)
How many ways could you sort
these?



Collecting qualitative data presentation - running interviews and focus groups



SPOTTING PATTERNS – EXAMPLE OF EXPLORING WHAT PEOPLE SAID ABOUT CONFIDENCE

- The ideas/ patterns 'themes' came from reading the interviews.
- These points were all made by the interviewees.
- They were not known in advance.
- Can call this 'bottom-up' analysis.
- Then check if others say the same.
- Can be added as another theme – in addition to ones you anticipate

```

graph TD
    C((Young people reported feeling more confident)) --- B1[Others made them feel worthwhile]
    C --- B2[Given chance to share views & skills]
    C --- B3[Got practice in talking to others, & being in a group]
    C --- B4[Learned new skills]
    C --- B5[Got lots of positive feedback]
    C --- B6[Realised they had lots in common with others - not so different]
  
```


Handout: jargon buster

- Match words on the left with an explanation from the list on the right

DATA

The information collected by the research or evaluation. This can be in different forms, such as words and sentences, or numbers, or pictures.

DATA ANALYSIS

The process of sorting and finding the patterns and trends in the information that people provided in interviews, discussions or surveys

QUALITATIVE
DATA

Is mostly about description and meaning. It is usually based on words (not numbers) and includes opinions, motivations, how people react to, think or feel about an issue, and how they describe it on their terms and in their own words.

QUANTITATIVE
DATA

Is based on numbers. The data can be counted and shown in tables and charts, and it helps to answer questions around how often? How many? How much? It helps to spot patterns among large numbers of people, compare groups, and look for associations.

STATISTICS

A way to count, understand, summarise and present numbers. It is used to describe patterns, and to predict odds, e.g. what are the odds that your toast landing jam up, or that it will rain tomorrow

QUOTE

They use the exact words someone said in an interview or focus group or written down in a questionnaire. These are often powerful and clear, just as they are (and better than a long-winded explanation).

TRANSCRIPTION

They write exactly what a person says in an interview or focus group discussion, word for word. May include when people take a break, pause to think or laugh. They are used when doing analysis of conversations, discussions and interviews.

Handout: jargon buster

- Match words on the left with an explanation from the list on the right

SURVEY

A way to collect views from a large number of people. It can be done in various ways, including online, by telephone or on paper. Often uses a questionnaire.

**SURVEY
MONKEY**

Online survey design software. You have to add your questions – in the correct order. You can send a link to the survey to everyone you want to take part

RANGE

The two ends of a string of measurements or numbers. E.g. pupils in a secondary school may range in age from 11 to 18; the number of time adults in the UK spends watching TV per week may range from 0 to 84 hours.

RECORDING

Usually audio recording of a qualitative interview or focus group discussion. It can be a film as well. It helps with accuracy, as everything a person says is captured.

CHART

A way to present numbers to help people understand them and any patterns or trends. It can be a pie chart, bar chart, or table, or graph.

ANALYSIS

A systematic way to help understand the information found in a research or evaluation study, e.g. to look for deeper meaning, explanations, patterns, and links in what people say or do.



Handout: qualitative analysis

Information collected in research through recording interviews and focus groups are called 'qualitative data'. This information is generally in the form of words rather than numbers (quantitative data). The recordings are often 'transcribed' (written up) to analyse the words people say. This document explains how this 'analysis' happens:

Coding

The first step to making the data manageable is 'coding'. This is a way of labelling the transcripts or other material into categories to then look for themes (patterns) important to the questions the research project is asking. A few things to think about:

- Read through all the data before you start coding, so you have a good idea of what is there
- Keep codes simple or give them labels that make them easy to understand (you can add a note explaining what each code or theme means and how it relates to others – this is called a 'memo').
- Avoid codes that overlap – make sure they are clearly different from each other, although they may be linked
- Don't have too many codes – if you have lots, maybe some of them can be grouped?
- When you have your codes (and you can always add more as you go), organise data into piles for each code, or use different coloured highlighter pens or different fonts in a document

Looking for themes

The next step is to group the coded data into themes (categories) so that you end up with a set of key themes for each research question with sets of codes for each.

You then group all the data which relate to a particular theme. You can do this by cutting out each coded statement and gathering them together in labelled piles or a labelled box. Alternatively, cut and paste in a Word document.

If you have data or codes that don't fit into a particular theme, put them in a pile labelled 'other' and come back to it later on – there may be some new codes or themes in there.

You may well need to add to or change the codes and themes as you go. Keep writing notes/memos about what you are thinking. It helps other people working on the project as well as reminding you if you forget!

Examples of qualitative analysis with young people

From peer research about children and young people who ran away from home (Thompson, Lanchin and Moxon, 2015)

- Two short and two long analysis sessions were planned
- All the interviews undertaken by the peer researchers were transcribed verbatim.
- Over two reading sessions, each peer researcher and project staff read and summarised a selection of the interviews.
- They were given a pre-prepared template for this.
- This asked them to comment on key stages of the interviewees' journeys.
- Two data analysis days were organised.
 - accommodation in an emergency; mental health
- On day one, the same templates were used by the whole group to extract the main themes
- Differences in opinion were discussed. Often the group had to refer back to the full transcripts and discuss with the staff
- Some data was difficult to categorise at first, and some points were made unique to just one interview. These were noted separately for the report.
- On the second analysis day, the peer researchers the rest of the research team collaborated to draw out the key findings relating to the interview question.
- A graphic illustrator drew the discussions and findings as they emerged – see image
- These illustrations helped bring the discussion points to life and were used in the final report
- The whole process, including the drawing, was iterative: as more issues and deeper understanding emerged, some previous points and ideas were deprioritised.
- The headline themes found included the types of overall journeys ('linear' towards independence or 'circular' to return home); danger – safety; risk-taking; the need for and issues around support and accommodation in an emergency; mental health.



