### 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:
- Paper/dictaphone

#### PREPARATION:
None

#### PROCESS:
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 they have to make about it. Give them a copy, ask them if it needs changing in any way.

#### ANALYSIS:
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.
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.

#### 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