

<b>EVALUATION TOOL 1:</b>	<b>BODY MAPPING</b>		
<b>OVERVIEW:</b>	<p>This is a traditional youth work/development activity that encourages young people to explore self-identity. You will need to tailor the language to the ability/culture of the young person and you will need to tailor some of the questions to fit the course objectives.</p> <p>The rationale for the tool is that the young person's identity and self-concept will change over the time that you work with them. Mapping it at the start and again at the end of a programme should therefore show differences. It will not necessarily produce statistical evidence, but will produce powerful qualitative evidence of change.</p> <p>It is a good tool to use when you think that the YOUNG PERSON needs a 'light touch' baseline evaluation and when their literacy levels are low. It is a good icebreaker and group development tool.</p>		
<b>WHAT YOU WILL NEED:</b>	<ul style="list-style-type: none"> <li>• Big felt tips</li> <li>• Large 'body sized' paper</li> <li>• Post-it notes for final review</li> <li>• Background music (optional)</li> </ul>	<b>PREPARATION:</b>	Look at your course outcomes/objectives and design a set of questions that cover them.
<b>PROCESS:</b>	<p>Welcome the group. Explain that you are doing body maps to explore and share who they are.</p> <p>Step 1: Cut lengths of paper and draw around one another.</p> <p>Step 2: Ask them to fill their body maps with words that describe them and who they are. Prompts as appropriate: What do you like to do? Who is in your family? Where do you live? What are your favourite things? What's your favourite saying? Who are your best mates? What makes you happy? What/who do you love?</p> <p>Step 3: Ask them to add some words that describe how they are using the course objectives. E.g. If the course aims to develop teamwork ask them 'How would you describe the way you work with other people?' You could add these to relevant parts of the body, or in a different colour, or asterisk them so that they are identifiable. Cover all the objectives.</p> <p>Step 4: Ask them to surround the outline of the body with things that they want in their lives but don't have yet. E.g. What qualities do they admire in other people? What do they want to be? What do they want to achieve? What are their aims for this programme?</p> <p>Step 5: Discussion. If appropriate, share details. Photograph each body map. Display where the young people meet/work if possible. (Make sure they are dated and named.)</p> <p>Step 6: Continue with the course. Refer back to the maps for review purposes at any time.</p> <p>Step 7: End of course. Ask them to re-read their body maps. Put a tick next to any of the words around the outside of them that they think they have achieved. Stick on a post-it note over any words that they think need to change and add post it notes for any words that they think they can now add to the inside of themselves.</p>		

	<p>Step 7: The Million Dollar Question: What do you think has helped you to make these changes/grow/develop over this programme? Prompt them to write down as many ideas as possible of HOW the programme helped them. Add in a star shape or other post-it note. Photograph the amended sheets.</p> <p>Any other format of running this is fine as long as you get the words out of them and you can see a before and after.</p>											
<p><b>ANALYSIS:</b></p>	<p>Type up what the sheets said in a before and after format, highlighting the shifts (write exactly what they said, with their spelling):</p> <table border="1" data-bbox="466 456 1002 609"> <thead> <tr> <th>Person A:</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>What do you enjoy?</td> <td>Now</td> <td>Doing challenges</td> </tr> <tr> <td>How well do you work in a team?</td> <td>OK</td> <td>I can work with others.</td> </tr> </tbody> </table> <p>Look at the patterns of change. You can then report back on the shifts that have happened. You can count the number of changes per young person, for all young people across each question, and the total number to produce statements like:</p> <p>‘One young person made 12 significant shifts in his/her self-concept as a result of this programme’</p> <p>‘X% of the young people reported making progress in teamwork’</p> <p>‘The evidence shows that there was positive impact for X% of the young people’</p> <p>Remember that powerful quotes often say more than statistics.</p> <p>Collate all the ‘how did this happen’ statements into one place. This evidence helps to describe the projects methods, or its theory. With this you can generate statements like: ‘The expert balance of support and challenge allowed these young people to re-discover themselves and make progress, as evidenced by the statements of the YOUNG PERSON themselves’.</p>			Person A:	Before	After	What do you enjoy?	Now	Doing challenges	How well do you work in a team?	OK	I can work with others.
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<p><b>PHOTO:</b></p>												
<p><b>STRENGTHS:</b></p>	<ul style="list-style-type: none"> <li>• Participating and creative</li> </ul>	<p><b>WEAKNESSES:</b></p>	<ul style="list-style-type: none"> <li>• Can be hard to analyse without an accompanying explanation</li> </ul>									