Examples of qualitative analysis with young people

Example of steps used to conduct joint data analysis between adult and young researchers (Coad and Evans, 2008, pp. 45–46)

- 'Training events had covered issues such as defining the research questions, gaining consent, data collection tools, safety issues about fieldwork and the process of analysis.
- Following the interview transcriptions, the children were engaged in the data analysis process by reading each anonymised transcript line by line (Morse and Field, 1996).
- Each child took a sample number of interviews to read and coded the information in the margin with pre-assigned words and numerical codes, as decided by the group. One young person explained: 'We were given lots of stuff about doing the analysis, then we read one of the interviews, and we all agreed about what it was saying'.
- Using the agreed codes, the group were able to locate key findings in the other transcripts. In pairs, they read batches of transcripts and documented key findings onto flipchart paper.
- Some children also used art and keywords to highlight emerging themes at this stage.
- In discussion with the group, generalised statements about the findings and a range of key themes were identified.
- Each child was also encouraged to place 'post it' notes onto graffiti poster boards with their favourite quotes (good and bad). The adult researcher facilitated the interpretation of the data by sharing other key pieces of published work to help to increase the clarity and representation of the emerging findings.
- When the findings were typed up, the children, individually and collectively, were allowed to read and comment on the report, and changes were made accordingly.'

(Lushey and Munro, 2015, pp. 529–530)

A two-day analysis event was held, which included training on the thematic analysis of qualitative data. The peer researchers then focused upon coding transcripts and identifying the key findings... The sections of the transcripts supplied from each interview, under each theme, were purposively lengthy to ensure that the interview data were not divorced from the context of the discussion. Information on the age, gender and current care status (looked after child or care leaver) of the participant were also supplied so that the peer researchers could examine similarities and differences according to these characteristics. The peer researchers were provided with highlighter pens and read and manually coded the data. Key findings emerging from the data were written upon flip charts. The peer researchers undertook work to identify recurrent issues and explore what they perceived to be the most important messages. Although the peer researchers were not engaged in analysis to the same extent as full-time academic researchers, the approach employed served to facilitate communication and a joint process of knowledge production.

Examples of qualitative analysis with young people

(Coad and Evans, 2008)

“...a rolling series of training events were delivered at times convenient to the group (evenings/Saturdays). Training events covered issues such as defining the research questions, gaining consent, data collection tools, safety issues about fieldwork and the process of analysis. Following the interview transcriptions, the children were engaged in the data analysis process by reading each anonymised transcript line by line... Each child took a sample number of interviews to read and coded the information in the margin with pre-assigned words and numerical codes, as decided by the group. One young person explained: ‘We were given lots of stuff about doing the analysis, then we read one of the interviews, and we all agreed about what it was saying’... Using the agreed codes, the group were able to locate key findings in the other transcripts. In pairs, they read batches of transcripts and documented key findings onto flipchart paper. Some children also used art and keywords to highlight emerging themes at this stage. In discussion with the group, generalised statements about the findings and a range of key themes were identified. Each child was also encouraged to place ‘post it’ notes onto graffiti poster boards with their favourite quotes (good and bad). The adult researcher facilitated the interpretation of the data by sharing with the group other key pieces of published work to help to increase the clarity and representation of the emerging findings. When the findings were typed up, the children, individually and collectively, were given the opportunity to read and comment on the report, and changes were made accordingly” (p46)

(Case study: Barnardo’s Yorkshire Young People’s Research Group (The Originals))

The young researchers “split into two groups to analyse the questionnaires and interviews. The young people analysing the questionnaires used tally methods to add up the responses to closed questions, while those analysing the interviews worked in pairs and listened to the audiotape recordings, writing up keywords and quotations under the three main research questions and counting the number of times the theme occurred, working in pairs to verify the coding... Once the young people had tallied the results and written up themed quotations, they interpreted the data organised in tabular form as a group, identifying the most important findings. The group then collated these to form 25 findings. They identified six key findings that they thought were the most important or surprising. They then cross-checked these findings through discussions with children in schools. Through this process of cross-checking and verifying their interpretations, the young people noticed that the school children mainly described bullying in terms of physical and verbal bullying rather than any other kind of bullying and so gave this greater priority as one of the six key findings disseminated through posters that they designed. They felt that all members of the group were engaged in the process of interpreting the key messages and designing the final output” (P47-48)

Session 6: Quantitative analysis presentation



ANALYSING QUANTITATIVE DATA

- Quantitative analysis involves numbers and counting
- Think about what is needed to answer your research questions and what can be done with the information you have
- Look for patterns e.g. how many people agreed or disagreed with a point; how often one group gave an answer compared to another group (e.g. boys versus girls, or different age groups), how things have changed over time (e.g. at the start and end of a project)
- Use Excel, Survey Monkey or Google forms to do basic analysis. If you're working with researchers they may have special software they can use
- Think about how to present your data
- Tables and charts can help convey key information (but use carefully)

DESCRIPTIVE STATISTICS FROM SMALL-SCALE STUDIES

Examples

- Numbers of people who took part
- How often they used a service
- Some details about them, e.g. ages, where live,
- Count the answers to closed questions, e.g.
 - 'yes', 'no', 'not sure'
 - or scales ('like a little', 'like a lot', 'don't like')
- Can't generalise – only applies to this group

Session 6: Quantitative analysis presentation

CAN YOU 'GENERALISE' FROM THE DATA COLLECTED?

