IDENTIFY SOURCES OF INFORMATION

SchYPAR PowerPoint:
https://docs.google.com/presentation/d/1Bs2bKa0uQLEcTQHQHf-VL3Gkv37eHcg7TRYV9GeRRw4/edit#slide=id.g2560232b1b2_0_51

Lesson adapted from:
Yparinschool.com:
https://yparinschool.com/wp-content/uploads/2022/08/Defining-the-Research-Question.pdf
YPAR hub:
https://docs.google.com/document/d/18x9o25L73iyIOzKleyz4McWnJmt6f2n2/edit?rtpof=true

Resources:
Cammarota, J., & Fine, M. (2008). Revolutionizing Education: *Youth Participatory Action Research in Motion.* Routledge.

LEARNING STANDARDS

Session Description: In this course, students will learn about the different types of community sources that they can use for their research projects, including individuals, organizations, and government agencies. They will also learn how to engage with these sources respectfully and ethically, building relationships and trust with the people and institutions in their communities.

YPAR Learning Standard:

- Learn the importance of identifying community sources in YPAR.
- Identify potential sources in their community that can provide information for the YPAR project.

MATERIALS

- ☐ Students process journal
- ☐ Pencils/Pens
- ☐ Display screen
- ☐ Large butcher paper
- ☐ Paper for students to draw a matrix table (or you can print it for them). Each student should have a matrix table.

LESSON (25 minutes)

Note on the structure of the lessons: The lessons situate the teacher as the leader or facilitator, but feel free to engage students as leaders/facilitators in preparing the lesson or the lesson itself. You can rotate students to be co-leaders/facilitators throughout the various sessions. They can co-lead with you by preparing beforehand a "mini-lesson" on one of the topics or guiding the conversations during group discussions. We are working on structuring these lesson plans, which engage all research collaborators in the teaching/learning process.

Introduction (5 minutes)

1. Begin by asking students what they know about community sources for research projects.
2. Write their answers on the board.
3. Ask students to think about why engaging with community sources in research is essential.

Group Activity (20 minutes):

1. Engage students in a discussion about sources of information in their community. Explain to students that finding sources of information is essential for conducting research in their communities. Discuss the different types of sources that students can utilize, such as individuals, organizations, government agencies, etc.
2. Divide students into small groups.
    a. Provide each group with chart paper or a whiteboard and markers.
    b. Ask each group to brainstorm potential sources of information for their YPAR project.
    c. Encourage students to think broadly and creatively, and to consider sources that may not be immediately obvious.
3. Sharing and Discussion
    a. Ask each group to share their list of potential sources with the class.
    b. Record the sources on chart paper or whiteboard.
    c. Facilitate a class discussion on the identified sources and their potential usefulness for YPAR projects.
    d. Ask students to provide examples of how they can respectfully reach out to the sources.
    e. Ask students to reflect on identifying sources and share any challenges or surprises they encountered.

Here are some examples of how students can identify sources in their community for Youth Participatory Action Research:

1. *Local government agencies: Students can contact their local government agencies, such as the city council, to learn more about issues affecting their community. They can also request information about existing policies, regulations, and programs related to their research topic.*
2. *Community-based organizations: Students can reach out to community-based organizations working on issues related to their research topic. These organizations can provide valuable*

insights and information about the community and potential contacts for interviews or surveys.

3. *Local businesses: Students can speak with local business owners and managers to learn how their business impacts the community. They can also inquire about the business's policies and practices related to their research topic.*

4. *Key informants: Students can identify and interview individuals with expertise or experience with their research topic. These individuals may include community leaders, activists, educators, or health professionals.*

5. *Academic researchers: Students can review academic research on their topic to identify experts and potential sources of information. They can also reach out to researchers and academics for guidance and advice.*

There are many potential sources of information in the community that students can tap into for their Youth Participatory Action Research projects. The key is approaching these sources respectfully, building relationships, and using the information gathered to create meaningful and impactful research projects.

Here are some examples of how youth can reach out to sources respectfully:

1. *Respectful communication: Students can introduce themselves and their research project respectfully and professionally when reaching out to potential sources. They can clearly explain the purpose and goals of their research and ask for the source's assistance and insights.*

2. *Active listening: Students can actively listen to the source's perspectives and experiences, showing a genuine interest in their knowledge and expertise. They can ask open-ended questions and encourage the source to share their thoughts and ideas.*

3. *Relationship-building: Students can build strong relationships with their sources by maintaining regular contact, expressing*

> *gratitude for their contributions, and showing a willingness to collaborate and work together towards shared goals.*
>
> 4. *Ethical considerations: Students should always consider ethical considerations when researching and engaging with sources. They should respect the privacy and confidentiality of their sources and ensure that any information shared is used only for research purposes.*
>
> 5. *Impactful research: Students can use the information gathered from their sources to create meaningful and impactful research projects. They can use this information to identify critical issues and develop strategies for addressing them, working collaboratively with their sources to create positive change in their community.*

Individual/Small Group Reflection

1. After thinking about how we must consider sources in addition to our own experience, ask students to edit their tentative research question. We will dive deeper into the writing of research questions in session 8. We will keep coming back to the research question because it will change as students learn more about their issue from their reflections on their experience, reading of scholarly literature, and the methods they choose to use.

    a. Explain that a research question is the foundation of a research project and should be specific, focused, and answerable.

    b. For example, if students are interested in looking at teacher-student relationships in the classroom they can ask: What are teacher-student relationships like in the classroom? Or if students want to start thinking about a specific area that affects teacher-student relationships, they can ask: How do [school discipline policies] affect teacher-student relationships in the classroom?

SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

SUMMARY (5 Minutes)

1. Summarize the importance of identifying sources in the community for YPAR projects.
2. Remind students to continue brainstorming and seek out potential sources as they progress with their YPAR projects.
3. Explain the learning standard (if you haven't already) by explicitly sharing how they relate to their learning in the class:
    a. **YPAR Learning Standard:**
        i. Students will learn the importance of identifying community sources in Youth Participatory Action Research (YPAR).
        ii. Students will identify potential sources in their community that can provide information for their YPAR project.
4. **Take home assignment (in process journal):** Have students research 2 sources of information (articles, books, etc.) on the internet. Have them list the names of the scholars/people who wrote the sources of information.

> **Assessment:**
> Assessment for this lesson can be informal through observation and participation in class discussion and group brainstorming. Teachers can also provide feedback on the quality and diversity of sources identified by each group and encourage students to seek additional sources as they work on their YPAR projects.