Empowering Young People to Investigate Pressing Social Issues and Advocate for Change

Training Workshop for SBBC Summit Training | December 2022
Introduction

- Who We Are
- Grounding Principles
- How this Began
- What We'll Be Doing Today
Who We Are

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For too long, marginalised groups have been researched by others, rather than *researchers* and spokespeople for their own experiences.
In 2021, the US CDC launched a Rapid Community Assessment (RCA) in San Mateo County CA, focused on how teens and their families feel about COVID-19 vaccination.

In a pioneering move, young people from the Mid-Peninsula Boys and Girls Club served as co-investigators with the CDC.
To prepare, teen researchers participated in a two week remote training to partner with the CDC.

They then spent 2 weeks collecting and analyzing data, and developing findings.
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Boys and Girls Club</th>
<th>CDC Field Team</th>
<th>Combined (optional)</th>
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<tbody>
<tr>
<td>Talking with teens-friends and peers</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Talking with family members and adults in the community</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Observing local community meetings</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Talking with and observing medical community</td>
<td>No</td>
<td>Yes</td>
<td>Possibly</td>
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<tr>
<td>Talking with adults around San Mateo County</td>
<td>No</td>
<td>Yes</td>
<td>Possibly</td>
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<tr>
<td>Observing teen interactions and digital objects online</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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Designated split of responsibilities, from our training site, here: [http://teenrcatraining.weebly.com](http://teenrcatraining.weebly.com)
Finally, they developed a video that included teen-driven findings & policy recommendations, and delivered these live to local health authorities.

From the findings video here: https://www.loom.com/share/c02942ac175743d9a0165d1a358cb285
Today's Workshop Objective

Learn to design and implement an RCA and RCOIA that directly involves young people as researchers of & advocates for their own communities.
CDC uses an approach called a Rapid Community Assessment (RCA) to quickly identify community perceptions, questions, concerns, or barriers to vaccination.

Trained CDC fieldworkers support local health authorities, to conduct an RCA when low vaccine demand or uptake is noted in a specific community.

As the name suggests, RCAs are rapid—can be conducted in 2–3 weeks.
Overview: RCA Steps

1. Clarify your Objectives
   - answers we want
   - changes we want

2. Brainstorm your Methods
   - interviews
   - surveys
   - social media monitoring

3. Understand constraints & Limitations
   - time?
   - money?
   - laws?
   - ethics?

4. Create your TEAM
   - community
   - stakeholders
   - interviewees
   - leaders

5. Engage your Stakeholders
   - families?
   - educators?
   - authorities?
   - artists?
   - activists?
   - journalists?

6. Recruit community Investigators
   - knowledge?
   - personal?
   - technology?
   - conflict?

7. Develop fieldwork Training
   - research ethics
   - investigation safety
   - data security

8. Assess & Manage Risks
   - research ethics
   - investigation safety
   - data security

9. Conduct individual Fieldwork
   - interviews
   - surveys
   - site visits

10. Develop group Findings
    - recommendations

11. Brainstorm
    - recommendation equation

12. Communicate to Stakeholders
    - social listening
    - online interactions
For this project, we also wanted to get a sense of sentiment voiced on digital platforms where young people socialize (e.g. TikTok, Instagram, YouTube, Twitch)

To help, we developed a dubbed called "Rapid Online Community Interaction Analysis" (RCOIA)

In 2022, the World Health Organization commissioned a toolkit to help youth and other organisations conduct RCOIAs. Toolkit current in review.
Overview: RCOIA Steps

A. Group decides on TEAM FOCUS
   Team comes together to select one issue, attitude or behavior for group focus

B. Each group member locates ONLINE INTERACTION to propose to group
   Each team member locates & proposes for analysis one online interaction related to group focus

C. Each member receives one INTERACTION ASSIGNMENT
   Group looks over proposals, each member is assigned one interaction to analyze

D. Members conduct and submit ANALYSES
   Each team member works independently to conduct one interaction analysis, using toolkit to help.