- Usually you can't generalise from a small sample, & especially if it was self-selecting.
- To be able say the findings apply to everyone you need to start with a 'statistically representative' sample and follow other rigorous steps
- But you can describe the group who answered the questions
- This might give valuable ideas of actions or services needed & other information needed and questions to ask

USING THE 'RANGE' & 'AVERAGE' TO SHARE NUMBERS

Examples of a range :

- The ages of those who attended this group ranged from 15 to 23
- The number of times members attended the group ranged from 3 to 40 per month
- The number of ice creams eaten by these 20 people ranged from none to 17 each week

The average gives a mid-point, e.g.

- The average age of those who attended was 18
- On average, members attended the group 10 times per month
- Each week these 20 people ate 60 ice-creams: on average they ate 3 ice creams each (60 divided by 20).

But be careful as averages can be meaningless & in this example some people might eat no ice cream

LINKING TWO OR MORE SETS OF DATA.

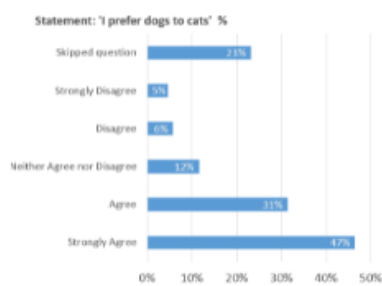
CAN YOU EXPLAIN IN WORDS WHAT IS IN THIS TABLE?

How long using the service	Liked or liked a lot	Neither liked nor disliked	Disliked or disliked a lot	Totals
Less than 3 months	15	20	25	60
3 to 6 months	35	16	15	66
Over 6 months, less than a year	59	10	5	74
Total	109	46	45	200

Session 7: Quantitative analysis presentation

PRESENTING INFORMATION – WHICH OF THESE IS EASIER TO UNDERSTAND?

- 'A group of 112 people were shown a statement 'I prefer dogs to cats', and asked how much they agreed or not. Just under one half (47%) 'strongly agreed' with the statement; and just under one-third 31% 'agreed' it.
- In total over three-quarters (78%) said they preferred dogs to cats.
- Roughly one in ten (12%), were undecided.
- Over one-fifth (23%), did not answer this question.'



PRESENTING NUMBERS IN A TABLE & COLLAPSING ?

People asked how much they liked bananas. 5 options were given in the questionnaire

How much do you like bananas?	Like a lot	Like a little	Neither like nor dislike	Dislike a little	Dislike a lot	Total
Numbers	46	63	46	36	9	200
Percentage of total	23%	32%*	23%	18%	4%	100%

These can be collapsed in reports – as long as no important details are lost. Can make it easier to read and understand

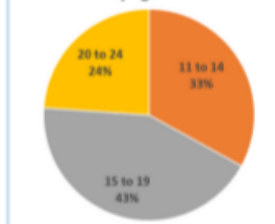
How much do you like bananas?	Like a lot or a little	Neither like nor disliked	Dislike a lot or a little	Total
Numbers	109	46	45	200
Percentage of total	55%	23%	22%	100%

WHICH OF THESE WORKS BEST TO SHARE INFORMATION?

Age of those who took part in the project

Age	11 to 14	15 to 19	20 to 24	Total
Numbers	60	90	50	200
Percentage of total	30%	45%	25%	100%

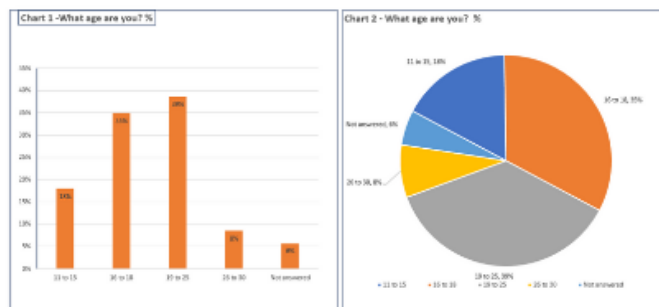
Breakdown by age



Pie charts (right) show the portions within a group. Must add up to 100%. Percentages can be rounded up & easier to read. Always explain in writing too: don't expect charts to speak for themselves

Session 7: Reporting what was found

WHICH CHART TELLS THE STORY BETTER?

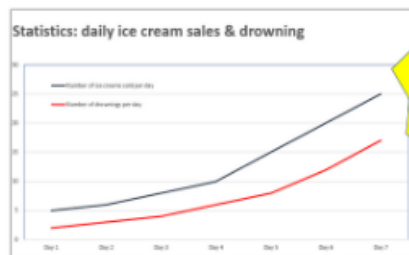


COMMON PITFALLS WHEN REPORTING NUMBERS

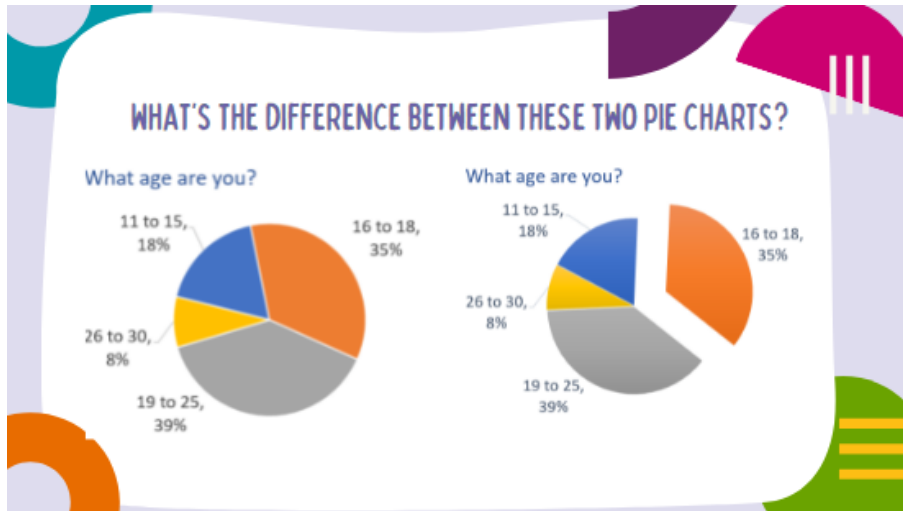
- Making generalisations or using percentages if you only have a small sample which doesn't represent the wider population. E.g. you can report what the young people who used this service said, but that doesn't mean all young people who use similar services would feel the same.
- Saying that your research proves that X, or causes Y, when it might be a mere coincidence
- Only reporting the data you agree with, or understand (that's bias)
- Presenting data in charts etc in a way that unintentionally risks bias – see next chart on ice cream sales and drowning!

