


Capturing the evidence

Tools and activities for evaluating and
recording the impact of youth work

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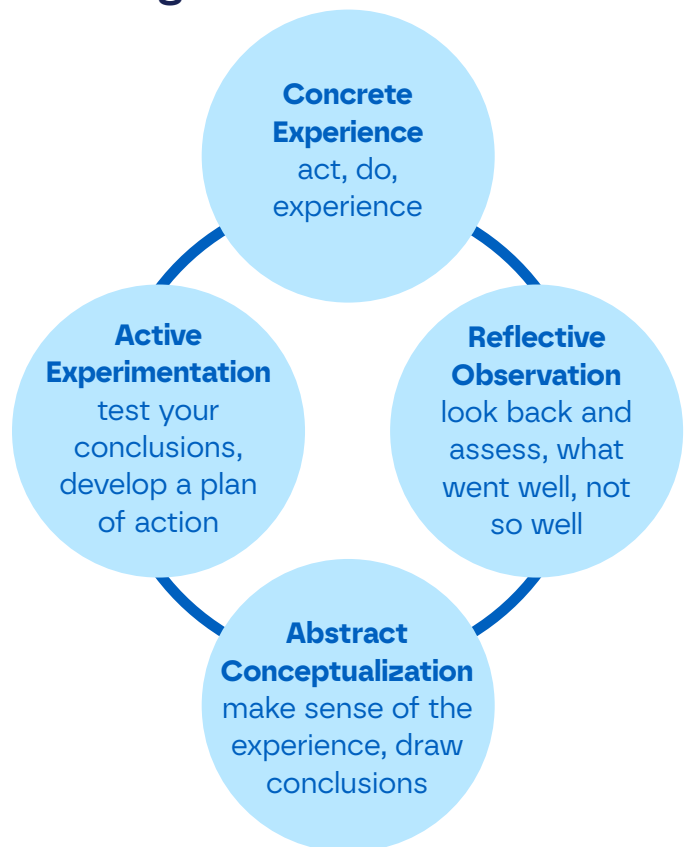
Introduction

Youth work offers young people so much more than just fun activities and someone to talk to. Traditionally hard to measure and evaluate, this National Youth Agency (NYA) toolkit provides youth workers with a range of practical activities to capture young people's thoughts and feelings about the youth work they participate in. Tried and tested in the field, the evidence captured can also contribute to demonstrating the wider effectiveness of participation and the difference youth work can make to young people's personal, emotional and social development.

The activities in this toolkit can:

- Form part of an ongoing dialogue between young people and youth workers.
- Evidence learning linked to the Youth Work Curriculum¹ and contribute to a needs analysis for further work.
- Be inclusive of different learning needs and abilities, adapting the method of delivery as appropriate.
- Be adapted to use in different youth work settings.
- Contribute to wider evaluation and accounting to stakeholders.
- Capture change, growth and development in young people through participation in youth work, based on the Kolb Learning Cycle.²

Kolb's Cycle of Experiential Learning



¹ <https://www.nya.org.uk/quality/curriculum>

² <https://www.simplypsychology.org/learning-kolb.html>

In the context of this toolkit, the concrete experience (act) is the youth work project/ event the young people have participated in; reflective observation (reflect) is generated by their ongoing comments and those prompted by the use of reviewing and evaluating tools, and abstract conceptualisation (analyse) takes place when young people make sense of their experience and understand the learning.

Active experimentation (plan) is where young people transfer what they have learned and apply it elsewhere in their lives. Within a youth work setting, it is also where the learning and insights gained are applied to ongoing work and where evaluation leads to planning; the Kolb cycle is a spiral of ongoing reflection.

What is in the toolkit?

The toolkit contains a updated collection of informal activities to gather information from young people about the outcomes and impact of a youth work experience. The ideas are drawn from a wide range of sources, including different professional sectors; but, whilst the format and/ or the appearance may be familiar; each activity has been adapted to demonstrate outcomes related to social and informal education, based on the Youth Work Curriculum.

Some activities are suitable for one-to-one work, but most work best with groups, where the opportunity to reflect together on an experience increases the depth and breadth of learning. Designed for different learning styles, abilities and interests, some of the activities come with a worksheet, others use numerical scales or visual triggers to facilitate thinking and reviewing, but all offer opportunities for talking. Communication is key here – the experience of focusing on something, thinking, contributing, listening to others and responding underpins everything, encouraging young people to think not just about what they have done, but how they feel and what they have learned too.

Guidance on how to facilitate each activity is offered in a step-by-step form, along with a list of the materials required, any preparation needed and recommendations on how to capture and record evidence so that nothing is lost or overlooked. None are blueprints so they can all be easily adapted to suit different needs or amended to use in a wide range of youth work settings, including detached and street based.

Why use the activities?

It is intended that these review tools fit into the youth work process to enhance, rather than encumber it. The activities are interactive, designed to capture ‘the youth work moments’ that young people identify as significant in their own words, either as an achievement in itself, or as a step on the way to a bigger goal.

The information and awareness generated should become part of the regular dialogue between youth workers and young people, to learn more about their interests and aspirations as well as their key issues and concerns. This can contribute to an ongoing needs analysis, ensuring that youth work responds to identified needs, as well as capturing progress and achievements.

The recording tools at the end of each activity help to record outcomes, which can be used to inform stakeholders of the breadth and depth of achievements and measure the impact of the work, especially where specified targets are not so easily reached, e.g., detached. They can also be shared with peers, parents/carers and the wider community (as appropriate).

How – it fits within the National Youth Work Curriculum

The National Youth Work Curriculum, launched by the NYA in 2022, provides an educational framework and reference tool for decision makers, policy makers, commissioners, youth workers and young people.

Learning through experiences is central to all areas of the curriculum. Whilst it is simple enough to measure impact in terms of how many young people came, how many areas of the curriculum were covered, etc., finding ways to enable young people to reflect on their participation to see the value, is not. The activities in this toolkit do that, adding value and meaning to the curriculum learning. They can be adapted for use with any curriculum topic, opening up discussions to identify and affirm achievements so young people recognise and feel proud of them. This should build confidence and raise aspirations, as well as encourage future peer involvement as young people become advocates of their own positive experiences.

To see the National Youth Work Curriculum in full, along with curriculum guidance for delivering it, go to <https://www.nya.org.uk/quality/curriculum>

When to use them?

This toolkit assists the review of young people's gains over time, so when and how often these tools are used should reflect this. The majority are designed to enable young people to identify what they have gained from an extended period of involvement, rather than a one off. This means evaluation has a broader focus than simply assessing satisfaction; for example, using 'smiley faces' to gauge enjoyment. This can help with collecting evidence for organisational impact and evaluation.

Understanding young people's starting points is a key part of evidencing learning; notions of 'distance travelled' are based on a recognition of 'where from'. Youth workers can use an activity as an informal assessment via observation, questioning and listening to assess knowledge, skills and understanding. Alternatively, some ask young people to 'think back' retrospectively to where they were 'before', and then contrast this to where they are 'now'. 'Thinking back' provides evidence of the progress young people have made from the youth work they have

participated in to create a starting point for the next review.

Some activities fit readily as part of an evaluation at the end of a programme or series of experiences. Others, such as the interview, might be undertaken with individuals annually. Ultimately, it is up to young people and youth workers to decide which suits their situation and circumstances, and then use the tools when and how they think is best.

Where it is feasible, the activities can be used at the beginning and then used again at a later date to review and reflect on progress. Any information generated through a review can then be used to kick-start the planning process for the next piece of work.

How to use them?

There is no intention that all of the activities in this toolkit will be used with any one group or project. The emphasis is on empowering young people to assess their own learning and personal development, so activities should be picked and chosen accordingly. What constitutes 'learning' will differ between individuals. The concept of movement – for example, what they might see as being in a 'better place' or having a more positive frame of mind, relating differently, behaving differently, thinking differently about things, doing different things, etc. – is important for charting individual and collective journeys.

Not all of these tools are suitable for use with all young people. Young people may have different abilities that make some of these tools inappropriate. They might have specific needs of lived experiences that would make some activities inaccessible or triggering. Youth workers know their young people, and so we would encourage you to reflect on these activities and adapt them to best meet your young people's needs.

How to create safe learning spaces

Capturing the evidence involves encouraging young people to honestly review an activity or youth work experience they have participated in, including their own contribution to it. To be able to do this, young people need to feel emotionally and physically safe to explore ideas and give feedback, both positive and negative.

Three things can help with this:

- 1 Setting the review activity or evaluation tool in context.
- 2 Agreeing ground rules in advance.
- 3 Explaining how the information gathered will be used and who will see it.

1 The context

To encourage participation, it is important that young people know why you want to evidence the impact of a piece of work, and what the evaluation intends to measure. Where possible, this should be explained at the start, encouraging young people to participate in identifying what 'success' looks like, whether that be the number of accreditations achieved, the skills developed or simply levels of enjoyment.

Facilitator Tip: Partnership is a key characteristic of any youth work relationship, and in this toolkit – recognising and recording what young people gain from youth work – it is fundamental.

2 Ground rules

Any evaluation that invites young people to reflect on their experiences and comment is subjective, based on the individual's thoughts, feelings and recollections of an event. As such feedback can vary widely, even when talking about a shared experience. Before starting any of the activities in this toolkit, agree some

ground rules with the young people. This provides an opportunity not just to clarify things like confidentiality, but also to make it clear that all views are valid and will be accepted with respect.

Example ground rules:

- We will respect each other.
- We will listen to each other without interrupting.
- We all experience learning differently; no one way is 'right'.
- We all have a right to an opinion and will not judge others.

3 Using the information

Make sure that young people know who is going to see the information collected through any evaluation and understand the boundaries in terms of the impact it may have. This enables young people to make informed decisions about how much they want to share and ensures that they have realistic expectations about what impact it is likely to have. For example, using the Wallpaper Walk to evidence learning from a social action project can inform the thinking of local budget holders, but is unlikely to be solely responsible for community change.

As well as narrative, the tools and processes generate the sort of evidence that youth workers can draw on in reports to inform others of the outcomes and impact of their work. Suggestions of how this might be done are included in the activity outlines.

Facilitator Tip: Find ways to go back to young people to inform them of any consequences of their participation, so they can understand the impact and hopefully see the value of capturing the evidence of change, learning and personal development.

How – to record the evidence generated?