E. Group meets to discuss FINDINGS
   Team members come together to assess online findings in terms of local relevance

F. Group discusses NEXT STEPS
   Based on existing time and resources, group discusses possible next steps
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<th>Module</th>
<th>Focus</th>
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<td>Overview, Background, Introductions</td>
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<td>15</td>
<td>1</td>
<td>Working with Teen Researchers: Planning Considerations</td>
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<td>2</td>
<td>Training Young People as Researchers</td>
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<td>15</td>
<td>3</td>
<td>Special Focus: Doing Online Interaction Analysis</td>
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<td>15</td>
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<td>Recommendations that Resonate</td>
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<td>Wrap Up &amp; Open Discussion</td>
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Introduction

Breakout Work

Let's Chat Quickly Together!
Who Are YOU?

Please share:

Your name
Where you live
Where you work or study
What you'd like to get out of today
Module 1

Working with Teen Researchers: Planning Considerations
RCA Steps
Covered in This Module:
Steps 1-6
Step 1: Clarify OBJECTIVES

- Which population groups do you want to focus on, and where?
- What behaviors do you want to change?
- What do you want to understand about current attitudes or behaviors?
- What specific questions would you like answered?
Step 2: Brainstorm METHODS

What might be the best methods to get your questions answered? What makes you think so?

What methods might best resonate with young people? What makes you think so?
Step 3: Consider CONSTRAINTS

- What organizational **timelines** do you need to consider when planning this project?

- What sort of **personnel** do you think you will need for this project? Who can you find 'in house'? Who will need to come from elsewhere?

- Will you need to provide **space, technology, training, or promotion** for this project?

- Are there **legal or ethical** considerations to think about?
Step 4: Create TEAM

**Youth Investigators**
- How many are needed?
- What basic skills should they have?
- What level of commitment is needed?
- Language and other considerations?

**Leaders & Stakeholders**
- What organization/who will coordinate this project?
- Who are the stakeholders?
- How to engage stakeholders?

**Instruction & Facilitation**
- What skills do you need to teach?
- Who will create/teach curriculum?
- Who will help in class settings?
Step 5: Engage Stakeholders

Stakeholders who have a shared interest in the topic and would be interested in the assessment findings.

- Civic leaders and organizations
- Schools and educational groups
- Community based organizations
- Public health programs

Stakeholders who might support assessments by

- Providing funding or other resources
- Connecting you with others to help recruit teens or gather data
- Sharing assessment results more broadly
- Advocating for assessment recommendations
Step 6: Recruit Community Investigators

Where Young People Gather

- School
- Library
- Sports fields
- Parks
- Cafes
- Movie theatres
- Community spaces

Organisations Serving Young People

- Schools
- Youth sports
- Youth activities (arts, theatre)
- Youth groups (religious, community)
- Afterschool programs
Module 1

Breakout Work

You will be Assigned into Groups for Discussion
Four Groups

1. Dating Violence Group
2. Substance Abuse Group
3. Environment Activism Group
4. Civic Engagement Group
GROUP 1: DATING VIOLENCE

MADE UP OF
GOVERNMENT
AGENCY MEMBERS

Who are You? Member of a local government agency with a mission to protect young people from physical and emotional harm.

The Intel: A recent survey found that 1 out of 3 women in your locale experience violence in dating relationships.

The Challenge: Your agency has been tasked with creating a communication campaign to reduce dating violence.
GROUP 2: SUBSTANCE ABUSE GROUP

MADE UP OF HEALTH COMMUNICATION TEAM MEMBERS

**Who are you?** Communication team member for a consortium of regional health clinics

**The intel:** Your clinics are seeing an increase in the number of drug overdoses, especially among young people.

**Your challenge:** You are tasked with developing a campaign that encourages young people to seek treatment.
GROUP 3: ENVIRONMENT ACTIVISM GROUP

MADE OF ADVOCACY ORG. MEMBERS

Who are you? Your advocacy group wants to engage more young people globally in efforts to pass laws that protect the environment.

The intel: Surveys indicate young people are more likely to be concerned about environmental protection than other age groups, and yet relatively few young people are involved in activism.

The challenge: You have been tasked with creating a recruitment plan to get more young people involved in advocacy efforts.
Who are you? You work for an NGO that wants to increase the number of young people who vote around the world, with a special focus on local (non-national) elections.

The intel: Studies show that young people distrust civic engagement in general, and tend to see local political races as 'not important.'

The challenge: You have been tasked with creating a global outreach campaign to encourage young people to vote in local elections.
To tackle your group's challenge, you will require more information about the young people you've been asked to serve. With this in mind:

- **What questions** would you like answers to?

- What might be the **best methods** to get your questions answered? What makes you think so?

