CL.A.P.

CHILDREN'S RIGHTS,
AWARENESS AND PARTICIPATION ADDRESSING
EMERGING NEEDS IN COVID-19 PANDEMIC

CHILD-LED RESEARCH

FACILITATORS' HANDBOOK

CL.A.P. - ChiLdren's rights, Awareness and Participation addressing emerging needs in COVID-19 pandemic

International Child Development Initiatives
Updated version
October 2024

Child-led Research Facilitators' Handbook

September 2022
Updated October 2024

Author:

International Child Development Initiatives (ICDI)

International Child Development Initiatives

Co-funded by the European Union

Table of Contents

Introduction to child led research	4
Session 1: Getting to know each other	10
Session 2: What is research	12
Session 3: Forming the research question	16
Session 4: Ethics in research	19
Session 5: Research tools introduced	22
Session 6: Finalising the research tools	27
Session 7: Analyse data & answer the research question	30
Session 8: How to present findings?	33
Session 9: Presentations - preparations	36
Session 10: Presentations in public	39
Session 11: Follow up action plans	41

Introduction to child led research

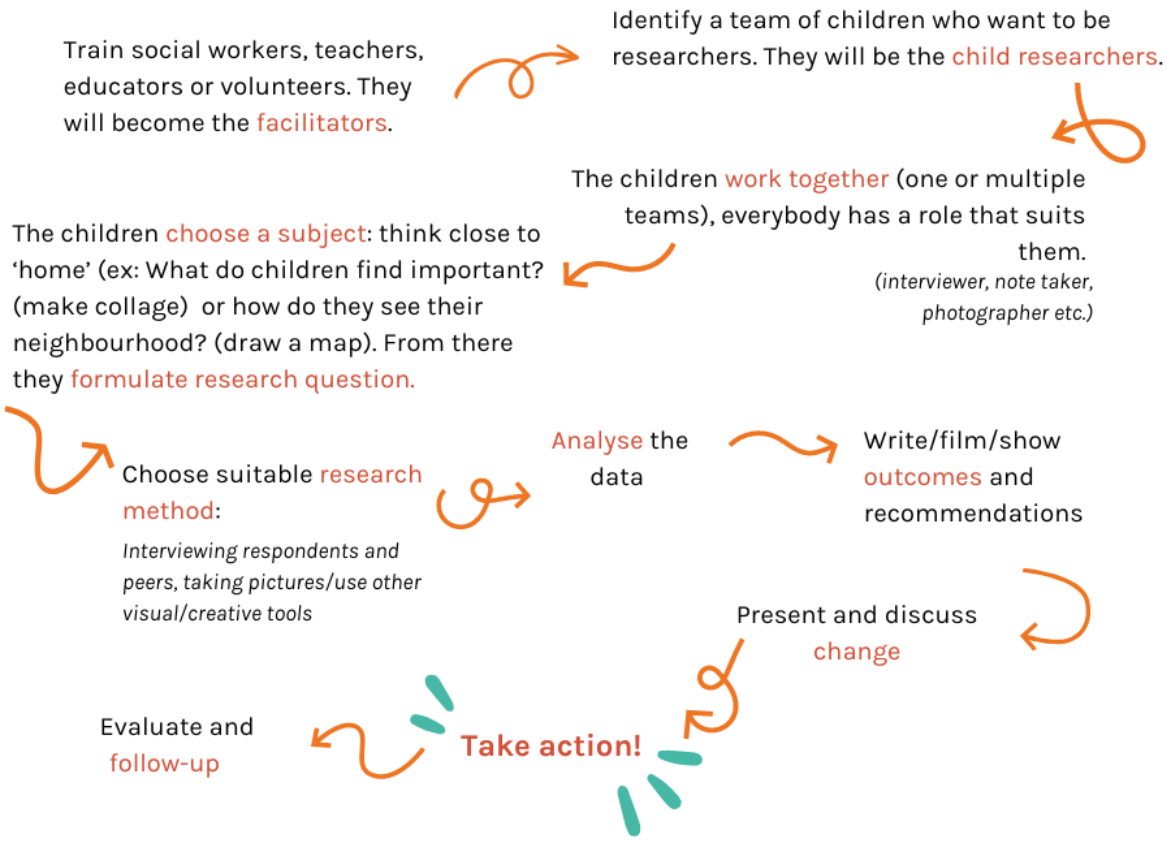
Children have long been the 'objects' of research, but research by children as 'active participants' is relatively new. Children are more frank, they are not restricted by social norms and expectations and often speak with an open mind, because of the lack of consequences. Add up their natural curiosity and creativity children are ideal researchers.

Child-led research

Research with and by children recognises that children are experts on their lives and that their experiences and opinions are different to adults. It acknowledges children's right to be heard and their views to be taken seriously. Amongst the benefits of children conducting their own research are that they learn by doing and develop learning skills and strategies such as: making choices, reflecting, critical thinking, and analysing data. The process also sharpens writing, communication and organizational skills. Learning is also advanced through motivation and ownership, achieving results and being heard. Involving children in research processes also benefits the work of organizations, as the outcomes of research conducted by children and youth can provide original and useful insights and inputs to develop more effective strategies and approaches.

Benefits of child-led research

The following graph summarize **the process** necessary to prepare and support children and young people to carry out the '**children as researchers** method'



Who is this handbook for?

The handbook is intended for the facilitators who will support and mentor the child researchers throughout the whole process.

How to use this handbook

- Use week-by-week steps, numbered session 1, 2, 3 etc… Each of the 11 sessions needs to be completed in the order they are presented in the Handbook, but the methods for presenting and suggested games and activities are just a guide. These can be adapted to local context as required.
- Structure your session around your resources. If you do not have access to a laptop or data projector you do not need to use the videos. Watch the videos and structure the session to meet the session GOALS.
- Each session prepares the group for the next step of the process – don't skip sessions!

- Take as much time as necessary for everybody to grasp the ideas before moving on. If necessary, extend or repeat sessions.
- Based on experiential learning rather than instruction. Wherever possible use the research that the children are doing as a learning tool. For example, use the data collected in the field research when you are running the session on data analysis.

