



**Build
YPAR
Team**

**Identify
Issues**

**Design
Research
Project**

**Data
Collection**

**Analyze
Data**

**Summarize
Findings**

Action
Phase

Reflect
and
Repeat

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A high school teacher assembles a group of students from different grades and backgrounds, ensuring a mix of skills and perspectives.

A community center reaches out to local youth through social media and word-of-mouth to form a diverse YPAR team, focusing on including underrepresented voices

A youth club nominates members to join the YPAR team, prioritizing those with a keen interest in social issues and community service.

Team members share personal stories and concerns, leading to the identification of mental health resources as a key issue in their school.

After conducting a neighborhood walk, the team notices a lack of safe recreational spaces for children and decides to focus on this issue.

The team creates an anonymous suggestion box for their peers, which reveals bullying as a prevalent concern.

The team decides to study the impact of extracurricular activities on student well-being, outlining a plan to survey students and interview school counselors.

Inspired by a local environmental issue, the team designs a project to assess the community's awareness and attitudes towards recycling and waste management.

To address the identified bullying issue, the team develops a project to understand the causes and effects of bullying in their school through surveys and focus groups.

The team distributes surveys to students across different grades and conducts interviews with teachers and parents regarding student engagement.

Members observe and record the usage of local parks and public spaces, while also interviewing residents about their recreational needs and preferences

The team sets up a booth during lunch hours to collect anonymous experiences and opinions about bullying from fellow students.

The team uses software to analyze survey results on student well-being and creates charts showing the correlation between extracurricular activities and student stress levels

After collecting data on park usage, the team categorizes the feedback into themes like 'safety', 'accessibility', and 'facilities'.

The team compiles the collected stories and survey responses on bullying, identifying common patterns and the most affected groups in the school.

The team prepares a report summarizing that students involved in extracurricular activities report lower stress levels, and presents these findings to the school board.

They create a presentation highlighting the community's desire for more green spaces and safer play areas for children.

A summary of their findings about bullying, including recommendations for school policy changes, is presented in a school assembly.

The team collaborates with the school to create a new after-school program focused on stress relief and mental well-being.

They partner with a local NGO to organize a community clean-up and park restoration day, advocating for better maintenance and safety in public spaces.

The team initiates a peer-mentorship program to address bullying, providing support and guidance to affected students.

After the implementation of the new program, the team reflects on its success and considers researching another area of student life.

The team evaluates the impact of the clean-up day and plans to conduct a follow-up study on the long-term changes in park usage and community satisfaction.

Following the peer-mentorship program, the team assesses its effectiveness through feedback and decides to explore related issues like cyberbullying in their next project.