

Child Friendly CARDIFF



04 RESEARCHERS
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INTRODUCTION

3.1 RESEARCHERS

Research is a great way of generating ideas and empowering Family members to make a positive contribution to policy and issues that affect them. Developing research skills is easy to do, is highly transferable and a lot of fun. These resources are designed to help readers to run their own research group and to enable children, young people and families to participate at the fundamental level of policy-making.

Giving family members the opportunity to research issues and ideas they have identified offers a different way of facilitating participation. Research provides opportunities for users to identify a research subject that really matters to them and to make decisions about how they are going to research it- what methods are they going to use, how are they going to follow through the idea, conduct the research, analyse the information, draw conclusions, present findings and make recommendations?

Research undertaken by children, young people and families allows issues to be identified and explored within their own paradigms of understanding. The material produced takes their viewpoint and their recommendations which are relevant and

beneficial to themselves and others. If properly communicated, any resulting decisions will have greater ownership by the participants.

BENEFITS FOR FAMILIES

Service users benefit from being involved in participation and decision-making through learning new practical skills associated with running a project as well as developing 'soft skills' such as team work, speaking on behalf of others. These activities help them to grow in confidence, to participate in their communities and create knowledge. They are able to voice concerns on issues that affect them and make recommendations on how to address these issues.

FOR LOCAL AUTHORITIES

The Children and Families (Wales) Measure requires the participation of children and young people in local authority decision making and states that, 'a local authority must make such arrangements as it considers suitable to promote and facilitate participation by children and young people in decisions of the authority which might affect them. This offers an innovative way of effectively enabling participation at a local level. Successful participation will ensure that planning is more effective and that the services provided are, therefore, more relevant and accessible.

FOR LOCAL PRACTITIONERS

Working with service users as researchers enables them to identify their concerns, explore them and make recommendations. The new knowledge gained can be used to direct the work of local practitioners to ensure that their work is relevant and more accessible.

WHEN TO USE FAMILY MEMBERS AS RESEARCHERS

Below are some real examples of where these methods have been used in the past. The methodology is suitable for a wide range of situations at national or local level and for use with a broad age range; it is appropriate for:

- The evaluation of services;
- Contribution to the development of policy;
- Budget allocations;
- Securing representation e.g. for hard-to-reach groups where their voices usually do not get heard.

This list is not exhaustive, and there are many other situations where service users opinions can be explored using this method.

TIMELINE OF THE PROJECT

Time works differently when you are younger family member; a week is a long time in the life of a younger child and any project needs to progress quickly enough to remain meaningful. Working over the course of a term is ideal, but at the longest, a project needs to be completed within a school year. It is important that the participants are able to see a project through to completion and, ideally, any impact it has. Timings will also have implications for older family members who may have other commitments to consider including work, family life etc these will need to be factored in from the outset and negotiated with the group members.

The amount of time needed will also depend on how the group works, how motivated and focused they are and what they want to do.

It is important to be clear about how much time they are expected to commit and when the project will end. Setting clear targets throughout the research process with help maintain momentum.

INTRODUCTION

3.1 RESEARCHERS (CONTINUED)

ETHICAL CONSIDERATIONS

The ethical considerations of conducting research with service users are similar to the ethical considerations of working with them in any other way. These are mostly common sense, and you will be routinely taking account of all these things on a daily basis as part of working in a safe and appropriate way with them.

The key principles are set out in below.

- Child protection
- Safeguarding
- Discrimination
- Informed consent
- Respect

It is very important to run a session on research ethics with the participants you are working with as part of their overall research skills training.

RESEARCH KNOWLEDGE

A basic understanding of research methods will be required to enable the family member to progress in their project. This resource should provide you with sufficient information to make a start; however, research is a complex area and you may wish to develop your knowledge further at a later stage.

NEED

To further train and gain an understanding of research.

AIM

The aim of these activities is to get service users to start to think about what is research and how to carry out research.

OBJECTIVES

- Training in research
- Up skill service users in the local Participation Agenda;
- Enable service users to get to know one another & share a common experience;

METHOD

Run a series of informal educative, fun & interactive workshops.

