

The Evaluator's Cookbook

PARTICIPATORY EVALUATION EXERCISES
A resource for work with children and young people



Introduction

Why an Evaluation Cookbook?

Over the past year the National Evaluation of the Children's Fund (NECF) has adopted a range of participatory evaluation techniques with children and young people. We are also aware that innovative approaches to evaluation have been developed at the local level by both individual Children's Fund Evaluators, Participation Workers and others. The idea of the 'Cookbook' is to try and bring all these approaches together in a clear, simple, format and create a national resource for those working with children and young people and prevent examples of innovative practice in this field being lost.

About the Cookbook

The Evaluator's Cookbook contains ideas for participatory evaluation exercises developed by NECF staff, Children's Fund workers and draws, in particular, on the work of Katrice Horsley, Catalyst Tales. The exercises have not been copyrighted and so can be used by anyone involved in evaluation activity with children and young people. We would, however, appreciate the source of the materials, if being used beyond NECF, being acknowledged.

The Cookbook is divided into three main sections;



Starters

These are short 'warm-up' exercises which can be used to generate initial evaluation ideas and issues as well as setting a framework for actually evaluating individual sessions with participants



Main Courses

These are more substantial exercises. These aim to provide children and young people with opportunities to creatively explore the issues in their lives and generate evaluation information.



Puddings

These are again shorter exercises to 'round off' and evaluate sessions with participants.

The final section adds a series of exercises suggesting creative ways for presenting data – both with participants and to a wider audience.

Exercises can be used on their own – or in a combination for longer sessions. We have not included suggestions on which age groups the exercises are most suitable for as all have been used with children, young people and adults. However, care needs to be taken in selecting exercises. Some are good at telling evaluators what participants think and feel (for example, about a quality service) – but not why. Further, any participatory technique is only as good as the overall evaluation process within which it sits.

How to use the Cookbook

Each page of the cookbook contains a recipe which gives;

- The **name** of the exercise
- Suggestions on:



The **preparation time** required



The **time taken** to run the exercise



The '**energy levels**' involved
8 – highly physical;
3 – quieter/more reflective



The maximum **number of participants** (quantity)

- The **ingredients** (equipment/materials required)
- The **methods** (instructions for use).

Ideally, some exercises should be used with smaller groups than the numbers suggested. However, most 'recipes' have been used classroom settings, hence the relatively high 'maximum quantity'.

And... as with any cookbook, the recipes can be changed and modified to suit a particular occasion or purpose.

We hope you enjoy using the recipes provided, and would welcome additions, suggestions for alternative uses – and feedback on people's experiences of using the cookbook.

Comments and additions can be sent to;

