

the reading agency

Participate

Evaluation Handbook

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Introduction

This toolkit has been prepared to help you to evaluate your work with young people as part of the Participate programme.

It offers detailed information about methods you can use to evidence young people's participation in your service and the development they make as a result.

Part A provides key information on *why* we need to evaluate, and *what* makes for good evaluation practice. It suggests outcomes that you might expect to achieve from your work with young people especially those at risk of exclusion.

Part B provides information about *how* you might evaluate expected outcomes of your work. It is split into three sections:

- **Section 1** suggests methods for recording evidence of outcomes for your service
- **Section 2** describes the outcomes for young people you might expect and how to recognise them
- **Section 3** provides detailed information on creative and engaging tools you can use to measure outcomes for young people.

Part A

Part A provides key information on *why* we need to evaluate, and *what* makes for good evaluation practice. It suggests outcomes that you might expect to achieve from your work with young people especially those at risk of exclusion.

Why evaluate?

At the end of an activity evaluation is your opportunity to reflect and celebrate the achievements, benefits and value of your work. It provides key information about what works and what doesn't so you can share your learning easily with others - part of the process of developing best practice.

Partners are very interested in evaluation outcomes which can influence future funding and support. Evaluation shows that your service can deliver on agreed outcomes such as contributions to local and national policy areas including:

- Every Child Matters and Youth Matters
- Local authority Children and Young People's Plans
- Local Area Agreements
- Aiming High strategy
- Library Offer to Young People
- Find Your Talent cultural offer

Evaluation of what you have done against the priority outcomes in these policy areas will assist your authority in meeting local targets and indicators, such as PSA14, NI110 and NI6.

The young people you will work with also benefit from being involved in evaluation activities as it will give them the opportunity to recognise and share their achievements with others. This is central to their personal development and the evidence created through evaluation activities can also help them towards achieving an accredited award.

Characteristics of good evaluation practice

Whichever methods you use to evaluate your project, always bear in mind the following:

Good evaluation is well planned and prepared - Think about how you will evaluate an activity from the start, be clear about what you want to measure, and choose a method

that is appropriate to your activity and audience. You can adapt tools in this toolkit to suit your requirements.

Good evaluation is engaging – Young people can get easily bored with evaluation and when that happens they tend not to give positive or full responses. Avoid this by using a variety of creative activities such as the evaluation tools in this toolkit. Explain to young people why you are collecting information and what it will be used for.

Good evaluation is consistent - Keep a record of every session. This will help you to review and repeat your activities and may provide vital evidence for young people wishing to seek accreditation at a later date. Also look out for common pitfalls like double counting; you will find guidance on this later in the toolkit.

What outcomes can you expect to measure?

Participation activities with young people can create a range of outcomes. Quantitative evaluation will measure the scale of young people's participation such as:

- Numbers of young people borrowing books or accessing information
- Numbers of young people involved in consultation activities
- Numbers of young people involved in creative reading activities
- Numbers of young people involved in volunteering activities ranging from stock selection to staff recruitment
- Numbers of young people achieving accredited awards

Quantitative evaluation will measure the depth and quality of young people's participation. The tools detailed in section B will help to capture outcomes such as:

- Young people feel valued and empowered by the library service
- Young people find opportunities for enjoyment, inspiration or to express their creativity
- Young people have improved knowledge, skills and confidence
- Young people choose to take up positive activities and behaviour

However you may also consider evaluation of the impact of activities on library service, partners and the community.

Outcomes for library service could include:

- Young people recognise the library as a place to go for information

- Young people's participation is embedded as part of the core offer
- More young people – from all backgrounds and communities – use library services and encounter books and reading in innovative ways.
- Library staff at all levels feel more confident and skilled to involve young people.
- Libraries develop and sustain effective partnerships to support positive activities
- Library managers have a clear understanding of how involving young people in service planning, delivery and evaluation helps to meet their wider community engagement strategies.

Outcomes for library partners could include:

- Additional external funding is available
- External stakeholders have a clear understanding of what libraries have to offer young people and how libraries support Aiming High, Positive Activities and LAA objectives.
- Youth workers are supported to deliver high quality positive activities in partnership with libraries.

Outcomes for communities could include:

- Improved relationships between libraries and young people and their families.
- Improved intergenerational relationships
- Reduction in youth anti-social behaviour

Outcomes for socially excluded groups

Young people's participation in your service can have a particular impact on outcomes for socially excluded young people. Often these young people have most to gain from involvement and by actively engaging excluded groups, it is likely that you will reduce barriers and widen use of your service.

Who might be included in socially excluded groups?

These are young people who for geographic, social or economic reasons find our services hard to reach such as:

- Young people not in employment, education or training (NEETs)
- Teenage parents
- Young people living in urban areas of high social deprivation
- Young people excluded from school or school refusers
- Young people living in rural areas of high social deprivation

- Young people living in rural areas with poor access to public transport and services
- Young offenders
- Young people being educated at home
- Looked after young people
- Young people from black or minority ethnic backgrounds
- Young people from non-English speaking households
- Young carers
- Young people who are homeless or vulnerably housed
- Young people with disabilities
- Young people with basic skills needs
- Young people with or recovering from substance abuse problems

Identifying, working with and recording the engagement of young people who are socially excluded will require support from partners. They can help you to engage with existing groups and can provide significant specialist support for your work. Such partners could include:

- Looked after Children's teams
- Youth offender teams
- Youth services
- Connexions
- Social Services
- Local charities
- Schools and colleges

How can I find out if young people are from socially excluded groups?

As part of gathering evidence for evaluation, it is always important to record diversity information wherever possible as this will enable you to show that the work you are doing is making a difference to those that may benefit from it most. However, it's everyone's right to choose not to reveal personal information and such questions could be off-putting or inappropriate, especially as part of one-off events and activities. A way of ensuring that you do include young people from socially excluded groups without having to question individuals about their personal circumstances is to work with partners who have contact with existing groups. Running special sessions or ensuring they are invited and integrated into the events and activities you are developing enables you to reach key groups and record their involvement sensitively. Partners such as the youth service often already hold this information as part of their registration and can also actively promote events or activities on your behalf to particular groups they are working with and that you wish to engage.

Part B

Quantitative evaluation

Quantitative evaluation will be used to measure numbers of activities, or of young people, staff or partners engaged in your project/activities. It is recommended that you set targets for quantitative measures as this will help to develop SMART actions in your project/activity plans. For example you might want to set a target for numbers of young people you will aim to engage in key activities such as volunteering and accreditation. You may also want to identify numbers of young people from socially excluded groups that you would wish to include within these targets.

Qualitative evaluation

Qualitative information will add depth, context and value to the quantitative information you gather. For example it will record the quality of young people's experiences and evidence the 'soft' outcomes of your project such as the learning and progress that young people have made or changes in staff attitudes towards young people. Qualitative information is generally gathered through discussion and reflection with the individuals you hope to have been influenced by activities. Gathering qualitative information is best done little and often throughout your project in order to evidence progression. There are a range of creative and engaging methods detailed in section 2 that are designed to facilitate and record reflective discussions with young people. You may also consider some of them useful for discussions with partners and staff about their experiences.

Section 1- Measuring outcomes for your service

This Section describes the outcomes for your service that you might expect to achieve and some methods for recording evidence against each outcome.

Outcome: Increased active use of the library by young people

Active users are classed as any member of the library who has borrowed at least 1 item of stock within the last 12 months. You can expect that the events/activities you will develop with young people will create new library users and give you many opportunities to encourage young people to become active users of the library. To facilitate this you could consider reviewing your library procedures from the perspective of young people to check that you aren't creating barriers that undermine all your good project work. The best way to review your library procedures effectively is to include young people in the process. They will be able to identify where there are barriers, the benefits that can flow from relaxation of charges or ID requirements and also key messages that you can use in marketing the library to young people.

It should be possible to measure active use and membership of the library by young people through information extracted from your library management system. It is important to set a baseline for this information, i.e. find out what the current use and membership of 11-19 year olds is so that you can compare later information. Agree what data you will use to measure this and ensure you do it in the same way each time. Also think about how often you will extract data, a good guide would be twice per year.

