



## SHAPE UP EVALUATION TOOLKIT

### Local Evaluation



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## INTRODUCTION

This toolkit has been produced on behalf of the Shape Up partners to assist local co-ordinators and other local actors in building portfolios for the local evaluation of the Shape Up project. This portfolio will allow both local project staff and the evaluation team to identify the areas that have worked well, the areas that have worked less well and the possible reasons for both of these outcomes. This toolkit provides guidance on how to construct a portfolio on page 7.

The resources contained within this toolkit are designed to allow local co-ordinators and local actors to gather data on the perceptions of Shape Up participants and the outcomes of project activities. Resources are appropriate for use with both adults and children and young people and are designed to be as inclusive as possible. Many of these resources can be adapted and developed to suit specific local contexts. They are examples of possible means of collecting evidence and Shape Up staff should feel free to use the methods which they deem to be most appropriate.

For the purposes of this document, where the term 'young people' is used it should be taken to mean all children and young people.

## HOW TO USE THE TOOLKIT

This toolkit provides not only the practical tools to assist with the Shape Up evaluation, but also illustrates the rationale behind the proposed evaluation model and provides a clear explanation of commonly used terminology.

The first section deals with the idea of evaluation, and why it is done. It demonstrates what we hope to be able to achieve through the evaluation and explains the model of evaluation that will be used and how this works in practice.

The second section is for use by local co-ordinators and other local actors and contains resources to help build a portfolio of evidence to evaluate local projects in the 25 different countries. These resources can be adapted and developed to suit particular local needs. We have provided guidelines to indicate possible ways of using these resources, but how and whether they will be used will ultimately be determined both by participants and by Shape Up staff within the local context.

The third section demonstrates how On Line evaluation support can be accessed. This section also contains a glossary which defines some of the terminology used in evaluation.



## Section 1

### EVALUATION

#### What is evaluation?

Evaluation is a process which allows us to reflect upon and determine the impact or value of a project. It is a crucial component of any project as it allows us to make judgements about what aspects of the project work well and what can be improved. Evaluation therefore, has an important role to play in shaping and improving policy and practice and allows projects to develop and respond to specific issues as they arise in the delivery phase. It is important that evaluation is ongoing throughout the duration of the project to enable potential issues to be identified and addressed as quickly as possible. Shape Up staff such as the local facilitator and local co-ordinator, as well as local actors working with young people will be essential in feeding back this information.

#### Evaluation aims

The evaluation of the Shape Up project is not intended to assess or judge the performance of individual cities or members of the Shape Up team. Rather, it is intended to enable us to make judgements about the kind of conditions which enable the project to work well and to identify potential barriers, both to the successful implementation of the project and to the achievement of the overall project aims. In this sense, even if particular activities fail to achieve an intended outcome, they can still be regarded as successful for Shape Up if we are able to identify specific conditions which have contributed to this outcome.

Evaluation is sometimes regarded as something extra or additional to the delivery of the project's objectives. Within Shape Up the stated objective is to test the usefulness of the IVAC approach in addressing health issues. With this in mind, the evaluation of Shape Up should be regarded as central to the core aims of the project and not as extra work which local co-ordinators and other local actors are obliged to do.

#### Realistic evaluation

The Shape Up project uses a realistic evaluation model to determine the aspects of the project that are working well, under what circumstances they work best and for whom. Realistic evaluation differs from many traditional evaluation models. For example, many traditional approaches attempt to control external factors in order to assess the impact of a project. Thus, they conclude that a given set of results are produced by a specific range of activities and that these results can be generalised to other contexts. However, the realistic evaluation model recognises that activities always take place within differing sets of circumstances. The realistic evaluation model takes account of all these contextual factors and seeks to include them within the evaluation. This model is particularly suited to the Shape Up project as specific Shape Up activities may have different outcomes depending upon the particular local context in which they are implemented. The evaluation will seek to explore this range of outcomes and will attempt to identify those factors which have helped to produce specific outcomes.



## PORTFOLIO

The Shape Up evaluation has two major components; the first is the Global Evaluation element that aims to assess the impact of the project as a whole across all the different European countries. Key methods of data collection for the Global Evaluation include a pupil survey at the beginning and end of the school year, a mapping exercise of policy initiatives related to obesity, focus groups with local Shape Up staff and the selection of case study schools in a small number of European cities.