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Cookbook design

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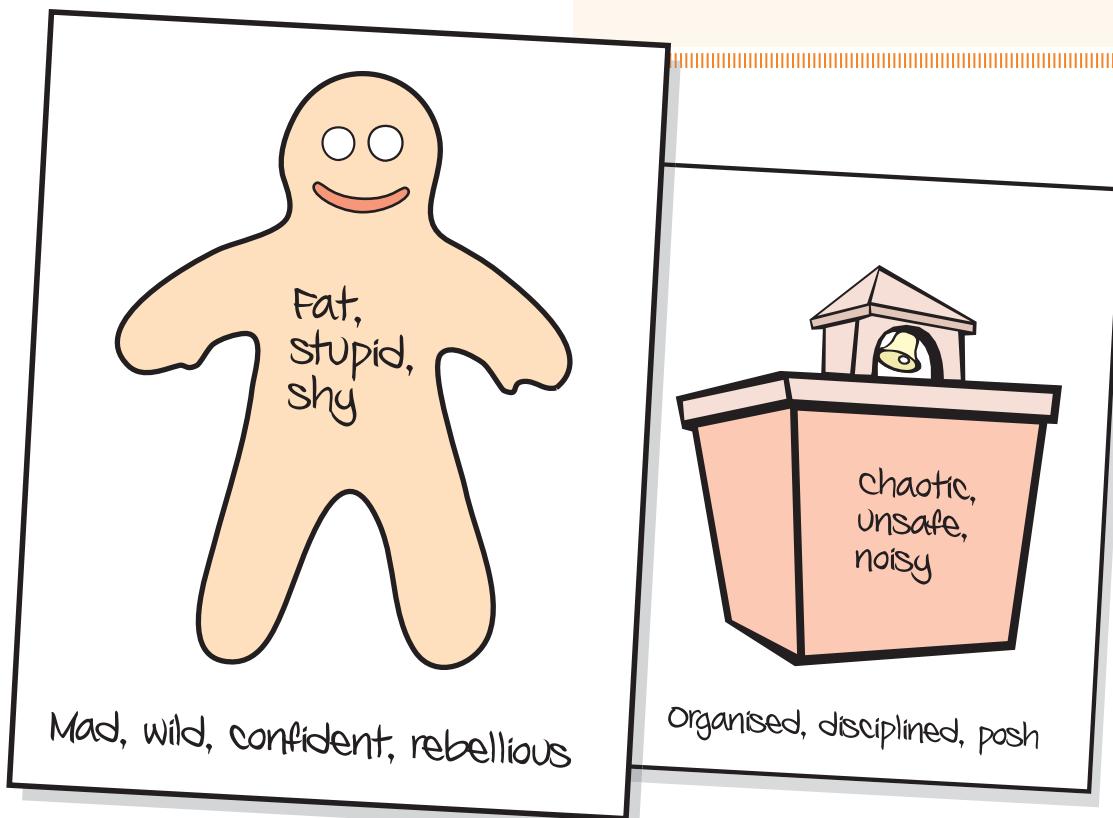
Gingerbread people/schools/homes/youth clubs

Ingredients

- Laminated line drawings of the subject you want to explore. One for each participant. (Remember as they are laminated they can be used again.)
- OHP pens

Method

- Ask participants to draw/write inside the image all the feeling they have about what it is really like, or should be like.
- Ask them to draw outside the image how it appears to others – e.g. School – outside, a place where you learn, make friends, get supported/inside, a noisy place, where you get jostled and you feel alone.



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Preparation time:
30 minutes