Outcome: Increased involvement of young people in creative reading activities

Providing creative reading activities is a core part of the national library offer for young people and a key way to provide a vibrant reading service that will attract a wider range and greater number of young people to use your service.

In order to offer a progression route for young people's involvement, you should aim to expand the range of activities you offer to young people as part of your service development. The Participate Creative Reading Module is specifically designed to provide support on developing and delivering creative reading opportunities in your library service.

Measuring the range of creative reading activities involves identifying the different types of creative reading activity, and for each type, the number of creative reading activities you run for young people. Types of activities might include:

- Reading group sessions
- Gaming clubs
- Homework clubs
- Competitions & quizzes
- Author Events
- Online activities using groupthing.org

Recording the number of young people taking part in each activity will provide a quantitative measure of involvement. This should be a measure of the total number of different young people the service is working with so just keeping a head count of numbers of young people attending events or involved in activities could lead to double counting - e.g. the same 5 young people attending 3 different events is only 5 young people not 15!

You can avoid this by asking how many young people have never attended an event/activity before and making a count of those young people. E.g. you might record the information as below

First Session		
Total number attending	Number who have never attended before	Total number engaged (this is a cumulative total of number who have never attended before)
7	7	7
Second session		
6	3	10
Third session		
7	1	11

Other simple methods of recording this information include recording the names of young people attending every event or activity. Remember this is personal information so you could generalise it by just collecting first names with initial of surname, or if they are members of the library make a note of membership numbers. When you come to record the information, just count up how many different names/membership numbers you have from all of the events or activities.

To measure the qualitative outcome of activities i.e. what young people have got out of being involved will require more in depth evaluation. The tools for measuring qualitative outcomes featured in section 2 can be used for this.

Outcome: Increased involvement of young people in volunteering

Volunteering roles are distinct from just participating in information, consultation creative reading activities. Volunteering involves an agreed range of duties and responsibilities that the young person will take on, and a commitment from the young person to be relied upon to carry them out at regular times or over a set period of time. It will also usually involve the young person working as part of a team and developing or sharing specific skills based around activities in your library.

To make this information easy to gather we recommend that for each volunteer you keep a record of the roles that they are participating in, the times they work and activities/tasks they are involved in. Young volunteers can be involved in keeping that record up to date themselves as part of their role, and it will be vital information should the young person choose to start working towards an accredited award at a later date.

From these records you can identify how many young people are involved in volunteering and you can also identify different types of volunteering opportunities you are offering such as:

- Planning/ design of services (e.g. involvement in stock selection, staff recruitment, organising activities)
- Peer promotion and advocacy (e.g. involvement in events or activities to promote library activities to other young people)
- Advising libraries e.g. involvement in library planning or service-wide youth forum/ council, leading research, evaluation and consultation with other young people)

In order to offer a progression route for young people's involvement, you should aim to expand the range of volunteering activities you offer to young people as part of your service development. The Participate Volunteering Handbook is specifically designed to provide support on developing and delivering a range of volunteering opportunities in your library service.

To measure the qualitative outcome of volunteering activities i.e. how young people have developed as a result of volunteering will require more in depth evaluation. The tools for measuring qualitative outcomes featured in the following section can be used for this.

Outcome: Increased involvement of young people in accredited volunteering

This information relates to young people who are working towards an accredited award or outcome as a result of their volunteering, and the number of accredited outcomes achieved through library volunteering activities.

Any young person who has made a commitment to starting the accreditation process can be counted as working towards an accredited award/outcome. This process usually involves a young person:

- Stating that they would like to work towards an accredited award/outcome
- Identifying a suitable accreditation scheme (perhaps with support from you)
- Meeting with you and/or your accrediting partners to identify the activities they will need to do to achieve their award.
- For some awards it may also involve completing some form of initial registration or paperwork.

For detailed information of developing and delivering accredited opportunities in your library service please see the Participate Accreditation Handbook

What is an accredited outcome?

An accredited outcome is where a young person has successfully completed one module or section of an award which carries accredited status as a result of their involvement with library activities. For example completion of the requirements of the volunteering element of a Duke of Edinburgh Award including submission and acknowledgement from the awarding body would count as one accredited outcome; completion of the skills element would count as a second outcome. Completion of all of the elements would count as an award.

Measuring young people's involvement in accredited volunteering should be no different from the way you work with all volunteers, for each young person working towards an accredited award, you should keep a record of the roles that they are participating in, the hours they work and activities/tasks they are involved in. Young people can be involved in keeping that record up to date themselves as part of their accreditation, and it will provide vital evidence of their learning and commitment which will be required as part of the recording and submission process to achieve their award/outcome.

To measure the qualitative outcome of accredited volunteering activities i.e. how young people have developed as a result of volunteering will require more in depth evaluation. The tools for measuring qualitative outcomes featured in the following section can be used for this.

Outcome: Increased partnership working with youth sector

Successful partnership working with youth sector agencies is a critical success factor of achieving young people's participation in your services. The government's Aiming High strategy shows that young people's participation is more sustained and successful when it involves an element of adult involvement to help shape or support activities. Youth workers regularly work with young people who do not use libraries. Their involvement in activities with and in libraries will result in a wider range of young people using libraries. Also, youth workers who work with libraries are more likely to promote them in their work.

You should aim to expand the range of partners and level of partnership with the youth sector as part of your service development. Evaluating the success of partnership working between library staff and youth workers will help you to create actions to improve partnerships.

Recording the level of partnership working and the number and nature of any regular joint activities in libraries or other youth settings will give you key quantitative data about the nature of your partnership. To record qualitative data such as key benefits of partnership working, potential barriers and to reflect on how the partnership has changed, it is a good idea to ask staff and partners to complete a survey or record the detail of reflective discussion at the start and end of any joint project working.

Outcome: Increased library staff skills and confidence in working with young people

You can expect that the projects and activities that you develop working with young people and partners will create many opportunities for library staff to increase their understanding, skills and confidence in working with young people. This can be facilitated by attendance at training courses such as those provided through the Participate programme, Their Reading Futures training programme, cascaded training, mentoring, shadowing and training and support from partners locally. It is important also to involve frontline staff directly in projects working with young people so that they gain a sense of joint ownership and have opportunities to develop a working relationship with young people. They should be represented on steering groups with young people and be expected to be involved in arranging or running activities and events.

Measuring the numbers of staff involved in training or activities with young people will give you information about the number of staff you might expect to be influenced by any participation activity. To measure an overall increase in confidence and skills it is also a good idea to ask staff to complete a survey at the start and end of any project working or training.

Qualitative information on the impact of young people's participation will enable you to reflect on what has changed within your service and what has been most effective in improving the way library staff work with young people or their attitudes to young people. Gathering this information is best done as you go along as much development is likely to be informal, at staff site meetings, one-to-ones and in staff days, as well as on-the-job through shadowing participation activities.

Asking staff to keep a project or training diary of their experiences or interviewing key staff at milestones within the project can be a rich source of qualitative data, building a resource of quotes and case studies.

Section 2 –Outcomes for Young people

This Section describes the outcomes for young people you might expect to achieve and how to recognise them. For detailed information on creative and engaging tools you can use to measure outcomes for young people refer to section 3.

Outcome: Young people have improved knowledge, understanding and skills

This involves measuring how many young people are able to identify improved knowledge and/or skills as a result of involvement in library activities and what it was in the activity they have taken part in that has contributed to the progress they have made.

What counts as knowledge, understanding or skills?

Knowledge means gaining facts or information about something which can be:

- Facts about a specific subject
- Wider knowledge –
 - About a theme
 - About a place or process
 - About oneself, family, community, or the wider world

Understanding means being able to make sense of something or making links between things which can be:

- Seeing a bigger picture
- Realising the consequences of actions or behaviour
- Knowing the reasons why things occur
- Using prior knowledge in new ways

Skills are an ability to do something that can be developed or improved over time. They can be 'hard' – able to be demonstrated in visual terms or 'soft'- relating to ability to interact with others. Including:

- Key skills – numeracy, literacy, use of ICT, learning how to learn...
- Intellectual skills – reading, thinking critically and analytically, making judgments...
- Information management skills – locating and using information, evaluating information, using information management systems...
- Social skills – meeting people, sharing, team working, introducing others, showing an interest in the concerns of others...