Logistics and other important practical information

- Children as researchers activity is a learning by doing process, taking children on a journey through the phases of scientific research. On average, the activity consists of **11 weekly sessions** of 60-120 minutes. Depending on the working/learning tempo of your group you may consider adding extra sessions.
- The ideal group size is 6-10 participants with one facilitator.
- It is up to the facilitator to decide whether the children will conduct individual research/ research in pairs or in larger groups.
- It is important that a child/youth friendly location is available for the group. Make sure that the place is welcoming/ clean/ light and airy.

Preparation

- Make sure you know the group. Have an understanding of their skills and experience.
- Make sure you are clear of the expectations and the limitations of the project.
- Book venue – prepare materials, translated handouts.
- Use the materials provided but if you would like to make any changes make sure the activities **meet the goals of the session**.

Try to inspire children to participate in active and creative way by offering things like:

- Make sure that all the materials that are created during the sessions (flipcharts/drawings etc.) are on display during each session and can easily be referred back to.
- Provide each child with a personalised folder for all the materials they will collect during each session.
- Give the researchers 'participation contracts' where they sign their commitment to the activity **(handout 1.3).**
- Prepare name badges for the researchers.
- Have some examples of research done by children available (printed or on the computer) so that participants can see what the ready result of the research may look like.

Layout of the Sessions in the Handbook

For each session you will find the following information:

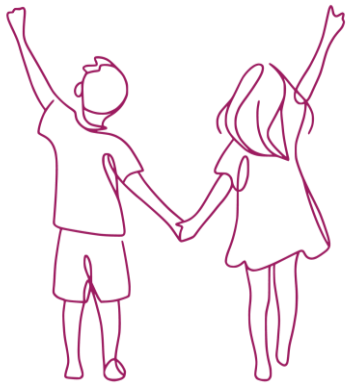
- The **time** (in minutes) needed for whole session
- The **goal(s)** of the session
- The **skills** that will be developed during the session
- Then the proposed **activities** for the session are described, indicating which resources are needed for each activity

Session number	Time	Goal	Skills	Resources
Session 1 - Getting to know each other	60-90min	For the group to feel more comfortable with each other Inform the group about child-led research and what they will do in the weeks to come Inform the group of the expectations/limitations of the project	Interpersonal relationship skills Planning skills	• Human Bingo activity ***(handout 1.1)*** • Research Plan ***(handout 1.2)*** • Participation contract ***(handout 1.3)*** • Pens, pencils
Session 2 - What is research	60 - 100min	To develop an understanding of the research process Develop the research question	Understand research terms Use and apply research terms	• Cards with images *supply your own* • 9 steps to research on individual cards - Research Ladder Activity (***handout 2.1***) • 10 Balloons with different colours - only 1 white balloon

				• Fake money $100 per person in the group ***(handout 2.2)*** • The Research Question ***(handout 2.3).*** • Example of how the research ladder should look and order of the steps ***(handout supplement 2.1.1)***
Session 3 - Forming the research question	90 - 110min	Finalise research topic Final draft of the research question	Research methodologies Funnelling techniques	• Assignment from previous session • Computers/ books/ info leaflets • Exploration for the research question ***(handout 3.1)*** • Flipchart paper
Session 4 - Ethics in research	60-90min	Basic understanding of ethics in research	Understanding ethics	• Ethics Rules ***(handout 4.1)*** • Ethics Game Right or Wrong ***(handout 4.2)***
Session 5 - Research tools introduced	60-90min	Understand different research tools Design research tool Choose tools that are appropriate to your research question	Research methodologies Data collection methods Interview techniques Communication skills	• A data projector and laptop • Examples of research methods ***(handout 5.1)*** • Research methods ***(handout 5.2)*** • Choose your method ***(handout 5.3)*** • Interview technique ***(handout 5.4)*** • Practice Analysing Data ***(handout 5.5)*** • Observation activity • Provided video links
Session 6 - Finalising the research tools	60-90min	Finalise the questions Research plan	Research methodology Question design Planning Qualitative and quantitative research	• Flipchart paper and pens • Research plan ***(handout 6.1)***
Session 7 - Analyse data & answer the research question	90-120 min	Review of data Process and interpret the data Ways to present information	Data analysis Research methods Critical thinking	• Flipchart paper, coloured pens for drawing • Copy of the research ladder on the wall (*can be found in* ***handout 2.1.1)*** • Research data from previous session

		Review of the process to date	Critical reflection	
Session 8 – How to present findings?	60 – 90min	Develop presentation draft Presentation skills	Presentation skills Communication skills Public speaking	• 10 presentations tips ***(handout 8.1)*** • Make your presentation ***(handout 8.2)*** • Format for presentations ***(handout 8.3)*** • Craft materials, magazines, colour pens etc.
Session 9 - Presentations - preparations	60 – 90min	Rehearsal of presentation Review and feedback of presentation	Presentation skills Public speaking Communication skills	• Copy of research presentation • Tips for good presentations ***(handout 9.1)*** • Sandwich feedback method ***(handout 9.2)***
Session 10 - Presentations in public	60 – 70min	Rehearsal of presentation Review and feedback of presentation	Presentation skills Public speaking Communication skills	• Copy of research presentation • Children's items of choice brought from home
Session 11 - Follow up action plans	60 – 70 min	Action plan based on findings from research	Planning Communication	• White board and pens; • Action plan handout ***(handout 11.1)***

The activities in this handbook are designed for groups of 6-10 children with one facilitator. The recommended age range for the 'Children as Researchers' activity is 10 to 12 years old, although this method can also be applied to young people up to 18 years old. It is advised that the facilitator review the sessions prior to implementation to make any necessary adjustments based on age, context, group size, etc. These activities serve as a guide and can, and should, be modified according to the needs of the group.



