

**Youth Participatory Action  
Research Project:  
Youth in Action  
After School Enrichment Program**



**Roosevelt School**  
Small Town, Big Dreams, High Standards

**Created by Orion Nolan**

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# **What is Youth Participatory Action Research?**

Youth participatory action research (YPAR) is the process of learning in action. YPAR is a youth-led project where students learn the skills necessary to conduct systematic research guided towards community development. Research is done on topics/problems students care about. It provides them with the skills to propose realistic researched based solutions to problems that directly affect their lives and community. The process yields life long skills for college and career readiness. YPAR also has the ability to empower youth to want to make a difference in their lives and community.

# Summary of Enrichment Club: Youth In Action

As part of Youth in Action we are looking to promote students socio-political development and psychological empowerment so that they understand the roots of problems facing their communities and have the skills and motivation to take action. Students will be guided through the process of defining their community, choosing a topic, researching and data collection. They will then compile all the information and propose realistic research based solution(s). Students will then put together a presentation and present their findings. Our students will have the opportunity to visit Rutgers University and join other Youth in Action groups from schools across New Jersey to present their research at Rutgers to family, friends, faculty and students of all ages. They will experience a day on campus where they will be exposed to college life, given a tour, participate in activities and end the day with their presentation. This program will help students develop life long skills, build confidence presenting to large groups and expose them to opportunities outside of Manville.

## Participating with Rutgers:

- Date to present at Rutgers TBD
- Students will arrive at Rutgers at 10am
  - Students will meet up with other Youth in Action groups
  - Students will be given a tour of campus
  - Students will participate in activities
  - Students will present their research and listen to other groups present.
- Students will be returning at 7pm
- **Rutgers will be providing the students with Food**

# Program Schedule:

Students will meet on Mondays and Thursdays. Program will run until the end of April. With one or two additional meetings in May to rehearse presentation before our day at Rutgers in May (\*Date TBD by YPAR program at Rutgers)

## February 2019

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 <sub>no school</sub>	19	20	21	22	23
24	25	26	27	28		

## March 2019

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### April 2019

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### May 2019

**\*\*\*Meeting dates in May will be determined once Rutgers has set a date for the students to come to Rutgers to present. As of right now they are looking at sometime in the first 2 weeks of May**

# Youth Participatory Action Research Project

## Youth in Action

### Unit Plan

#### **ELA Standards**

**W.3.7.** Conduct short research projects that build knowledge about a topic. **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W.3.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

**W.4.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **21st century Standards**

**9.3.ST-SM.4** Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

# Unit Plan:

## **Session 1: Breaking the Ice**

**Objective:** *SWBAT become more familiar and comfortable with one another and create and share a map of their life depicting the answer to the question, “How did you get here?”*

### **Procedure:**

- name bingo (have students put their names on their sheets, collect at end of activity for next session)
- discussion of purpose and expectations of enrichment cluster
- mapping -Illustrate a map of where they started detailing experiences along the way and arriving at Roosevelt school at the end.

## **Session 2: Brainstorming**

**Objective:** *SWBAT discuss what a community is and work in small groups to brainstorm things they would like to improve in their community.*

### **Procedure:**

- Discussion: what is a community? what is our community?
- After community is named; positives and negatives of our community
  - Allow students to brainstorm in small groups (each with a facilitator); charting the “Strengths” and “Things we’d like to Improve”
- organize community problems into larger categories, if needed
- Assign journal work-Questions: “Of the issues discussed, which are the top most important to you? Why? Explain.” And “What are your feelings towards Youth in Action so far?”

## **Session 3: Discussion**

**Objective:** *SWBAT discuss issues brainstormed in last session and decide on a final topic.*

### **Procedure:**

- Partner counting activity 1-2-3 (practice active listening and taking turns, promote mutual respect, and give students a fun break from “dull” classroom activities)
  - Discuss the idea of respect, even if the student isn’t friends with the person they’re paired up with, that they should still be respectful by listening and being open to others ideas
- Present issue previously decided on
- Discuss the underlying problems of these issues (the “why” and “how” of the issues)

## **Session 4: Narrowing it Down-How can we find out more?**

**Objective:** *SWBAT understand what a community means, how their issue effect a larger group and identify key issues surrounding their topic of choice.*

### **Procedure:**

- “Problematizing” a quick fix for larger issues
  - Do you really want to do research...?
- Understanding that community means people outside of the group; larger community issues
- Identify key issue resulting in the need for resolution (related issues)
- Next Step: what don't you know about these issues?*

### **Session 5-6: Research Planning**

**Objective:** *SWBAT develop research questions and methods of obtaining answers and collecting data. SWBAT map out a plan of action.*

**Procedure:**

- Teach and emphasize note-taking skills
- Develop questions (what don't we know about the issue at hand?)
- How can we answer these questions?
  - Methods of obtaining answers and/or data (qualitative vs. quantitative?)
- Map out plan of action for research

### **Session 7-10: Research**

**Objective:** *SWBAT actively conduct research through methods decided on previous session to inform their overall research questions.*

**Procedure: TBD based on methods of research methods decided in previous session**

-Examples:

- Conduct interview (s)
- Survey creation and implementation (surveymonkey/poll everywhere)
- Take picture / videos
- Teacher provided resources

### **Session 11-15: Data Analysis & Organization**

**Objective:** *SWBAT analyze data, and organize/represent the data in a meaningful way. SWBAT draw conclusions and make inferences based on the data.*

**Procedure:**

- Ask the question, “How does our data answer our questions?”
- Analysis of Data and determine mode to represent data (pie charts, graphs, etc)
- Draw Conclusions based on data, “What does this tell us?”
- Coding using Index Cards
  - Break into Coding Groups
  - Share findings with whole group
- Start discussing what we can do for the betterment of our community (potential solutions/action plan)

### **Session 16-19: Create Action Plan & Begin Presentation**

**Objective:** *SWBAT brainstorm and formalize possible solutions and suggestions for improving the problem and begin creating a presentation outlining their entire project.*

**Procedure:**

- Address the question: What can we do to improve our community?
- Brainstorm possible solutions to suggest; Action Plan
- determine what mode of presentation to utilize (Google slides, Prezi)
- learn skills to create presentation
- delegate responsibilities for presentation

**Session 20-22 plus additional dates in May:**

**Get ready to present at Rutgers University:** Work on Presentation

**Objective:** *SWBAT finalize their presentation and practice presenting it to peers, parents, and community members (i.e. teachers, principal, etc.).*

**Procedure:**

- Create, modify, revise presentation, etc.
- Rehearse presentation
- Invite parents, teachers, principal, etc.