COINCIDENCE OR CAUSE? CHARTS CAN EASILY MISLEAD:

(FROM [HTTP://WWW.LYLEPUGH.COM](http://WWW.LYLEPUGH.COM))



Breaking news: Ice cream linked to drowning!!!



Session 8: Reporting what was found

Believe in children
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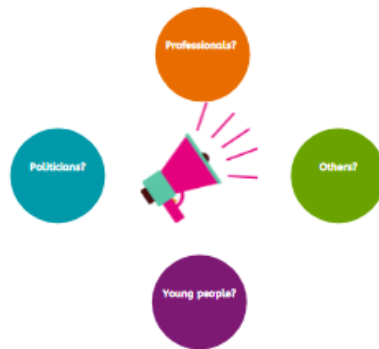
YOUNG RESEARCHER'S

SESSION 8: REPORTING WHAT WAS FOUND



Session 8: Reporting what was found

WHO NEEDS TO HEAR ABOUT YOUR FINDINGS?



For each:

- What would you like them to do with the new information?

TOP TIPS REPORT WRITING

Typical sections

- A stand-alone summary
- Introduction, explain aims & methods briefly
- Main findings – often in separate sections
- Conclusion – the 'so what? what does this tell us?'
- Recommendations – from those researched/ the writers
- If combining qualitative and quantitative data, give numbers first, then explain them
- Quotes are good, but keep them short
- Protect anonymity (avoid names or clues to who said what)

COMMON WAYS THAT BIAS CAN SLIP INTO REPORTS

- Only reporting or over-emphasising the points you agree with
- Not using data, or views you disagree with
- Leaving out bits you don't understand
- Presenting a service you know in a better or worse way, for whatever reason, e.g. to get more funding
- Putting a lot of emphasis on what a small sub-group said
- Mostly using quotes from the most vocal people
-

Handout: reporting checklist

Things to include in your research report, presentation, poster, film etc....

Introduction (why we did this project)

- What this research is about? (our research topic or question)
- Why did we want to do this research, or why we were asked to do it?

Background review (if you did one)

- What is already known about our research topic from other research or evidence
- How this informed our research

Methods (what we did)

- Who did we collect data from and about?
- What kinds of data did we collect?
- How did we collect it?
- What ethical issues did we consider?
- How did we analyse the data?

Findings (what we found out)

- What are our main findings?

Conclusions (what we've learned)

- What do our findings tell us about our topic of question(s)?
- What are our recommendations for how our research can be used to help change things?
- What did not go as planned, or would we have done differently?
- Is there anything else we want to find out after doing this research?

Handout: pros and cons of different reporting formats

Reporting method	Suggested pros	Potential cons
Written report	<ul style="list-style-type: none"> • Cheap, especially if online • Common - people are used to it. • Can be online (no printing /costs) • If online can last a long time • No limit to geographical reach 	<ul style="list-style-type: none"> • Maybe too long • May be boring • Needs literacy • Bias in who gets it? • Can be hard to read on a small screen, e.g. on a phone
Summary	<ul style="list-style-type: none"> • As above • Short and easy to read • Can interest people enough for them to read the full report • Can do different summaries for different audiences (e.g. adults and young people) 	<ul style="list-style-type: none"> • Not long but other cons as written report • Can only include key points •
Presentation in person - eg to a group; or host a special meeting or seminar	<ul style="list-style-type: none"> • Does not need literacy • Can be very engaging/ can add more emphasis where needed. • Works well with busy policymakers / politicians • YRs presenting make an impact. • Can see how people respond to findings ' & react to that • Can answer questions/ interact • Can check the relevance and amend report afterwards if needed • Can be done online 	<ul style="list-style-type: none"> • Requires some prep and skills and budget to make • Requires staff & YR time • Bias in who hears it/ about? • Need to invite people / to agree a presentation with an agency
Poster	<ul style="list-style-type: none"> • Can include images & words. • Can be very eye-catching • Can be done on a computer • Requires less skill than drawing 	<ul style="list-style-type: none"> • Ideally helps to have some art skills • Where do you display them • Tendency to pack too much in
Podcast	<ul style="list-style-type: none"> • Relatively cheap • Does not need literacy 	<ul style="list-style-type: none"> • Requires some skills to make • Needs internet to access • Bias in who hears it/ about it? • - how to advertise it enough? • Maybe too short • Can't see reactions to it
Video	<ul style="list-style-type: none"> • Does not need literacy • Can be very engaging 	<ul style="list-style-type: none"> • Requires some prep and skills and budget to make • Needs internet • Bias in who hears it/ about it? • Can't see the response
Mural / picture	<ul style="list-style-type: none"> • Does not need literacy • Can be very engaging/ can add more emphasis where needed. • Can get to the point 	<ul style="list-style-type: none"> • Need to select a limited number of key points • Bet if have some art skills/ directed by an artist
Other ideas?		