- Emotional/self management skills – recognising the feelings of others, managing feelings, channelling energy into productive outcomes, time management
- Communication skills – writing, speaking, listening...
- Physical skills – running, dancing, playing sport...
- Creative/artistic skills-making things, playing music, acting

Outcome: Young people experience personal development as a result of their involvement with library activities

This involves measuring how many young people feel that being involved with the library has resulted in a positive difference in their lives, their actions or behaviour.

How do I recognise if an activity has made a positive difference?

In their feedback and comments young people will commonly express this in terms of:

- A change in the way that they behave in the same context (observed or reported)
- A change in the way that they behave in other contexts (observed or reported)
- A desire to progress in their activities

Outcome: Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities

This involves measuring how many young people state that they have enjoyed themselves, been inspired or found ways to express their creativity through library based activities.

How can I recognise if someone has found an activity to be enjoyable, creative or inspiring?

In their feedback and comments young people will commonly express this in terms of:

- Having fun
- Being surprised
- Resulting in new, innovative thoughts or actions
- Being able to make, explore or experiment with new things
- Finding new activities to do as a result of their involvement

Section 3 –Tools for measuring outcomes for young people

This Section provides detailed information on creative and engaging tools you can use to measure the outcomes for young people described in section 2. The guidance and tools that follow have been sourced from best practice in the libraries and youth sector. All activities have been tested in practice with young people and are designed to provide low cost but engaging and enjoyable ways for you to create structured discussions with young people.

Structured discussions provide opportunities for young people to reflect upon what they have learned and provide you with rich qualitative information. The evidence of learning, personal development and progress can be used in recording outcomes for your project and for young people working towards accredited awards. Examples of how this can be done are included in the description of each tool.

A quick note about warm up activities

Before you start a structured discussion it's important that everyone feels comfortable and engaged in the process of working with the group. To do this you can start with some form of warm up activity. These are quick and fun exercises that you can do at the beginning of any work with young people, particularly if you are working with new groups or young people who do not know each other well. They are not designed to gather evidence, but can help to build relationships and encourage active involvement of participants that will result in better responses to the evaluation. Examples of warm up activities you could use can be found in **Appendix 1**.

Choosing and using the right evaluation tool

The tools described in the following section can be adapted to a range of different individuals, groups and settings. It's advisable to spend some time planning from the outset of your activity to decide what type of tool will best fit your circumstances:

Creative tools

These tools involve displaying feedback in a visual form. As well as providing engaging activities in themselves, if displayed prominently, an important benefit of creative tools is that they enable young people to 'see' their progress and share it with others. This can create a sense of pride for participants, a way of marketing activities to other young people and a way of communicating about the work you are doing with wider members of the library community. Examples of creative tools described in this handbook include:

- Evaluation Tree
- Evaluation Shields

Group tools

These tools can be used with individuals but you may find greater benefit in using them with groups of young people where the opportunity to communicate with others adds to the depth and breadth of responses. One person's contribution can often trigger another's thinking and these activities increase young people's self awareness as well as their confidence and ability to contribute in a group. Examples of group tools described in this handbook include:

- Agree/Disagree
- DIY Card Sort
- Evaluation Tree
- Blob Tree
- GLO-ing
- Capturing Confidence
- Thumbs Up Circle
- Pat on the Back
- I Would Say
- Evaluation Shields

Quick Fire tools or Considered Response tools

Some tools are quick activities that get an instant response; others require young people to reflect and take more thought and time to complete. When choosing which tool to use and when to use it, think about the learning outcomes you might expect or want to measure from young people - e.g. you might expect someone to be able to say whether

they have enjoyed an activity almost as soon as the activity has been done and it is often best to capture this information quickly whilst they are still feeling enthused. However, if you want to see if an activity has made a difference in someone's life or changed the way they behave in different situations this is usually something people can only reflect upon after a more extended period of regular involvement.

Examples of quick fire tools described in this handbook include:

- Thumbs Up Circle
- Evaluation Questionnaire

Examples of considered response tools described in this handbook include:

- Agree/Disagree
- DIY Card Sort
- GLO-ing
- Capturing Confidence
- I Would Say

Starting Point tools

To measure the progress that someone has made as a result of an activity, it's usually necessary to understand where they are starting from and compare this to where they feel they are at the end of the process. You can do this by using some tools twice – once at the beginning of a period of work and again at a later date to review and reflect on progress. Alternatively, you could use a thinking back process where young people are asked to work with the tool only at the end of the process and to reflect on both where they felt they were before taking part in the activity and where they feel they are now. Examples of starting point tools described in this handbook include:

- Blob Tree
- Capturing Confidence
- Evaluation Shields

We hope that this handbook will guide you to try out a range of evidence gathering tools that you might not have tried before, but don't forget you can supplement these tools with simple things that all staff can do to build a rich picture of your work. The most basic is always have a notebook handy to note down any comments you hear, and add a brief note about the person who made the comment (e.g. *girl, non-library member, aged 15-16*) and the occasion. This sounds a bit casual, but it is in fact extremely valuable – spontaneous comments, noted down verbatim, have a freshness and directness that you couldn't make up. Such comments make great quotes and headings, and can even be very moving.

Summary table of types of tools

	Creative tools	Group tools	Quick fire tools	Considered response tools	Starting point tools
Agree / disagree		✓		✓	
DIY card sort		✓		✓	
Evaluation tree	✓	✓			
Blob tree		✓			✓
GLO-ing		✓		✓	
Capturing confidence		✓		✓	✓
Thumbs-up circle		✓	✓		
Pat on the back		✓			
Evaluation questionnaire			✓		
I would say		✓		✓	
Evaluation shields	✓	✓			✓

Evaluation Tools

Agree disagree

You will need:

2 sheets of paper marked *agree* and *disagree*, Blu tack

How to do it:

Place the sheet marked Agree at one end of the room and the sheet marked Disagree at the other

Read out the statements and ask the participants to move towards the sheet that corresponds with their opinion. The closer they are to the sheet the more strongly they feel they either agree or disagree with that statement, if they can't decide they can stand in the middle of the room

After everyone has taken their place encourage people to discuss their opinion, anyone can change their mind and move at any time

Adapted from Rogers (2001)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Focus your statements around the knowledge, understanding and skills that you expect young people to have gained from the activity such as:

- I think I work better in a team now
- I have learned new skills in XXX
- I feel I know more about XXX now etc

Count how many young people show agreement with these statements

To measure if Young people experience personal development as a result of their involvement with library activities: Focus your statements on the positive difference that you expect an activity may have made in the lives, activities or behaviour of young people such as:

- I think this activity has made a difference to the way I XXX (e.g. do my homework, work with other people, behave in the library etc)
- I think I would like to do more activities like this
- Now that I have done this activity I will/have XXX (e.g. decided to be a volunteer, started an accreditation scheme, found xxx (reading, talking to others, working with library staff, studying) easier)

Count how many young people show agreement with these statements

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Focus your statements on whether participants have found enjoyment, inspiration or opportunities to express their creativity such as:

- I have had fun taking part in this activity
- I was surprised by something in this activity
- I was able to explore or experiment with new things as part of this activity
- I was able to do something creative as part of this activity
- I was inspired by this activity etc

Count how many young people show agreement with these statements

Using this tool with young people working towards accreditation

On its own this tool does not generate enough reflective evidence to be useful in working towards an accredited scheme. However it can be used as a prompt to reflective discussion. Young people should then make a note of their comments and feelings which can be used as evidence towards an accredited award.

DIY Card sort

This activity is designed to find out from young people what they have learned or gained from an activity and what they might do differently as a result

You will need:

To produce sort cards: sheets of A4 card in 2 different colours, scissors, and pen, large envelopes.

How to do it:

Begin by thinking about:

What you want young people to have gained from the activity

So What you think young people might do differently as a result of this activity

The following questions might help your thinking:

What

- Knowledge, understanding or skills did we intend young people to get out of this activity?
- Did we want them to think differently about/become more aware of?