The second component is the Local Evaluation and this attempts to position the Shape Up project within each city and to draw out the elements that have helped the project to succeed within these contexts, the elements that have created barriers to successful implementation and to identify lessons that can be learned from these experiences. In each city, Shape Up will be implemented in different ways, with different management structures, different activities, and within very different cultural contexts. It is important to take account of these differences and to identify what is working well, for whom and under what circumstances. In order to make these kinds of judgements, a portfolio of evidence will be compiled by the local Shape Up staff in each city.

In this sense the local Shape Up staff will be crucial members of the evaluation team as they will help to collect data, details of activities, policies, press coverage, and other items that will build the portfolio of evidence to document the progress of the Shape Up project within the city. This will help to provide contextual information about the different ways that the project is being implemented within individual cities.<sup>1</sup> The evaluation team based in The University of Hull, UK, will provide support and guidance to local Shape Up staff in the construction of their city's portfolio and training will be provided at the regional meetings. The portfolio has the following aims

### Aims

1. To plan and structure the local evaluation
  2. To enable the local co-ordinator and facilitator to monitor and track the project
  3. To celebrate and share best practice with others in the school-community and across the different European countries
  4. To allow others to learn from our experiences
1. As stated above, the portfolio will provide valuable information about the particular local context of the project. It will provide information about the local promoting group, the schools, the local communities, the activities etc and this will help build a picture of the local conditions.
  2. The portfolio can be used by the local co-ordinator and facilitator to monitor how the project is progressing and to see where there are areas for improvement. In this sense, the local co-ordinator and local facilitator can be regarded as reflective practitioners who would use the portfolio to record their experiences and insights. Local co-ordinators and facilitators will quickly be able to see whether key outcomes are being achieved and will be able to address any areas of concern as soon as they arise.<sup>2</sup>
  3. The portfolio can be used to share and to celebrate examples of activities that have worked well. It is important to communicate successes with the rest of the Shape Up group so that this can be replicated in other cities. Other members of the Shape Up group

<sup>1</sup> Please also refer to the self-reflection section of the Shape Up Methods Guidelines

<sup>2</sup> Please see the section on indicators for more information about monitoring progress.



can benefit from the experiences and expertise of local co-ordinators and facilitators who have 'done it before'.

4. It is inevitable that there will be elements of the project that are less successful than others. It is important for us to find out why these elements have worked less well, so that we can try to change the way we do things. It is vital that these experiences are shared with the rest of the Shape Up group and the portfolio will provide a record of the different approaches that have been used to overcome particular barriers.

The portfolio template includes the following 5 themes. These are central to Shape Up. Please indicate on the portfolio template the extent to which you feel these themes have been addressed by your activities.

- **A dialogue-oriented and participatory approach** focusing upon the relationship between professionals and young people, where young people's understandings of health represent the main drivers for the project;
- **Young people as active change agents**, with the skills and potential to initiate health promoting changes in their own lives, the school, the family and the local community. The school is considered an important and influential partner in relation to the development of initiatives addressing obesity within the local community. Many different local partners and stakeholders will be involved in the project;
- **A holistic understanding of health** embracing 'absence of disease' as well as 'quality of life'. Consequently, the issue of 'healthy food' incorporates not only the nutritional aspects of food, but also the educational, aesthetical, social and commercial elements;
- **International collaboration and networking** where selected cities from all 25 EU countries participate with the assistance of a local support centre (in our case the Institute for Learning at the University of Hull);
- **An innovative approach to teaching and learning** which emphasizes the importance of young people's own Investigations, their Visions and their Actions in order to facilitate health promoting Changes (**IVAC**) as crucial parts of their learning processes;

### What to include in the portfolio

We would like to have as much information about your Shape Up activities as possible, so please include as much material as you can. Try to document all of your activities with evaluations, photographs, videos etc. Some of the tools provided in this toolkit will help you to gain participants' views of the activities and the template below will provide a framework for reporting your activities. This has been completed for a sample activity where a class of pupils devised a healthier menu for the school canteen. **Please note this template must be completed in English.**

You may wish to append other evidence to the template for example, notes from Local Promoting Group meetings, examples of policies, letters to local decision makers, letters from parents, community members or other partners, press articles, work by pupils, links to the curriculum, whatever will describe your local project and be of interest to others within the Shape Up community. Please ensure that evidence is translated into English wherever possible.