Examples of different outputs by young researchers

*Can use in handout or share in presentation



This is an example of a simple variation of a summary in a traditional written report
From Speak Up: Young People and Health In Barnsley, Barnsley Link & Barnardos



Examples of different outputs by young researchers



Example of a Newspaper front page (left) and a montage (right), both produced by groups of young people.

From Percy Smith (2008) NTA YRN Action Research Information Pack

The Council for Disabled children recruited young people to help them develop awareness around children's and young people's rights in the NHS. As well as co-producing research and interactive information resources, such as games, the participating young people made videos to report the key issues they found and co-designed the content and layout of a new website. This now holds information that children and young people said they needed most. The website itself was designed by a website designed, but lots of disabled young people had a say in its design.

<http://www.getyourrights.org/> <http://www.getyourrights.org/right/using-the-nhs/>



In 'Be Real with Me: Using Peer Research to explore young people's journeys who run away from home or care', Thompson et al. (2015) explain the peer research processes and lessons learnt. In this case, the peer researchers preferred that the adult researchers wrote the report. But the young people decided to input into the drafts, help design what the report looked like and emphasised they wanted it to include their priorities and quotes. Some peer researchers attended the launch event but did not want to speak 'formally' or be on the stage. Some took part in a video that was also used in dissemination events.

Examples of different outputs by young researchers



Mural created with young people in the VIPER project (VIPER stands for voice, inclusion, participation, empowerment and research) This records the young disabled people's own journey in learning about and conducting research. <https://councilfordisabledchildren.org.uk/our-work/participation/policy/research-young-peoples-participation-local-decisions-viper>

As well as training in research skills, the young VIPERs learned how to present research findings to government ministers, senior civil servants and others. A short explanation on VIPER: <https://www.youtube.com/watch?v=izCge0GFD-g>



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1

APPENDIX 2: ICE BREAKERS & GAMES



Icebreakers and games

This section provides activities and exercises which you can use when training the young researchers or modify to use as research or evaluation methods: adapt them to suit your group, accessibility needs and context.

This appendix draws on, and references, a range of resources and the following may be useful as a source of more ideas:

- Knox, G. (2009). 40 Icebreakers for Small Groups.
- McCabe, A. and Horsley, K. (2008). The evaluator's cookbook: exercises for participatory evaluation with children and young people. London: Routledge
- Shephard, C. (2002). Participation Spice it Up!: Practical Tools for Engaging Children and Young People in Planning and Consultations. Save the Children
- Tizzard, P and Evans, A. (2003) Icebreakers Pocketbook

Contents

A) Introductions - getting to know each other	3
B) Warm-ups and icebreakers	7
C) Group formation	9
D) Games	11
E) Energisers	12
F) Getting ideas flowing	12
G) Feedback and evaluation	15
References	16

Introductions – getting to know each other

A) Human Bingo

Resources: make a grid of say 9 squares, each containing one option. There is an example on the next page. But amend to fit your group.

Copy and give a grid and pen to each person. Their task is to go round the group, introduce themselves to each other, asking each person a question from one of the boxes in the grid. If they do, write their name in that box, and move on. This can be happening as people are joining for the day.

B) Photovoice

Resources: Print a set of varied photographs (e.g. from free photo websites) – with neutral and/or fairly abstract images sky, books, games, animals, weather, nature ([Click here for examples](#))

Ask each person to pick a photograph very quickly that seems to capture what they are feeling right now, and what they hope to get from this work/ their involvement in this project.

C) Introducing the other person

- Split the group into pairs.
- Ideally match people who don't know each other already.
- Ask them to ask each other 3 questions.
- In the feedback they introduce the other person to the group. The 3 questions can be: name, what interested them about this work/ why they came today / what they hope to get from this project; and one thing they enjoy doing for fun.
- Online this could be done by splitting people into break out groups of 2.

D) Name badges

- As people come in, ask them to make themselves a fun name badge. Have lots of art materials at hand to decorate these.
- Variations on this include adopting an animal, or famous actor and drawing these on their badge.
- They could expand on this and try to link their animal to the research topic .

E) Show and tell

- As people come in, ask them to make themselves a fun name badge. Have lots of art materials at hand to decorate these.
- Variations on this include adopting an animal, or famous actor and drawing these on their badge.
- They could expand on this and try to link their animal to the research topic

E) Fact or fiction

- Sitting in a circle or around a table. Ask everyone to write on a piece of paper three things about themselves which may not be known to the others in the group.
- Two must be true and one is not.
- They take turns to read out the three 'facts' about themselves and the rest of the group votes / can shout out which they think are true or false. You get a point for each truth or lie you slip past the others. Source: Knox (2009)

Human bingo

Go round the group, introduce yourself and ask each person a question from one of the boxes in the grid, if they do that thing write their name in the space in the box below.

Has brown eyes

Name?

**Likes ginger/
olives/
chocolate**

Name?

**Travelled by
bus today**

Name?

**Speaks 2 or
more
languages**

Name?

**Likes dogs/
cats/ spiders**

Name?

**Is wearing
jeans/
blue/glasses**

Name?

**Plays football
regularly**

Name?

**Likes (name a
current game/
TV series)**

Name?

**Has black hair/
and S in their
name**

Name?

Human bingo

Go round the group, introduce yourself and ask each person a question from one of the boxes in the grid, if they do that thing write their name in the space in the box below.

Is a vegetarian

Name?

Is a volunteer

Name?

Has been to a music festival

Name?

Speaks 2 or more languages

Name?

Has a pet

Name?

Loves music more than TV

Name?

Plays in a team sport

Name?