So What

- Would we like to see young people being able to do as a result of this activity?
- Might young people go on to achieve as a result of this?
- Might young people do differently now?
- Different situations might young people apply this learning in future (school/college/library/home/work/volunteering etc.)?

Produce a number of statements for the headings *What*, and *So What*
Select different colours of card for each heading and mark them up as below

A	H
B	I
C	J
D	K
E	L
F	M
G	N

For each heading write one statement you have produced in each box.
Cut up the statements and place them in separate envelopes marked with the relevant heading. If you are going to ask young people to do this as individuals or in small groups, you will need to make enough sets for each individual or group.

Ask individuals or groups to pick out from the cards the ones that they think apply to them and rank them in order, with the one they think most applies at the top. It is useful to have some spare pieces of cut up card on which young people can add their own points that they think of as they do this activity.

When they have ranked the cards ask them to look at the ones they have put near the bottom of each set and remove any they think only apply in a small way to them.

Where you have a number of individuals or small groups taking part and they have different responses you may like to ask what the differences were, and on what grounds they chose to take some statements away.

Make a note of the results and comments made in discussions

Adapted from Comfort (2006)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Make sure your *'What'* cards include the knowledge, understanding and skills that you expected young people to have gained from the activity
Count how many young people feel that these cards apply to them.

To measure if Young people experience personal development as a result of their involvement with library activities: Focus your statements on the positive difference that you expect an activity to have made in the lives, activities or behaviour of young people such as:

- "I feel more confident",
- "I feel proud of my achievements",
- "I think this activity has made a difference to the way I ... (e.g. do my homework, work with other people, behave in the library etc)",
- "I think I would like to do more activities like this",
- "Now that I have done this activity I have... (E.g. decided to be a volunteer, started an accreditation scheme, found... (e.g. reading, talking to others, working with library staff, studying) easier)"

Count how many young people show agreement with such statements

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Make sure your *'What'* cards include words such as fun, enjoyment, inspiration, creativity. Count how many young people feel that such words apply to their experience.

Using this tool with young people working towards accreditation

Suggest that young people on accredited awards write down the key statements they put at the top of each list and keep them as a record of their own achievements and outcomes.

Evaluation Tree

This is a creative way to evaluate a group session or a number of sessions. It asks for very little feedback from each person and creates a visual representation of a group exercise that can be displayed in the library.

You will need:

A large piece of paper with a basic drawing of a tree with no leaves on it, Blu tack, pieces of paper shaped like leaves, pens

How to do it:

Stick your tree to the wall; introduce it as the *Evaluation Tree*

Hand out leaves and pens and a small piece of Blu tack to each person. Ask them to think carefully and write on the leaf anything that they have learned and/or enjoyed during the session. When they have chosen a word or sentence, ask the participants to stick their leaf on the tree.

Review the tree with the group and reflect upon what has been written. You can use the tree to evaluate what were the best things and the worst things about the exercise- you might use green leaves for comments about what they enjoyed and brown leaves for things they didn't enjoy, giving an instant representation of whether the session was good or bad overall. It's important to use the review session to address the comments about what people didn't enjoy and discuss their ideas about what might be done differently to improve the session next time.

Adapted from Rogers (2003)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Ask young people to think if there is anything new they have found out about, learned how to do, or understand more about. Count how many young people list words or sentences linked to knowledge, skills, or understanding.

To measure if young people experience personal development as a result of their involvement with library activities: this exercise should be repeated at the end of every session over a number of weeks/ months to build up a picture of their experience over the whole period of their involvement. Ask young people to review the tree and write down differences between each week and whether they feel that their learning has increased over the period of the activity. It is a good idea to use different coloured leaves each time so that you can determine which comments were made at what time.

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Ask young people to think of anything they have particularly enjoyed, or were inspired by or if they thought there was anything creative about the activity. Count how many young people list words or sentences linked to enjoyment, inspiration or creativity.

Using this tool with young people working towards accreditation

If you are working with young people working towards accreditation, you can repeat this exercise at the end of every session to build up more leaves and eventually build a picture of their experience over the whole period of their involvement. Ask young people to review the tree and write down differences between each week and whether they feel that their learning has increased over the period of the activity. It is a good idea to use different coloured leaves each time so that you can determine which comments were made at what time.

The Blob Tree

This activity is a prompt to get young people discussing their thoughts about an activity. It can be used as an initial assessment of where we are/how we feel at the beginning of an activity, to review activities to see what young people have gained or to look at how young people have changed or developed over time.

You will need:

Copies of the blob tree sheet (see below), Pens/colouring materials, Pen and paper to record what young people say

How to do it:

Firstly decide what developments you wish to measure within the group. Devise questions that will draw out their feelings about those developments before and after the activity. For example if you wanted to measure the effect the activity had on young people's perceptions of the library you might ask questions such as: *"Can you remember how you felt about using the library before we did this activity?"* and *"How do you feel about using the library now?"*

Show young people the blob tree and ask them to pick an image which they think illustrates their feelings in relation to whatever question you have asked. You could also ask them to colour in the images they have chosen so that they make the sheet their own.

When they have chosen they should have 1 image for their 'before' feelings and 1 image for their 'after' feelings. Ask young people to explain why they picked those images and the differences between them. Selecting an image is a trigger to talk about the detail of their thoughts. If young people are comfortable with group discussion it's a good idea to this as a joint activity. One person's contribution can often help another person's thinking. You could help young people to feel more confident in contributing to the discussion by selecting your own before and after images and giving your explanation of why you picked those images.

It is important to note down what young people say - you can prompt them to clarify or explain themselves further if necessary. If you find it difficult to engage in the discussion and record what is being said at the same time, you could ask a colleague or another young person to scribe during the session. Young people could also record their own comments on a flip chart or their blob tree sheet after the discussion.

Adapted from Comfort (2006)

Using this tool for measuring outcomes

This tool can only be used to measure young people's feelings about their own personal development, so it cannot easily be used to measure if young people have improved knowledge, understanding and skills or whether they have discovered opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities

To measure if young people experience personal development as a result of their involvement with library activities Your questions should focus on young people's feelings about themselves before and after taking part in the activity such as:

"Can you remember how confident you felt about working with/speaking in front of other people?"

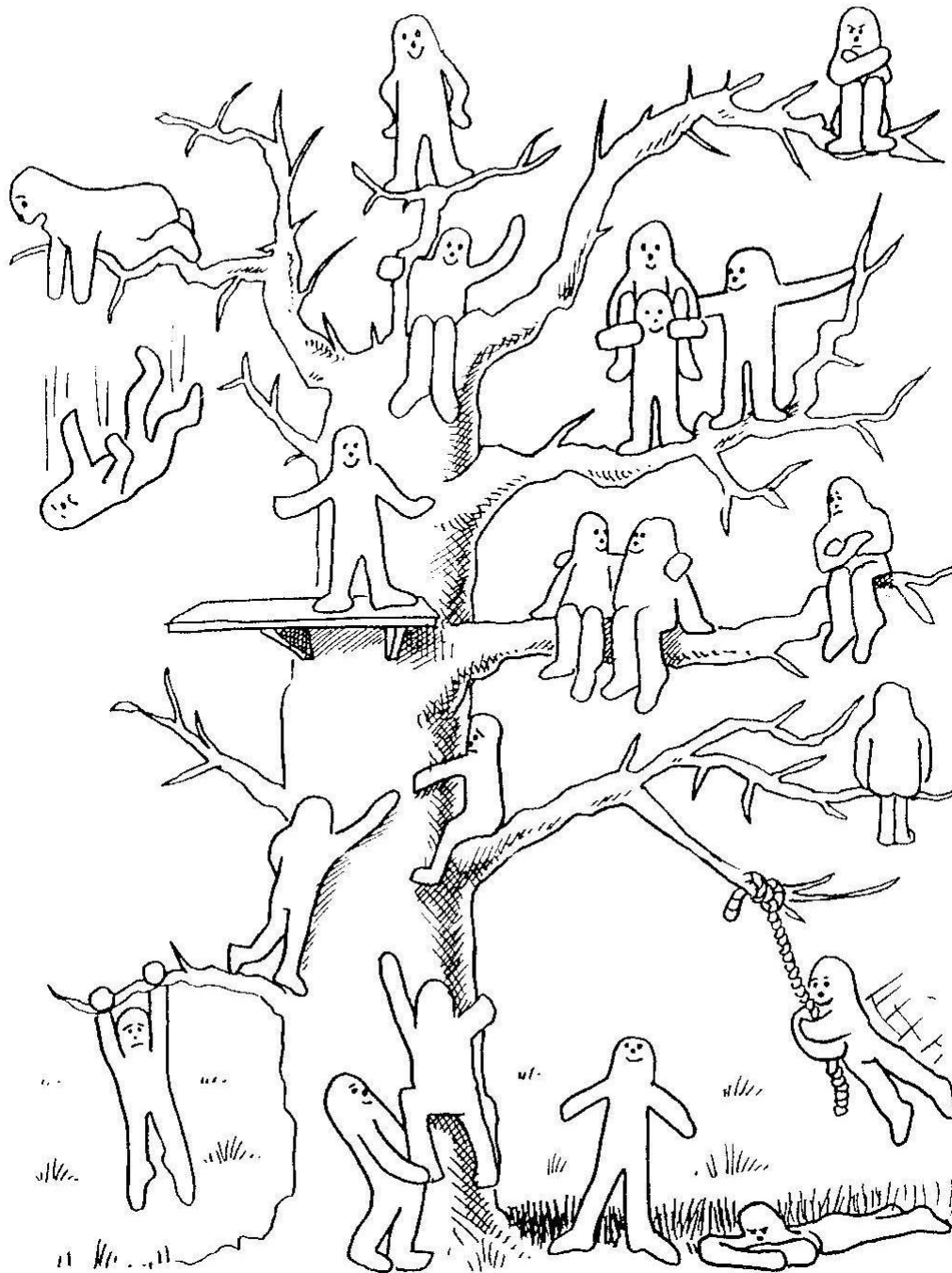
"How do you feel about that now?"