- What **constraints or limits** might stop you from using these methods? Examples: time, money, personnel, laws, ethical considerations.
Your challenge gets easier when you have teen researchers on board as co-investigators.

- **Where** can you recruit them? **Who** might be able to connect you with them (community leaders, organizations)?

- **Why** should they participate? What might you say to encourage those who don’t think they have enough training/education to be a teen researcher?

- **What** level and type of compensation would be appropriate for their time and involvement? What rewards would be meaningful for them?
Module 2

Training Young People as Researchers
Step 7: Develop Fieldwork Training

- Create curriculum on research basics (including ethics)
- Make arrangements for live teaching
- Create online space for outside class
- Create sample interview scripts and permission forms
- Access guides for doing online interaction analysis
- Access guides for developing findings & recommendations
Step 8: Assess & Manage Risks
ETHICS questions regarding MINORS

How do you plan on managing these issues, regarding minors:

- ensuring minors are kept **physically and emotionally safe** during research

- ensuring minors studied give **informed consent**, and that **guardians** consent where needed.

- **protecting the privacy** of minors by removing identifying info, and **storing data securely** online.
Step 9: Conduct Fieldwork

Conduct individual FIELDWORK

- Interviews
- Group listening
- Surveys
- Observing
- Social media monitoring
- Online interaction analysis
Step 10: Develop Findings

- Attitudes & Beliefs
- Norms to Note
- AIDS to Uptake
- Barriers to Uptake
Developing Findings: Breakdown

(Steps 10 A-F)
Step A: Group Establishes Attitudes, Beliefs, Norms of Interest

Group establishes ATTITUDES, BELIEFS & NORMS of interest

Prior to conducting fieldwork, team decides which attitudes, beliefs and norms should be closely focused on during fieldwork, and why.
Step B:
Coding Data

Each member analyses codes their data.

Each team member analyses and codes their fieldwork data. These are submitted to group.
Step C: Ranking Findings

Each member **ranks their findings** in importance, considering issues like most frequent responses.
Step D:

Group Evaluates ONLINE findings

Group evaluates local relevance for ONLINE FINDINGS

Team members come together to assess online findings in terms of local relevance
Step E:

Group Compiles & Ranks OVERALL findings

Group compiles and ranks OVERALL FINDINGS

Group members come together to establish and rank group findings compiled from all individual findings.
Step F: Group Discusses NEXT STEPS

Based on existing time and resources, group discusses possible next steps.
Module 3

Doing Online Interaction Analysis
RCA versus RCOIA: A Reminder

RCA: Rapid Community Assessment
- interviews
- surveys
- social listening
- site visits

RCOIA: Rapid Community Online Interaction Assessment
- I will analyse an example of a popular meme
- I will analyse reactions to a controversial video
- Investigators work independently to analyse interactions

Platforms: Facebook, Twitter, LinkedIn, TikTok, YouTube
Overview of RCOIA Steps

A. **Group decides on TEAM FOCUS**
   - Team comes together to select one issue, attitude or behavior for group focus.

B. **Each group member locates ONLINE INTERACTION to propose to group**
   - Each team member locates & proposes for analysis one online interaction related to group focus.

C. **Each member receives one INTERACTION ASSIGNMENT**
   - Group looks over proposals, each member is assigned one interaction to analyze.

D. **Members conduct and submit ANALYSES**
   - Each team member works independently to conduct one interaction analysis, using toolkit to help.

E. **Group meets to discuss FINDINGS**
   - Team members come together to assess online findings in terms of local relevance.

F. **NEXT STEPS**
   - Based on existing time and resources, group discusses possible next steps.
Group decides on TEAM FOCUS

Team comes together to select one issue, attitude or behavior for group focus
Step B
Locate & Propose
Online Interaction for Analysis

Each group member locates
ONLINE INTERACTION
to propose to group

Each team member
locates & proposes for analysis
one online interaction
related to group focus
Each member receives one 

**INTERACTION ASSIGNMENT**

I will analyze reactions to an example of a popular meme on Reddit.

I will analyze responses to a controversial broadcast made by a popular stream on Twitch.

I will analyze responses to a dance challenge on TikTok.

Group looks over proposals; each member is assigned one interaction to analyze.
Step D

Members Conduct Analyses

Members conduct and submit analyses.