It is a good idea to include the indicators that you have developed to monitor progress on your project.



## SHAPE UP LOCAL EVALUATION TEMPLATE

**Topic:** Devising a healthier school canteen menu

**Date:** 01/08/06

**Name:** Jo Pike

**Aim** Pupils wanted to change the school lunch menu to include a variety of healthier options.

**Description** A menu planning activity session was held with the pupils and the school cooks. Pupils researched healthier menu options and organised a discussion with the school cooks.

**What did you achieve?**

Pupils and cooks devised a menu together that is practical, affordable and includes items that pupils want to eat. The menu includes more fruit and vegetables and less fried foods.

A regular meeting has been set up between the cooks and the pupils to monitor the new menu and to maintain the dialogue between cooks and pupils.

### Themes

Participation	Young people and Change	Networking	Holistic View of Health	IVAC
✓ ✓ ✓	✓ ✓ ✓	x	x	✓ ✓ ✓



<b>What worked well?</b>	The new menu has proved popular with pupils especially those in the older age groups. The cooks are reporting less litter and mess in the dining room.	x	✓ ✓ ✓	✓ ✓ ✓
<b>What helped you achieve this?</b>	The dialogue between the cooks and the pupils proved essential as both parties were able to explain their wishes and concerns. Pupils have a sense of ownership over the menu and therefore are selecting the items they requested on the menu. The relationship between cooks and pupils has improved and pupils are now taking care of their dining room environment.	x		
<b>What didn't work so well?</b>	The cooks are concerned that some items take too long to prepare. This will be reviewed at the next meeting. Younger children are not taking up the healthier options.	x		
<b>What can you learn from this?</b>	That the menu needs constant review to take care of everyone's concerns. That younger children needed to be engaged in the process of menu development from the outset if they are to be encouraged to select the healthier options. We could have shared our experiences with other schools in our city and learned how they addressed these issues in their schools.			

✓ ✓ ✓ = Covered fully

✓ ✓ = Covered partly

x = not covered





## Section 2

### TOOLKIT

The following tools are intended to provide examples of ways in which you can evaluate your local activities. You may decide that some of these are not suitable for your local context. Other tools may need to be adapted in order to be relevant to your particular set of circumstances. Please feel free to use and amend the examples as you see fit. The toolkit also sets out guidelines regarding the advantages and disadvantages of using particular evaluation tools and gives an indication of things you may need to consider before you start. If you require further information or advice on evaluation tools please contact the Evaluation Team at the University of Hull, UK. Contact details are given in the [Online Support](#) section of this toolkit.



## Questionnaires

Questionnaires are useful when you need to get a broad picture of what a large number of people think about a particular subject. Questionnaires are a relatively quick, easy and cost effective means of gathering information. However, there are a number of important points to bear in mind before deciding to use questionnaires. How will you distribute and administer your questionnaire? How will you analyse the data? How can you ensure a good response rate? Is it appropriate to use questionnaires with your sample group? Can you collect the data any other way?

Age Group	7 years + (depending on reading and writing ability)
Size of group	Any number
Length of activity	Dependent on size of questionnaire
Resources needed	Paper, printing, envelopes,
Useful for	Gathering the opinions of large numbers of people

### First Steps:

The first thing to consider is who makes up your sample. If you are seeking the views of very young children, people who have difficulties with reading or writing or people who do not share your first language, it may be better to investigate other ways of gathering information.

Once you have decided to use a questionnaire you will need to consider practical issues such as whether you have the capacity and facilities to print the forms and whether you have the resources e.g. the training and the time to analyse the data.

### Checklist:

- Decide who, and how many people you want to survey
- Make sure that you have the capacity to process the data
- Decide what type of questionnaire you will use (self-completion, completion by third party, web based survey, paper based)
- Decide what type of questions you wish to use (see below)

### Questionnaire design:

The design of your questionnaire should be appropriate to your sample. If you are working with younger children you may like to use pictures and colour to make the form more visually appealing. You may wish to use pictures to indicate a scale of agreement such as happy and sad faces (☺ ☹ ☹) or thumbs up and thumbs down (👍 👎) as text can sometimes be off-putting for younger children. Pictures of food can be used for example, to establish children's lunch preferences. Remember to space out the questions on the page as young children can often be put off if the page looks too crowded.

The type of language that you use will be appropriate to the age group and instructions should be as clear and simple as possible. You may wish to use a practice page to demonstrate the types of responses you are asking for.