Count how many young people make statements that show a positive difference in their feelings about themselves before and after the activity.

Using this tool with young people working towards accreditation

Ask young people to write their own comments on their blob tree sheet and review the differences between their feelings before and after the activity. They can record whether they feel that they have made a positive difference in their life/ attitudes/ activities/ behaviour. These individual reflections on progress are useful evidence towards accredited awards.

The Blob Tree



GLO-ing

This tool will produce the type of reflection on learning that can be used as useful evidence towards an accredited award. It is most suitable for older young people (13+) and for reviewing an activity that has taken place over 4 or more sessions. The GLO-ing tool will enable young people to identify what type of learning they have gained from an activity from 5 key Generic Learning Outcomes:

- Knowledge and Understanding
- Skills
- Activity, Behaviour and Progression
- Enjoyment Inspiration and Creativity
- Attitudes and Values

To find out more about the Generic Learning Outcomes go to www.inspiringlearningforall.gov.uk

You will need:

Different sizes of paper and different types of pens, large outline or shape on paper for group to write in.

How to do it:

Explain that when we take part in activities we have opportunities to learn lots of different things and although we all experience the same things, what we take away from it may be different. We can get lots of different things out of taking part in activities such as:

- Knowledge and Understanding- we can learn new facts and information
- Skills- we can learn how to do something new or to improve at something
- Attitudes and Values - we can learn to feel differently or change our opinion about something/someone or ourselves e.g. feeling more self-confident or discovering that library staff can be friendly!
- Enjoyment, inspiration and creativity- we can have fun whilst learning, can be creative and the learning sometimes makes us feel inspired
- Behaviour and progression- after we've learned something new we sometimes go on to do new things or behave differently e.g. "When I need help with my homework I now come to the library", or "after taking part in this activity, I'm going to volunteer as a Book Waiter"

Explain that this activity has two parts:

- First part - thinking individually or in pairs about what type of learning they have got out of the activity they have taken part in
- Second part - putting everyone's ideas together and producing a group list

It may be difficult for young people to remember all the things they have taken part in over a number of sessions. To be clear about which activities you are asking them to reflect upon you can do a quick group brainstorming exercise before you begin. Ask them to remember all the different things they have done, large and small – e.g. attended meetings, turned up on time, found out about the library, used the computer etc. Add in any others that you can think of and record it on a large sheet of paper that they can refer to during the exercise.

Ask individuals or pairs to take a piece of paper and pens and think/chat about As a result of the activity:

- What they know
- What they have learned to do or got better at doing
- What they think/feel differently about
- What they have enjoyed /been inspired by
- What they now do differently

It's helpful to have this list written up on a flipchart or paper so that young people can remember all the different areas of learning they need to think about.

Ask them to keep a record of their conversations by writing or drawing things for each heading.

When individuals or pairs have identified gains under each of the headings bring the group back together and on a large piece of paper draw a large outline of a relevant shape (e.g. you could ask someone to lie on a large sheet of paper and ask someone else to draw around them to create a young person outline). Ask participants to write inside the outline all the different things they have gained. The outline may be something that the young people wish to display, so you may also want to provide materials they can use to decorate the group sheet more creatively. Review the sheet with the group.

Adapted from Comfort (2006)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: In the review session look at the responses and feedback that young people have given to the *'what they know'* and *'what they have learned to do or got better at doing'* questions. Ask *"who feels these statements/words/images apply to them?"*

Count how many young people agree with that question.

To measure if Young people experience personal development as a result of their involvement with library activities: In the review session look at the responses and feedback that young people have given to the *'what they now do differently'* question. Ask *"who feels these statements/words/images apply to them?"* Count how many young people agree with that question.

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: In the review session look at the responses and feedback that young people have given to the *'what they have enjoyed/been inspired by'* question. Ask *"who feels these statements/words/images apply to them?"* Count how many young people agree with that question.

Using this tool with young people working towards accreditation

Ask young people to reproduce the group sheet on an A4 sheet for themselves and to highlight their own comments. This is a record of their contribution to the group task and their own learning outcomes.

Capturing Confidence

This is a tool that enables young people to identify how the activity they have taken part in over a period of time (usually more than 4 sessions) has helped them to develop self confidence. It will also explore whether that self-confidence has had an impact on wider aspects of their life.

You will need:

Copies of the Capturing Confidence grid for each person, flipchart paper and pens to record feedback.

How to do it:

Do this exercise before the activity takes place and repeat at the end of the activity.

Ensure you keep hold of the recording sheets from the beginning of the activity so that you can reflect upon the results when it is repeated. Decide if you want to customise the grid e.g. for some young people, 'at home' may need to be modified.

Explain that the exercise uses symbols to illustrate how confident we feel in different situations. Give each person a grid and explain briefly the elements of it. Ask participants to complete the columns starting with '*In the library*'. Encourage young people to talk to each other but remind them they must fill in their own grids. There are no right answers; only those that mean something to the individual concerned. If they are happy to do so, encourage young people to show and share their grids. This can be done in 1 large group or in small groups or pairs. You might like to pick up on any patterns that emerge across the group and discuss these. It is interesting to find out where young people feel most confident and least confident and find out why they think this is. Record any comments and points they make.

Adapted from Comfort (2006)

Using this tool for measuring outcomes

This tool can only be used to measure young people's feelings about their self confidence, so it cannot easily be used to directly measure if young people have improved knowledge, understanding and skills or whether they have discovered opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities.

To measure if Young people experience personal development as a result of their involvement with library activities: Count how many young people show a positive difference in their levels of confidence in contexts outside the library between the start and end of the activity.

Using this tool with young people working towards accreditation

At the end of the activity prompt young people to reflect on any differences between the first grid they completed and the one they have just done. Ask them to make a note of their thoughts. These individual reflections on changes in confidence over time can be used as evidence towards an accredited award

Capturing Confidence Grid

Highly confident



not very confident



Confident



not at all confident



	In the Library	At Home	With my friends	At school/college/work
I am confident to speak in a group				
I am confident to speak to adults				
I am confident in asking for help				
I am confident in meeting new people				
I am confident in saying what I think				
I am confident that I have a say in things that affect my life				
I am confident is saying how I am feeling				
I feel I am a generally confident person				

Name.....

Date.....

Thumbs up circle

This is a very quick way to get instant feedback from everyone including those who are uncomfortable speaking in large groups. It is also a good evaluation technique for those young people who find reading and writing tasks difficult

You will need:

Nothing.