Session 1: Getting to know each other

Time: 60 - 90 min

GOAL

- For the group to feel more comfortable with each other
- Inform the group about child-led research and what they will do in the weeks to come
- Inform the group of the expectations/limitations of the project

Skills developed

- Interpersonal relationship skills
- Planning skills

What you will need:

- Human Bingo activity ***(handout 1.1)***
- Research Plan ***(handout 1.2)***
- Participation contract ***(handout 1.3)***
- Pens, pencils

SESSION ACTIVITIES

Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Getting to know each other

Activity 1: GROUP INTRODUCTIONS
Time: 30 min - 45 min
Resources: None

- Instead of own introductions have each participant interview their neighbour and present to the group
- Tell us your neighbour's name, why they are interested in research and one thing they are interested in doing for fun

Activity 2: HUMAN BINGO
Time: 10 min – 15 min
Resources: Human Bingo activity sheets (**handout 1.1**) x (number of the group), pens/pencils

- Give each participant a Human Bingo activity sheet.
- The group must walk around and talk to the members to find out who has the same answers to the questions.
- The first person who can answer yes to all of the questions on the activity calls out "BINGO"

Summary discussion: Ask how people collected the information. Did they ask one person one question then move on to the next or did they ask one person all of the questions before they moved on? This is also a method of collecting data.

Activity 3: PROGRAM OUTLINE
Time: 20 min – 30 min
Resources: Research Plan with dates, time location etc, prepared before the session; examples of other children's research studies.

- Discuss each of the steps to the research workshops.
- Discuss the commitment necessary (attendance to workshops, work outside of the sessions etc) look at the participation contract ***(handout 1.3).***
- Discuss any challenges with the group (struggling to commit) and how this can be managed with or by the group.

Assignment given to children at the end of the session:

Assignment: Between now and the next session think about an area or topic which impacts you, that you would like to explore. Write it as a question and bring it to session 2

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Draw about yourself ***(handout 1.4)***
- Visual scavenger hunt ***(handout 1.5)***
- Research mind map ***(handout 1.6)***

Session 2: What is research?

Time 60 – 100 min

GOAL

- To develop an understanding of the research process
- Develop the research question

Skills developed

- Understand research terms
- Use and apply research terms

What you will need

- Cards with images (one per small group) – *supply your own*
- 9 steps to research on individual cards (one set of the 9 steps per small group) – Research Ladder Activity ***(handout 2.1)***
- Draw a ladder with 9 steps on the white board/paper and hang in front of class
- 10 Balloons with different colours - only 1 white balloon
- Fake money $100 per person in the group – print and cut out from the handout ***(handout 2.2)***
- What do we know about the topic? – The Research Question ***(handout 2.3).***

What you will need – for teacher's better understanding

- Example of how the research ladder should look and order of the steps ***(handout supplement 2.1.1)***

SESSION ACTIVITIES:

Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Getting to know research process and research questions

Activity 1: WAYS TO FIND AN ANSWER
Time: 30 min
Resources: Cards with images (*supply your own)*

- Divide the class in to small groups of 3 or 4.
- Each group is asked to choose an image.
- Discuss in what way research has had an impact of the activity:

Print out picture of things that play direct role in lives of the participants – popular sports/ famous movies/ social situations/ current local issues.

For example:

Sports cycling in what way has research had an impacted on the sport of cycling?

1. materials used to make bikes lighter,

2. How seats can be more comfortable and aerodynamic,
3. Clothing more aerodynamic,
4. Improvements on the mechanics of bikes,
5. Research into the diet and training for endurance athletes

Important: Ask each group to stand up and discuss their findings. Help the group by asking questions about why they know this and where they might be able to find the information.

Summary Discussion: Research influences all aspects of our lives. If you look at the world with an inquisitive mindset you will see that research can be applied to anything.

Activity 2: RESEARCH LADDER
Time: 20 min
Resources: 1 group of Research Steps cards ***(handout 2.1)*** for each small group and ***Handout 2.1.1.*** can be used to see and show the right order of the steps

Introduction: in a research process we can identify 9 steps. It is important to take each step in sequence because each step is the foundation for the next. At the beginning of research, one starts below but as you follow the process and climb the ladder one's view and understanding (of the topic) will change.

Without any preparation, ask the group to think what sequence they think the research will take.

- In small groups discuss and decide in what order to place the 9 Steps of Research.
- Use the 9 steps cards, which can be cut out of the handout ***(handout 2.1)*** and place the steps in order.
- ***Handout 2.1.1.*** can be used to see and show the right order of the steps
- In a larger group have each group nominate the steps one at a time. Take the card and stick it to the Ladder on the wall/white board, until you have completed the steps.

Activity 3: JUGGLING THE RESEARCH
Time: 10 min
Resources: minimum of 10 balloons.

Introduction: Mention to the group that the project is going to take some time and a commitment from all of them. It is important to make the time and remember that they are not doing this alone.

- Ask for a volunteer
- Introduce the white balloon as this research project.
- The volunteer needs to make sure the balloon does not hit the ground.
- After a while add more balloons. They represent commitments such as, school, homework, chores, sport, cleaning, work, family commitments, etc.
- When the person is struggling ask for more people to help… add more balloons. Have about 5 people juggling balloons.

Activity 4: FINDING A RESEARCH TOPIC

Time: 20 min
Resources: None

Introduction: The first step in the research project is identifying the topic. Start talking with the group about issues broadly and then work towards finding a common interest.

- Brainstorm. "What would you like to be different in your life"? Write down all answers on the white board or flipchart.
- For each idea ask the following questions:
  - ✓ Is this topic important to you/your community/ the country?
  - ✓ Do you have the time/resources to research this?
  - ✓ Is this an interesting topic for you/others?
  - ✓ Is it relevant to you?

Important: Keep in mind that the topic should not be too broad, vague or complex. Ask the group if this is the case for any of the topics. This process should have narrowed down the ideas to a few key topics. You may need to group them as well. For example, fighting in school, isolating peers and harassment on social media can all be put under a heading such as school bullying.

If you wish children to choose within certain topics try to inspire them by offering different themes. For example: A child rights game, like this one: https://www.youtube.com/watch?v=N3Z41Zbn8jo.