DESCRIPTION OF ACTIVITY

This activity works well with small groups of three or four:

- Give each group a piece of flipchart paper and some coloured pens and ask them to draw their local area (let each group define the size of their local area – e.g. some children will just include their route to school/the local shop, while others may think in terms of a much larger area. This provides insights into how these children experience their locality and about the range of their experiences to date.)
- If the activity is being used to identify a research topic, tease out the children's ideas on what is good and less good about their local area and community. Techniques such as 'diamond ranking' can then be used as a next stage to prioritise the ideas which are gathered.
- If they already have a chosen topic they should consider this and its relevance in the context of their local community.
- Ask each group to feedback their ideas and facilitate a discussion on what they will regard as 'the local community' for the purposes of their chosen research topic, and how it might impact on that community.

MY COMMUNITY (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	My Community	<p>Find your topic: this is a good activity to use as a starting point to get the group to think about issues in their local area that they might like to develop as a topic for their research.</p> <ul style="list-style-type: none"> • Identify/access to participants: this activity could help the group to think about who they want to participate in their research, identify where they are in their community and think about the best place/way to access them for an input. • Research methods: use the maps to help the group to think about which method is most relevant for their participants. For example, when running a project in a school the children could see that access to children's ideas is easier and so interviews could be run. However, accessing adults at the leisure centre is more difficult and interviews might be too hard to organise. • Interpreting findings: a community map may help the group interpret their findings. For example, the group could highlight on their maps who said what – 'children at school thought...but adults at the community centre thought • Reporting: If you have used the community map throughout the project the map itself would provide an interesting visual way for the group to report their work and to show different views from within the community 	<p>Flipchart paper</p> <p>Pens</p>

DESCRIPTION OF ACTIVITY

- Introduce the chosen topic or issue to the group.
- The children can work individually on this or in pairs/small groups. Ask them to imagine and describe the worst possible example of the topic (e.g., the world's worst park). Give out pieces of paper and ask them to draw this nightmare vision.
- Next, ask them to imagine the best example of the topic (e.g. the world's best park) and draw this.
- Display the works of art and facilitate a discussion about the pictures and the reasons behind their ideas.

Time	Activity	Anticipated Outcomes	Resources
20 min	Best and worst	<ul style="list-style-type: none"> • Find and develop your topic: this is a good way for the group to explore their chosen topic/issue. Understanding the issue at the two extremes of 'worst' and 'best' can act as a way for the group to think realistically about what they can expect/achieve. • Research methods: ask the group to think about the worst and best ways of each method of working (for example, what would make the worst and best interview?) This approach can highlight issues to look out for when delivering their method (for example a good interviewer is a good listener, the group may not have thought of this aspect when deciding their methodology). • Reporting: ask the group to think about what would make the worst and best final report. This will help the group to think about what they need to include and good and interesting ways of getting their messages across. 	Paper Pens

DESCRIPTION OF ACTIVITY

This activity should be done with the whole group.

- Write down statements/questions relating either to the research process or the group's topic.
- Put these in the balloons and blow them up.
- Play the traditional 'pass the parcel' game with 1 balloon at a time. When the music stops
- the person holding the balloon has to burst it! (Top tip- the best way is to stamp on it!).
- The person who bursts the balloon reads out what is on the paper inside.
- The group discusses the comment while the worker writes key discussion points on flipchart paper.
- Repeat with as many balloons as you can blow up!

BALLOON GAME (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	Balloon Game	<p>Find and/ or develop your topic:</p> <p>This is a good way to get people thinking about what their topic could be or developing an idea they already have. Write statements relating to their topic to put in the balloons to stimulate a discussion on its importance and/or relevance:</p> <ul style="list-style-type: none"> • What do you like about your local area? • What would you like to know more about? • What would you like to change at school? • What would you want adults to know about children? • What are your interests? • What would make things better for you? <p>What is research? Fill the balloons with research-related statements such as:</p> <ul style="list-style-type: none"> • 'research is all about what I think' • 'doing research means you always have to have a questionnaire' • 'adults know best about research' <p>Stimulate discussion around what research is; at the end of the game encourage the group to come up with a statement of what they believe research is.</p>	Balloons, Topic statements/ questions, Flipchart paper, Pens

