



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

ANSWERING THE “SO WHAT” AND WRITING YOUR FINDINGS: GUIDING STUDENTS TO WRITE THEIR REPORT

Information adapted from:

YPAR in school:

<https://docs.google.com/document/d/19KeByTDRtHW5a-cMqpl6UiKJe0ewUFQqGExlXe5nQ90/edit>

LEARNING STANDARDS

Session Description: In this session, collaborators will learn how to work with their peers to create a cohesive written report of their research findings. Through this session, collaborators will gain an understanding of the importance of effective communication and teamwork in YPAR projects.

YPAR Learning Standards:

- Collaborate in groups to effectively write up YPAR research findings and create a cohesive written report.

NCSS's Social Studies Standard Alignment:

- **II: Time, Continuity, & Change:** 1) systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality (Expectation "d") and 2) apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues (Expectation "f").
- **V: Individuals, Groups, and Institutions:** 1) Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

institutions (Expectation "d"), **2**) describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements (Expectation "e"), and **3**) evaluate the role of institutions in furthering both continuity and change (Expectation "f").

MATERIALS

- Students process journal
- Pencils/Pens
- Display screen
- Research Findings
- Handout - Data Analysis Idea Organizer

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. Remind students of the research project they have been working on and that they have gathered much data about their topic.
2. Explain that the next step in the YPAR process is to answer the "so what?" question and write up their findings in a way that will effectively communicate their research to others. To answer the "so



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

what?” ask students to think about why their research is important and why it matters to their community. Have students share their ideas with a partner and then with the larger group.

Activity - writing your findings (20 Minutes)

3. Divide the class into their groups.
4. Ask each group to have their YPAR research findings and the YPAR research report guidelines.

1. **Introduction:** *Provide an overview of your YPAR project and the research question you aimed to answer.*
2. **Literature Review:** *A literature review is a comprehensive and critical analysis of existing published research, articles, books, and other sources relevant to a particular research topic. Note: students should already have a literature review if they completed the session that focuses on literature review. The paragraphs will need to be modified to follow the flow of the overall report, as seen in the report example.*
3. **Methodology:** *Describe the research methods you used to collect data, such as surveys, interviews, observations, and focus groups.*
4. **Data Analysis:** *Describe how you analyzed the collected data, such as coding and categorizing responses or using statistical analysis.*
5. **Key Findings:** *Present the main findings of your research, including the themes, patterns, and trends that emerged from your data analysis. Be sure to provide specific examples and evidence to support your findings.*
6. **Implications and Recommendations:** *Discuss the implications of your findings for the broader community and provide recommendations for action that can be taken based on your research.*
7. **Conclusion:** *Summarize the main points of your presentation and reiterate the significance of your research and its potential*



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

impact.

Writing the Key Findings Paragraph

5. Provide students with the “data analysis idea organizer” created by YPAR in school to help them break down and write a key findings paragraph.

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2



YPAR in School
Data Analysis Idea Organizer
Paragraph #1



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

Main Idea This is the topic sentence of your paragraph that expresses one key point from your data that helps answer your research question.	
Introduce Evidence Before stating the statistic (if you did surveys) or quote (if you did interviews), make sure it is clear where the information came from.	
Evidence Use one of the statistics you looked at in class today. Don't forget to put the citation in the parenthesis	
Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question.	
Transition to another piece of evidence	



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

Analysis Explain what the evidence means and how it connects to your main idea and helps answer your research question.	
Concluding Sentence	

6. Allow students to work on their key findings paragraph as guided by the table.

Writing the Report

7. Students can use the example from part one of session 16 to continue to work on their remaining paragraphs. Instruct the groups to work together to create a written report that effectively communicates their research findings and addresses the key components of the rubric.
8. Encourage the groups to collaborate and delegate tasks to ensure everyone has a role in the writing process.
9. Set a timer for 20 minutes to allow the groups time to work on their report.
10. Instruct the groups to stop working and save their progress once the timer goes off.
11. Ask each group to share one thing they accomplished during the writing process.

SUMMARY (5 Minutes)



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

1. Remind students that this is an ongoing process and that they will continue to refine their message as they move forward with their YPAR project.
2. Remind students that effective communication is key in YPAR and encourage them to continue working collaboratively to create positive change in their community.
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:** Collaborate in groups to effectively write up YPAR research findings and create a cohesive written report.
 - b. **NCSS's Social Studies Standard Alignment:**
 - i. **II: Time, Continuity, & Change:** **1)** systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality (Expectation "d") and **2)** apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues (Expectation "f").
 - ii. **V: Individuals, Groups, and Institutions:** **1)** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions (Expectation "d"), **2)** describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements (Expectation "e"), and **3)** evaluate the role of institutions in furthering both continuity and change (Expectation "f").
4. **Take home assignment (in process journal):** As homework ask students to continue to work on their research report.

Assessment:



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

Assess student understanding through their written paragraphs and feedback provided to their partner. Encourage students to revise and improve their writing as needed.