Activity 5: DEVELOPING YOUR RESEARCH QUESTION
Time: 20 min
Resources: Fake money $100 (5 x $20) per person ***(handout 2.2)***

By now the group should be down to 3 - 5 most popular topics or issues to research. You can introduce the exercise by asking “How valuable is this research to you”?

- Give each person 5 x $20 fake money
- You can either draw a table with a column for each topic or have boxes for each topic. Participants place the play money with blue-tack in the column or in the box.
- Each person distributes how much money they would like to spend on each of those topics.
- Some may spend $100 on one topic and others may distribute the money evenly between the topics.
- The topic with the most money is likely to be the direction the research project

Assignment given to children at the end of the session:

Assignment: Now we have identified our topic of research spend a few moments reflecting on the questions in the work sheet - What do we know about the topic already? What can we find out by quick fact checking (internet/ article/ booklet)? What still needs to be researched in more thorough and systematic way? (Unanswered questions)

Examples of children’s research questions:

Are boys and girls treated differently in the school?
What it’s like to look younger than your age?
What children in my school think about homework?
Do children eat a balanced diet?

Session 3: Forming the research question

Time: 90 - 110 min

GOAL

- Finalise research topic
- Final draft of the research question

Skills developed

- Research methodologies
- Funnelling techniques

What you will need:

- Assignment from previous session
- Computers/ books/ info leaflets
- Exploration for the research question ***(Handout 3.1)***
- Flipchart paper

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Finalizing research topic and research question draft

Activity 1: REVIEW ASSIGNMENT

Time: 30 min
Resources: Assignment from previous session.

Start the session with a review of the assignment. The objective in this session is to finalise the topic and start working on the research question.

- In small groups discuss your findings on the topic and prepare a presentation on the following: Why is this research relevant? What do we know about the topic? What would you like to find out about the topic? What research if any has been carried out on this topic?
- Each group present for 3-5 minutes.

Summary Discussion: What was common about all of the presentations? Explore with the group the relevance and or impact of the topic to them. Has this exercise helped the group find an agreement on the issue/topic to be researched?

Activity 2: RESEARCHING THE QUESTION
Time: 30 min
Resources: *computers/ books/ info leaflets*

In order to be able to formulate a good research question one needs to have some basic understanding on the topic. If the researcher does not know enough about the topic at the start, she/he should do some basic search for the information – google or quick library search, talk to somebody with knowledge of the topic around you, make sure that the same research topic (and possible question that you have in mind) has not been researched and answered already. Write down your findings

Activity 3: DESIGNING RESEARCH QUESTION

Time: 30 min
Resources: *Exploration for the research question* ***(Handout 3.1)***

In pairs go through the ***Handout 3.1*** - *Exploration for the research question*. Then develop a research question in the topic that we previously identified.

- Ask each pair to present their research question and discuss as a group using the guiding questions to help lead the discussion.
- Ask the question in different contexts.
    - Is it too broad?
    - Is it too narrow?
    - Is it unique/creative?
    - Is it of interest to you and your public?
    - Is it answerable? Will you be able to answer this question using research?

Important: Developing the research question is the most difficult part of the research process. Trainers may consider if they need to organise a **second session** on this topic.

Activity 4: REVIEW OF RESEARCH QUETSIONS

Time: 20 min
Resources: Flipchart paper, Research questions designed in previous activity

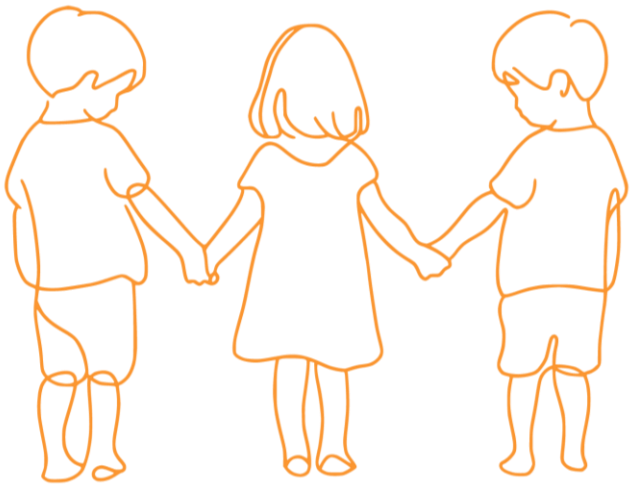
Ask all the group members to write the research questions on a flipchart paper and hang them around the room. Each group will present their findings.

Explore the following points with each group:

- A good learning issue is **compelling**
  - Ask yourselves: Is the issue or problem to be researched important to you and the people in your community, your district, country etc.?
- Research questions should also be **manageable**.
  - Have we got the resources and time to research the question? Can we access the information, data, experiences, or people necessary to address the question?
- Is the research question **practicable**?
  - It should not be too broad, too narrow, too vague, or too complex. The more complex the question, the harder to answer.

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Developing research question ***(handout 3.2)***
- Types of questions ***(handout 3.3***)



Session 4: Ethics in Research

Time: 60 - 90 min

GOAL

- Basic understanding of ethics in research

Skills developed

- Understanding ethics

What you will need:

- Ethics Rules ***(handout 4.1)***
- Ethics Game Roleplay Game ***(handout 4.2)***
- Polite Kids – the five S's ***(handout 4.3)***

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Obtaining basic understanding of ethics in research

Activity 1: LINE UP EXERCISE

Time: 10 min
Resources: Questions from the session plan or your own.

The objective of this activity is to start exploring values and can be used as a fun way of introducing concepts of how to collect data.