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BALLOON GAME (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
		<p>Research methods: Fill the balloons with research method related statements such as-</p> <ul style="list-style-type: none"> • 'What is a questionnaire?' • 'What is the best/worst aspect of interviewing people?' • 'Would a suggestion box be safe at location a, b or c?' <p>Stimulate discussion around what each research method is about and at the end of the game encourage the group to choose their method(s) based on their discussion.</p> <p>Ethics: Fill the balloons with research-related statements e.g.</p> <ul style="list-style-type: none"> • 'It is okay to take photographs of children if it is children taking them' • 'You do not need consent for a questionnaire' • 'We always need to know the names of the people in our research' <p>Stimulate discussion around what each statement says and make sure the group understands the ethics of their particular topic. So, as with the questions above:</p> <ul style="list-style-type: none"> • It is never okay to take a photograph of anyone without their permission no matter who is taking it • You do not need consent for a questionnaire so long as it is not too personal or would cause the participant upset • It is very rarely the case you need the names of people taking part in your research. If, for example, the group have made a questionnaire there is no need to know people's names although you may need to know their age and/or gender 	

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BALLOON GAME (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
		<p>Which Participants? Fill the balloons with as many categories of people as you can e.g. children, teenagers, teachers, parents, police, nurses, councillors, babies, shop keepers, dinner ladies, pensioners, etc.... Stimulate discussion around whether the people named are relevant to include in their research or not. At the end of the game the group should have a list of who they think is relevant. It may be the case that these need to be diamond-ranked if the list is large.</p> <p>Interpreting findings: Fill the balloons with findings from their research, e.g.</p> <ul style="list-style-type: none"> • 'Most children said they liked the park but older people didn't' • 'Teenagers want something to do but they don't like going to the community centre' <p>Ask the group to discuss each finding and focus on asking 'why' they think this. At the end of the session you should have interpretations of your findings. These may need further discussion before they are finalised.</p>	

ACTIVITY 4

PICTIONARY

DESCRIPTION OF ACTIVITY

This activity is based on the traditional 'Pictionary' game. Be aware that this needs to be thought about before hand and the cards made for a particular topic or stage of the project. However, this means the game will be more relevant for your group and their work.

- Write down statements on separate pieces of card.
- The rest of the group has to guess what is on the card.
- Ask for a volunteer in the group to stand out at the front.
- Show the volunteer a card and give her/him 30 seconds to draw what it is on the flipchart paper.

Time	Activity	Anticipated Outcomes	Resources
25 min	Pictionary	<ul style="list-style-type: none"> • Find and/or develop your topic: If you know your group has a particular topic in mind but needs focus you could write statements relating to that topic. For example, if the group wants to look at their local park you could put swings, slides, gates, dogs, fences, brambles, broken glass, teenagers, etc... After the group know what the person was drawing they can discuss whether what was on the card is an issue for them. • Research methods: Each statement could relate to a research method so for example, questionnaire, interview, focus group, DVD, drawings, suggestion box, collage etc... After the group know what the person was drawing they can discuss whether that method would be beneficial to their work. • Which Participants? Each statement could have the name of a group of people on them, for example, parents, babies, police, nurses, pensioners etc... After the group know what the person was drawing they can discuss whether they are suitable for their project. 	Home made Pictionary cards

SPEECH BUBBLES

DESCRIPTION OF ACTIVITY

Introduce the topic to the group.

If there is time, divide the group into smaller groups or pairs and ask them to discuss the topic and its importance.

Give everyone in the group three pieces of paper or three speech bubbles.

Ask them to write down why this issue is important, what could make it better etc...
Give more paper/speech bubbles if needed.

Once the speech bubbles are completed stick them up on the wall and read out to the whole group what has been written.

Encourage the group to discuss the topic and their thoughts about what others have written.

Time	Activity	Anticipated Outcomes	Resources
25 min	Speech Bubbles	<p>This activity can be used at all stages of the research process as it asks for opinions. Below is a list of topics this activity may be used for:</p> <ul style="list-style-type: none"> • Why is your topic important? • Who do you think you should include in your project, i.e. who should your participants be? • What is the best method to involve people, i.e. what research method do you think is best? • What do the results tell us? • What do you think about your results? • Who should we report our work to? • How should we report our work? • What should go into our report? 	<p>Paper Speech bubble shapes (can be done via clipart or can be drawn by hand by the group), Pens</p>

BODY IN A BOX

DESCRIPTION OF ACTIVITY

- Divide your group into smaller groups or pairs.
- Give each group two pieces of flipchart paper and lay these on the floor.
- Ask for a volunteer from each group to lie down on the paper and be drawn around; each group should now have a 'body' on their flipchart paper.
- Depending on the time you have available, each group can give the 'body' a name and a face.
- Introduce the chosen topic to the group and ask them to write/draw their thoughts, feelings and ideas about it onto their 'body'.