You will need to decide whether to use closed questions, open questions or a mixture of both.

**Closed questions** – in this type of question you need to specify a list of answers to choose from. For example,



### 1. Do you like to play sport?

Please tick **ONE** answer **ONLY**.

A lot

A little bit

Not a lot

Not at all

Don't know

The advantages of this type of question are that data are easy to analyse and the questionnaire can be filled in quickly. However, because the answer options are limited, respondents do not have an opportunity to expand upon their answers. They cannot, for example, tell you why they think something.

In this example, the scale includes 5 options to choose from. This allows people to select a middle point in a 5 point scale. Some surveys use a 4 point scale to encourage respondents to be either positive or negative towards a particular statement. You will need to decide whether to adopt a 4 or 5 point scale.

**Open questions** – in this type of question respondents are given the opportunity to write, in their own words, what they think or feel about a particular subject. For example,

### 2. What do you most like about playing sport?

Please write in the box below.

The advantages of this type of question are that young people are able to say in their own words what they feel about a particular subject. This is useful if you need to provide supporting quotations when reporting your results. However, these data are more difficult to analyse and you may need to classify responses into different topics for analysis. This is called data coding and can be quite a complex process especially if you are surveying a large number of people.

It is very easy for people to misunderstand your questions, no matter how clear you think you have been! It is always a good idea to pilot your questionnaire in advance. This allows you to trial the questionnaire and to make any changes that are necessary before you undertake a full scale survey. This pilot phase does not have to be done on a large scale and even if you just get the views of one or two young people, this can significantly improve the response to your questionnaire and save you a great deal of work in the long run.



### Example of Practice Page

In this questionnaire, there are different types of questions. This instruction page gives you a chance to practice answering the questions, and shows you the different types of questions within the questionnaire.

**Type 1** This type of question asks you to **cross one box only**:

Have you usually stayed for school dinners since you started school?

Please cross **ONE** answer **ONLY**.

Yes

No

Don't know

**Type 2** This type of questions asks you to cross **one box on each line**:

Last week, during your school breaks (including dinner times), did you spend time...

Please cross **ONLY ONE BOX** on each line

	Never	Sometimes	Often
Chatting/talking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Playing running/skipping games/tag	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Playing ball games like football or netball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Type 3** This type of question asks you to cross **all** the boxes that are right for you:

3. What are the best things about your school?

You may cross **MORE THAN ONE** answer

Teachers	<input type="checkbox"/>
Seeing friends	<input checked="" type="checkbox"/>
Playtimes	<input checked="" type="checkbox"/>

**Type 4** This type of question asks you to draw a circle around the answer that is right for you.

How many pieces of fruit/vegetables do you usually eat on a school day?

Please circle **ONE** answer.

0    1    2    3    **4**    5    6    7    8+



As part of the Shape Up project in our city, we are asking young people what they think about physical activity. We would very much like to hear what you think about these topics. There are no right or wrong answers and it is important that you answer the questions honestly and say what you really think. All your answers will be private and no-one at your school will see them.

**PLEASE TELL US IF YOU AGREE OR DISAGREE WITH THESE COMMENTS**

1. The school play area is attractive

Please tick **ONE** answer **ONLY**.

Strongly agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree






2. The school play area is safe and clean

Please tick **ONE** answer **ONLY**.

Strongly agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree






3. There are different things to play with in the play area

Please tick **ONE** answer **ONLY**.

Strongly agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree






4. Play equipment is provided in the play area

Please tick **ONE** answer **ONLY**.

Strongly agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree



5. What other activities do you think should be provided in the play area?

Please write in the box below

6. I enjoy playing outside in the play area

Please tick **ONE** answer **ONLY**.

Strongly agree

Agree

Neither agree  
nor disagree

Disagree

Strongly  
disagree

**Thank you for taking part in this survey!**



## Interviews

Interviews are a very useful way of collecting in depth data from individuals or groups of individuals. Group interviews are sometimes referred to as focus groups (see following section)

Age Group	Any age group
Size of group	1 - 3
Length of activity	No more than 45 mins for under 10 years, No more that 1 hour for 10 – 16 year olds.
Resources needed	For example, suitable venue, recording equipment, video camera, note taking equipment (if necessary)
Useful for	Gathering in depth opinions and perceptions from of smaller numbers of people

### First Steps:

You will need to consider what kind of information you require, who needs to provide it and the best possible way of gathering this information. If you require in depth information from a small number of sources then interviews may be your best option. You may consider asking young people to interview each other. This is a great way of inviting young people to investigate specific topics and can be a very rewarding learning experience for them. This may also be beneficial if you are seeking information where young people would feel more comfortable talking to their peers.