- Have the group stand up in an area where there is enough room to move around. Explain to the group that you are going to ask a series of questions and the group need to place themselves in a line from 1 to 10. 1 means strongly disagree to 10 strongly agree.
- To get them warmed up arrange yourself in a line according to the following.
  - ✓ *From shortest to tallest*
  - ✓ *From youngest to oldest*
  - ✓ *Who lives closes to the building to the furthest.*
- Now from 1 which is strongly disagree to 10 strongly agree stand in the line accordingly
  - ✓ *Teachers should always be respected no matter how they treat you.*
  - ✓ *Its ok to say things about people on social media even if you are not sure they are accurate*
  - ✓ *Boys are much smarter than girls*
  - ✓ *It is ok for a boyfriend to tell a girlfriend who she can spend time with.*
  - ✓ *Girls who wear revealing clothes deserve to be harassed by boys.*

- ✓ *I don't need to tell people I am interviewing what the research is about*
- ✓ *It is ok to talk about what people say in the research to my friends as long as they promise not to tell anybody.*
- ✓ *Boys should not cry.*

After each question ask the group at different points why they chose to stand there. Discuss how/why people come to these decisions. Discuss the idea that our beliefs/values are built by our experiences/gender/education/interests.

Important: if you think of a question that is topical and will draw out people's different ideas then add your question to the list. The idea of the exercise is to draw out deferent opinions which can lead to discussion. You may want to consider a controversial issue whoever be cautious of its impact on the group. Also do not make reference to sexual assault, suicide, childhood trauma or violence because this may cause unnecessary stress to some members of the group.

Activity 2: ETHICS IN RESEARCH

Time: 10 min
Resources: Ethic Rules Handout ***(handout 4.1)*** and Polite Kids – the five S's ***(handout 4.3)***

Ethic Rules handout ***(handout 4.1),*** talk through the rules.

Polite Kids, the five S's ***(handout 4.3),*** talk about what polite behaviour is.

Ethics – *rules on how we behave.*

In research, there are three specific rules of behaviour.

- No Harm
- Confidentiality of Information
- Voluntary Participation

Discuss with the group using the handout listed in the sources. Give practical examples, suggestions:

- **Rule 1 - practical example:** If a peer says that they don't want to answer your questions of your research, you do not force them to answer but reply with "I understand, thank you!"
- **Rule 2 - practical example:** Listen to others when they speak, attention is very important for research.
- **Rule 3 - practical example:** Do not share the answers people have given you for your research, keep them for yourself and your research purposes.
- **Rule 4 - practical example:** If you take pictures of people for your research always ask them "Are you okay with me using this picture?"

- **Rule 5 - practical example:** If someone says they don't want to answer that question, you have to be respectful and say, "that is okay!"

Activity 3: ETHICS ROLE PLAY GAME

Time: 40 min
Resources: Ethics Rules ***(handout 4.1)*** and Ethics Role Play Game Handout ***(handout 4.2)***

Form pairs. Each person in the pair gets a role; one of them is a researcher, the other one is someone the researcher has approached. Read your part of instructions explaining what they should do (roles and instructions can be found in ***handout 4.2).*** Give the children 5 – 10 minutes to prepare their role-play.

Each pair perform their role-play one by one in front of the group. After each performance, discuss which ethics rule applied to this situation and what went wrong/right.

Exploring questions:

- Examples where they might be tempted to break the rules and what they might do.
- What can you do to keep confidentiality? (Collect data in private, keep information secure, don't take unnecessary information e.g. names)
- What ways can you help a person feel comfortable? (Explore how one can reserve judgment)
- If relevant to your context - Discussion of limited confidentiality… What to do when you are told that a child is being harmed or intends on harming themselves?

Summary discussion: Discuss how important ethics are in research for the social and emotional wellbeing of children and young people.

Session 5: Research tools introduced

Time: 60 - 90 min
Note: if you have only 60 minutes or if you consider adding more sessions, then we recommend this session to be spread over two different sessions.

GOAL

- Understand different research tools
- Design research tool
- Choose tools that are appropriate to your research question

Skills developed

- Research methodologies
- Data collection methods
- Interview techniques
- Communication skills

What you will need

- A data projector and laptop
- Examples of research methods ***(handout 5.1)***
- Research methods ***(handout 5.2)***
- Choose your method ***(handout 5.3)***
- Interview technique ***(handout 5.4)***
- Practice Analysing Data ***(handout 5.5)***
- Poor communication video https://www.youtube.com/watch?v=YuZDbbz_6xY
- Gorilla in the room video https://www.youtube.com/watch?v=zP0sqRMzkwo
- Research methods https://www.youtube.com/watch?v=fEtAJzXEoFg

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Understanding different research tools & designing a research tool

Qualitative and quantitative research

Qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations.

- Provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.
- Used to uncover trends in thought and opinions, and dive deeper into the problem.
- Common ways to collect data include focus groups (group discussions), individual interviews, and participation/observations.

- The sample size is typically small, and respondents are selected to fulfil a given quota.

Quantitative research, is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics.

- It is used to quantify attitudes, opinions, behaviours, and other defined variables – and generalize results from a larger sample population.
- Uses measurable data to formulate facts and uncover patterns in research.
- Data collection methods are much more structured than qualitative data collection methods.
- Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, polls, and systematic observations.

Activity 1: RESEARCH METHODS

The research methods used need to be applicable to their research question.

There are many ways to collect data, depending of what is it that you are trying to find out you will need to choose the appropriate tool. Part of this is deciding what method is most realistic. Each method will require different resources and time to collect the data. In this stage, we will explore what research methods will suit your research question.

If you wish to explore opinions/ideas/ feelings of others you will use quantitative data collection. The results will be words/ pictures and objects.

- Methods that will give you qualitative data are open interviews/ observations

If you want to measure/count /use statistics to prove a point, you will use quantitative methods.

- Methods that will give you quantitative data are questionnaires/ closed questions.

Videos and handouts about data collection methods

To understand more about qualitative data, watch this introductory video on qualitative data: https://www.youtube.com/watch?v=fEtAJzXEoFg and summarise the video as a group.

Interview: Watch the following video about an interview (qualitative data collection method) https://www.youtube.com/watch?v=5v5Q9MsKCoo

Discuss with the group: Even though it is a comedy what happened in the interview that would have made the person feel uncomfortable?

