

SESSION 4b: ISSUE IDENTIFICATION: ROOT CAUSE

SchYPAR PowerPoint:

https://docs.google.com/presentation/d/1tm07up9YhLcMtxVImd5_FX9L0GJ9cb-mSgvvjqL2l2Q/edit#slide=id.g1c6f3f848b9_0_69

Lesson adapted from:

Yparinschool.com:

<https://yparinschool.com/wp-content/uploads/2022/08/Community-Issues-and-Assets.pdf>

YPAR hub:

https://drive.google.com/file/d/1nW-7BLsjubHRZExHleUXJO-aL9_9W8iW/view

References:

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

LEARNING STANDARDS

Session Description: The session students take a deeper look at 2-3 issues.

YPAR Learning Standard:

- Explore 2-3 complex issues by delving deep into their nuances, causes, and effects.

MATERIALS

- Process journal
- Pencils/Pens
- Display screen
- Large butcher paper
- Paper for students to draw a tree for the root activity.

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. What is my personal connection to the topics I want to address?

Activity (20 minutes)

2. Begin the session with a whole-class discussion about the process of selecting the issues, which you previously engaged in. As a class, or within their respective groups, you should have collectively refined the list of potential issues, ultimately narrowing them down to 2-3 final selections.
3. You will guide students through an analysis of the root cause of the issues they selected. Introduce the tree metaphor: "A tree has a trunk, branches, and leaves, but it's the roots that make the tree what it is." Engage students in a discussion about what this metaphor means in the context of addressing issues. Encourage students to share their thoughts and interpretations.
4. Provide real-life examples of issues and discuss the challenges of addressing them without considering their root causes. Ask students to identify one of the issues on their list and walk through an example with them. identifying the root or cause, branch or issue, and the branches or effect.
5. Ask students to independently identify the cause and effect for their issue. The instructions include:
 - a. Draw a tree on a sheet of poster paper
 - b. In the trunk of the tree, write one of the issues your group identified in the activity before lunch
 - c. Where the branches of the tree would go, write the symptoms or effects of this issue
 - d. Where the roots of the tree would go, write the roots or causes of this issue If there is time you can try this exercise with a second issue that your group has selected
6. have a discussion with students about the root of the issue activity.
7. Ask students to vote on the issues they will focus on.

- a. Each member of your school team should write down their top two issues on two separate Post-It notes
- b. Organize the issues to determine the top 3 priority issues for your group

SUMMARY (10 Minutes)

1. Encourage the YPAR team(s) to share the outcomes of their consensus-building discussion and the issues they have chosen to focus on moving forward.
2. **Take home assignment (in process journal):** Ask students to identify sources of information that help build more understanding of the issue.
3. Extension: If you have more time to devote to issues identification, consider bringing in guest speakers to discuss the issues the YPAR team(s) identified, making connections between the issues and other issues already discussed in class, or framing the issue identification process with a class theme.

Assessment:

The assessment will be based on participation in class discussion, the selection of an issue, and their engagement with the activities. You can also use the students' issues to determine their understanding of the material and ability to apply it in their YPAR project.



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