- Once all the groups have finished ask each one to feedback on their work, and encourage debate amongst the children.

This activity can be split into two parts in order to help the children to identify and separate actions and feelings, actions and consequences and 'whats' from whys'. For example, if your topic is bullying, you could ask for words bullies use to be written around and OUTSIDE the body. Once this has been done, ask how this makes people feel and ask the children to write these ideas INSIDE the body outline.

BODY IN A BOX (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	Body in a box	<ul style="list-style-type: none"> • Find and develop your topic: ask groups to write the main issues relating to their topic outside the body and the reasons why they feel these are important inside the body. For example, if the topic is 'better parks', issues such as 'the swings are broken' and 'it is muddy' will be written OUTSIDE the body while 'it's important to have somewhere to play with your friends' and 'playing gives you exercise' would go INSIDE the body. It is a good way for the group to separate the specific issues of their topic- the 'what' - and the reasons 'why' these are important. • What should be asked: when thinking about the questions that could be included in the research the children can write questions they want included inside the body and questions that they're not sure of outside the body. • Interpretation of data: once you have analysed your data you should be able to translate the key results into statements or action points (for example, '80% of people do not like the police'.) Have the children write these main statements INSIDE the body outline. Ask the group to think about what these statements mean, why they are important and what would improve the situation, and to write these responses OUTSIDE the outline. In response to the example above the children might write, 'the police should make more effort to meet local people'. This is a good way for your group to begin considering their findings and thinking about what to include in their report. 	Paper Speech bubble shapes (can be done via clipart or can be drawn by hand by the group), Pens

PAPER/PEOPLE CAROUSEL

DESCRIPTION OF ACTIVITY

Write questions relevant to your topic on flipchart paper (one per piece of paper) For example, if your topic is 'how can children be more involved in decisions' the questions could be:

- Why should children be involved in decisions?
- What sort of decisions should children be involved in?
- What's the best way to involve children in decisions?
- Divide the group into smaller groups or pairs and introduce the topic and questions to the group.

Ask each small group/pair to consider a specific question and give them five minutes to write down their ideas/responses on the flipchart paper.

- After five minutes, move the paper or the groups/pair around.
- Allow another five minutes for the next set of ideas/responses to be discussed and recorded on the flipchart.
- Continue like this until all groups have answered all questions.
- Feed back on the questions and ideas one at a time and discuss the comments as a whole group.

PAPER/PEOPLE CAROUSEL (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	Paper/People Carousel	<ul style="list-style-type: none"> Always end this activity with a discussion so the whole group can see other points of view. Research methods: This approach can be used to explore the value/appropriateness of different research methods. Write down research methods onto flipchart paper (1 method per paper, for example, focus groups, video diary etc.) Ask the groups to write their ideas about the method onto the flipchart paper, e.g. what is good/bad about each method, who could it be used with etc. Ethics: It can also be used to explore ethics and attitudes. Write a scenario on each flipchart paper, such as; <ul style="list-style-type: none"> Someone becomes upset during an interview; should you carry on? Why? Is it okay for you tell your friends what someone said in their questionnaire? Why? Discuss all the responses as a group and explain the importance of keeping what people tell you confidential. Analysis: If your research includes pictures, videos, etc. each flipchart sheet could show a sample of the data. The group would then be asked to write down their interpretations of this data on the flipchart paper. This could also work with written data. For example, each flipchart paper could have 1 question from a questionnaire with responses for each question glued underneath. Ask the group to interpret what has been said. 	Flipchart Paper, Pens

INFORMATION TREE

DESCRIPTION OF ACTIVITY

This activity can be run with a whole group or with smaller groups or pairs. Make sure there is one tree for each group/pair.

- Introduce the chosen research topic to the group and ask them to think about why it is important and what they think about it.
- Ask for comments to be written or drawn on the leaves and for these to be stuck onto the tree.
- Once all groups/pairings have finished ask them to feedback/ expand on their ideas and facilitate discussion with the group as a whole.