- No instructions
- Did not tell the participants what the boundaries were
- Made the participant feel uncomfortable
- Did not offer any support/reassurance
- Did not listen

Use the Interview techniques handout ***(handout 5.4)*** and discuss the 4 interview techniques.

Observation: watch the following video and discuss:
https://www.youtube.com/watch?v=IGQmdoK_ZfY

Summary Discussion: Ask the participants, when you saw the gorilla for the first time what were your first thoughts? Sometimes we do not see the gorilla in the room when we are paying attention to other things.

Activity 2: CHOOSE YOUR METHOD
Time: 40 min
Resources: Videos, research methods handout ***(handout 5.2)***, Choose your method handout ***(handout 5.3)***, interview technique handout ***(handout 5.4)***

- Choose your method handout ***(handout 5.3)***
  - Have the group sit in small groups to discuss the questions on the work sheets.
  - As a larger group, discuss the strengths and weaknesses of each of the methods and come to an agreement on which of the three methods will be suitable as a research method.

Important: You may wish to mention 3 other research methods (experiment, focus group and desk research) as methods that will not be used in this project. However, this is not necessary for the purposes of the training.

Examples of 3 other research methods:

- **Experimental method:** testing what will melt the ice cube faster by trying out different options of melting ice
- **Focus group method:** discussing in a group what people know and think about ice cubes and how they melt.

- **Desk research method**: researching what will melt the ice cube faster by reading books about how ice behaves, what are its characteristics, etc.

Activity 3: DEVELOPING A RESEARCH TOOL

Time: 20 min
Resources: Pen and paper, Research method handout ***(handout 5.2)***, Practice Analysing Data ***(handout 5.5)*** *Note: For this activity, there are two options, but you only need to use one.*

Option 1:

- Introduce the Practice Analysing Data ***(handout 5.5).***
- Instruct the group to list the living animals/birds/insects they expect to find in the schoolyard to start the activity.
- Spend 15 minutes in the area collecting the data by observation.

Discuss the strengths and weaknesses of the method and set data aside for future activities.

Option 2:

In small groups ask the group to develop a set of 10 questions to collect data about the group. Before the questions are developed the group need to decide what they would like to find out about the group as a whole (Topics may include demographics, hobbies, family structure)

Important: make sure the line of questions is not intrusive/personal.

Activity 4: CELEBRITY HEADS

Time: 20 min
Resources: Whiteboard

Have one member of the group sit in a chair in the middle of the room. Write the name of a famous person on the white board behind them so the rest of the group can see the name. The person sitting on the chair must ask ***yes or no*** questions to find out who that person is.
As a facilitator the best advice is to not think of the answer but think of the question that will help build a picture of who it is.

Important: During data collection, the facilitator might need to help with copying/ distribution /collection of questionnaires/ conducting of interviews and observations.

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- How to do research ***(handout 5.6)***
- How to think critically ***(handout 5.7)***
- I spy – Christmas – observation ***(handout 5.8)***
- I spy – coronavirus – observation ***(handout 5.9)***
- Tips how to work effectively ***(handout 5.10)***

Session 6: Finalising the research tools

Time: 60-90 min

GOAL

- Finalise the questions
- Research plan

Skills developed

- Research methodology
- Question design
- Planning
- Qualitative and quantitative research

What you will need

- Flipchart paper and pens
- Research plan ***(handout 6.1)***

SESSION ACTIVITIES:

Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Finalization of research question and working on the research plan

Activity 1: DEVELOPING RESEARCH TOOLS – QUESTIONNAIRES

Time: 45 min

Resources: Pen and paper

Ask each researcher (team) to develop 6-10 question questionnaire that will help them to collect the data to answer their research question.

Each team should:

Decide:

- Who is your respondent group?
- How many questionnaires will you hand out (sample size)
- Are you sure it is feasible to reach the right people/numbers?
- What is the best time/place for those questionnaires?

Try to incorporate different styles of questions:

- Yes/no questions
- Multiple choice questions

- Rating scale questions
- Numeric scale questions: *On a scale of 1 to 10 how much did you enjoy today's session*
- Descriptive scale questions: *Today's session was: Very interesting / interesting / neither interesting nor boring / boring / very boring*
- Open ended questions
- Visual scale questions:

Remember these rules:

- Keep your questions simple
- All the questions should be relevant
- Only ask for sensitive information if it is crucial to your research (rather than asking date of birth better to ask for age or age group)
- Avoid unwanted questions – questions that will make the respondents feel uncomfortable or confused
- Skip assumptive/judgemental questions
- Don't ask more than one question at once

Once the questionnaires are ready, pass them over to the next researcher (team). Ask them to fill the questionnaire and to reflect on the quality of it.

Important: keep in mind the limitations of the group in terms of skills and resources.

Activity 2: REVIEW OF RESEARCH PLAN

Time: 30 min
Resources: Research plan ***(handout 6.1)***

It is time to start collecting data. However, before the data collection there needs to be a plan. On the white board brainstorm and discuss what needs to happen in what order with the entire group or within the smaller research groups.

Use research plan handout ***(handout 6.1).*** Discuss who is going to complete the tasks by when. This may also include some discussion about how long some of these steps may take.

Suggested actions may include:

1. Write up questionnaires and make enough copies
2. How many people will be interviewed and how will you divide the sessions.
3. Printing of surveys
4. Plan to meet to conduct an observation
5. By when do you want to finish the data collection?
6. How and where will you collate the data?
7. Will you need to get permission from schools?
8. Will you need permission from parents?
9. Do you want to schedule a check in meeting for data collectors to see how the project is going
10. Do you want to explain the confidentiality/ethics policy or have it written on paper to be signed by participants?

Assignment given to children at the end of the session:

Assignment: Collecting data - In between sessions one or more children need to be given the responsibility to collate the data. Make sure to tell the children to save the collected data for next session or the data can also be saved by the teacher.