Cooking time
15 - 20 minutes



Energy level
6



Quantity
30



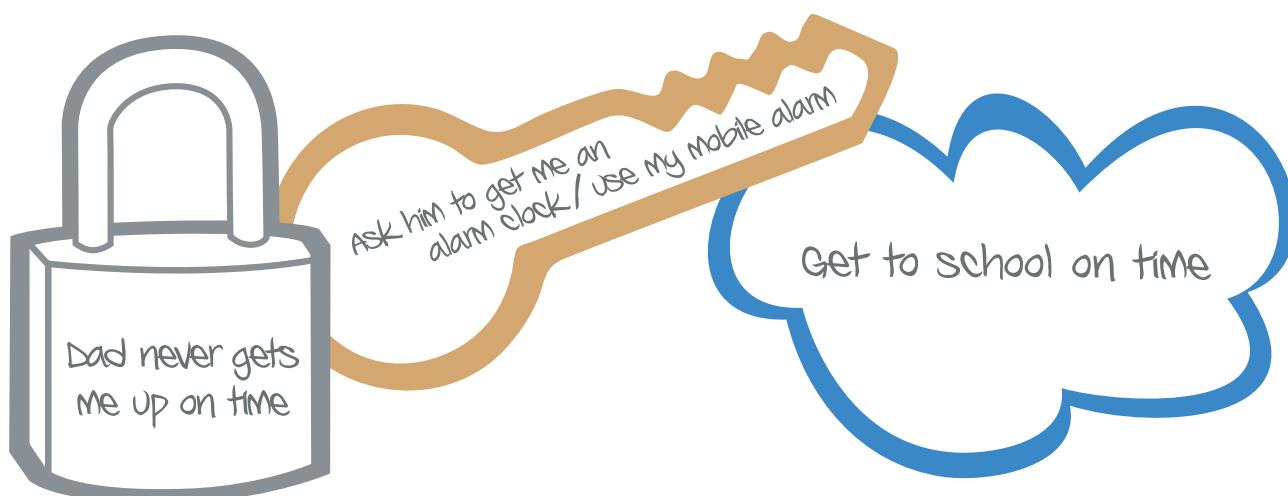
Locks and keys

Ingredients

- Large white images of padlocks that are laminated.
- Large white images of keys that are laminated.
- Big white clouds that are laminated.
- OHP pens.

Method

- Split into groups of about 4–6, each participant to have one key, cloud and lock each.
- Ask participants think of an objective they wish to achieve, e.g. attend school more regularly and write/draw it on a cloud.
- Ask participants in the groups to ask them of what stops them achieving this and draw/write it on the padlocks.
- Next ask them to identify a way of overcoming this and draw/write it on the key.
- The padlock, key and cloud should form a path/line
- Ask participants to discuss their findings in small groups. You may want to photograph the findings as a record.
- Templates for this exercise are available in the 'Ingredients' section of the cookbook



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Preparation time:
30 minutes



Cooking time
30 minutes



Energy level
7



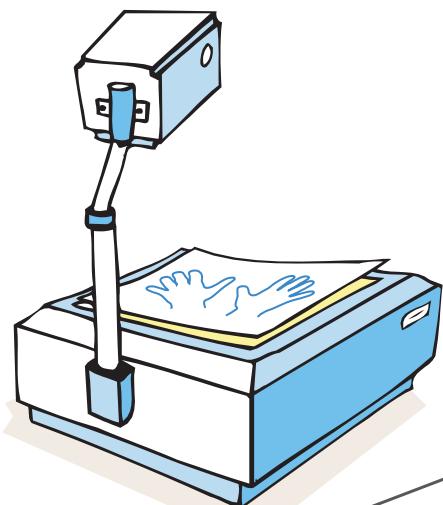
Quantity
30, to be used in groups



Hands/Scales

Ingredients

- OHP projectors
- Acetates
- OHP pens in different colours



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Method

- Choose a subject you wish to explore, e.g. youth service, school environment
- Ask participants to draw a set of old fashioned scales or to draw around their hands.
- On one side of the scales, or in one hand, draw images or write words depicting positive aspects of the subject.
- On the other side of the scales or on the other hand draw images or write words that depict the negative aspects of the subject.
- Project the images onto a wall or onto each other (see the presentation section at the end of this book)
- Discuss

NB Katrice Horsley would like to acknowledge Jim Morris for the hands idea in this exercise



