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| EVALUATION TOOL 2: | LINE OUTS | | |
| OVERVIEW: | <p>Sometimes you get one of those groups who will just switch off if presented with a piece of paper! 'Line outs' are a quick and easy way of assessing the level of ability/confidence that your group has compared to your objectives. Collating your distance travelled information in this way makes it feel like a good introduction to the programme generally as it acts as an icebreaker and introduces the programme aims.</p> <p>The downside of this approach is that unless the young persons' faces are shown, or they wear the same footwear both times, it would not be possible to compare individual results. This is not always necessary though—it might well be enough to show that the group overall has moved a certain way across the spectrum.</p> | | |
| WHAT YOU WILL NEED: | <ul style="list-style-type: none"> • Masking tape/ rope • Camera • Cards with labels and questions (optional) | PREPARATION: | <ul style="list-style-type: none"> • Think of some non-threatening warm-up line-out questions. • Look at your course outcomes/objectives and design a set of questions that cover them, consider if you want to measure their actual ability ('How good are you at...?') or their confidence in them ('How confident do you feel at...?') |
| PROCESS: | <p>Welcome the group. Explain that you are going to do an icebreaker activity to help them get to know one another and to introduce the programme aims.</p> <p>Step 1: Tape the line to the floor (or use a rope) and identify which end is 'very good' and which end is 'not very good'. Label with a card if useful.</p> <p>Step 2: Walk up and down the line and give a few personal examples (e.g. 'I feel very good at...', 'I don't feel very good at...'). If you trust the group you can get them to ask you some questions whilst you model appropriate self-disclosure.</p> <p>Step 3: Invite the young people to step onto the line. Get them to move quickly to different locations: 'Very good at', 'OK at', 'Not very good at', 'Rubbish at'. This allows you to all calibrate the line.</p> <p>Step 4: Ask the group to self-assess against some easy questions (running/ cooking/maths/getting up in the morning, etc.). If you trust them, they can pose themselves questions.</p> <p>Step 5: After each line out, ask them to check in to the person next to them. (Why are they where they are? Do they need to swap about? etc.) Take a photo after each question showing where they are stood and keep a record of each question so they can be linked up. (Maybe put the question card in the corner so you can see it on the photo!)</p> <p>Step 6: Progress on to use the programme objectives as above. Continue with the course, and refer back to the line-out photos at any time for review purposes.</p> <p>Step 7: End of course. Repeat the exercise with a warm-up set of questions and then the programme objectives. Ask them to reflect on whether they are in a different place (they can compare where they are now to their original photos). Again, take pictures of each line out with the questions.</p> | | |

| | <p>Step 8: The Million Dollar Question: What do you think has helped you to make these changes/grow/develop over this programme? Jot down the answers or write them on a flip chart and photograph them.</p> | | | | | | | | | | | | | | |
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| <p>ANALYSIS:</p> | <p>Give a numerical score for where the young person's feet are on each line before and after the programme. You may be able to do this for each individual, or just have group scores. Compare the movement along the line and you get a statistical distance travelled.</p> <table border="1" data-bbox="378 440 1119 620"> <thead> <tr> <th>Question</th> <th>Before</th> <th>After</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>1: How well do you think you communicate?</td> <td>1, 2, 3, 3, 3, 2, 3, 2 = 19</td> <td>5, 4, 6, 7, 6, 5, 8, 7 = 48</td> <td>29 scaling points</td> </tr> <tr> <td>2. How good are you at teamwork?</td> <td>2, 3, 2, 1, 5, 3, 2, 3 = 21</td> <td>8, 6, 7, 6, 5, 8, 7, 9 = 56</td> <td>35 scaling points</td> </tr> </tbody> </table> <p>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: 'One young person moved four points across a scale of self-concept as a result of this programme' 'X% of the young people reported positive impact on their ability to work in a team' 'The evidence shows that there was positive impact for X% of the young people.' Remember that powerful quotes often say more than statistics. Collate all the 'how did this happen' statements into one place. This evidence helps to describe the project's method or its theory of change.. 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'. Share your evaluation with the organisation; it will add to our understanding of impact overall. Send the research department electronic versions of the photos, transcription and your analysis.</p> | | | Question | Before | After | Change | 1: How well do you think you communicate? | 1, 2, 3, 3, 3, 2, 3, 2 = 19 | 5, 4, 6, 7, 6, 5, 8, 7 = 48 | 29 scaling points | 2. How good are you at teamwork? | 2, 3, 2, 1, 5, 3, 2, 3 = 21 | 8, 6, 7, 6, 5, 8, 7, 9 = 56 | 35 scaling points |
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| <p>STRENGTHS:</p> | <ul style="list-style-type: none"> • Physical • Quick • Fun | <p>WEAKNESSES:</p> | <ul style="list-style-type: none"> • Need to agree what each number is • Need to record via photos • Open to peer influences | | | | | | | | | | | | |