Recording outcomes and impact is essentially about finding ways to represent learning and demonstrate the journeys that young people undertake with youth work support.

The activities in this toolkit enable young people to recognise what they have gained. A product – a record of this – is usually part of the process of undertaking the activity. The products – the results of the activities – can be kept with other evidence of things young people have done. Together they provide a record of what a young person has undertaken (a list of things they have participated in) and some evidence of what they have got out of it (their starting points and the things they have learned and achieved).

The activities are triggers for reflection and provide a means to capture young people's thoughts, perceptions and feelings. From this, workers and young people together are in a strong position to discuss the journey young people have travelled on, their achievements and their progress, as well as their aspirations, future goals and how they can move towards them.

Overview of Toolkit

The activities in this toolkit are listed here and grouped according to their aim. Some activities can be used to achieve more than one purpose or answer more than one question, while others open discussions and can be built upon as required.

Introductory/Warm Up Activities

These activities help set the scene, establish the atmosphere, and secure the active involvement of participants. Whilst they start the reflecting process and encourage young people to share their existing knowledge, they are not designed to gather evidence or measure impact.

'If we were ...'

Ball round up

Paper bag activity

Personal collage

Personal shield

The Me Tree

Chain of skills

These activities have some warm-up function but can also be used to start generating evidence.

Wallpaper Walk

Blob Tree³

Triggers for Talk 1 & 2

Word Bank (Part 1)

Gain (General)

These activities are designed to remind young people of the activity or experiences they have participated in and begin to consider what the benefits are for them.

Wallpaper Walk

Memory Carousel

Blob Tree

Sculpting

Word Bank

Triggers for Talk 1 & 2

Gain (Specific)

These activities enable young people to identify specific gains in relation to the knowledge, skills, attitudes and understanding they have acquired from the youth work they have engaged in. They help young people identify outcomes they have achieved in relation to:

- What they know.
- What they can do.
- What they understand and feel differently about as a result of the youth work experience.

Knowledge, Skills, Attitudes & Feelings (KSAF) Activity

Knowledge, Skills, Attitudes & Feelings (KSAF) Survey

Sort Cards

Memory Carousel

Blob Tree

Word Bank

Gain (Distance travelled)

These activities help young people reflect on the journey they have travelled, identify new things they have learnt along the way, consider how the experiences affect them and whether/how these influence their future direction.

The Interview

Looking Back

Memory Carousel

Blob Tree

Word Bank

Outcomes Wheel

Catching Confidence

Extent Of Change

These activities invite young people to identify how much they have changed in response to the experiences they participated in, and the degree of difference youth work has made to them.

Catching Confidence

The Interview

Applying Learning Elsewhere

These activities enable young people to describe how they may now act, think or behave differently with others, their peers, their families, in school, on the streets and elsewhere as a consequence of their youth work experience.

Catching Confidence

Memory Carousel

Blob Tree

Talk Bank

Sort cards

The Interview

Contributory Factors

These activities invite young people to identify what they think has caused or contributed to the progress they have made. This may be relationships built with workers, with peers, activities they undertake, experiences they have had, the venue, the time it is available or a combination of these things and others.

Looking Back

Sort Cards

Memory Carousel

Blob Tree

Talk Bank

The Interview

Activities – type, focus and form

This table presents an overview of the form each activity takes and the type of evidence it is designed to gather.

Activities	Type: I or G	Focus: Detail of learning/ development	Focus: Contributory factors	Focus: Application of gain (impact)	Focus: Journey travelled	Focus: Extent of gain	Focus: Warm up/ introductory activity	Type of activity
Wallpaper Walk	G	✓	✗	✗	?	✗	✓	Active reminiscing
Triggers for Talk 1 & 2	G/I	✓	✗	?	?	✗	✓	Responding (drawing, talking) to a range of prompts
Memory Carousel	I/G	✓	✓	✓	?	✗	✗	Peer to peer interviews using set questions
Blob Tree	G/I	✓	✗ ✓	✗ ✓	✓	✗	✓	Talking in relation to visual prompt
Sculpting	G	✓	✗ ✓	✗ ✓	✗	✗	✗	Group becomes a representation of something
Looking Back	I/G	✓	✓	✗ ✓	✓	✗ ✓	✗	Pairs – thinking, talking and recording
Word Bank	G/I	✓	✓	✓	✓	✗	✓	Group: Word cards to prompt reflection. Individual: Evaluation of learning
Sort Cards	I/G	✓	✓	✓	?	✗	✗	Card sorting for individuals or small groups
KSAF Activity	G/I	✓	✗	?	?	✗	✗	Thinking re prompts and contributing
KSAF Survey	G	✓	✗	✗	?	✗	✗	Preparing and undertaking a survey
The Interview	I	✓	✓	✓	✓	✓	✗	Conversation with prompts
Outcomes Wheel	I/G	✓	✗	✗ ✓	✓	✓	✗	Marking position on a scale
Catching Confidence	G/I	✓	✗ ✓	✓	✓	✓	✗	Responding with stickers to prompts

I Individual **G** Group **✓** Yes **✗** No **✗ ✓** By extension **?** Dependent on what young people say

Warm Up/Introductory Activities

Aim

The purposes of warm up activities are well known. They help set the scene, bring people together and establish the atmosphere to secure active engagement. They are not designed to evidence gain, although they can introduce the topic and assess prior knowledge.

Facilitator Tip

These introductory activities are only suggestions. Use your own favourite short, positive, inclusive activities to start the process, or invite young people to choose and facilitate their own.

Facilitating the activity

‘If we were ...’ – Rounds of imaginative thinking in relation to self and others. For example, if I were an animal, I would be ... If they were an animal, I think they would be a ... On a good day I am a ... on a bad day I feel more like a ... If I could be a piece of jewellery/sports equipment/a meal, etc., I would really like to be ...

Ball round up – Young people arrange themselves in a circle. Take the ball and demonstrate by throwing it to a member of the group, calling their name and then asking them to choose one word to describe how they feel today. They then choose another person, call their name, and throw the ball to them so they can answer the same question. Keep going, adding a different theme each round, e.g., ‘One thing about me is ...’, ‘Somewhere I have been ...’, ‘One thing I like is ..’

Paper bag activity – Young people decorate a paper bag (or envelope) in a way that illustrates some of the things they like about themselves. This could include their name and anything else they choose with pens, paint, etc., and/or pictures from magazines or photographs, for

example, of their favourite clothes, possessions, interests, hairstyles, etc. Ask each to place a representation of something that is important to them (that they are willing to let others know about) inside the bag, e.g., a gig ticket, receipt for a favourite item, photo of a friend. Involve everyone in presenting their bag to others and explaining its contents.

Personal collage – Young people make a collage illustrating themselves and their interests, e.g., style, music, favourite place, most respected person, personal motto/important saying, etc.

Personal shield – Instruct young people to draw a shield shape on a large sheet of paper, then divide it into four sections. Head three of them ‘the past’, ‘the present’ and ‘the future’. They can then draw representations of the people, things, places, etc., important to them in the past and now, before doing the same for their hopes, dreams, and plans for the future. The final space on the shield is for a ‘personal motto’. Similar to historic family crests/mottos, this should be a sentence or two to sum up their character, values, and beliefs. Again, these can then be presented to the rest of the group to provide an insight into each individual.

The Me Tree – Give everyone a sheet of paper and access to coloured pens. On it they should draw a large tree, the ‘Me Tree’, which will represent their skills, qualities and attributes. Decorate using this key:

- Roots = influences from your heritage that define you.
- Trunk = positive skills.
- Branches = positive qualities.
- Leaves = people you value most.
- Flowers = goals for the future.

Once everyone has finished, invite them to introduce their tree. Encourage questions and discussion about similarities and differences, taking the opportunity to reflect on future goals.

Chain of Skills – Hand out five unmade paper chains (or strips of paper) to each young person. Ask everyone to write one personal skill or quality on each of the four strips of paper, e.g., patience, loyalty, honesty and kindness. On the fifth paper chain, they should write a skill or quality they admire or appreciate in another member of the group. They should then make up their section of paper chain, linking the fifth section to the chain completed by the individual they complimented. Link all of the chains together and display to celebrate their collective skills and qualities.

Activities



Wallpaper Walk 1

Gain (General)

Aim

This is a group activity to remind young people of the youth work activity or experiences they have participated in. It can be used to introduce the process of recalling and reviewing what has been done.

Resources

- Roll of wallpaper or lining paper.
- Coloured marker pens.
- Sticky tape.

Facilitating the activity

- Choose the activity or event you want the group to review. Explain at the start that this activity is designed to remind everyone of that experience.
- Roll out a length of wallpaper on the floor (with the blank side facing up), securing it firmly with sticky tape at each end. Then, with someone to scribe, walk slowly along it, calling out and then marking on the paper the different stages of the chosen activity from start to finish to create a basic timeline. Keep it simple at this point as the purpose is for the young people to fill in the details.
- Give out marker pens (all one colour) and invite each of the participants in turn, or in pairs, to jump up, shout out a memory and then walk the timeline to the appropriate place and write it on. You may like to ask everyone to walk the timeline twice as memories can be jogged as others share theirs.
- Once ideas have been exhausted, review what has been created and stop to discuss any key points.

- Then, give young people marker pens of a different colour and ask them to write or draw on the paper the good things/not so good things that happened along the timeline. This should include feelings and emotions as well as observations on the process, but not personal comments about each other.

Facilitator Tip

Don't worry if young people can't remember a detail, like a street name or train stop, the place or locations on the paper are not particularly significant as the purpose is for participants to recall what happened and how they felt doing it.

Capturing and using the evidence

- Data from the timeline can be recorded on the Recording document provided for this activity. This can then be used for reports or wider evaluation.
- Photos can be taken of the timeline to use later; for example, on social media or to illustrate a report.
- Alternatively, the content can be recorded on a separate sheet of paper to use for evaluation purposes, using the following headings:
 - 1 What young people remember;**
 - 2 What they thought was good;**
 - 3 What was not so good;**
 - 4 Any other comments.**

Wallpaper Walk 2

Gain (General)

Aim

This activity reminds young people of an activity or event they took part in and invites them to consider the social and educational benefits. If this is part of an ongoing project, they can also identify things they would like to learn or experience next too.

Resources

- Roll of wallpaper or lining paper
- Coloured marker pens
- Sticky tape

Facilitator Tip

Consider adding headings and/or photos along the roll of wallpaper to guide thinking and prompt memories.

