

EVALUATION TOOL 28:	I-POEMS		
OVERVIEW:	I-poems are data collection and analysis tools that enable you to identify key themes and/or 'voices' in a young person's narrative. They can often make the data more accessible and emotively powerful than a copy of the narrative alone would do.		
WHAT YOU WILL NEED:	<ul style="list-style-type: none"> Paper/dictaphone 	PREPARATION:	None
PROCESS:	<ol style="list-style-type: none"> 1. Build rapport with the young person/s, put them at ease and explain your research. 2. Ask them to tell you about their experiences of X, e.g. the residential. 3. Write down or record what they say [end of that session]. 4. Read the data and note any responses you have to it. 5. Re-read and highlight the first person pronouns. Extract the sentences that flow from these words and arrange as per a poem. 6. Read the I-poem and note any themes and/or different voices in it 7. [Next session] read it to the young person, note down any additional comments that they have to make about it. Give them a copy, ask them if it needs changing in any way. 		
ANALYSIS:	<p>This overlaps to some extent with the process above as you can see the evaluator and the young people's views all add to the analysis and data.</p> <p>Bullet point what you have found under these headings: themes in the poem(s), e.g. learning, changing, growing, challenge; voices in the poem(s), e.g. compliance, dissent, happiness, unhappiness.</p>		
STRENGTHS:	A great way to involve young people in the analytical process, feeding their poems back to them	WEAKNESSES:	Can be time consuming and is not always valued as an analytical approach by all stakeholders