How to do it:

Develop a number of questions with yes/no answers that ask young people to evaluate the session e.g. "*would you recommend this activity to your friends?*" Invite young people to gather together in a large circle tell them that for each of the questions you ask they can give 1 of 3 responses:

- Thumbs up means yes
- Thumbs down means no
- Thumbs straight (horizontal) means not sure or partly

You can go around the circle as many times as you like asking different questions, make sure to count and record the responses

Adapted from Rogers (2003)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Focus your questions around the knowledge, understanding and skills that you expect young people to have gained from the activity such as:

- Do you think you work better in a team now?
- Have you learned new skills in ...?
- Do you now know more about ...? Etc

Count how many young people show thumbs up to these questions.

To measure if Young people experience personal development as a result of their involvement with library activities: Focus your questions on the positive difference that you expect an activity may have made in the lives or behaviour of young people such as;

- Do you think this activity has made a difference to the way you ... (e.g. do your homework, work with other people, behave in the library etc)
- Would you like to do more activities like this?

- Now that you have done this activity, will/has anyone ... (e.g. decided to be a volunteer, started an accreditation scheme?)
- Has anyone found ..., (e.g. reading/ talking to others/ working with library staff/ studying easier?)

Count how many young people show thumbs up for these questions.

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Focus your questions on whether participants have found enjoyment, inspiration or opportunities to express their creativity such as:

- Did you have fun taking part in this activity?
- Were you surprised by anything in this activity?
- Did you get to explore or experiment with new things as part of this activity?
- Did you get to do something creative as part of this activity?
- Were you inspired by this activity?

Count how many young people show thumbs up to these questions.

Using this tool with young people working towards accreditation

On its own this tool does not generate enough reflective evidence to be useful in working towards an accredited scheme. However it can be used as a prompt to reflective discussion. Young people should then make a note of their comments and feelings which can be used as evidence towards and accredited award.

Pat on the Back

This evaluation is intended for use after a group work activity where young people have worked together to achieve a task. It encourages young people to think about the role that other group members have played, to congratulate each other for their contribution and recognise their team working skills.

You will need:

Pens, Post it pads

How to do it:

Ask each of the group to reflect on the activity they have participated in. Prompt them to think about what other members of the group contributed to the task/team e.g.

- Who was good at thinking of ideas or solving problems?
- Who led the group?
- Who made them laugh?
- Who supported them?
- Who shared their skills with others?

When they have thought about it ask them to write a comment on a post it note for each member of the group. The comment should be about how that person contributed to the team activity. When they have done this they should give that person a pat on the back by sticking the note on their back.

Feedback 1 -Ask everyone to read their feedback and state what they think their team/group work skills are.

Feedback 2-Ask how many young people are proud of the comments they received from the rest of the group

Adapted from Rogers (2003)

Using this tool for measuring outcomes

This tool is best used to measure young people's development of team working skills and knowledge of others. It cannot easily be used to directly measure if young people have experienced personal development or whether they have discovered opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities.

To measure if young people have improved knowledge, understanding and skills: Count how many young people are able to identify their own team/group working skills in feedback 1.

Using this tool with young people working towards accreditation

Suggest young people reproduce their post it note feedback on an A4 sheet for themselves as a record of their contribution and effective team working skills.

Evaluation Questionnaire

A simple evaluation questionnaire is a good way to get feedback from young people at large events or who you have just started working with. 4-5 key questions are all that is needed. Overly long questionnaires are off-putting and will give you a poor response rate. You can print a short questionnaire on the back of a postcard and use incentives such as a prize draw to encourage young people to return their responses. Remember that young people with poor literacy skills might not feel comfortable with this exercise. Some sample questions that you might use are:

1. Are you a member of the library? Y/N
2. Have you been to an event/activity at the library before? Y/N
3. What was the most enjoyable or inspiring part of the event/activity you have just taken part in?
4. What was the best part of the event/activity you have just taken part in?
5. What was the least interesting part?
6. What other events/activities would you like to see in the library?
7. If you want to be contacted about future events and activities at the library please write your email address below

Using this tool for measuring outcomes

This tool is best used to gather information on the types of young people accessing your activities, whether or not activities are attracting new users and how activities might be improved. It cannot easily be used to measure if young people have gained new knowledge or skills or experienced personal development. However it can indicate whether young people have enjoyed or been inspired by library activities

To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Include question 3 on your questionnaire. Count how many young people give positive feedback/comments to this question.

Using this tool with young people working towards accreditation

A simple questionnaire using the questions above will not produce self reflective evidence that can be used towards accreditation. However you could ask a young person on an accredited scheme to develop a questionnaire and collate the results as an activity towards their accredited outcome.

I would say

This evaluation sheet encourages young people to use their own words to share their learning.

You will need:

A copy of the 'I would say' sheet (see below), pens.

How to do it:

Hand each young person a copy of the '*I would say*' sheet ask them to consider the project or activity they have just taken part in and fill in the speech bubbles with their own comments. Review the comments together.

From Rogers (2003)

Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Look particularly at the comments made in the '*things I learned...*' speech bubble. Count how many young people list skills, understanding or knowledge.

To measure if Young people experience personal development as a result of their involvement with library activities: Look for evidence in all of the comments and count how many young people make statements about what they intend to do or how they have changed the way that they act or behave as a result of the activity.

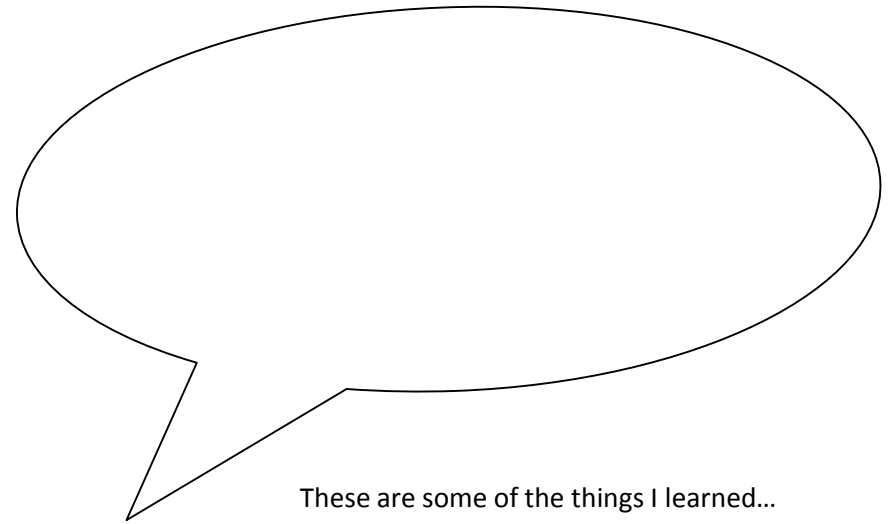
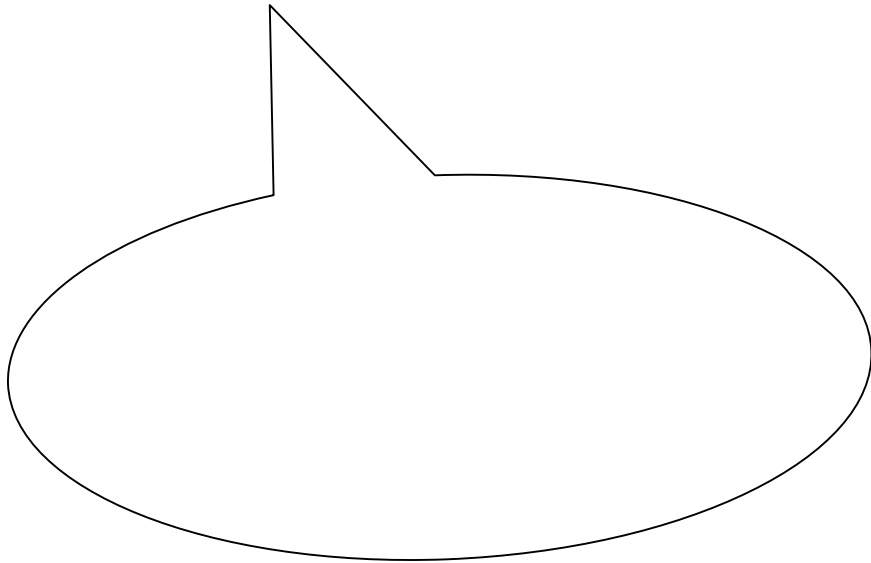
To measure if Young people discover opportunities for enjoyment, inspiration and creativity as a result of their involvement with library activities: Look particularly at the comments made in the '*this part went really well*' speech bubble. Count how many young people make comments about being creative, enjoying or being inspired by some part of the activity.