Facilitating the activity

- Explain the focus of the activity – the event or set of experiences you want the group to think about. Explain the purpose is to talk about and note down, on a roll of wallpaper laid out on the floor, what they did and what they learned.
- Label one end of the paper ‘beginning’, and the other ‘end’ or ‘now’. If you are going to set ongoing targets, add an extra section labelled ‘next’.
- Ask young people to first discuss what they remember, and then together agree where on the timeline these memories should go, and in what order. They can take turns writing it down on the timeline or drawing pictures/symbols to represent each other and events.

- As details are recalled and young people remind each other what they did, extend the depth of the discussion by asking what was gained or learnt, moving from descriptive comments to more reflective ones. This can be added to the timeline in the appropriate places.
- Using a totally different coloured marker, invite everyone to add a word or two to encapsulate the thoughts and feelings provoked through participation in the event. These should be written inside individual cartoon-style thought bubbles at the appropriate spot on the timeline, along with their name.
- If you have added the ‘next’ section, ask each young person to identify one or two learning goals for the next part of the project and write them on. These should be relevant to the aims of the project and achievable. Suggest young people sign their name next to their goal(s), along with the date.
- This will form the basis of the next review, when the timeline can be continued.

Facilitator Tip

If you have more than eight in a group, consider making two or more timelines. Young people can then walk along each other’s timeline to see how it compares with their own. It is likely that whilst they will have recorded the same events in a similar order, there will be unique contributions too, especially in terms of how the young people experienced the event and what they got out of it. This can be a powerful way to show how people can all be in the same place but see, learn or take away something different.

Capturing and using the evidence

- The Wallpaper Walks can be displayed as a reminder of the event and young people's achievements, potentially added to on future occasions.
- If the group enjoy drawing or are creative in their presentation of events, specific sections can be captured on camera and shared on social media.
- Alternatively, young people can be videoed 'walking and talking' their timelines to show to funders or to evidence change to stakeholders.
- Youth workers can use the information in their ongoing work and/or to inform planning future projects.
- Data from the timeline can be extrapolated and saved using the Recording document provided for this activity. This can then be used for reports or wider evaluation to demonstrate learning and the impact of the youth work experience.
- If young people are undertaking an accredited award, they could produce their own A4 version to add their personal achievements and learning.

Recording document 1 & 2

Wallpaper Walk

Project

Young people participating in this activity

Date

1 What they remember

2 What was good

3 What was not so good

4 Other evidence of what they gained

Triggers for Talk: 1

Warm up, Gain – general, Gain – specific

Aim

This activity can be used to get small groups of young people talking about a shared experience or series of events. It can also be used as a warm up to lead into another reviewing activity. Youth workers can use this as part of the evaluation process to note particular achievements and inform ongoing work.

Resources

- Photographs and/or other artefacts to trigger the conversation.

Facilitating the activity

- In advance gather together things that will trigger young people's memories of an event/ activity and prompt discussion – photographs, posters, artefacts/memorabilia, tickets, etc.
- Show young people the triggers and ask them to share one thing that comes into their mind that relates to the event or experience. Acknowledge that this is likely to prompt different memories as experiences are unique to the individual.
- This can be done as a round (each person in turn contributes a memory) or in pairs moving to fours (two young people share a memory each, then they pair with another couple and the four share and then declare to the group what they recall).
- Alternatively, facilitate as a whole group discussion focusing on 'What we did' and 'What we got out of it.' These prompts may be useful:
 - What do you remember most?
 - What do you know now?

- What can you do now and/or what do you do differently?
- What do you think and feel differently about?

Facilitator Tip

If you have a group that enjoy active exercise, facilitate as a game where one person faces the wall and periodically turns round to 'spy' anyone moving, and others line up along the opposite wall and aim to get to the other side to declare their recollections before they are 'seen'. If anyone is 'seen', they have to go back to the starting position and begin again. Create space for the discussion by randomly calling 'Stop!' then asking everyone to share one memory.

Capturing and using the evidence

- Record what young people say. Ask a co-worker to act as scribe and note key points made during the activity. Check with the group at the end that you have captured their responses accurately.
- Collate data using the recording document for this activity and store ready for inclusion in future reports or impact statements.
- Points made by individuals can provide a starting point for future ongoing work.
- The wider evidence can be used with the group at another time to introduce other activities designed to review achievements and progress.

Triggers for Talk: 2

Warm up, Gain – general, Gain – specific

Aim

This activity asks participants to review their experiences of a shared event and then produce a poster or visual image to represent it. It can be used as a warm up to another reviewing activity or to prompt a discussion ‘digging deeper’ to discover what young people learned or achieved.

Resources

- Large sheet of paper.
- Art equipment (pens/paint/brushes, etc.)
- Copies of the Poster Activity Guide (if facilitating in small groups).
- Sticky tack (to display).
- Phones (to take photos).

Facilitating the activity

- Choose an event or set of experiences for young people to focus on and explain the purpose is to produce visual images of ‘what we’ve done and what we got out of it’.
- Working in small groups or pairs, give out large sheets of paper, art equipment and copies of the Poster Activity Guide. This gives instructions for producing a group poster to represent their experiences and what they learnt from it.
- Alternatively, young people can work individually and be guided through the process using the following prompt questions to guide their reflections:
 - **What did we do?** First, draw or denote the activity/programme, then draw an image you associate with it.

- **What did you get out of it?** Draw some of the things you gained.
Move between general questions to more reflective and specific.
Descriptive: (e.g., ‘I got a weekend away.’ ‘We went on a train.’)
Reflective: (e.g., ‘We had fun together and made some good memories.’ ‘We learned to resolve arguments by setting aside group time every day to talk things through.’)
- **What did you learn about yourself/others?** (e.g., how you behave in a team.)
- **What can you do now?** Have you gained any skills? Do you think any differently?
- Stick the finished posters on the wall and facilitate ‘gallery time’ to show and share creations. Some young people enjoy presenting their work, others may feel self-conscious about it. If this is the case, ask young people to display their work and then pick out elements from each poster to highlight all the learning gains identified by the group.

Capturing and using the evidence

- The evidence of this activity is ‘preserved’ on paper. Take photos or video each group presenting their poster.
- Youth workers can use the design process and finished posters to become aware of particular achievements and plan ongoing work.
- Collate the data captured on the recording document for this activity. It can contribute to wider evaluation reports to demonstrate the effectiveness of social and informal education.

- The photos can be used to illustrate reports and/or be shared (along with any films) on social media to promote the learning to a wide audience.

Facilitator Tip

Where particular personal gains are identified, you may need to consider modifying the posters to preserve confidentiality.

Poster Activity Guide

Your task is to design a poster that reflects your collective experience.

This should include images, words or a collage to represent:

- **What you did:** The event/experience and an image you associate with it.
 - **What you got out of it:** Some of the things you gained.
 - **Things you learnt about yourself.**
 - **Things you learnt about others.**
 - **What you can do now:** That you could not do before.
-

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 - **What you can do now:** That you could not do before.
-

Your task is to design a poster that reflects your collective experience.

This should include images, words or a collage to represent:

- **What you did:** The event/experience and an image you associate with it.
- **What you got out of it:** Some of the things you gained.
- **Things you learnt about yourself.**
- **Things you learnt about others.**
- **What you can do now:** That you could not do before.

Recording document: Triggers for Talk: 1 and 2

Project

Date

Names: (list here and then use initials to identify their contributions below)

What I know now

What I can do now

I think/feel differently about

I will use this in/at/with

What I would like to learn/do next

Memory Carousel

(Gain – general, Gain – specific)

Aim

This is an active game where young people conduct mini interviews to discover learning from a shared experience, based on a set of questions. It can alternatively be facilitated at the start of a piece of work to gauge existing knowledge, and again at the end to find out what has been learnt.

Resources

- A set of Memory Carousel Questions.
- Copies of the Carousel Interview Sheet and pens (one per person).
- Chairs.
- Music.
- A stopwatch/phone.

Preparation

Set up two circles of chairs, one inside the other. Turn them, so they are directly opposite and facing each other. You will need a chair for each participant.

Facilitator Tip

Change the questions on the interview sheet to reflect a specific piece of work or adapt to explore how young people feel about an issue or experience.

Facilitating the activity

- This activity is based on the well-known party game, Musical Chairs. Start with young people choosing a partner to sit opposite in the circle. Give everyone a Carousel Interview Sheet and a pen.

- Give a quick summary of the youth work event/ activity/experience that is going to be the focus of the peer interviews. For example, a residential or social action project.
- Explain that when the music is on, the inner circle should move in a clockwise direction, the outer circle anticlockwise. Turn the music on, and for the first round instruct young people to move as fast as they can, sitting on each seat in their circle as they go. You can vary the speed prescribed for each turn of the 'carousel'.
- When the music stops, participants take it in turn to interview each other, writing the answers in a box on the Carousel Interview Sheet. The questions ask young people to identify something that they think, know, or can do now as a consequence of engaging in the youth work experience, along with the things that helped or challenged them along the way.
- Allow time for the peer interviews to develop and then turn the music back on, which is everyone's cue to stop and move on.
- Repeat, rotating partners by starting and stopping the music to keep the 'carousel' spinning.
- Bring the whole group together to review key learning points, similarities and difference identified through the interviews. These can be recorded separately by the facilitator to add to the interview data.

Capturing and using the evidence

- The interview sheets provide primary data, using young people's own words to describe what they have learnt or how they benefited from participation.

- This can be collated into a data sheet, grouping together common descriptions of what has been learnt and skills acquired under one heading. For example, if six young people say something that means they found a demonstration given by the youth worker really useful, then this figure can be recorded in a column on the spreadsheet titled demonstrations.
- Youth workers can use the information to understand the gains from the project and identify any gaps in learning to inform their planning of future learning opportunities.
- All of the data can be brought together and shared in graphs and charts to demonstrate the impact.

Recording document Carousel Interview Sheet

Project

Date

Name of interviewer

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

Name:

Something I think now is:

Something I know now is:

Something I can do now is:

Something that helped me is

Something that challenged me is

Something I would tell others is

The Blob Tree

(Warm up, Gain - general), Gain - specific, application/impact, Contributory Factors

Aim

This activity uses a collection of images to prompt questioning and conversation. By varying the questions, it can be used to discuss a wide range of learning topics and experiences. This includes using it before starting an activity or project to assess existing knowledge, values and attitudes, and then again to review and assess any change at the end.