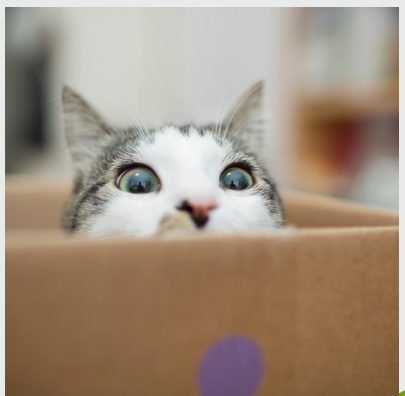
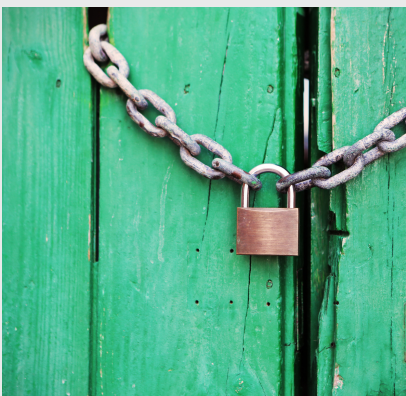
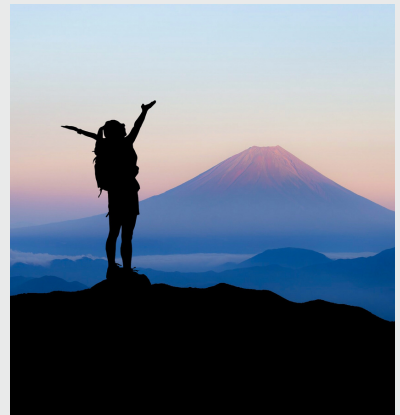
Has a hobby

Name?

Is passionate about speaking out to create change

Name?

Sample Photovoice Cards



Introductions – getting to know each other

F) Balls

- Ask the group to stand in a circle.
- Throw the ball to one person saying their name.
- Ask them to throw it another member of the group, saying the person's name first. Continue until everyone has had at least one go.
- Once everyone has had at least one go, ask them to throw it to someone, saying the second person's name and this time swop places with that person.
- You can make this a bit harder and more fun by suggesting everyone stand on one leg, or only use one hand in the final round

Source: Participation Works (2008)

G) Desert island

- Sit the group in a circle. Tell them "You've been exiled to a deserted island for a year. In addition to food and clothing and shelter, you can take one luxury and one piece of music. What will these be and why? (can't be a boat to leave the island)"
- Allow a few minutes for thinking. Then ask each person to share their two items with the rest of the group. Tell them not to copy other people.

Source: Knox (2009)

Warm-ups and ice breakers

Crazy lists

- Ask the group to sit or stand in a circle. Explain the activity
- Everyone will take turns to say their name and one thing that they have seen on their way to the group today. For example: my name is Janine and I saw a white dog on my way here today. The choice can be imaginary or wacky – often this makes it more fun. People should not talk about what others choose, but can smile and nod to show they have heard and understood.
- The next person must say their name and one thing they have seen on their way to the group today, and also repeat the name of the person next to them and their item.
- Carry on around the circle until everyone has had a go and said everyone's name and item – that is, the name and item of everyone in the group.
- Source: Participation Works (2008)

My name is....

- Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. generous Ginny, dynamic Darren, marvellous Michael.
- As an option they can add this to their name badges and use throughout the session.

Warm-ups and ice breakers

Musical chairs

- Everyone sits in a circle apart from one person in the middle - the caller. They call out something that applies to them and few others in the group (e.g. who took a bus this morning, who is wearing something green/ black).
- Everyone that this applies to has to move chairs. The one person left standing becomes the caller.
- Suggestions to get this going include items of clothing, eg wearing jeans/ trainers/ something blue; age; month of birth; food; has an 'a' in their name. Stop when most people have moved a least once/ 4-5 mins. At the end, point out that this was a sort of sorting.

Fruit bowl

- Get everyone sitting in a circle. Think of 4 different types of fruit, e.g. pineapple, mango, apple
- and raspberry and allocate one to each person. Call out one fruit at a time, eg pineapple. All the pineapples have to quickly stand up and swop chairs. Do this 4-5 times. At the end call 'fruit bowl'; at which everyone has to swop seats.

The question web

- You need a ball of string or wool and a list of 5-8 questions, see options below and adapt for your group. Write these on a flip chart so that all can see. Everyone, including you, stands in a circle. Hold on to the end of the string and throw the ball/spool to another person to catch. They then choose a question to answer. Then holding on to the string still they throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other!

Potential questions:

1. If you could make one trip on a time machine, what point in the future or history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person living or dead, who would it be and why?
5. If you were an animal, what would you be and why?
6. Name a gift you will never forget?

Source: Knox (2009)

Tall stories

- The first person starts telling a story and the sentence ends with 'suddenly'. The next person has to continue the story, say a sentence or two max, and again end with 'suddenly'... E.g. "Yesterday I went to the Zoo/ looked up at the sky/ went swimming when suddenly..."

Source: Larkins and Bilson (2016)

Warm-ups and ice breakers

Scavenger hunt

- This is a great exercise to do at the start of online meetings (see the sample list on the next page) send everyone a copy beforehand/share on screen. You can get people to do this individually or in teams (in virtual breakout rooms) – give them 5 minutes to run around and find as many things on the list as they can.

Group formation

Helpful or irritating group behaviour

- Individually or in sub-groups, ask participants to think about a time when they were in a group or meeting. Ask them to write or draw what was said or done in the group that was helpful to their involvement and secondly anything they found irritating.
- Participants then give feedback to the whole group. Write all the helpful issues on the flipchart in one colour, and all the irritating ones in another colour.
- Divide sub- groups. Ask them to discuss and think of ways of dealing with unhelpful behaviour.