Using this tool with young people working towards accreditation

This sheet can be used as an ongoing evaluation record for a young person on an accreditation scheme. Use it regularly to end sessions and each sheet can be used as a review tool to cover the duration of their time working with you. It will enable you to see whether their learning needs are being met and enable the young person to see their progress.

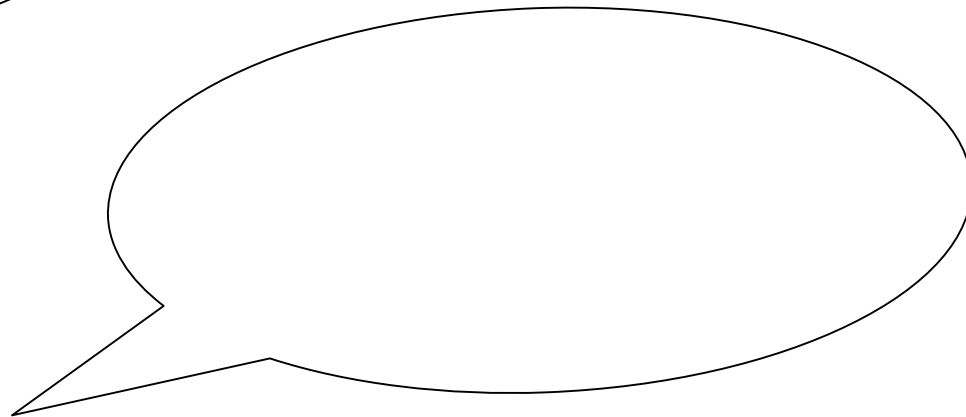
I Would Say

This part went really well...



These are some of the things I learned...

Next time I would like to find out more about...



Evaluation shields

This is a whole group evaluation but it could be done in smaller groups if you are working with a large number. Depending upon the ability of your group, you can use words or make it pictorial only.

You will need:

Flipchart paper or A3 photocopies of the shield sheet
Lots of coloured pens and other decorating materials.

How to do it:

Give the group a copy of shield sheet or sheet of flipchart paper on to which they can draw a large shield shape split into 3 areas. If you have a large group split it up into smaller groups and give each small group a copy of shield sheet or piece of flipchart paper.

Explain that this is not a test of how well they can draw and not all the shields have to be the same. Explain that each third will represent the group and different things they have been working on, the first is *Expectations* and should show what they wanted to get out of the activity or what they thought it would be like. The second is the *learning zone* to represent what they have learned or gained from the activity. The third is goals for the future what they would like to do next or will do differently as a result of the activity.

Ask them to discuss each area as a group and then draw or write something in each section. Finally they can add a team motto or team name underneath that represents the group.

From Rogers (2003)

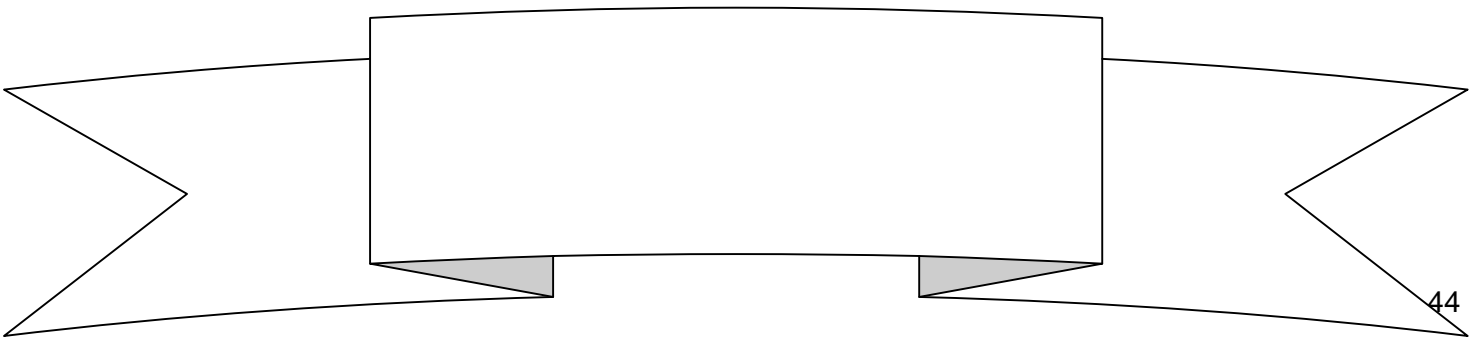
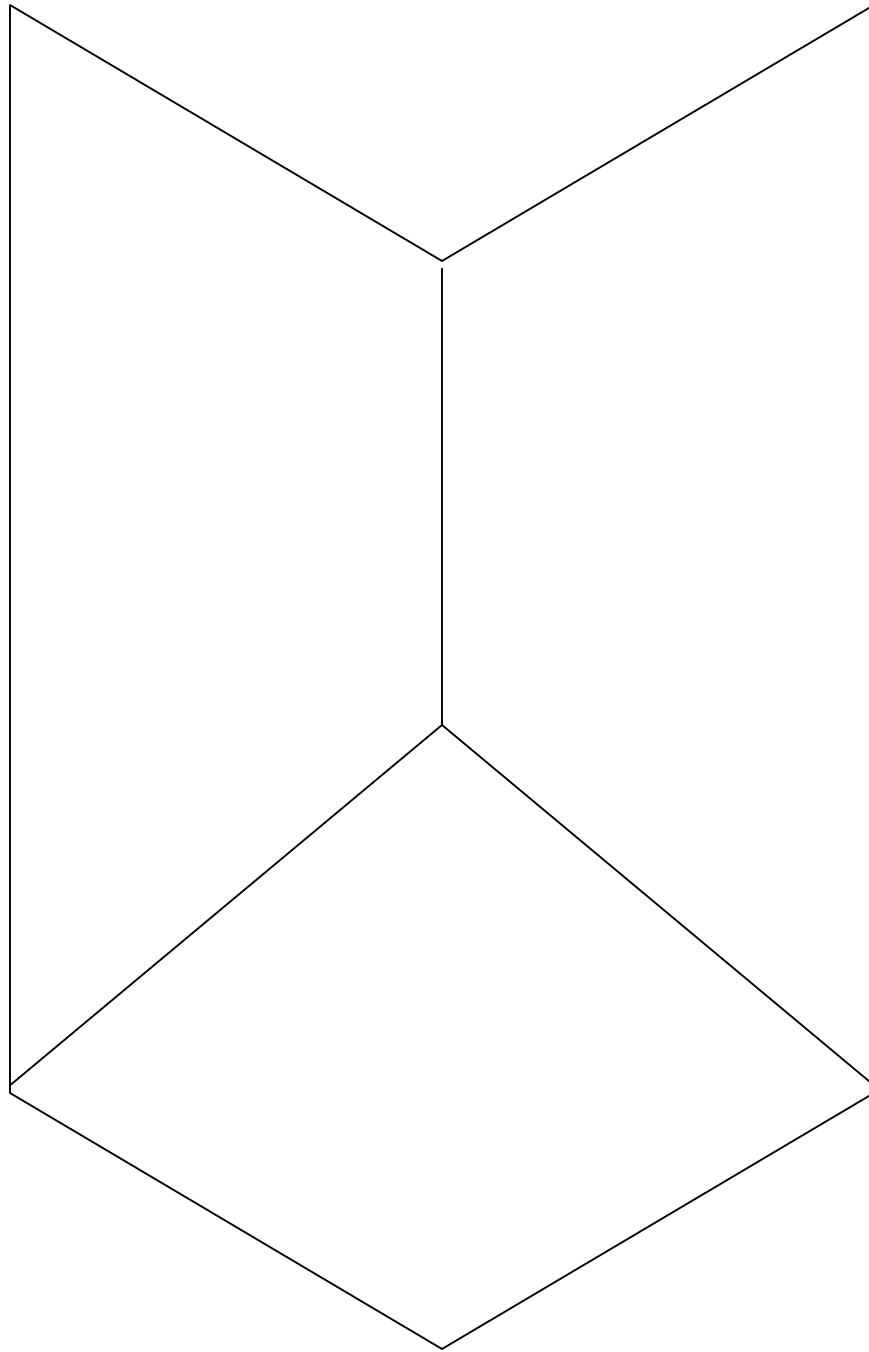
Using this tool for measuring outcomes

To measure if young people have improved knowledge, understanding and skills: Look particularly at the things noted or represented in the '*learning zone*' part of the shield. Count how many young people list skills, understanding or knowledge.