Resources

- Copies of the Blob Tree.
- Pens.
- Copies of The Blob Tree Record sheet.

Facilitating the activity

- Decide what you want the group or individual to focus on. Think about the prompts you will use to further the discussion, as well as how you will record what young people say.
- Show the young people the Blob Tree and ask them to pick an image that illustrates where they are (on that matter) and to explain to you and the rest of the group why they picked that image. You might ask them to identify images they associate with other people in the group, and colour and label these as well.
- Selecting an image is a trigger to talk about the detail for them. You can model this by giving an illustration and explanation of your own.
- Respond to what young people say by acknowledging and affirming in an appropriate way. Prompt them to explain themselves further by asking further questions.

Facilitator tip

These questions can help young people explore the journey travelled and encourage self-reflection. This can extend to consider any transferable skills they have developed that they now use in other situations.

Capturing and using the evidence

- With a large group, it may be useful to enlarge a copy and display it for the group to comment on. Alternatively, A4 copies can be made for individuals to complete.
- What is produced is a snapshot of young people's responses during the Blob Tree activity. This can be captured, for use later, on a flipchart during the activity or by making notes soon afterwards.
- The individual reflections on progress could be useful evidence towards an accredited award.

Ways to use the Blob Tree

1 To contribute to a baseline assessment at the beginning of an activity or intervention

‘Have a look at the Blob Tree and as a group I’d like us to pick images to represent all of the different skills and qualities we have.’

‘Consider the Blob Tree and pick an image that best illustrates how you feel in our first meeting. Then I’m going to ask you to talk about why you chose it.’

Facilitator tip

If you think young people will struggle to talk about their emotions and feelings, prepare your own Blob Tree to share first. Once one person speaks, the ice is usually broken and more join in.

2 To review an activity or intervention to see what young people have gained

‘Everyone took a different role to achieve the group task. Choose the image that you think best represents the contribution you made.’

‘I’m interested to know what you think you’ve gained from our time together. I’d like you to pick three images to represent your experiences whilst working towards the goals you set yourself.’

Facilitator tip

Use paraphrasing (summarising key points) to affirm and endorse what is said and listen for things you want to know more about, such as what they can do or know now, things they are proud of, things they enjoyed and want to do more of, etc.

3 Looking at how young people have changed and moved over time

‘Can you remember when you started coming to the project? I’d like us to think about where you were then and where you are now, how far you’ve moved.’

‘I’d like each of you to pick two images on this tree to show how your group has developed over time. The first image represents how you think your group worked together at the beginning. The second indicates how you think you work together now.’

4 Encouraging young people to look to the future and set goals

‘Where would you see yourself on the Blob Tree in three years’ time? What would success look like and what do you need to do to achieve it?’

‘Look at the Blob Tree. Which images do you think represent challenges to overcome? Who could support you in achieving this?’

Recording document The Blob Tree Record

Project

Date

Name

Reasons image picked: (Please record actual words and phrases used)

Gives reasons: Y/N

Name

Reasons image picked: (Please record actual words and phrases used)

Gives reasons: Y/N

Name

Reasons image picked: (Please record actual words and phrases used)

Gives reasons: Y/N

Name

Reasons image picked: (Please record actual words and phrases used)

Gives reasons: Y/N

Sculpting

Gain - general

Aim

This activity asks members of a group to move and pose others to create a physical representation, or 'sculpture', of their responses and reactions to an event or series of experiences.

Resources

- A phone to record/video/photograph the evidence.
- Image consent (if you plan to share the content outside of the group).

Facilitator Tip

This activity is only appropriate for groups that know each other well and are comfortable with contact activities. Agree some additional ground rules before starting, including personal boundaries to avoid inappropriate touching.

Facilitating the activity

- Ask young people to choose an event or experience to 'sculpt' for this activity. This could be participants' views of the group at the beginning and end of a shared activity – where they were 'then' and where they are 'now'. Alternatively, it could focus on achievements, with each young person sculpting their peers into a representation of their individual or collective successes.
- Ask a volunteer to take the first turn 'sculpting', i.e., to move, pose and mould their peers into a form or structure to represent their experience/achievement. Each member of the group can then take a turn to do the same.

- Alternatively, ask young people to work in pairs to plan their sculpture first and then create it with the group or divide into sub-groups to work on different aspects of the experience, bringing them together at the end to give a 360-degree view of it.
- When each sculpture is complete, ask the sculptor to explain their creation, what it represents and any symbolism.
- Encourage feedback on the design, and what it represents, from all of the participants.

Facilitator Tip

You can adapt this to evaluate an activity or group task using questions to prompt reflection, asking young people to form a sculpture to show their response. For example, 'How well did the group work together?'

Capturing and using the evidence

- With participants' consent, video/take photos of each 'sculpture'. Then, either record a voice note or video a short interview of each young person talking about what their sculpture represents.
- Young people may like to display the photos/videos for others to see. With the necessary consents, these can also be uploaded to social media to share the learning more widely and promote participation.
- The learning – the gains and achievements – identified through the sculpting process can be recorded by youth workers in line with their organisation's usual recording protocols. It may be that what emerges helps the planning of other work with individuals or with the group.

Looking Back

Gain - general, Gain - specific, Contributory factors

Aims

This activity is designed to find out if young people believe they have changed since the beginning of the programme, and if so:

- What the change is;
- What contributed to it;
- What it would take for them to change even more (if appropriate).

Resources

- Copies of the Looking Back worksheet (one for each participant).
- Pens.

Facilitator Tip

This activity uses a numerical scale for self-assessment. If young people seem unsure of how to assess using the scale, try prompting with, 'Five is a midpoint. Do you think of yourself as being above or below that?'

Facilitating the activity

- Identify a youth work experience to focus on. Explain that this activity asks young people to identify what they have gained from it.
- Give everyone a Looking Back sheet and a pen and go through the questions with them. Alternatively, young people can work in pairs – maybe 'interviewing' each other – but a sheet should be completed for each person.
- Explain that the numbers are used to indicate where on a scale young people feel they

were, and are now. Remind everyone there are no right or wrong answers; the numbers are a means of helping them think about their answers to the questions and each person's numbers will probably be different.

- Share and compare answers as appropriate. In a small group, the youth worker might ask each person to share their answers. With larger numbers, it can be more effective to work in small groups and then ask a representative to report key findings.
- If this is for an evaluation report, ask each person to put their name on the sheet and hand it in at the end of the session.

Facilitator Tip

Questions 3, 4, and 5 may need some gentle prompts. For example: Q3 – Are there things you know now that you didn't before? Are there things you can do now you couldn't before? Are there things you think, see, or understand differently? Q4 – Might it be to do with the activities, the workers, your peers, other things? Q5 – What would it take for you to change even more?

Capturing and using the evidence

- Make a note of the points raised in the debriefing as these may be additional to ones written on the sheets.
- Information from the worksheets and discussion can be written up under three headings:
 - Changes in young people;

- What young people say contributed to these changes;
- Things young people say will increase the change in them.
- This can be used as a basis for further discussion with individuals, perhaps using some of the questions from the interview again as prompts.
- With groups, it can form part of the process of taking stock and reviewing what has gone on and, perhaps, inform a discussion on future learning/programme planning.
- It can also be used as an introduction to other activities in the toolkit (e.g., Looking Back can usefully precede or follow the Wallpaper Walk).

Recording document

Looking Back Worksheet

- 1** Think back to when you started the programme. How did you feel/what were you like? Give this a number between 1 and 10 (10 being the highest score and 0 being the lowest.)

At the start:

- 2** Now you have finished the programme, how do you feel/what are you like? Give this a score between 1 and 10.

At the end:

Now think about the change:

- 3** In what ways have you changed?
How are you different now?

- 3** What caused the change (who, what, how)?

- 4** What would it take to increase your final score by 2?

Alternative ways to use Looking Back

1. Exploring knowledge

The numbers act as a means of focusing thoughts that may be vague and lacking clarity. For example:

‘On a scale of 1-10, with 1 meaning ‘I don’t know anything about it’ and 10 meaning ‘I know everything about it’, how would you rate your knowledge on Global Warming?’

Understanding the level of existing knowledge in a group enables youth workers to build on learning, rather than repeat what is already known.

2. Exploring skills and qualities

Scaling can help when something that might be complex to put into words is ‘pinned down’, so it becomes easier to talk about. For example:

‘On a scale of 1-10, with 1 being ‘not good at all’ and 10 being ‘excellent’, how do you rate your communication skills?’

This prompts conversations about how and why the young person rated themselves, and any evidence or examples to support the rating, before beginning the process of setting achievable goals.

3. Exploring feelings and emotions

Scaling can help young people assess how they feel and to express emotions. For example:

‘On a scale of 1-5, with 1 being ‘not at all’ and 5 being ‘totally’, how confident do you feel about achieving your goal?’

4. Exploring values and attitudes

Using numbers enables youth workers to ask questions to test out personal values and attitudes, where young people might otherwise not express them. This can include exploring potentially emotive topics. For example:

‘The government should legalise all drugs and put a tax on them to raise money for health services. Agree = 1, Maybe = 2, Disagree = 3.’

Understanding where young people are in terms of attitudes and values at the start helps youth workers develop issue-based work that responds to needs identified. They can then re-test at the end to see any changes/progress as a result of the intervention.

Word Bank

Gain general, specific, distance travelled, Applying Learning Elsewhere, Contributory factors

Aims

This two-part activity captures an emotional response immediately after a youth work event, and, later on, having had time to reflect on the experience, enables individual reviews to explore what they have learnt.

Resources

- A copy of the Word Bank (enlarged to A3, printed off and cut up ready for use).
- Copies of Word Bank Review Sheet and pens.

Facilitator Tip

Youth workers can personalise the Word Bank by adding additional words that relate specifically to individual projects, events or activities.

Facilitating the activity

- **Part 1:** Explain that this group exercise is designed to start the process of reflecting on a shared youth work experience.
- Scatter the Word Bank face up on a large table (or the floor), inviting young people to take turns in choosing up to six words that they believe best reflect how they feel following participation in an activity or event.
- Once they have picked their words, each person should take a few moments to explain why they chose them and how they relate to the experiences they have had. To encourage less confident participants to speak out, this can be done in pairs.