Source: Save the Children (2000)

Group settings worst and best

- Divide into 3 groups. Ask one group to draw the worst possible setting for a group discussion, labelling the picture or writing a list of all the things that are wrong with this setting.
- Ask the other group to draw the best possible setting for a group discussion, again labelling aspects of their drawing or writing a list of all the things that are good about this setting.
- Ask the third group to draw or list behaviour than can disrupt a meeting.
- Come together as the whole group, share the drawings and discuss. Finish on how to make this group's meetings as good as possible

Source: Save the Children (2000)

The human chair

- Invite everyone to stand in a circle shoulder to shoulder. Each person then turns to the right to face the back of the person in front of them. Ask them to place their hands on the shoulder of the person in front. On the count of three, task them to slowly begin to sit down on the lap of the person behind. As long as everyone is helping the person in front of him or her to sit, then everyone should be supporting the weight of everyone else. Of course, once one person slips, the game becomes 'human dominoes.' It might take a couple of attempts to complete the challenge

Source: Knox (2009)

SCAVENGER HUNT!

A clean sock

A cuddly toy

Something red

Toilet roll

A piece of fruit

Something round

A spoon

Something you love

Something
rectangular

A hair brush

Something green

Something that starts
with your initial

A book

A pen

Group formation

Song scramble

- Before the meeting type the first 3 lines from several well-known or very current songs. Cut these up so that there is only one line from each song on a piece of paper or card. Make just enough lines from songs so that there is one per group member.
- Scatter the lines on the floor. Ask each person to grab one piece of paper or card. They have to try to find the holders of the other cards which will complete the verse or section of the song. The
- winning group is the first one to correctly assemble and sing their song. With permission, you can record the songs to play back later.

Source: Knox (2009)

Knots and tangles

- Divide the group into teams of 6-8. Ask each team to form a circle. Ask each person to extend their right hand across the circle and hold the left hand of the team member opposite them. Then extend their left hand across the circle and hold the right hand of another person. The task is to unravel the spider's web of interlocking arms without letting go of anyone's hands. Give a three minute time limit.

Source: Knox (2009)

Alphabet shopping

- The first person says: "I went to the shop to buy an Apple (or any object you can buy that begins with an A). The next player repeats the sentence, including the "A" word and adds a "B" word. Each successive person recites the sentence with all the alphabet items to that stage, adding one of his own. For example; 'I went to the supermarket and bought an apple, bag, cat, dog, earrings, fish'.. to the end of alphabet
- Alternatively, do this with the names of countries in the world, or cities in the country, instead of shopping lists.

Source: Knox (2009)

Games

Snakes and ladders

- Our Social Networks, a Mencap Cymru project created a snakes and ladders games around the issue of friendships and relationships for people with learning disabilities. The snakes are the various challenges encountered and the ladders represent the enablers and things that help. Two or more people can play.
- <https://wales.mencap.org.uk/get-involved/our-social-networks>



Revolving Doors (2016) describe how a group of homeless people created a board game, based on a cross between snakes and ladders and monopoly. This is about being homeless for the day and includes potential outcomes, including having a night in prison, sleeping on the street and getting a night in a hostel.

Games

Jenga

- This can be used in different ways. To use it as an icebreaker, split the group into 3-4 teams. They have to work at speed to remove blocks in turn, apart for the top 2 rows, without letting the tower fall. Make it harder, by using a stop-watch, or asking them to keep one hand behind their back, or use their less dominant hand.
- Or you can write words on each block, and each person who removes a block that has to explain that word to the others, using 2 sentences at most.

Energisers

Agree disagree

- Physical polls/ value continuums are good for getting people moving. The ball game and others can also be adapted

Would you rather....

- This can be done on paper, by moving around, or can be online.
- Create a range of opposing options on 5-8 topics. Each person has to choose the option they prefer. For each one, they can vote e.g. with their body by moving to one end of the room or the other, or vote in another way.
- Make these as silly and ridiculous, but include a few serious ones if you like, eg would you rather
- Have unlimited pizza or online time
- Have your own phone or computer
- Be a good dancer or singer
- Swim in the sea or snowboard
- Visit a doctor or a dentist
- Meet [a famous politician] or [a famous singer]
- Source: Larkins and Bilson (2016)

Getting ideas flowing

Collage / scrapbook

- Get people to work alone at the start. Provide paper and art materials. This can be done online and /or done as homework in preparation for a subsequent meeting.
- Ask each person to draw/ make a collage/ or any other art output about the topic you are going to research and to add one thing that makes it important to them.
- If an issue is topical, for homework between sessions, ask the group to try to find articles about it in the news. This can be online or in print. Ask them to make a scrap book or collage of the headlines, photos and some of the news they find.

Getting ideas flowing

Bulls Eye/Targets

- Draw concentric rings on a large flip chart, ideally make each ring a differ colour and about 5cm apart. Or use an image of a bullseye.
- Give people post-its. Pick a topic/ topics that you want to explore with the group. For example, if it was where they feel safe locally, ask them to write on post-its where they feel least and most safe; then put their post-its on the bulls-eye. Put the post-it about where they feel most safe in the centre on the eye, use the outer rings for where they feel less and less safe.
- These can be used for any topic that has a range of options from best to worst.



Source: McCabe and Horsley (2008)

Jigsaw puzzles

- These can help discuss topics and connections as well as findings.
- For example you could give each person a piece of paper or card, with a negative or positive jigsaw shape (so that many pieces can fit together). Ask each person to write on their piece of card an aspect of the topic which is important to them. Get the group together. Put their cards on the floor and fit the jigsaw together. Let the whole group look at what each other have written. Discuss overlaps and similarities first and then any additional points.
- To present findings and stimulate discussion, print individual findings onto jigsaw shapes and get a group to make the jigsaw and discuss the important of each bit.