INFORMATION TREE (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	Information tree	<p>This activity is all about ideas and so can be used at various stages in the research process:</p> <ul style="list-style-type: none"> • Developing your topic: this approach offers another good way to ascertain what the children think about their chosen topic. • Research methods: have one tree for each method you are looking at and put a caption/picture of each research method at the base of each tree (interview, suggestion box, graffiti wall etc.) Ask the group to think about what is good/bad about each method and to write this on the leaves. • Considering their responses, ask them to think about who/what the method would be good to use with and why (e.g. questionnaires are good to get views from adults in the area because you can put them in local shops etc.) You could consider using light green leaves for positive responses and dark green for negatives providing that this does not over-complicate matters. • Exploring themes: some groups may find that there are specific themes arising from their project. For example, if a project is about parks the main themes may emerge as access and equipment. Continue as with exploring research methods putting a theme picture/caption at the base of the tree and making sure that there is one tree per theme. <p>Reporting: an information tree also offers a good way of thinking about what aspects you want to report on and it can also act as a writing guide.</p> <ul style="list-style-type: none"> • As with any report, there are a number of ways of relaying information. You and your group will have to decide your approach but it could include: • What was our topic and why? • How did we find out what people thought and why did we do it this way? • What did people say and what do we think this means? • In this case, you could either have one tree per report section (i.e. in the above example there would be three trees with each question at the base) or, you could have a branch for each section (again, using the above example, there would be one tree with three major branches with the agreed question written on each branch. • This is a good way to look at what needs to go in a report and the tree itself could form part of the feedback process 	A bare branch tree (this can be drawn on flipchart paper), Paper leaves and blu tack to attach them, Pens

POST IT STORM

DESCRIPTION OF ACTIVITY

This activity can be done with the whole group:

- Introduce the research topic and ask everyone to think about why it is important.
- Ask for comments to be written on the post-it notes which are then stuck onto the flipchart paper (which can be on the wall, a table or the floor).
- Read out all the comments made and stimulate discussions based on these ideas.

Time	Activity	Anticipated Outcomes	Resources
20 min	Post it storm	<p>Find and/or develop your topic: ask everyone to write ideas about what the topic of the research could be and why the topic is important.</p> <ul style="list-style-type: none"> • Considering ethics: ask the group to think about the ethical considerations of the method(s) chosen (for example, how are we going to make sure no one is hurt or upset by taking part?) • Research methods: write the name of a research method on flipchart paper (one method per piece of paper) and ask the group to think about what is good/bad about the method, who it would be suitable for and why. • Developing questions: Write the name of the method the group have decided to use on the flipchart paper (e.g. questionnaire, interview, focus group, suggestion box, graffiti wall etc. - one method per piece of paper) and ask what questions they think should be asked using that method. • Identifying participants: think about who they want to answer their questions, and why, and to write these on the post-it notes. • Analysis: take the responses to questions from the various approaches used, typed up if necessary; e.g. if you have five questions on your questionnaire write each question on a flipchart sheet. Type, print and cut out all the responses to each question. Put all the responses by the relevant question on flipchart paper. Ask the children to 'group' similar answers together and organise the answers into emerging themes. • Interpreting findings: write one of the group's findings per piece of flipchart paper. Ask them to write what they think is important about that finding on the post-it notes and stick on. • Reporting: ask the group to think about what they want to include when they report their findings and write these on post-it notes. 	Flipchart paper, Pens, Post-it notes

AGREE / DISAGREE

DESCRIPTION OF ACTIVITY

- Introduce the topic to the whole group.
- Explain that you are going to read out a statement about the topic and everyone has to decide if they agree or disagree.
- If they agree they must move to the right side of the room.
- If they disagree they must move to the left side of the room (instructions could be written on flipchart paper and displayed).
- Read out each question/statement and record the number of people that agree/disagree.
- Feedback the results and discuss with the group.