Facilitator Tip

This activity can be adapted to review one-to-one work, with the Word Bank printed onto an A4 sheet of paper and the young person invited to circle the words that reflect their answers to a set of tailor-made questions.

- **Part 2:** Invites young people, working in small groups, to review the youth work experience in more depth, this time focusing on what went well and not so well, and what they learnt (both individually and as a group), plus any learning for next time.
- Ask each person to complete an Impact Review Sheet to summarise their conversations and record their achievements.
- Alternatively, facilitate individual review meetings, with the youth worker making notes of the young person's responses on an Impact Review Sheet. A copy can be given to the young person, to sign to agree the contents are an accurate reflection, at the end.

Capturing and using the evidence

- During the Word Bank group activity, the facilitator can note down the words chosen by each young person, along with any relevant comments, to contribute to a wider evaluation/impact report later.
- All the words selected by the group can be grouped together on the table (or floor) and photos taken to represent all the feelings and emotions in response to the experience.

- The feedback and information from the Impact Review Sheets can be analysed and collated under the headings:
 - Skills developed.
 - Personal development (i.e., what I learnt about myself).
 - Social development (i.e., what I learnt about others).
 - Support (i.e., factors that contributed to achievements).
 - Positive experiences (i.e., things that went well).
 - Negative experiences (i.e., things that went less well).
 - Learning for next time.
 - Transferrable skills (i.e., where the young people use acquired learning).
 - Training needs (i.e., what young people want to learn next).
- This information can be measured against the aims and objectives set for the piece of work and to evaluate the effectiveness of the experience, demonstrate change and how this will impact/influence other areas of life.
- Training needs identified can inform the planning and development process of the project and contribute to the wider needs analysis.

Word Bank

Interested	Motivated
Frightened	Creative
Disappointed	Inspired
Excited	Brave
Bored	Proud
Confident	Enthusiastic
Nervous	Pleased
Uncomfortable	Challenged
Happy	Clever
Impatient	Tired
Uncertain	Determined
Worried	Stressed
Safe	Reflective
Thoughtful	Vexed
Angry	Satisfied
Curious	Content
Entertained	Relaxed
Confused	Complete
Sad	Ready
Surprised	Deflated

Impact Review Sheet

Project title

Date

Young person name

Age

Describe the experience you have just participated in:

Things I can do now (skills):

Things I learnt (knowledge)

About myself:

About others:

Things that went well:

Things that went well:

Things I would do differently:

How I can use what I learnt (e.g., at home, school, employment, etc.):

Things that went well:

Sort Cards

GAIN – specific, Contributory Factor, Application of Gain

Aims

This activity can be facilitated with individuals or in small groups to find out from young people:

- What they have learned/gained;
- What helped them acquire this;
- How they might use this learning in other situations.

Resources

- A4 sheets of coloured card (three colours), scissors and marker pens;
- A4 envelopes (in which to store completed sets);
- Laminating equipment;
- Sort Card Statements sheet;
- Sort Cards Recording Document.

Preparation

Take three sheets of A4 card (in three different colours) and write on the first '**1. What we gained**', on the second '**2. How we did it**' and the last, '**3. How we will use it**'.

Put the relevant sheet of A4 card in one of three A4 envelopes, labelled:

- 1 **Learning:** WHAT;
- 2 **Contributory factors:** HOW;
- 3 **Application:** USE.

Then, copy and laminate (optional) the 12 statements (marked alphabetically A-L) for each category on the Sort Card Statements

sheet. Alternatively, devise your own statements specific to the project/event.

Making sure to keep them separated, cut up each set of statements and place along with the relevant sheet of A4 card into the correctly headed A4 envelope. Make individual sets for one-to-one feedback or enough for young people to work in small groups.

Facilitator Tip

Put a couple of blank cards in each envelope and invite young people to write any extra statements they think of as they undertake the activity.

Facilitating the activity

- Seat young people in small groups around a table to work on. Give out the A4 envelope marked: **1. Learning**.
- Task young people with taking the statements out of the envelope and discussing the ones they think apply to them. They can remove any they think are unrelated to their learning.
- Then, ask them to agree a rank order, with the one they think most applies to them at the top and so on. These can be placed in order under the heading on the A4 sheet of coloured card.
- Facilitate feedback to share and compare findings, encouraging questions and discussion.
- Repeat the exercise with the contents of each envelope until all of the cards have been discussed.

Facilitator Tip

If facilitated in small groups, ask them what differences there were for each of them within their combined list, suggesting that what we take away from an experience varies between individuals.

Capturing and using the evidence

- Take a photo of the results of this activity after each stage.
- Record the findings on the Sort Cards Recording Document provided, using the alphabet letters of the statements chosen, rather than the detail of each statement. Label their ranking or priority (first = high=1, etc.)
- This will evidence the outcomes – the learning gains – across a group. The gains, their application and the contributory factors can be quantified and presented in a number of bar charts to demonstrate the benefits young people perceive from participation in a youth work experience, and how they plan to use the learning elsewhere in their lives.
- This evidence can contribute to a wider evaluation or impact report.
- The content of this activity can also be used as the basis of a questionnaire to gather responses from a wider group of young people. (See Knowledge, Skills, Attitudes & Feelings (KSAF) Survey.)

Sort Card Statements

1 Learning: WHAT we gained

- A Learnt a new skill;
- B Learnt new things about myself;
- C Learnt new things about others;
- D How to set achievable goals;
- E How to be more assertive;
- F Development of leadership skills;
- G Peer advocacy (Youth Voice);
- H Increased communication skills;
- I Time management skills;
- J Project planning skills;
- K Increased confidence in public speaking;
- L Safe risk taking.

2 Contributory factors: HOW we gained it

- A Working in a team/group;
- B Working independently;
- C Youth worker support;
- D Community support;
- E Peer support;

F Communication – talking;

G Communication – listening;

H Communication – non-verbal;

I Creative expression;

J Training provided;

K Digital technology;

L Resources provided (e.g., building, outside space, etc.)

3 Application: HOW we will use it

A Personal development;

B Within the youth club/project/organisation;

C With friends;

D With a partner;

E With wider peer network;

F At home;

G At school;

H At college;

I In the community;

J Volunteering;

K The workplace;

L Wider youth democracy.

Recording Document Sort Cards

Project title

Date

For each participant, record the statements selected in each category and label their ranking or priority (first = high =1, etc.) (List letters of the alphabet selected only.)

Name:

Learning:

Contributory factors:

Application:

Name:

Learning:

Contributory factors:

Application:

Name:

Learning:

Contributory factors:

Application:

Name:

Learning:

Contributory factors:

Application:

Name:

Learning:

Contributory factors:

Application:

Knowledge, Skills, Attitudes & Feelings (KSAF) Activity

Gain – specific

Aim

This activity is designed to enable young people to identify different aspects of learning from a particular youth work programme or set of experiences.

Resources

- A4 paper and pens.
- Large sheets of paper (or a whiteboard).
- Coloured felt tip pens.

Facilitating the activity

- Explain that youth work provides opportunities to:
 - Gain knowledge (**K**nowledge).
 - Develop skills or learn new ones (**S**kills).
 - Understand things/see things in different ways (**A**ttitudes).
 - Feel differently about ourselves, other people, things we do or think about (**F**eelings).
- Explain that whilst people can experience the same thing, what they take away from it can vary greatly. Ask for examples to illustrate the point, e.g., films that some enjoyed, and others did not, food or things like music, where young people in the same physical space can listen together but have a different emotional response. Suggest that learning through youth work is likely to be similar but different for each individual.
- Ask everyone to focus on the programme/event they have participated in. Working in pairs, ask young people to take turns to talk about:

- What they know now, i.e., from engaging in the programme or event.
- What they can do now, because of participation.
- What they think differently about now, after the experience.
- What they feel differently about, in response to the experience.

Give out paper and pens for them to record the key learning points from their conversations, especially where experiences differ.

- Call time, bring the whole group together.
- Invite everyone to come up and literally fill the large sheet of paper (or a whiteboard) with a 'spiral of learning'. This can be done by starting in the middle of the space and writing the first learning point in small letters around an imaginary circle to form the basis of the spiral. Each subsequent person adds their contribution using a different coloured pen to continue the writing, curling around the previous one, building the spiral as they go. The writing will get slightly bigger as the spiral grows, but not too large or it will spoil the impact of the effect.
- When they have exhausted all their ideas and the spiral of learning is complete, invite young people to step back and view this creative representation of their collective experience.

Capturing and using the evidence

- The final multi-coloured spiral containing everyone's KSAF may be something the group wish to display.

- Photos can be taken to look at in more detail later by zooming in. Data can be extracted and recorded in graphs/charts to demonstrate outcomes.
- The photos can be used to illustrate reports or other shared documents on and offline. Individual quotes can be used to capture young people's learning in their own words.
- The photos can be shared on social media to wider promote the value of youth work.
- Youth workers can make notes about anything that is not captured in the group representation to discuss with individuals at another time.
- Young people may want to keep the notes from their paired interviews to provide evidence if they are undertaking an accredited award, e.g., the Duke of Edinburgh's Award or ASDAN.

KSAF activity: practice example

Using the KSAF activity to review a sexual health workshop.

The aims of the workshop:

- Explore values and attitudes to sex and relationships.
- Explain the meaning of consent.
- Raise awareness about the risks of unprotected sex.
- Teach young people how to use a condom correctly.
- Signpost young people to local sexual health services.

After participating in the workshop, young people worked in pairs to discuss what they:

- Know;
- Can do;
- Think differently about;
- Feel differently about.

The group then created a spiral containing the following:

I know:

The age of consent for sex is 16.

Penetrative sex without consent is rape, sexual touching/activity without consent is sexual assault.

Real life sex is different to sex in porn.

Condoms protect against STIs and pregnancy.

There are different sizes and types of condoms.

Signs and symptoms of different STIs.

Where to go for free sexual health advice.

That the 'morning after pill' is effective up to 72 hours after having unprotected sex.

How and where to get a free pregnancy test.

I can:

Choose celibacy without having to explain why.

Be assertive in the choices I make about when to have sex and with whom.

Make choices about the type of contraception that is right for me.

Put a condom correctly on the condom demonstrator.

Look after my emotional, physical and sexual health.

Find out more about sexual health from a trusted source.

I think differently about:

Not everyone is having sex.

The importance of consent – every time.

Condoms – they are not all the same.