It is sometimes difficult for interviewees to remember everything that they want to say in an interview. It is always useful to leave your contact details (if this is appropriate) so that interviewees are able to contact you with additional information or to ask questions or address any concerns after the interview.

### Interview Structure:

You must always start an interview by explaining who you are, what you are investigating, how the information that the interviewee gives will be used and the “rules” of the interview. (see below). This should help the interviewee feel comfortable in trusting you with the information they are about to give and prevent them from feeling that they are obliged to answer all of your questions. While it is advisable to be flexible with your topics and questions, it is important that you do provide some structure for the interview as unstructured interviews with little direction or feedback from the interviewer can result in the interviewee wondering whether they are giving useful information at all!

Try to start the interview with safe questions that put the interviewee at ease. When interviewing younger people, you may wish to ask them to describe their school, or their favourite game or television programme. When interviewing adults, you may wish to ask them to describe a typical day at work, or at home. Remember to phrase questions in a way that invites the interviewee to develop their thoughts and ideas rather than giving “yes” and “no” answers. Asking people to describe something is a good way of doing this.



It is often a good idea to invite interviewees to expand on their answers by asking how they feel or what they think about a particular situation. If you do not understand their response ask them to explain their answer, but be careful this is not done in a way that is challenging. Repeatedly asking why someone thinks something can result in your interviewee becoming defensive. Instead you may wish to say, for example “that sounds interesting, but I’m not quite clear about..... could you explain this a bit more please”

Before the interview write a list of topics that you want to cover. The interview will flow more comfortably if you prepare a list of topics for discussion rather than a list of specific questions that you read out. However, you may wish to include one or two specific questions if you need to cover something in particular. It is perfectly acceptable for you to refer to your list during the interview and you should advise the interviewee that you may do this during the course of the interview.

Always conclude the interview by asking if the interviewee would like to add anything that has not been covered in the interview. Remember to thank the interviewee for their time and if appropriate, you may wish to give a small gift to show your appreciation. For young people, pens and stickers are ideal!

**Checklist:**

- Decide who you are going to interview and if this is a face-to-face interview find an appropriate location
- Decide whether you are going to use a structured, semi-structured or unstructured interview
- Create an interview schedule (list of questions) if necessary
- Decide how you are going to record the information
- Decide how you will analyse the information
- Explain your role, how you will use the information, how long the interview will last, confidentiality and ethical considerations
- Investigate ethical research practice in your particular context





## Example of Children's Interview Schedule

### Introduction

1. Introduce yourself.

My name is ..... and I work for ..... as a .....

2. Explain the purpose of the research.

I am conducting a number of interviews to try to find out what people think about physical activity. I am interested to hear some of your thoughts and ideas about this subject. These interviews are part of the Shape Up project and the information you give will help me to see the parts of the project that are working well and the things that could be done better.

3. Explain about confidentiality.

There are no right or wrong answers to the questions that I am about to ask, I am only interested in what *you* think and feel about things. So please be as honest as you can. All of the things that you say to me today are private and I will not repeat them to anyone at your school or anywhere else. But some of the things that you say might be written down in a report and people can look at this on the Shape Up website. But your name will not be written down and so no-one will be able to tell what you have said.

4. Explain what you expect from your interviewee.

The interview will last about ..... minutes and I would like to record what we say on this (show recording device). This will help me to remember the things we have talked about. Is this ok? I have written down some of the things I would like us to talk about and I might have to have a look at these as we go along. If there are any things which you do not want talk about, please just tell me that you don't want to talk about it and we can move on to something else. Also, if you don't want to carry on with the interview, please just tell me and we can stop.

If there are any questions you would like to ask me as we go along, please feel free to ask me.

Are you happy for us to start the interview?

### Example of Interview questions:

These might include the following (this is not an exhaustive list and the order would need to suit your particular context!):

- How often do you like to play outside?
- Can you tell me something about the types of things do you like to do after school?
- Who do you play with after school?
- Who do you play with when you are at school?
- What are your parents doing when you are playing?