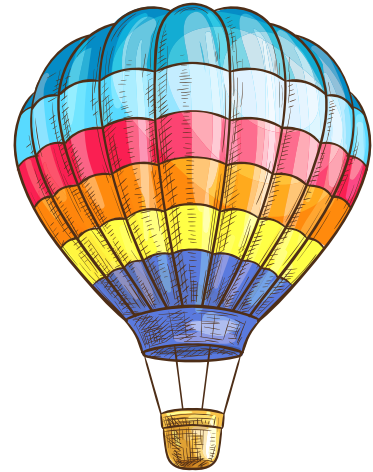


Source: Larkins and Bilson (2016)

Getting ideas flowing

Hot air balloon

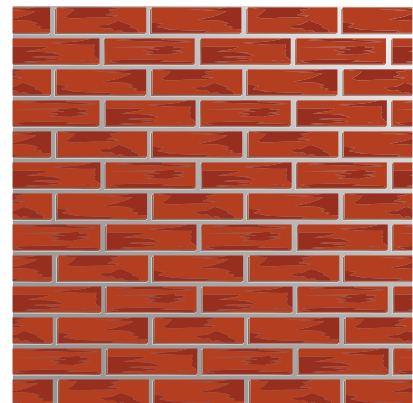
- Ask the group to draw a hot air balloon, large enough to write on. Include the balloon, basket and ropes tethering it to the ground, the sun and wind.
- Write in the sun the issue the group want to work on.
- In the basket, write or draw the people who need to be working together to help this issue.
- On the tethering ropes, write the restrictions /challenges that keep the balloon from flying.
- Inside the balloon, write what must be in place for the balloon to really fly / for this issue to take off.
- On the winds, write in what might blow it off course.
- Use the final drawing to discuss how to deal with the winds and tethering ropes



Source: Larkins and Bilson (2016)

Barrier wall

- Draw a brick wall before or during the group, e.g. a grid with 4-5 rows and 5 bricks per row. Ask the group to give it a name, e.g. the 'The Obstacle Wall' / The Great Wall of Inequality'.
- Ask each person to write one barrier/ obstacle/ challenge related to the topic per brick.



Source: Larkins and Bilson (2016)

Props

- Ask the group to find a prop in the room, or on their person, or in their bag. They have to talk for a minute without stopping about how they feel the prop links with the project topic

First thoughts

- Sit the group in a circle. Ask them to shout out the first word that comes into their mind about an issue. This can be very useful as a first steps of debriefing the young researchers who have conducted interviews, focus groups etc.

Source: Esterhuizen, 2012

Example of a plan to evaluate a young researcher training session from

Lleisiau Bach, Dale and Roberts (2017, p18).

Stage 5: Follow up with children

(Children alone)

- ★ After a pause during which agreed actions are carried out, the project lead meets again with the local project group (children) to review progress and prepare for the next meeting with the co-producers.

Time	Task	Resources
	<p>Aim: Co-production activity: review progress and agree further actions.</p> <ol style="list-style-type: none"> 1. Map activity since co-production meeting 2. Review actions 3. Review tasks 	
45 mins	<p>Time Line activity</p> <ol style="list-style-type: none"> 1. Whole project useful to remind the children of the research process 2. Review list of recommendations 3. Review list of tasks and actions made at co-production meeting -checklist of implementation activity using the road map templates. 	<p>Time line (drawn on flip chart) from start of project to now with space to input future actions</p> <p>Actions and tasks list from co-production meeting (each individual recommendation or task on a cut out card)</p> <p>Road map templates</p>
15 mins	<p>What now?</p> <ol style="list-style-type: none"> 1. What has not been achieved/what still needs to be developed? 2. What do the children want to happen? 	Post Its
45 mins	<p>Holding to account</p> <ol style="list-style-type: none"> 1. Plan and prepare impact meeting 2: How do they want to present their review to co-producers? (Presentation, report/display). What resources will be needed? 	
15 mins	<p>Debrief</p> <p>Explain to the children that this information will be shared with the co-producers before their next meeting. This will enable the co-producers to check up with relevant people what has happened/not happened, what is still being worked on/potential things still being planned.</p> <p>Facilitator/teacher to finalise the children's review of implementation (presentation, report, display). This visual will be presented at the final age inclusive co-productive planning meeting.</p>	<p>Facilitator to organise Stage 6 meeting.</p> <p>Inform children and school/organisation of arrangements for Stage 6 (venue, time, attendees)</p>

Getting ideas flowing

Pizza exercise

- Put three flipcharts on the wall and draw a pizza on each (or at least something that looks vaguely like one). Write one of the three questions on each flipchart with a picture of either cheese, mushrooms or tomatoes (or toppings of your choice).
- Give YP 3 blank slips, with a picture of one of the three toppings on each and ask them to answer the relevant question + stick on the relevant pizza when done. Look through and discuss together.

This can be done at the start of a meeting/project, e.g.:

- What are you looking forward to about today/being a young researcher?
- What are you hoping to learn/do/change?
- Is there anything you are worried or not sure about?

It can also be used as an evaluation exercise, e.g:

- What did you enjoy/think was good about today/the project?
- Is there anything you think we could do better, or differently?
- Any other comments or ideas for future meetings/ projects

Feedback and evaluation

See Toolkit: 'Evaluating young researcher projects' (page 61) many of the activities in F: 'Getting ideas flowing' can be adapted for project evaluations.

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