Gender stereotypes in porn sex.

Having a baby is a joint responsibility.

I feel differently about:

Only I know if, and when, I am ready for sex.

My self-worth.

The sort of relationship I want.

Using a condom.

Where I get sex education from.

Being responsible for my sexual health.

Going to a sexual health clinic.

Knowledge, Skills, Attitudes & Feelings (KSAF) Survey

Gain – individual

Aims

This activity – derived from the previous one – is designed to obtain information via a questionnaire about the learning young people gain from a particular youth work programme or set of experiences. It has the potential to generate evidence from a large number of young people in a short time and the resulting information can be collated and presented to others in report form.

Resources

- Design tools (paper, pens and computer and printer facilities).
- Copies of the survey and pens.

Preparation

Sort the responses to the previous activity where young people identified what they:

- Know;
- Can do;
- Think differently about;
- Feel differently about.

Add in extra examples of learning, as required, and remove any with limited applicability.

Facilitator Tip

Involve young people in preparing the questions and design a co-produced survey.

Facilitating the activity

- Using the information, develop a survey for the whole group to tick their various achievements.

- Agree a title for the survey, which should include the name of the youth work event or experience and the date it took place. Decide if the survey is going to be anonymous or if it needs a box at the top for a name. If required for data collection, include a request for key details such as age, gender, ethnicity, but ensure these comply with data protection laws.
- Include a scale:
 - A tick box Yes/No response to each statement, or
 - a tick box response that indicates degrees of agreement, e.g., strongly agree, agree, disagree, strongly disagree.

Once finished, produce multiple copies and encourage young people to complete them. Obtain as many completed forms as possible.

Facilitator Tip

Only invite young people who have participated in all of the programme/set of experiences to complete the survey or it will prejudice the outcome by creating inconsistent data.

Capturing and using the evidence

- Information from the survey can be collated and put in a spreadsheet.
- Include information about the total number of completed forms and the percentages of young people who answer Yes/No or the various degrees of agreement. (This is the actual number in each category divided by the total number).

- Information can then be presented in chart or graph form for each survey question.
- Both sets of information – the percentages and the graphs – can be used in reports to illustrate what/how young people learn from engaging and participating in youth work.

The Interview

Gain - specific, Application/impact, Extent, Contributory factors

Aim

This one-to-one interview-style activity uses specially designed questions to prompt a young person's thinking about their experiences to find out:

- What they gained from participating in a project/event;
- How much they have changed because of it;
- How they apply what they have gained in other contexts;
- What factors helped them achieve in a youth work setting.

Resources

- Copies of the Interview Sheet (one for each person) and a pen;
- Sets of the Activity Cards (A, B, and C);
- Phones to capture additional evidence;
- Computer (to create reports on).

Facilitator Tip

Laminate the Activity Cards (A, B, and C) so they can be reused.

Preparation

- Find a quiet space in which to undertake the interviews. Allow 20–30 minutes for each one. Alternatively, split the interviews into smaller sessions where one question is discussed at a time.
- Decide which piece of youth work is going to be the focus of the interview, how the

evidence is going to be used and who it is going to be shared with.

- Gain consent both for the interviews to take place and for the information to be shared. For some topics, you may need parental/ carer consent as well as the young person's.

Conducting the activity

- Briefly explain the purpose of the interview, how long it is likely to take, how the information will be used and who will see it. Explain that you will be taking notes so may not be able to make eye contact all of the time, though you will be listening.
- Conduct the interview, asking all of the questions on the Interview Sheet and recording the answers in the gaps provided. Use your judgment in terms of how much you question and clarify. If what you do is productive, continue with it. If it is not, stop and move on.
- Use the Activity Cards (A, B, and C) to break up the conversation and clarify thoughts throughout the interview.
- Ensure you get number verdicts for all the sections. Go back to add anything else as young people relax into the interview.
- When the questions have all been asked, invite young people to share anything else they want to say about the event/experience.
- Bring the interview to an end, thanking them for taking part and reminding them what is going to happen to all of the information gathered.

Facilitator Tip

Consider training young people to conduct peer interviews. Young people can sometimes talk more openly and honestly with someone of a similar age.

- With participants' consent, statistics along with pictures, videos, direct quotes, etc., can be shared via social media to promote the outcomes and share young people's views of the benefits of youth work.

Capturing and using the evidence

- The way the evidence is written up will vary, depending on the purposes for which it is being captured.
- The following evidence is easily quantifiable and can be presented in graphs and charts to provide others with easily assimilated information:
 - The difference youth work intervention has made to individuals can be quantified by tallying the scores in each category (i.e., 1, 2, 3, 4).
 - Achievements in relation to personal and social development can be processed and collated in a similar way.
 - Qualitative information can be presented in the most appropriate format for the intended audience. For example, using the original language and expression will make more sense to young people, but may need some clarification to have the same impact on stakeholders.

Facilitator Tip

Invite the young people to create short TikTok style videos, where they answer a specific interview question straight to camera. These can be done individually or as a group.

Interview Tips

An interview is an opportunity for young people to express views, share feelings and reflect on youth work experiences in a safe space. For the interviewer it is much more of a listening experience, encouraging the young person to talk using the interview questions and Activity Cards provided.

In advance of the interviews, familiarise yourself with:

- The Activity Cards;
- which questions they relate to; and
- how to use them.

In addition to the sections indicated on the Interview Sheet, the Activity Cards can be used as a conversation prompt and/or a way to 'score' questions. This can be useful if the conversation flags or drifts off point, or if young people prefer task-driven activities, rather than discussion-based ones.

Some common interview challenges and tips to overcome them:

1 Feeling anxious – If you have never done a structured interview before, 30 minutes can seem like a long time to fill.

Facilitator Tip

Feeling anxious is normal. The young person probably feels similarly. Consider doing a practice interview with a colleague first. It will help familiarise you with the questions (and the gaps between them) so that when you come to do it for real, you should feel less nervous.

2 Oversharing – An interview conversation can become intense very quickly, especially when asking questions related to values and attitudes.

Facilitator Tip

Remind the young person about confidentiality before starting the interview, and again if someone starts to share anything you will need to challenge, report or act on. This is not about closing down a safeguarding concern, but more about reminding young people that some views are inappropriate, or even illegal, wherever they are expressed. This way, we can safeguard young people and clarify boundaries, so they can freely choose how much they share.

3. Rushing things – If you are unfamiliar with the role of interviewer, it can be tempting to speed up as the interview goes along, talking faster and seizing on the first answer to get it done within a set time.

Facilitator Tip

Have water available for the young person and yourself. If you feel yourself speeding up, stop, take a sip of your drink and invite your interviewee to do the same. Creating a pause can help you relax and reset the pace.

4. Getting the questions wrong/muddled – Sometimes questions that made sense earlier come out differently or are not so clear when asked in an interview.

Facilitator Tip

Remember that these interviews are intended to be informal. It is fine to admit challenges and ask for the interviewee's patience, perhaps asking for suggestions on re-phrasing particular questions to

make them clearer. Make sure you keep the sense of the questions but ask them in a way that feels right for you.

5 Silence – You have asked the questions, but the young person is not saying anything in response, and is just nodding or shaking their head.

Facilitator Tip

Interviews are sometimes slow to start as interviewees get their bearings so make sure to ask open questions. Do not let a silence go on for ever, try a single prompt, e.g., ‘what do you think?’, or a nod of the head to show you are interested in their answer. If that does not work, take a break and come back to the question, summarising what has already been said and finding questions to ask to try and relax the young person.

6 Long gaps and pauses – All conversations have gaps, but sometimes the pause can appear to go on for ever. The dilemma is whether to sit and wait, or jump in to keep the interview going.

Facilitator Tip

An interview does not have to be like a game of table tennis. Aim to take your time and wait for an answer. If the gap becomes unbearable, move on, offering to come back to that question at the end, giving the interviewee time to think.

7 Problematic questions – The young person asks a question, but you cannot think of the right way to respond, or you do not know the answer.

Facilitator Tip

Rather than responding with the first thing that comes into your head, stop. Mutual trust is vital in this type of interview, so be honest and suggest you find the answer together. Alternatively, if you just need a moment to consider the answer, take it. Silence generally indicates that you are thinking about it before you answer and is totally acceptable.

Recording document

Interview sheet

Project title

Date

Young person name

Age

Interviewer name

Participation

1 What aspects of the project have you participated in?

(What, when and for how long)

Benefit

2 Overall, how much have you benefited from participating in this project?

Show Activity Card (A) and record number selected

Write comments here

3 What aspects of the project have you participated in?

Part one: use Activity Card (C) to answer these questions. Put the number next to each one:

- a Do you know things you didn't know before?
(e.g. topics/facts and or insights into self/others) **SCORE:**
- b Do you do things differently?
(e.g. can do things you couldn't before? Do you behave or act differently?) **SCORE:**
- c Do you think about yourself/others differently? **SCORE:**

Part two: use Activity Card (B) as a prompt for young people to select from and then write down the appropriate number from the list, along with any comments made.

I now **know** about (knowledge)

I can **do** (skill)

I know **how** to (skill)

I'm **more likely** to (act/behaviour)

I **understand** more about
(understanding/attitude)

I **realise** I am ... I can
(understanding/behaviour)

4 How do you think participation affects or will affect you?

Part one: Use Activity Card (A) to indicate levels of personal development for each aspect, recording the number (under Score) and writing any comments underneath the statement.

Personal development:

SCORE:

Making friends (relationship building)

Increased confidence (about who I am and what I can do)

New experiences (opportunities to try new things)

Youth Voice (speaking up on the things that matter to me)

Learning about me (things I'm good/not so good at, my values)

Decision making (how to make decisions and what influences them)

Thinking about consequences of my choices/actions (positive and negative)

Coping skills (increased resilience)

Asking for help and information

Part two: Looks at some key indicators of social inclusion. Use Activity Card (C) to indicate how much participation has contributed to each indicator. Write comments underneath the statement.

Social inclusion:

SCORE:

Helped relationships (peers, home/family, teachers, community)

Helped behaviour (peers, home, school, community, employment/training)

Getting information (emotional/mental, physical, sexual health. Other services)

Getting help (advice, health, housing, education/training, finance, etc.)

Developed skills (job/training, interpersonal skills, community involvement)

Understanding people who are different from me (diversity and inclusion)

5 What has influenced you? How has it made an impact?

- Time with youth workers (individual worker, other workers).
- Meeting other young people.
- The activities/programme.
- Combination.
- Other (if so, what?)