AGREE / DISAGREE (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
20 min	Agree / Disagree	<p>What is research? This is a good activity to introduce the idea of research and what its aims are. Statements could include:</p> <ul style="list-style-type: none"> research is about finding out new things (agree) all research projects should have a questionnaire (disagree) <p>Discuss the group's ideas and come up with a group statement about what research is (and isn't).</p> <p>Ethics: both statements and questions could relate to ethical considerations when running a research project. Statements could include:</p> <ul style="list-style-type: none"> we always have to know the names and addresses of our participants (disagree); it is okay to take photographs of children (disagree); if we want to make a video with children at our school we must ask the children's parents, as well as the children, and tell them who will see the video (agree); it is okay for a child from the group to interview an adult on their own (disagree); it is okay to talk about what someone tells us for our research with our family and friends (disagree); you always have to make sure that people are happy to take part in our research (agree); It is ok to film people in secret (disagree). <p>Analysis: If your group's research data involves videos, photographs, pictures etc., this activity can be used for the group to reach a consensus on analysis/ interpretation. For example, if your group has pictures drawn by children these can be given out and, in pairs/small groups, the children discuss what they think the pictures mean. Each pair or small group can then feed back using this method and the overall group can agree or disagree and, eventually, reach a consensus through this type of discussion.</p>	Two pieces of flipchart paper; one piece with 'agree' written on and another with 'disagree' on (optional)

ACTIVITY 11

HOT SPOTS

DESCRIPTION OF ACTIVITY

This is a quick, fun activity that can be used to explore what the group thinks about a particular topic or idea.

- Explain to the group that you are going to read out a statement.
- They have to respond by letting you know whether it is a hot topic (and they agree) or a wintry waffle (do not agree).
- Once a statement has been read out everyone must act out their response from boiling hot to freezing cold.
- Encourage the group to discuss their thoughts.

Time	Activity	Anticipated Outcomes	Resources
20 min	Post it storm	<p>Find and/or develop your topic: ask everyone to write ideas about what the topic of the research could be and why the topic is important.</p> <ul style="list-style-type: none"> • Considering ethics: ask the group to think about the ethical considerations of the method(s) chosen (for example, how are we going to make sure no one is hurt or upset by taking part?) • Research methods: write the name of a research method on flipchart paper (one method per piece of paper) and ask the group to think about what is good/bad about the method, who it would be suitable for and why. • Developing questions: Write the name of the method the group have decided to use on the flipchart paper (e.g. questionnaire, interview, focus group, suggestion box, graffiti wall etc. - one method per piece of paper) and ask what questions they think should be asked using that method. • Identifying participants: think about who they want to answer their questions, and why, and to write these on the post-it notes. • Analysis: take the responses to questions from the various approaches used, typed up if necessary; e.g. if you have five questions on your questionnaire write each question on a flipchart sheet. Type, print and cut out all the responses to each question. Put all the responses by the relevant question on flipchart paper. Ask the children to 'group' similar answers together and organise the answers into emerging themes. • Interpreting findings: write one of the group's findings per piece of flipchart paper. Ask them to write what they think is important about that finding on the post-it notes and stick on. • Reporting: ask the group to think about what they want to include when they report their findings and write these on post-it notes. 	Flipchart paper, Pens, Post-it notes

ACTIVITY 12

JOURNEYS

DESCRIPTION OF ACTIVITY

- Roll out the wallpaper or lay out the flipchart paper on the floor and secure with Blu Tack.
- Ask the group to think about an aim or something they want to achieve and write or draw this at one end of the paper.
- Ask for volunteers to have their feet drawn around and draw feet onto the paper so that it looks like someone has walked along the paper towards the aim.
- Give the group five minutes to discuss what they need to do to achieve this aim.
- After five minutes ask the group to think about what steps are involved.
- Write the steps involved to achieve the aim selected by the group.

Time	Activity	Anticipated Outcomes	Resources
20 min	Journeys	<p>Reporting/Evaluating:</p> <p>this activity is very good for groups to do when they are near the end of their project. It will allow the group to think about the process they have been part of and what they have achieved.</p> <ul style="list-style-type: none"> • In terms of reporting, this activity will enable the group to think about what to include in their report. For example in an early session the group may have wanted to include teenagers in their project but there may have been limited or no access and so they decided to focus on a different group. This may be relevant during the reporting process and these may be things some of the members of the group have forgotten (though if they are keeping a project diary or log such memory lapses will be avoided.) 	Flipchart paper or a roll of wallpaper, Coloured pens, Blu Tack

ACTIVITY 13

WHO AM I?

DESCRIPTION OF ACTIVITY

- Ask for a volunteer from the group and ask her/him to think of a famous person (which they don't reveal).
- Explain to the rest of the group that they must ask the volunteer questions to try and discover who the famous person is.
- The volunteer can only answer yes or no.
- Give the group five minutes of asking questions (or give them a limited number of questions – e.g. 20 only) and then tell them to make a guess.
- Discuss with them the reasons why they got the answer right or got the answer wrong; is there something very successful or something flawed in the type of questions they are asking?
- Continue the game with other volunteers.