- How do you feel when you can't play outside?
- What other equipment would you like to see in the playground?
- Which parks do you particularly like and why?

## Focus Groups

A focus group is a discussion involving a small number of people who have something in common. It is usually led by a facilitator who guides the discussion in order to gain insight into participants' experiences, views and perceptions of a specific topic. Focus groups are often used to generate discussion on a topic in order to explore areas that might not be possible through individual interviews. Some researchers prefer focus groups to individual interviews as they are cheaper and take less time to gather the opinions of a larger sample of people. It is sometimes easier for researchers to use focus groups rather than individual interviews as conversation can flow more naturally, and is not reliant on just one person speaking. For some children and young people, focus groups are easier than individual interviews as they do not feel under pressure to respond to every question. They can also make children feel more comfortable as they are able to offer peer support which is not available in a one-to-one interview with an adult researcher. However, focus groups can easily become dominated by a few individuals and can also stray from the topic under investigation. Focus groups need careful facilitation to ensure that participants are all given an opportunity to express their ideas and that both the researcher and the participants are happy with the topics covered during the discussion.

Age Group	Not suitable for children under 7 years
Size of group	No more than 10 (depending on age group)
Length of activity	A good indication would be; No more than 45 mins for under 10 years, No more that 1 hour for 10 – 16 year olds.
Resources needed	Recording equipment, a suitable setting,
Useful for	Generating discussion around a topic. Getting in depth opinions from a larger group of people.

### First Steps:

Select your participants. With younger children (under 7 years), it may be advisable to use alternative participatory methods to gather information as young children may not be as skilful in articulating their thoughts. You may also need to think about the composition of your group in relation to the topic.

If you are discussing, body image, food, physical activity you may need to think about whether girls and boys would be comfortable discussing these topics in a mixed gender group, whether the ethnic composition of the group would might deter some participants from talking about, for example, the types of food they eat at home, whether the presence of more athletic



children might affect the responses of others in discussion about physical activity etc. Some researchers recommend single sex groups as younger children tend to feel more comfortable with this and teenagers are less distracted by members of the opposite sex.

Consider your setting. It is important to think about where your participants will feel comfortable. A school may be suitable for children but it may be more difficult to encourage parents, community members or professional partners to attend a school. Similarly, the town hall or an office may not be suitable venues for children. The setting should be relatively quiet so that you can record the discussion and private so that you are not interrupted by other people.

Ensure that you have recording equipment. It will not be possible to take accurate notes of a focus group as sometimes everyone will be talking at once. Furthermore, if you are facilitating the group you will need to concentrate on the discussion without being distracted. If you need to identify who has said what in the discussion, you may wish to ask your participants to introduce themselves and record this. You can use this later to identify the voices of individual participants.

You may wish to prepare a list of subjects that you would like to cover in advance. This will help you to keep your discussions focussed on relevant topics and allows you to feel more relaxed during the discussions. It may be useful to prepare an icebreaker or some kind of activity to help participants to feel at ease. This will help to introduce group members to each other and to enable everyone to practice saying something to the group. It might be useful to prepare an icebreaker that is related to your topic of conversation, for example, what is your favourite food? Or it is your birthday and you are deciding what to make for your party. If the topic is physical activity, you may wish to ask who is your favourite sportsperson, or even prepare a physical game.

**Checklist:**

- Select your participants and consider any sensitive issues
- Think about where and when your focus group can get together
- Consider how you are going to facilitate the discussion and record the information



## Participatory Techniques<sup>3</sup>

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<sup>3</sup> These techniques are drawn from The Hull Children's Fund Evaluation Toolkit : Holden Mcallister Ltd.



## Circle Time

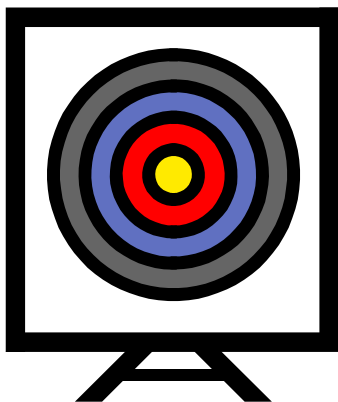
Age Group	Children and young people (4-16 years)
Size of group	Up to 30
Length of activity	Up to 8 years - maximum 20 mins 8 – 16 years – 30-45 mins
Resources needed	Young people, facilitator, space to sit, a soft toy or other object (optional)
Useful for	Encouraging young people to discuss their ideas and opinions in a group.