Score these influences – 1. Most significant to 5. Least significant. **SCORE:**

Please comment on the importance of the following:

The activities

Youth workers

Other young people

Other:

For example:

- Active participation (e.g., being involved in decision making);
- Venue (quality, comfort, warm spaces, etc.);
- Location (where it is);
- Times (when it is open);
- Accessibility (how easy it is to get to/get in);
- Resources (free Wi-Fi, equipment, etc.);
- Food (free food, tuck, etc.)

6 One thing you could tell others that you've gained from this project:

Activity cards (A)

1 No difference at all/
No change

2 Slight difference/
Some change

3 Significant difference/
Big change

4 Enormous difference/
Lasting change

Activity cards (B)

- 1 **Making friends**
.....
- 2 **More confident** (about who I am, what I can do)
.....
- 3 **Open to trying new things**
.....
- 4 **Have a say in what happens**
.....
- 5 **Get my voice heard about things that matter to me**
.....
- 6 **Find out more about myself** (things I'm good at/not so good at, my values)
.....
- 7 **Develop decision making skills**
.....
- 8 **Consider consequences of my actions**
.....
- 9 **Self-awareness and empathy**
.....
- 10 **Mental health and wellbeing** (managing stress and anxiety, coping skills)
.....
- 11 **Know where to get reliable information**
.....
- 12 **Be able to ask for help and information**
.....
- 13 **Independence skills**
.....
- 14 **Positive relationships** (peers, intimate, home, teachers, community)
.....
- 15 **Communication** (including non-verbal)
.....
- 16 **Manage behaviour** (anger, self regulation)
.....
- 17 **Personal safety** (health choice, keep safe)
.....
- 18 **Know where to get help** (from other professionals)
.....
- 19 **Transferable skills for employment and training**
.....
- 20 **Respect diversity**
.....

Activity cards (C)

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

Outcomes Wheel

Gain – specific, Gain - distance travelled

Aim

This activity is designed to enable young people to identify indicators of personal and social development. It provides a visual record of progress over time.

Resources

- Copies of the Outcomes Wheels: 1) Before and 2) After;
- Copies of the Outcome Wheel - Guidance Sheet;
- Colouring pens.

Facilitating the activity

- Explain to young people that they will be completing two Outcomes Wheels, one before and one after the project, to map personal and social development through participation in youth work.
- **Before** - Give each young person a copy of the Outcomes Wheel 1) Before, a pen, and a Guidance Sheet. This gives information about each indicator to help young people complete their wheel. Alternatively, the facilitator can read this out to guide young people as they complete the worksheet.
- The young people should score themselves on each section of the Outcomes Wheel based on where they are now, using a scale of 1-10 where 1 is low and 10 is high. Emphasise that each participant is likely to have different places on the scale. After completion, put the Outcomes Wheel 1) Before away.

- **After** - At the end of the project, repeat the exercise, this time using the Outcomes Wheel (2) After. This time they are self-assessing what they know, feel or can do now following participation in youth work.
- Once completed, bring out the original Outcomes Wheel (1) so young people can see their progress (or not), measure change and celebrate achievements.

Facilitator Guide

Encourage young people to colour in the 'wedge' from 1 to wherever they score themselves on the wheel to maximise the visual effect.

Capturing and using the evidence

- The information on both Outcome Wheels indicates movement for individuals from before engaging in youth work and afterwards. This can be collated and recorded on the Outcomes Wheel – Before and After Score Sheet.
- Taking each individual in turn, work down their scores and identify the outcomes where they have made greatest movement (e.g., the three highest scores for each individual). Three stars denote the greatest learning and development, two stars next greatest and one star the third.
- Inviting young people to share their greatest achievements in a group discussion can provide additional qualitative evidence of what 'worked'.

- All of the evidence captured can then be used in reports to demonstrate the progress both individuals and groups have made and the impact of youth work.
- Any additional learning and development needs identified through the process can then be addressed in future projects.

Facilitator Tip

Young people, especially those working towards an accredited programme (e.g., DofE), may want to keep their original Outcome Wheels to demonstrate progress over time. If they do, take photos so the information is not lost.

Recording document

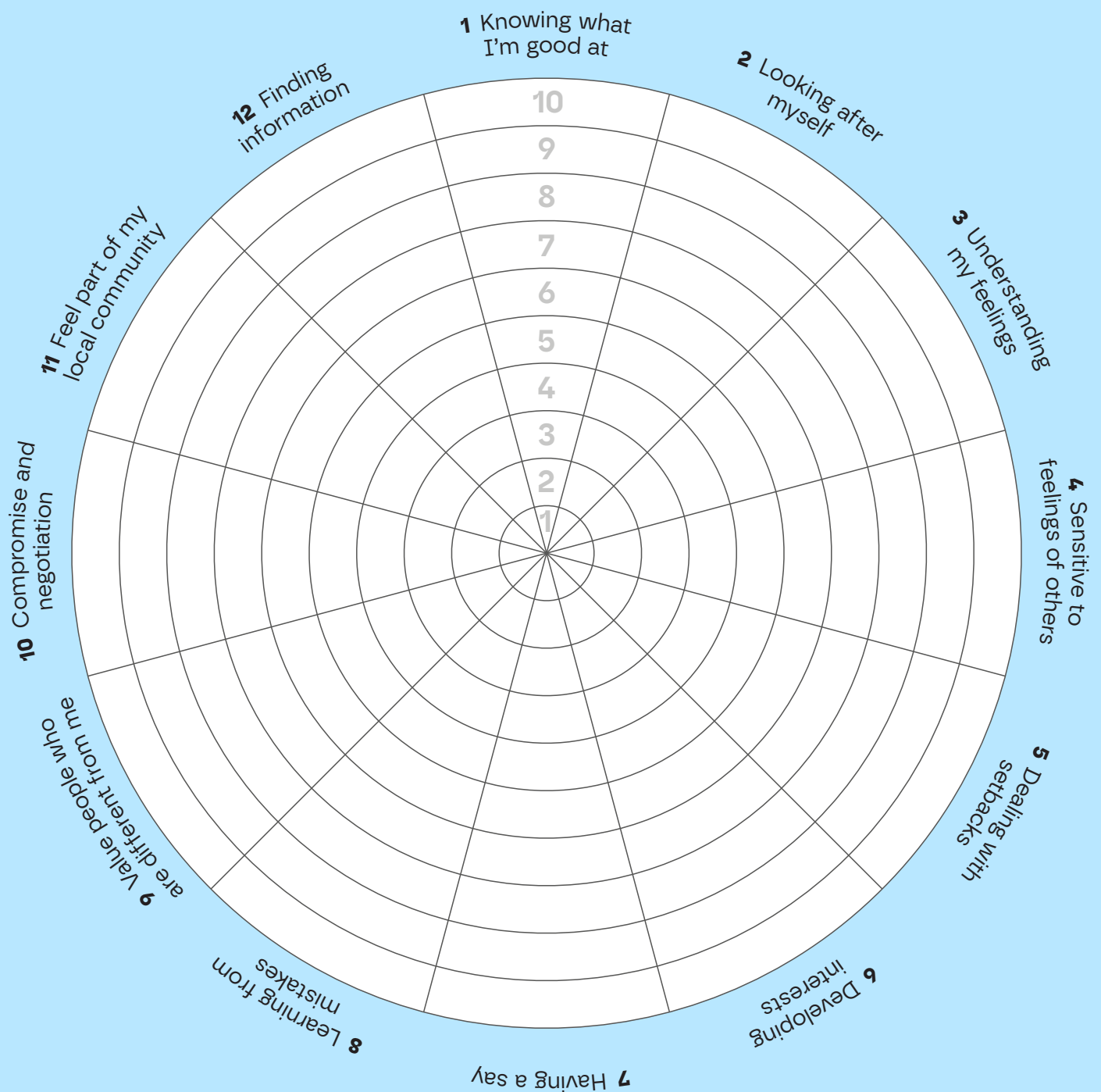
Outcomes Wheel (1) Before

Name _____

Project _____

Date _____

Before involvement



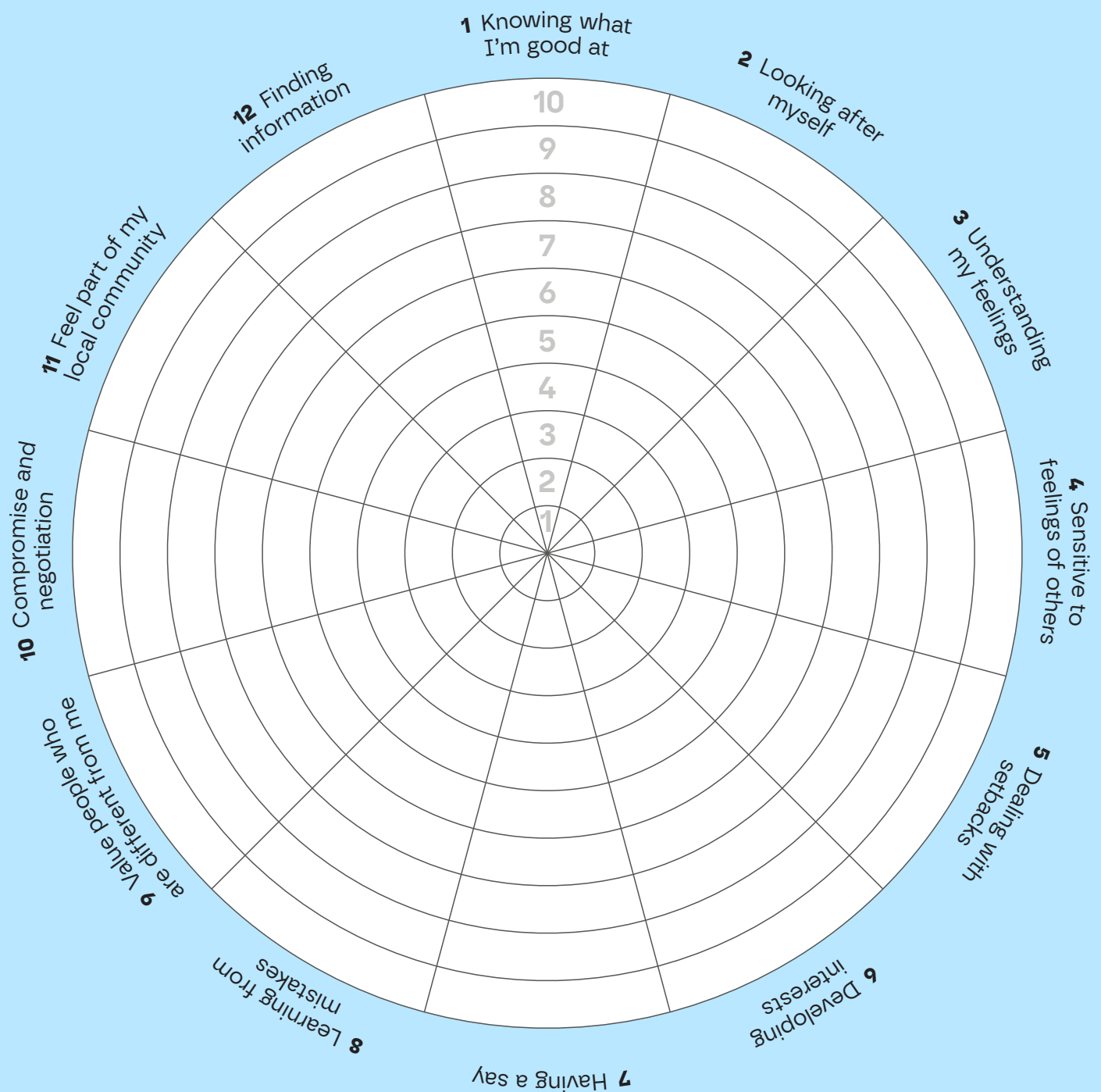
Recording document Outcomes Wheel (2) After