RCOIA Toolkit

Each team member works independently to conduct one interaction analysis, using toolkit to help.
Step E

Group Meets to Discuss FINDINGS

Group meets to discuss FINDINGS

Team members come together to assess online findings in terms of local relevance
PLEASE NOTE:
Today, we will only practice tasks related to "Analyzing observations: focusing on messages."
In Toolkit, that is covered on worksheet 3
Module 3

Breakout Work

Analyzing an Interaction
For this exercise, we will ask you to:

(1) **Break into your groups**, so you can talk together later.

(2) Take a moment to examine the **two online interactions** we have provided each group to work with.

*(See following slides-just focus on the example for your group.)*

(3) **As a group, discuss your responses to the analysis questions.**
GROUP 1: DATING VIOLENCE

Online Interaction Examples

View at this link:
https://www.tiktok.com/@poleticia_addams/video/6855774175538253062?is_from_webapp=1&sender_device=pc&web_id=7172731708452800006

Friend: “Did you smack your ex in the face?!”
GROUP 3: ENVIRONMENTAL ACTIVISM

Online Interaction Examples

View here:
https://www.tiktok.com/@trashcaulinf/video/7134722827093216558?is_from_webapp=1&sender_device=pc&web_id=7172731708452800006

View here:
https://www.tiktok.com/@pike_action/video/7150011635997101358?is_from_webapp=1&sender_device=pc&web_id=7172731708452800006
GROUP 4: CIVIC ENGAGEMENT

Online Interaction Examples

View at
https://www.tiktok.com/@thethreemillion/video/6996239926790606085?is_copy_url=1&is_from_webapp=1&sender_device=pc&web_id=7172731708452800006

View at
https://www.tiktok.com/@dgfgnz/video/7151638448833645826?is_copy_url=1&is_from_webapp=1&q=local%20voting&t=1670040532887
Analyzing a TikTok: Elements to consider

1. Content and delivery of message
2. Use of music and sound
3. Creation of mood
4. Identifying communication strategy
5. Evaluation of strategy
Analysis
Question 1:
Describe this video and its message.

Things to think about are on the right.

Note: Remember that WHO features in the video and HOW things are communicated all shape the impact of the message!

Who is shown and/or speaking?
Who do you think they hope sees this video?
Can you summarize message in 1 sentence?
What was written as the video description?
Speaking face to camera, or not?
Any words spoken or text pasted on camera?
Speaking as themselves, or acting a role?
Any useful description alongside video?
Analysis Questions 2 & 3:

Music & Mood

**QUESTION:**
Describe the way music works to create a mood* in this video.

Questions to help are on the right.

*Note: Camera use, editing and sound effects can also create mood.

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1. In the video, do you hear **music**?
2. How would describe the music's **genre** (e.g., rock, hip hop, classical)? Are there any **songs** in the video you recognize?
3. How would you describe the **mood** created by the music at the start of the video?
4. Does the mood of the music **change** at all during the video?

If you **describe the feeling or 'vibe'** of this video using two or three words, what would those words be?

*Note: If you think the feeling of this video changes throughout, pick words that help us get a sense of that change.*
Questions about communication strategies

If you had to explain the communication strategies used in this video, how might you fill in the blanks below (only choose ones that seem appropriate for the video you looked at):

1. The video shares a story about __________ by ____________________________.
2. The video shares information about __________ by ____________________________.
3. The video raises questions about __________ by ____________________________.
4. The video debates whether __________ by ____________________________.
5. The video tries to persuade people that __________ by ____________________________.
6. The video tries to encourage people to __________ by ____________________________.
7. The video celebrates people who __________ by ____________________________.
8. The video defends people who __________ by ____________________________.
9. The video warns people that __________ by ____________________________.
10. The video advises people about __________ by ____________________________.
11. The video teaches people about __________ by ____________________________.
12. The video teaches people to __________ by ____________________________.
13. The video criticizes individuals who __________ by ____________________________.
14. The video critiques organizations that __________ by ____________________________.
15. The video mocks people who __________ by ____________________________.
16. The video attacks people who __________ by ____________________________.
17. The video mimics people like __________ by ____________________________.
18. The video mimics videos like __________ by ____________________________.
19. The video references a meme about __________ by ____________________________.
20. The video references an online trend involving __________ by ____________________________.
Evaluate this video and its message in terms of effectiveness.

Prompts to help are on the right.