Time	Activity	Anticipated Outcomes	Resources
20 min	Who am I?	<ul style="list-style-type: none"> • Research questions: this is a good activity to develop your group's understanding of questions. It acts as a good introduction to open and closed questions; you can vary it by running the activity where questions can only be answered using 'yes' or 'no' and then run it again where the volunteer can answer more fully. Discuss the different responses with the group (i.e. you get more information with open questions.) You can also ask someone to make notes on key points from the answers so that the children can start to understand what difficulties this might present. • With this in mind, ask the children to think about the questions for their own research (questionnaire, graffiti wall, interview etc.) and discuss which questions are relevant and why (for example, open questions provide more information but is this what's needed in a questionnaire?) • Interviewing: this is a great game to practise research questioning and techniques. It also acts as a good confidence-builder for the group before they have to conduct their interviews for real. It can also help the children see the different answers given by open and closed questions; with open questions giving more of a flow to the interview and much more information.. 	Nothing

ACTIVITY 14

DOT VOTING

DESCRIPTION OF ACTIVITY

- Write your questions and possible answers on the flipchart paper/card in the form of a table.
- Give everyone a pen or enough sticky dots to be able to answer all the questions.
- Group members should answer the questions by either sticking a dot in the relevant answer box or marking it with a pen.

Time	Activity	Anticipated Outcomes	Resources
20 min	Dot voting	<p>This activity can be used at various stages in the research process:</p> <ul style="list-style-type: none"> • Find your topic: If your group cannot decide on a topic this could be used as a useful and easy voting system. However, it is not confidential and so would not be suitable for all groups. • Which method: simply write all the research methods the group thinks may be relevant and ask them to vote for the method they think would work best. • Research questions: which questions do they think should be included on the questionnaire/ interview? • Reporting what's important: this approach could be used as a way for the group to decide the most important points to include in their report. Begin by discussing the main points and making a list. Once the list is complete ask the group to choose the most important points by using dot voting, for example choosing their top three choices. • Analysing quantitative data: write the questions that the group have used in their questionnaires, interviews etc. in the form of a graph on flipchart paper (or put one question per piece of flipchart paper if there are a lot of questions). Split the group into smaller groups/pairs and give each group a selection of the raw data (questionnaires, suggestion box responses etc... anything that involved quantitative data. • Ask the groups to look at the data and mark the responses on the flipchart. For example, if one question was, 'Do you like school?' and the answers to choose from were 'yes/no/' 'sometimes' then each time someone selected 'yes' the group should mark it on the flipchart. Eventually, the flipchart will hold all the responses to the questions. The next step is to count the number of dots for each answer (20 people said 'yes' they like school, 20 people said 'no' they don't like school and 20 people said they liked school 'sometimes'.) Then, with your help, these can be turned into percentages and used as statistics. 	Flipchart paper/card, Pens or sticky dots

DIAMOND RANKING

DESCRIPTION OF ACTIVITY

- This activity follows on well from the 'Post-it Storm' activity explained on page 48. Once all ideas are collected on post-it notes, similar answers should be grouped together in post-it 'clumps'.
- The group should prioritise the clumps by putting the post-it notes in order of importance/relevance.
- This can be done as a whole group or, if you have more than one post-it storm, in groups – e.g. three Post-It Storms require three groups.
- Feedback ideas as a whole group, and facilitate debate.
- The group should reach a consensus on what has been prioritised (if this is not possible, decide on issues by voting).