Name _____

Project _____

Date _____

After involvement



Outcomes Wheel: Guidance Sheet

Have a look at the Outcomes Wheels (1&2) and then score yourself using a scale of 1-10 where 1 is low and 10 is high.

If you are not sure what the headings on the Outcomes Wheel mean, here are some prompts to help you think before completing it.

1 Knowing what I'm good at:

- What things do you know you are good at because they have worked well in the past?
- What things would you like to do better because they have gone wrong in the past?

2 Looking after myself:

- How good are you at looking after your health and fitness?
- How well do you manage stress?
- How effective are you in managing risky behaviour? Can you keep yourself safe?

3 Understanding my feelings:

- What understanding do you have of your feelings and how they affect your thoughts and behaviour?
- Do you sometimes get angry with others because you are feeling unhappy, down or stressed? Can you control your emotions?

4 Empathy for others:

- How sensitive are you to the feelings of other people?
- How easily can you imagine a situation from someone else's perspective?
- Can you change your behaviour if someone says you have upset them?

5 Coping with setbacks:

- How do you cope if things don't go well?
- How easily can you bounce back from a disappointment?
- If someone upsets you, do you find it easy to move on?

6 Developing interests:

- Would you say you developed any new interests from the youth work you have been involved in?
- Do you take part in any creative activities (music, art, writing, dance)? Have you taken part in any outdoor or sporting activities you do not usually do? Have you been involved in other things you do not usually do?

7 Having a say:

- Do you have a say in what goes on in your club/project?
- Have you become involved in finding out what other young people would like, or representing young people's views?
- Do you know how to get your voice heard in your community?

8 Learning from mistakes:

- Do you learn from mistakes you make, or do you seem to make the same ones again and again?
- Do you think about how you could do things differently next time?

9 Valuing diversity and difference:

- Do you feel comfortable with people from different backgrounds?
- How do you respect diversity?
- Would you say you have taken opportunities to learn from people who aren't the same as you?

10 Compromise and negotiation:

- How good are you at 'give and take'? Do you recognise that you can't always have your own way?
- How do you compromise, negotiate and change your behaviour to get what you want?

11 Feel part of my community:

- Do you feel part of any community, e.g., online or where you live?
- Do you think of your community positively? Consider how you feel about people in your community – do you feel good about them?
- Are you involved in any community action? E.g., a volunteer in a community project or in your club/project?

12 Finding reliable sources of information:

- Can you ask for information that you need?
- Do you understand the importance of getting information from credible, reliable and up-to-date sources, both on and offline?
- Do you know what services are available to you and how to find them?

Recording document

Outcomes Wheels (1) Before and (2) After - Score Sheet

- 1 Take the two completed wheels and plot the 'B' (before) and 'A' (after) scores for each person.
- 2 Read down the scores to identify the three outcomes where individuals have made the greatest progress. Identify these with stars (***)
- 3 Look across the grid to see if these individual outcomes (where there are the most stars) are reflected across the whole group, to identify key learning and personal development patterns.

Key: B = Before A = After

Name:										
Score:	B	A	B	A	B	A	B	A	B	A
1 Knowing what I'm good at										
2 Looking after myself										
3 Understanding my feelings										
4 Empathy for others										
5 Coping with setbacks										
6 Developing interests										
7 Having a say										
8 Learning from mistakes										
9 Valuing diversity and difference										
10 Compromise and agreement										
11 Feel part of my community										
12 Finding reliable sources of information										

Confidence Grid

Extent of GAIN

Aim

This is an individual task designed to help young people self-assess their confidence to identify where they feel most confident and the areas they would like to improve.

Resources

- Copies of the Confidence Grid;
- Coloured marker pens (blue, red, green, and orange);
- Copies of the Confidence Plan and pens.

Facilitator Tip

Invite young people to choose their own coloured pens to personalise their levels of confidence. This can provoke interesting conversations about the colours chosen and why. For example, why one young person chooses pink as their most confident colour, whilst, for another, that colour represents low confidence.

Preparation

- Decide on a timeframe for this piece of work, ideally measuring confidence at the start of a piece of youth work and then again 8-12 weeks later.

Facilitator Tip

Consider allocating young people a Confidence Mentor to offer ongoing support and provide feedback as they work towards their confidence goals.

Facilitating the activity

- Explain that this activity uses coloured 'dots' made with marker pens to illustrate levels of confidence in different settings before and after participation in a youth work experience.
- Give each young person four coloured markers and a Confidence Grid.
- Point out the two boxes in each column, just under the different location headings. The first, 'B', to be completed now, represents 'before' or 'at the beginning' of their engagement with the youth project, e.g., 'how confident I felt when I first started coming here'. The second, 'A', is to be completed later, to assess their confidence 'after' participation, e.g., 'how confident I feel now'.
- Ask young people to draw a colour coded 'dot' to indicate how confident they feel in each of the different settings. Stress there are no right answers, this is a personal assessment.
- Invite everyone to share and compare their completed grids with a partner. How do their self-assessments compare with their partner's perception of their confidence levels, for example at school or in the youth project? Reflect that sometimes people can appear more, or less, confident than they actually feel.
- Bring everyone together and invite feedback, identifying any patterns emerging across the group to discuss further. For example, where are young people most confident and least confident? What do they think contributes to this?

- Hand out a Confidence Plan for each young person to complete, explaining that this is an opportunity to identify areas they would like to be more confident in and set some achievable goals.
- Collect in all of the Confidence Grids and Confidence Plans.
- At the end of the youth work project, give out the Confidence Grids again, asking them to re-assess confidence levels, putting the appropriate coloured dots in column 'A', meaning 'after' the youth work intervention.
- Facilitate a group review, again identifying any emerging patterns; for example, do most people feel more comfortable talking to adults in the youth club now?
- In pairs, ask them to review changes against the goals set in the Confidence Plans. Have they achieved them? If not, why not?

Facilitator Tip

Reassessing confidence and reviewing goals can inform further work that is required, e.g., public speaking training, and/or identifying ongoing support needs.

young people said they felt more confident talking to adults at home, after engaging in this youth work,' and '68% hit their priority confidence goal.'

- The Confidence Plans can be reviewed, evaluated and where appropriate new goals set for further personal and social development.

Capturing and using the evidence

- The record of changes in confidence over time can be used to map and measure progress as well as needs, and the grids are useful planning tools to use with individuals and groups.
- Evidence generated can be used towards demonstrating the value of youth work interventions in building transferable skills for life and employment.
- The number of young people recognising changes in confidence levels in each area can be translated into percentages to use in reports and evaluations. For example, '75% of

Recording document Confidence Grid

Key: **Blue** = Highly Confident **Red** = Confident **Green** = Not Very Confident
Orange = Very Low Confidence

	In the youth club/centre		At home		With my friends		At school/college/work	
	B	A	B	A	B	A	B	A
1 I am confident to speak in a group.								
2 I am confident talking to adults								
3 I am confident asking for help.								
4 I am confident meeting new people								
5 I am confident expressing my feelings								
6 I am confident in new situations								
7 I am confident I can affect some things in my life								
8 I am confident saying what I think								
9 I am confident and usually 'bounce back' when down								
10 I am generally a confident person								

Recording document Confidence Plan

Name

Project

Date

**Choose three of these confidence goals and number them 1-3 in order of priority
(1 being the top, and 3 being the lowest):**

Contribute to a group discussion		Express my feelings to peers		Express my feelings to an adult	
Set personal boundaries with a friend		Say 'no' when asked to do something I know to be wrong		Advocate on behalf of others	
Give positive/negative feedback on a youth work activity		Ask questions when I don't understand at school/college/work		Stand up for my beliefs	
Feel more confident about making decisions		Make new friends		Build new coping skills	
Speak up about things that make me anxious to someone that can help		Consider the consequences before doing things		Learn more about people with a different background to mine to build empathy	
Engage in a respectful discussion with someone whose views differ to mine		Try a new sport or hobby		Deliver a presentation in front of an audience	
Learn a new language		Start a conversation with someone in my community		Call to speak to someone about education/training/work I am interested in	
Offer to represent a group I belong to		Make suggestions without being asked		Be more inclusive of others	

Using the the S.M.A.R.T. principles of goal setting –

S = Specific;

M = Measurable;

A = Attainable;

R = Realistic;

T = Timely.

Things I will do towards achieving my goals:

Goal 1:

Goal 2:

Goal 3:

How long will it take?

Goal 1:

Goal 2:

Goal 3:

Who will support me?

What could stop me?

How will I know if I have been successful?

Goal 1:

Goal 2:

Goal 3:

Signed:

Date:

National Youth Agency

9 Newarke Street, Leicester LE1 5SN

Company registration no. 2912597

Register charity in England and Wales no. 1035804

nya.org.uk