Note:
Even though you are being asked to evaluate as yourself, remember to keep asking, WHO is the intended audience for this video?

It shapes the question of effectiveness!

Speaking as a viewer, assess the effectiveness of this video by filling in the following statements:

For me, the most appealing, clear, touching, funny or persuasive elements of this video were: ____________________.

For me, the most unappealing, unclear, off-putting, unfunny, or non-persuasive elements of this video were: ____________________.

If I had to share this, I would probably share it with people who appreciate videos that ____________________.

I wouldn’t share this video with anyone who ____________________, because ____________________.
Module 4

From Developing Findings to Communicating Messages
Overview of Steps in this Module

11. Brainstorm

RecommendaTions

Recommendation Equation

Actions + Actors + Environments + Purpose

What exactly should be done?
What should be done based on these actions?
Where & when do these actions happen?
Why these actions, actors, environments?

12. Communicate to Stakeholders
Step 11:

Brainstorm Recommendations

**Recommendation Equation**

- **Actions**: What exactly should be done?
- **Actors**: Who should be doing these actions?
- **Environments**: Where & when should these actions happen?
- **Purpose**: Why these actions, actors, environments?
Common Actions

- Education Campaigns?
- Promotional Efforts?
- Legal Efforts?
- Empowerment Efforts?
- Listening Sessions?
Step 12
Communicate to Stakeholders
SOCIAL MEDIA

COMMUNICATION EQUATION

AUDIENCES
Which demographic or group do you wish to communicate with? What tone or style they prefer?

MESSAGES
What exactly do you plan to say, share, show, etc.? What might you NOT say, share, etc?

MESSENGERS
Who will deliver this message on your behalf? Whose point of view will be prioritised?

PLATFORMS
When should these communications happen?

PURPOSE
Why this audience, these messages, messengers and environments?

RESPONSES
How do you plan to manage audience engagement, questions, comments, etc? 
Module 4

Breakout Work

Develop targeted communication
For this exercise, we will ask you to:

(1) **Break into your groups** so you can brainstorm.

(2) **Look over the findings** we've provided for each group to work with.

*(See following slides-just focus on your group.)*

(3) **Brainstorm messages** to communicate some or all of your assigned findings to **young people over social media.**
GROUP 1: DATING VIOLENCE

Research Finding #1:

Young women report confusion about what precisely constitutes violence in a relationship where they have expressed an interest in experimenting with 'non-traditional' sex practices.

The Challenge:

Your agency has been tasked with creating a communication campaign to reduce dating violence.

Research Finding #2:

Young women report especially wanting to speak online about experiencing dating violence, but fear being accused of lying and 'attention seeking.'
GROUP 2: SUBSTANCE ABUSE

Research Finding #1

Because of stigma around the term "drug user," young people reported feeling very uncomfortable identifying themselves by that term. They far preferred descriptors like "partier," modified by terms like "heavy."

Research Finding #2

Young people shared that it was "easier than you might think" to self medicate for anxiety and pain with Xanax, Percocet and Vicodin, noting that someone always seemed to be sharing/selling what they claimed were "purse stashes" from parents.

The Challenge:
You are tasked with developing a campaign that encourages young people to seek treatment.
GROUP 3: ENVIRONMENTAL ACTIVISM

Research Finding #1

Several young people shared that for them, "personal missions to save the planet" struck them as the best type of activism, whereas they described their parents and older siblings as more interested in activism focused on outward issues like corporate accountability.

The Challenge:

You have been tasked with creating a recruitment plan to get more young people involved in environment advocacy efforts.

Research Finding #2

An increasing trend among some young people is an expression of anxiety about environmental issues that is so high, it freezes those who feel it in a sense of all-consuming doom that actually stops an interest in activism.
GROUP 4: CIVIC ENGAGEMENT

Research Finding #1

When asked about what they saw as the biggest difference between local and national elections, young people seemed hopeful that local elections offer the most "possibilities for real change."

Research Finding #2

Many young people reported feeling "election fatigue" after heavily publicized national elections that made it hard to keep up with local ones. Emotions expressed included guilt (because many felt they 'should' care) and frustration (because fatigue went unacknowledged by those urging young people to 'get active'.)

The Challenge:
You have been tasked with creating a global outreach campaign to encourage young people to vote in local elections.
Conclusion

Wrap Up & Discussion
Wrapping up

Questions for Everyone