Time	Activity	Anticipated Outcomes	Resources
20 min	Dot voting	<p>As this activity follows on from post-it storm type activity, so does its relevance to research:</p> <ul style="list-style-type: none"> Find and/or develop a topic: if there are a lot of ideas for a topic, this activity should allow the group to identify similar ideas and decide on a topic. Developing questions/considering ethics: you may find this activity useful in order to reduce the number of questions initially generated; ethical issues can be flagged up as a key factor in the prioritisation process. Prioritising questions will allow the children to focus on particular themes. Identifying participants: prioritising which participants to focus on, and why, will make the groups work a lot easier. Analysis: diamond ranking responses provides an easy way for the group to prioritise their findings in respect of both quantitative and qualitative data. Ask the groups to count the number of responses received and to prioritise responses based on the number of responses received for each question (i.e. highest to lowest). Prioritising them in this way will focus the group on the most/ least popular responses. Asking the group to consider why certain answers had more responses than others will provide a way into their qualitative analysis. You could also ask the group to re-prioritise the responses based on what they think is most important and why. Again, this will deepen their understanding of qualitative analysis. Interpreting findings/reporting: prioritising interpretations of their findings will allow the children to focus their attention and their work, and will help in deciding what they want to include in their final report. 	Flipchart paper/card, Pens or sticky dots

DESCRIPTION OF ACTIVITY

Introduce the chosen topic to the group and begin by discussing main issues/ ideas the group have about it:

- Give everyone in the group some post-it notes and a pen.
- Ask the group to think about a certain aspect of the topic (e.g. if the topic is 'playtimes in school' then you might ask the group to think about activities, equipment available etc.)
- Ask them to write each idea onto a post-it note.
- Explain that each post-it note needs to be stuck onto the top, middle or bottom of the thermometer and that:
 - **Near the top (which could be coloured red) means it is hot i.e. very good, great, etc.)**
 - **Near the middle (which could be coloured orange) means it is okay or not too bad.**
 - **The bottom (which could be coloured blue) means its cold i.e. not very good, disliked, etc.**
- Once everyone has placed their comments on the thermometer scale in the appropriate place read out the ideas and discuss with the whole group if certain issues should be moved up or down the scale, and why.

Time	Activity	Anticipated Outcomes	Resources
20 min	Thermovaluator	<ul style="list-style-type: none"> • Which research method: discuss the different research methods with the group (questionnaires, focus groups, suggestion boxes etc.) Write the name of each method on a post-it note and ask the group to place each method on the thermovaluator based on its relevance to their work. • Reporting: write the group's main findings or themes from their research onto post-it notes (one finding/ theme per post-it). Ask the group to place each theme onto the thermovaluator in order of importance for reporting process e.g. what are the most important points you think people should know about? • Evaluation: this is a nice activity to run with the group about how they felt certain aspects of their project went. 	Flipchart paper with a thermometer drawn on it, Post it notes, Pens

VALUE CONTINUUM

DESCRIPTION OF ACTIVITY

This is a quick and easy way to gauge what a group thinks about a topic and is a good activity to base decisions on:

- Draw or ask the group to imagine an invisible line across the room (as stated it is easier if you can mark the line with statements such as agree, sometimes, disagree or number from 1 to 5 where 1 is definitely/yes and 5 is never/no. Whichever you choose make sure you decide before the session).
- Think of statements you want the group to explore and read them aloud.
- Ask everyone to show their answer by standing on the value continuum (so if they agree stand near the agree end and if they disagree stand near the disagree end).
- Make sure you mark down the responses and encourage the group to discuss their ideas.

Time	Activity	Anticipated Outcomes	Resources
20 min	Value Continuum	<ul style="list-style-type: none"> • What is research? Think about research-specific statements such as 'research is all about what I think'; 'doing research means you always have to have a questionnaire'; 'adults know best about research'. Read each statement out and ask everyone to show their responses by standing on the continuum. Discuss each statement with the group asking them why they responded as they did. • Research methods: Use research method related statements such as –'What's a questionnaire?'; 'What is the best/worst part of interviewing people?'; 'Would a suggestion box be safe at location a, b or c?' Stimulate discussion around what each research method is about and at the end of the game encourage the group to choose their method(s) based on their discussion. • Ethics: Think about research specific statements such as – 'It is okay to take photographs of children if it is children taking them'; 'You do not need consent for a questionnaire'; 'We always need to know the names of the people in our research'. Discuss each statement with the group asking them why they responded as they did. • Evaluate the process: This is a quick, fun way to find out what people thought about being part of the project. Think of statements you would like the group to consider including: 'I have really enjoyed being part of the project'; 'If someone asked what research was I would know the answer'; 'The best part of the project was...thinking of a topic, researching it, ethics, reporting etc...' Record everyone's responses and use for further discussion during the evaluation. 	This activity could be done with no resources although it is easier if you make markers for the continuum such as 'agree', 'sometimes' and 'disagree' or numbers 1 to 5