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Quantitative vs Qualitative Research ***(handout 6.2)***
- Research Tools and Plan ***(handout 6.3)***

Session 7: Analyse data & answer the research question

Time: 90 - 120 min

GOAL

- Review of data
- Process and interpret the data
- Ways to present information
- Review of the process to date

Skills developed

- Data analysis
- Research methods
- Critical thinking
- Critical reflection

What you will need

- Flipchart, paper-coloured pens for drawing
- Copy of the research ladder on the wall ***(handout 7.1)***
- Research data *(from previous session)*

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Working with data: reviewing, processing, interpreting.

Important: Data from the research collected in a format that can be shared with the group such as summaries of the findings and graphs on created in Excel. Make sure researchers organise their data first, count and questionnaires (compare number handed out to number collected back)

Activity 1: ANALYSE THE DATA
Time: 30 min
Resources: Research data, research method, highlight pens

In small groups discuss the following (write your findings on flipchart paper):

- Can you identify any trends?
- What stands out for you?
- Is there anything out of place and why?
- Are any of the questions irrelevant (useless information)?
- Have you answered your question and why or why not?

Activity 2: ENERGIZER

Time: 10 min
Resources: Pen and paper

Ask each person to write down how many different ways they can present half (1/2) of something. Discuss the different answers and try to get as many as you can as a group.

Activity 3: WAYS TO PRESENT DATA

Time: 30 min

Resources: pen, paper, white board

As a facilitator you will need to assess if these activities are appropriate for the age/skill level of the group. In preparation make sure you have read the data and use examples from the findings to help with this activity. This session is about different ways of reporting the information or data collected:

There are different ways to present data

Averages:
As an example, if we want to know the average number of people interviewed each day we would do the following.

If you collected answers in consecutive days

Days	Day 1	Day 2	Day 3	Day 4	Day 5
People	2	5	4	7	2

- Add the number of people 2+5+4+7+2 = 20
- Divide the number of days by the number of people 5/20 = 4
- The average number of people interviewed is 4

Percentages:
Showing the percentage can be useful when the research generates a lot of data. It also gives a measurement out of 100 as a way of indicating frequency. For example instead of saying 75 out of 200 people said X. Percentages show that 37.5% of the group said X. If you want to work out what percentage of girls and boys responded, you can do the following:

- Add the number of girls and boys who responded for example 7 boys and 11 girls equalling 18 people. 18 = %100.
- Convert the number in to a fraction by dividing 11 (total number of girls) by 18 the total number of respondents) = 0.61
- Multiply 0.61 x 100 = 61%

Activity 4: REFLECTION

Time: 20 min
Resources: Flipchart, paper, coloured pens for drawing.

Using coloured pen and paper draw a timeline of the project from step 1 until now. Along the timeline make notes and reflect on the experience you had. Draw the good and challenging experiences and any insights you might have had along the way.

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Practice Analysing Data (**handout 7.2)**
- African Animals Math for children (**handout 7.3)**
- African Animals Math for teachers (**handout 7.4)**
- Data Analysis Guidelines (**handout 7.5)**
- Report Research Findings (**handout 7.6)**

Session 8: How to present research findings?

Time: 60 - 90 min

GOAL

- Develop presentation draft
- Presentation skills

Skills developed

- Presentation skills
- Communication skills
- Public speaking

What you will need

- 10 presentations tips ***(handout 8.1)***
- Make your presentation ***(handout 8.2)***
- Format for presentations ***(handout 8.3)***
- Graphic example 1-7 ***(handout 8.5 – 8.11)***
- Craft materials, magazines, colour pens etc.

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Development of presentation skills and presenting

Activity 1: REFLECTION OF THE RESEARCH PROCESS
Using the research ladder from the second session reflect on each step of the process. As the facilitator, you can decide if the group will reflect about each step or if they will be comfortable reflection on the whole process. The key considerations in this conversation are:

- What was most interesting about the process?
- What was most challenging and how did the group or individuals manage this?
- What would you do differently and why?
- Did the research project meet your expectations?

Activity 2: DISCUSS FINDINGS AS A GROUP

Time: 30 min
Resources: Research data, research method
This is a group discussion and will need some preparation by the facilitators. Make sure you have thought about the data yourself before this session. Come up with some suggestions and thoughts about the findings and spend some time

reflecting on your own answers to the questions before the session. The following questions can help you guide the discussion with the group:

- Did you answer the question?
- Is there a story in the data? What do we mean by story? What can you tell us about your topic from the information that you have.
- Has the information collected given you new insights or insights that will be interesting of value to others?
- How does this fit with the original hypothesis?
- Are there any gaps? If you collected some more information in another area would you get a better understanding?
- What would you do differently next time?

Explore the data in more detail. Discuss openly if the findings have answered the groups research question.

Important: most of the activities below are directed towards formal, PowerPoint style of presentation of research findings. All the skills learned here are useful and empowering for the participants for their school and work career. Please remember however that there are many other ways of presenting research findings such as:

- *Posters*
- *Articles*
- *Films*
- *Photographs*
- *Art projects*
- *Theatre performances*

Remember that these methods can be used on their own or in combination with oral presentation.

Researchers should be encouraged to choose the method of presentation that fits their research, available resources and their personality best.

This is the first stage to presenting the research findings. In the introduction, review the steps to presenting from the *make your presentation* ***(handout 8.2)***.

Discuss some of the key points such as the research question and importance of methodology. After the planning stage, the groups are to work on their presentation poster, banner, article, video etc.

Break into small groups for the following activity:

- Each group given the data from their research
- Using ‘make your presentation' and ‘format for presentations’ handouts - the group decide how to best present the information

- As a group, discuss how the research will be presented.

Activity 3: DISPLAYING THE DATA

Time: 60 min

Resources: Make your presentation, format for presentations, Graphic Example 1-7 ***(handout 8.5 – 8.11)***

With a role of paper, using the craft materials provided create a display of one of the sets of data from the research. You can show the graphic examples on the handouts for inspiration.