To measure if Young people experience personal development as a result of their involvement with library activities: Look particularly at the things noted or represented in the 'goals for the future' part of the shield. Count how many young people make statements about what they intend to do or how they will change the way that they act or behave as a result of the activity

Using with young people working towards accreditation

Ask young people to reproduce or copy the group sheet on an A4 sheet for themselves and to highlight their own comments as a record of their contribution to the group task and their own learning outcomes and aspirations.



Appendix 1 Introductory/warm up games

These activities help to set the scene and secure active involvement of participants. They are generally short, positive, getting people involved activities that might be used to begin a session where evaluation takes place.

People Bingo

Begin by thinking of 6-12 of statements that follow the words "find someone who..." These statements could be themed around the activity you are going to do next e.g. with a group taking part in book selection -Find someone who likes reading sci-fi books, Find someone who has never read Harry Potter etc...

Or more general statements aimed at getting to know each other

E.g. Find someone who has a pet, find someone who can play a musical instrument etc.

Fill the statements in a sheet as below

Find someone who has never read Harry Potter	Find someone who enjoys reading sci-fi books
Find someone who has a pet	Find someone who does not eat meat
Find someone who has a nickname	Find someone who has a brother
Find someone who read a book last night	Find someone who has travelled on a bus today

Hand out a worksheet and a pen to each young person and member of staff Explain that the task is to complete the sheet by putting a name in each box. Unless the group is very small, set a ground rule that the same name cannot be used more than once, which makes sure that young people speak to everyone in the group. If it is a small group encourage them to mix by making a ground rule that you cannot ask the same person two questions in a row.

Set a time limit of no more than 10-15 mins; the first person to complete the sheet shouts bingo. Everyone else should then stop and return to their seat.

Review the findings with the group - was it hard to find a person to match each square, do the group have lots of things in common, did they learn anything surprising about anyone?

Hot Seat

This works best with groups of 8 or more and with both young people and staff taking part. The game works by discovering things about each other that are similar, encouraging team work and getting to know each other.

Set up a large circle of chairs in a circle spaced fairly well apart with one less chair/ than the total number of people participating.

Ask everyone to take a seat in the circle. The facilitator must stand in the middle - they are now the only person without a chair.

The person in the middle then calls out "swap places if you..." this has to be something true for them as well as potentially true for other members of the group e.g. swap places if you have brown eyes. You can also theme these statements around thoughts about the activity you have been doing with the group e.g. with a reading group – swap places if you liked the book, swap places if you have read other books by this author etc...

All those who agree with the statement have to leave their seat and find another to sit on as quickly as possible. The person who does not find a seat in time must then go to the middle and start the process again with a statement of their own. The game ends when everyone has taken a turn in the middle or after 10 mins if you have a large group.

Three Questions Game

Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal "what's your name" type questions but something like, "Where is the most interesting place you have ever visited" or "What do you feel absolutely passionate about" or you can ask them to come up with questions linked to the library/reading/the activity you have been or will do e.g. "are you a member of the library" "what was the last good thing you read" "do you like reading", "what do you think of librarians" "what do you like/dislike about the library"?

Give them time to mingle, and to ask three different people in the group one of their three questions. Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.

The Library Game

Everyone spends 10 minutes looking anywhere in the library for a book/DVD or CD they have never read, watched or heard but which looks interesting to them. They introduce themselves and do a show and tell for the selected item and why they thought it looked

interesting. This is an interesting activity to start discussions about stock selection, what different people enjoy, the range of resources available in the library etc.

Birthday/ Name Game

Have the group stand and line up in a straight line.

After they are in line, tell them to re-arrange the line so that they are in line by their birthday. January 1 on one end and December 31 at the other end.

A simpler version of this for groups that don't know each other's names is to have them re-arrange the line so that they are standing in line organised alphabetically by their first name (names beginning with A at one end and Z at the other).

The catch is that they must do all this without talking.

When they are done, go down the line and ask them to say their birthday or name- did they get it right? This is a good activity to do at the start of a session about problem solving, team working and communication skills- did anybody think to write anything down? How did they get around the problem of not talking? How much harder are tasks if we don't communicate well with each other?

Paper Airplane/Snowball Game

Everyone writes their name, something they like and dislike on a piece of paper (You may also want to add additional questions). Then they turn this into a paper airplane or screw it up into a 'snowball'. On cue, everyone throws their airplane/snowball around the room. If you find an airplane/snowball, pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane/snowball, open up the paper and this is the person they must find and introduce to the group.

Three in Common Game

Break the group into 3's. The objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair colour. It must be three uncommon things. After letting the groups talk for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common. This is a good activity to do at the start of a session where you might have a group who do not know each other well.

Famous People Game

Ask each participant to write the name of a well known famous person on a post it note and stick it to the back of someone else in the room without showing it to them. When everyone has a note on their back they must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person on their back. If you were working with a reading group you could adapt this activity to titles of books the group has read instead of famous people and they would have to ask questions about the books to work out which title they had on their back.

Story Game

Take 2 or 3 sheets of paper and write an opening line to a story on each (this could be something related to this activity e.g. "One Wednesday afternoon in the library young people gathered to...")

Or use the opening sentence of a book e.g. "In a hole in the ground there lived..."

"Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were..."

Then pass the sheets round in a circle with each person adding a sentence on to the story. When each sheet comes round to the first person again, they can read the whole tale out. For smaller groups pass the story sheets round twice.

Truth or lies?

Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When everyone has read their list out loud, the first person reads their list again and identifies the lie. The team sees how well they did. You can adapt this exercise to make it into a quiz that can promote discussion and highlight things that young people might not know about the library. Start by coming up with about 10 statements that are about the library, some of which are true and some are false. E.g. it costs money to join the library, you always have to be silent when you are in the library, young people can have a say about what happens in the library, etc.

As you read the statements out ask young people to write down if they think the statements are true or false. Discuss their answers- if they got things right how did they know certain statements were true/false? If they go things wrong-why did they think that? Do they find the real answer surprising?

Cover Story Game

In small groups or pairs, 1 person becomes the book cover artist and is provided with paper and pen. The rest of the group selects any book with a cover image from the library shelf. They must not show this to the artist, but have 10 minutes to describe the picture as accurately as they can. The artist must draw what they think is being described to them. When they are done they can compare the book cover with the artist's impression of it. How similar are they? This is a good activity to do at the start of a session about project ideas, team working and communication skills: How difficult is it to achieve a task if we don't all share the same vision? How much harder are tasks if we don't communicate well with each other?

Appendix 2 Acknowledgements and Sources of Information

The Participate Programme evaluation strategy is based upon The Museums Libraries and Archives Council's 'Inspiring Learning For All' framework.

www.inspiringlearningforall.gov.uk

This toolkit is based on the HeadSpace evaluation handbook written by Liz Roberts, HeadSpace Project Manager for The Reading Agency.

Many of the tools and techniques have been adapted from a range of resources developed by the National Youth Agency. Resources referenced in the text are as follows:

Rogers, Vanessa (2001) *So You Want to Work with Young People*, National Youth Agency

Rogers, Vanessa (2003) *Evaluations and Endings*, National Youth Agency

Comfort, Hilary (2006) *Capturing the Evidence*, National Youth Agency