### What to do:

- Ask the group of young people to sit in a circle
- The group should not be too large, for example 25-30 young people in one group
- Establish with the group a basic set of rules for all to follow, for example,
- Only one person can speak at a time, you do not have to talk if you do not want to, it is acceptable to pass on anything you do not want to talk about, all circle members should show respect for one another at all times.
- Ask them to discuss an issue or a problem amongst themselves or alternatively as them to discuss whether they feel the project has met its outcomes.
- If you feel that it would be beneficial, you can introduce a soft toy or an object that is passed around the circle. Only the young person holding the object is allowed to speak.

### Advantages

- Passing an object around means that all those that want to speak can
- It prevents one young person dominating the discussion
- Holding an object means that the young person has something to focus on while they're speaking.



### Evaluation targets

Age Group	All ages
Size of group	Any number
Length of activity	5 – 10 minutes
Resources needed	Targets, prepared in advance Sticky dots
Useful for	Evaluating what people think of specific activities

#### What to do

- Prepare a number of large targets that can be placed around the room
- Write an evaluation question or for younger groups, draw a picture at the top of each target for example,
- Give out enough sticky dots for everyone to answer each question
- Ask the group to stick one dot on each target. Stickers should be stuck closer to the centre, the more strongly the person feels. So if the activity was really fun the sticker would go in the centre, but if it was felt to be boring, the sticker would go further out towards the edge of the circle
- The completed target should then look something like the diagram above

#### Advantages

- Quick and easy to set up and run
- The completed target should clearly portray the success of the activity
- No-one has to write anything!
- The questions at the top of the targets can be read out beforehand so the activity is not dependant on literacy.
- Different colour dots can be used if you need to analyse results by gender or age group.
- Comments can also be written on the targets if wished.



## Graffiti Tree

Age Group	Children aged 8-12 years
Size of group	Any number
Length of activity	5 – 10 minutes
Resources needed	Paper or card, pens, sticky note pads (leaf shaped)
Useful for	Asking a broad range of questions

### What to do

- Ask the young people to draw the trunk and branches of a tree on the paper or card provided
- Explain the question that you would like the group to consider
- Ask the group to write down their ideas on the sticky note pads
- Place the sticky leaves onto the tree and watch it grow!

### Advantages

- Any question can be asked and young people can use the activity to generate suggestions and ideas for future activities
- The tool is easily adapted and can be used throughout a session or as a session in its own right.



## Section 3

### ONLINE SUPPORT

To access online evaluation support simply log on to the portal and contact the evaluation team at the University of Hull. Alternatively email Derek Colquhoun at [d.colquhoun@hull.ac.uk](mailto:d.colquhoun@hull.ac.uk).

You may also wish to use the “contact us” space on the portal to email a question. Alternatively use the FAQ space.

If you have a question that you would like to share with the rest of the Shape Up community post this in the Exchange.





## GLOSSARY OF TERMS

Term	Definition
Case study	An intensive and detailed description and analysis of a single project or instance in order to gain in depth understanding of issues being investigated
Data	Documented information or evidence of any kind
Evaluation	Evaluation places a 'value' upon particular actions and assesses whether the desired outcomes have been achieved or not
Evidence	Examples of activities and other information, used to indicate whether the Shape Up city has achieved its goals
Focus Group	A focus group is a discussion involving a small number of people who have something in common, often led by a facilitator
Indicator	An indicator provides evidence that a certain condition exists or that certain results have or have not been achieved. There are different types and levels of indicators
Macro	City wide
Meso	School community wide
Micro	Individual level
Outcome	A particular result that has been achieved through Shape Up. Outcomes can be intended e.g. an increase in physical activity or unintended e.g. increase in number of sports related injury
Output	A service, product or activity that has been put in place to achieve a particular outcome
Portfolio	A record of local Shape Up activities
Qualitative	A broad term to describe research that focuses on how individuals and groups view and understand the world and construct meaning out of their experiences
Quantitative	A research method used to collect statistical data often through questionnaires or surveys to help researchers measure and generalise their findings
Questionnaire	A form or a survey which is designed to obtain statistical information
Realistic Evaluation	A method of evaluation that is concerned with causal mechanisms that produce specific outcomes under particular circumstances