Session 9: Presentations - preparation

Time: 60 - 90 min

GOAL

- Rehearsal of presentation
- Review and feedback of presentation

Skills developed

- Presentation skills
- Public speaking
- Communication skills

What you will need

- Copy of research presentation
- Tips for good presentations – ***(handout 9.1)***
- Sandwich feedback method – ***(handout 9.2)***
- Graphic example 1-7 – ***(handout 9.3-9.9)***

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Preparing for the presentation

Activity 1: PRESENTATION REHERSAL

Time: 30 min
Resources: TED video

Watch the following TED talk about how to prepare to speak publicly:
https://www.youtube.com/watch?v=i0a61wFaF8A

Although the talk is about best speeches, the elements of public speaking are the same. Tips to discuss about this presentation:

- See it as a conversation from the heart
- Bring out your passion in the research
- Any other thoughts – discuss

Activity 2: TELLING A STORY

Time: 15 min

Resources: Come up with a short start which contains various actions

Warming up for presentation: The idea of this exercise is to help children and young people feel comfortable with public speaking. This activity can help with nerves. Trainers start by demonstrating how to tell and act out a story then ask a few of the group members to do their own stories with the group. For this activity there are two options:

A) You tell a story that has a whole set of actions in it and as a speaker you have to do these actions yourself whilst speaking.

B) Or the audience has to do the actions themselves while the speaker is giving their speech.

For example: I *did a big stretch when I woke up in the morning.* Everybody has to stretch with you. You continue with your story… *I made my breakfast but then I had to clean up the milk my daughter spilt on the bench. I had my shower then I got dressed brushed my teeth combed my hair and I put on my hat and my jacket then got on my bike.*

Everybody has to do the actions with you continue for about 5 min.

Time: 15 min

Resources: Come up with a short start which contains various actions

Activity 3: WHAT TO LOOK FOR IN A GOOD PRESENTATION

Time: 60 min

Resources: Presentation of research, 10 Tips for presentations ***(handout 9.1)***, sandwich feedback handout ***(handout 9.2)***

Using the 10 Tips for presentations ***(handout 9.1)*** - discuss the following

- Preparation
- Who is the audience?
- Body language
- Speaking clearly
- Self-presentation

Rehearse presentation:

In small groups participants present their research findings, use sandwich feedback handout ***(handout 9.2)*** and

- Run through presentation
- Discuss and review content, presentation and communication skills

Presenting / communication tips to given to children:

1. Show your passion and connect with your audience
2. Focus on your audience's needs
3. Keep it simple: concentrate on your core message
4. Smile and make eye contact with your audience
5. Start strongly
6. Remember the 10-20-30 rule for slideshows (if using power point)
7. Tell stories
8. Use your voice effectively
9. Use your body too
10. Relax, breathe and enjoy

Assignment given to children at the end of the session:

Assignment: Remind children to bring items from their home since they will need them for Activity 1 in the session 10.

Session 10: Presentations in public

Time: 60 - 70 min

GOAL

- Rehearsal of presentation
- Review and feedback of presentation

Skills developed

- Presentation skills
- Public speaking
- Communication skills

What you will need

- Copy of research presentation
- Children's items of choice brought from home

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Rehearsal of the presentation

Activity 1: COMMERCIAL

Time: 15 min
Resources: Children's items of choice brought from home

Children should choose some items from their room or from their house, bring them in and make a commercial about these items. It might be a deodorant, mobile phone, etc. Then children are required to give a 30 second to 1 minute commercial on this product and talk about why this is a great product and why people should buy it.

Activity 2: PRESENTATION REHERSAL

Time: 60 min
Resources: Presentation of research ***(handout 10.1)***

In small groups, participants present their research findings.

- Run through presentation

- Ask them to discuss and review content, presentation and communication skills.

Refer again to the presentation/communication tips mentioned during last session:

1. Show your passion and connect with your audience
2. Focus on your audience's needs
3. Keep it simple: concentrate on your core message
4. Smile and make eye contact with your audience
5. Start strongly
6. Remember the 10-20-30 rule for slideshows (if using power point)
7. Tell stories
8. Use your voice effectively
9. Use your body too
10. Relax, breathe and enjoy

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Body language ***(handout 10.1)***
- Presentation tips ***(handout 10.2)***

Session 11: Follow up action plans

Time: 60 - 70 min

GOAL

- Action plan based on findings from research

Skills developed

- Planning
- Communication

What you will need

- White board and pens
- Action plan ***(handout 11.1)***

SESSION ACTIVITIES:
Below the activities for this session are described, indicating which resources are needed for each activity.

GOAL: Working with research findings

Activity 1: WHAT WE DO WITH OUR FINDINGS?

Time: 30 – 60 min
Resources: Flipchart paper pens and white board, Action plan ***(handout 11.1)***

Brainstorm: Now we have our findings what steps will we take?

Step 1: Gather responses

Pose the question of what are the next steps after the findings of the research. What do you want to do with this information? Do you want to use the findings to start a social action campaign, advocate for change or to conduct more research.

- Write all responses on the board.
- Allow time for the group to respond
- Discussion will come later.

Step 2: Ranking ideas

When the brainstorming ends, the planning process gets started. Your next move will be to select the best ideas for action. To do that, you'll need to facilitate a discussion that includes shifting topics into good/better/best categories. Depending upon the size of the group and your particular needs, you may:

- Break the group into smaller groups, ask each group to rank ideas, and then ask each team to report.
- Point to each idea on the board and ask the entire group to vote on which they like best.
- Take a break during which you personally rank ideas, and then ask the group to comment on your choices.
- Ask each group member to put a mark next to their top three ideas, and then calculate the results.
- Put the list of ideas into an accessible location and ask individuals to post their comments about each idea over the course of several days (this can be done with post it notes and poster paper).

Step 3: Planning your next steps

Once the best ideas are selected, you'll need to develop an action plan.

- Set up working groups to think through the next steps.
- Create a timeline with clear objectives, goals, and milestones.

Try not to follow a rigid system, but rather to be sure that each group has clear, objectives, goals with timelines.

Additional exercises
In case you have time left during the session or you intend to add an extra session on this topic, there are some additional exercises that you can use:

- Action plan details and monitoring ***(handout 11.2)***

International Child
Development Initiatives

www.icdi.nl