Preparation time:
Collection of equipment



Cooking time
30 minutes



Energy level
7



Quantity
10



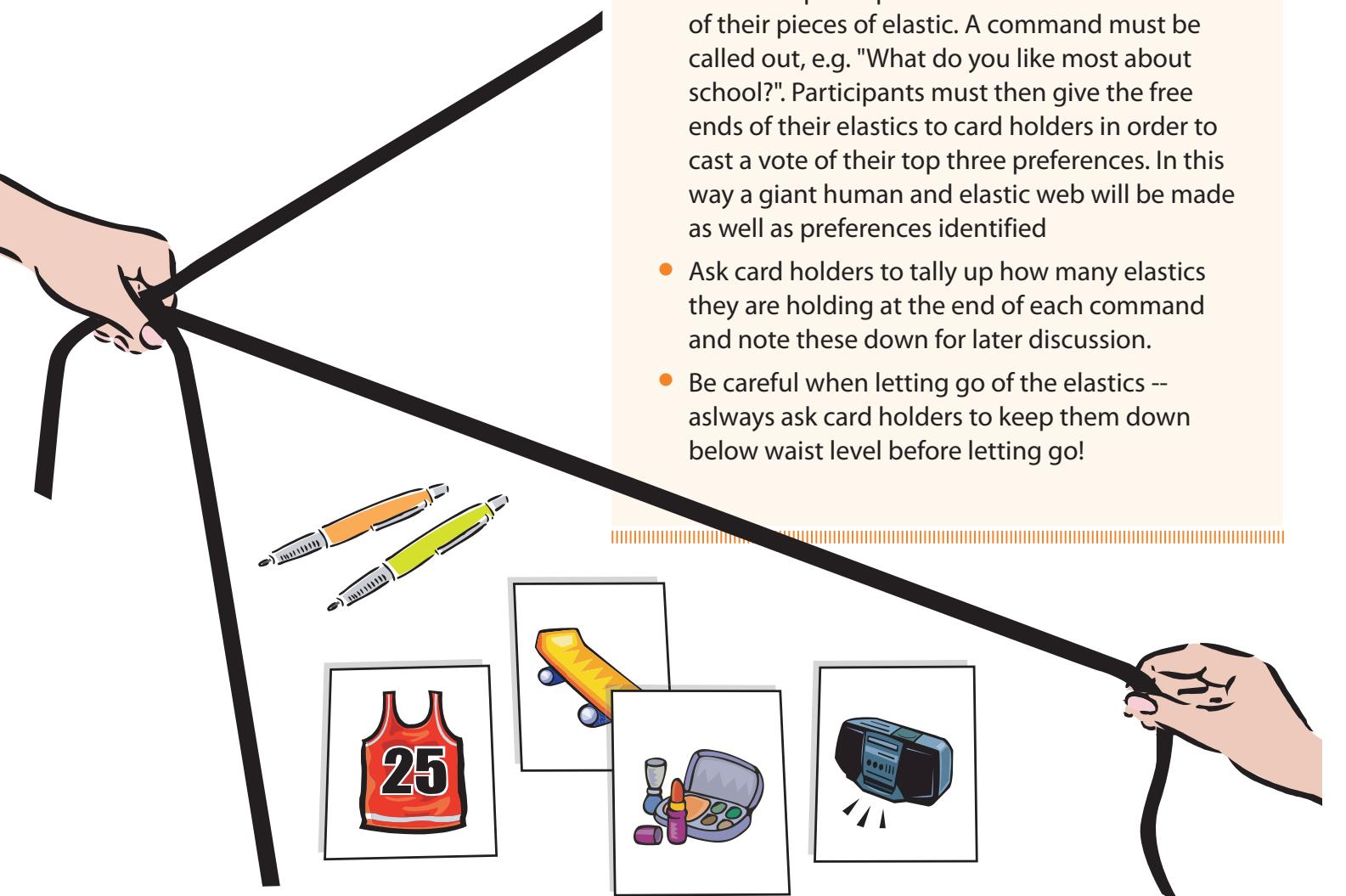
Stretching the point

Ingredients

- 1 ½ metre sections of sewing elastic, about three pieces for each participant.
- Card (A4)
- Felt tip pens

Method

- Identify the subject you want to explore and then asks participants to identify what they like/dislike about it or would wish to change.
- Ask participants to draw/write a selection of these (about 4–5 at a time) on pieces of card.
- Choose people to hold the cards.
- The other participants must hold on to the ends of their pieces of elastic. A command must be called out, e.g. "What do you like most about school?". Participants must then give the free ends of their elastics to card holders in order to cast a vote of their top three preferences. In this way a giant human and elastic web will be made as well as preferences identified
- Ask card holders to tally up how many elastics they are holding at the end of each command and note these down for later discussion.
- Be careful when letting go of the elastics -- always ask card holders to keep them down below waist level before letting go!



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Preparation time:
Purchasing lots of elastic!



Cooking time
15 minutes to ½ hour



Energy level
10



Quantity
15 - 25



Stretching the point boards (part 1)

Ingredients

- ½ inch plyboard about 80cm x 60
- Drill
- Pieces of elastic (2 - 3 for each member of the group) long enough to reach from the centre of the board to the edges. Better if it is tubular elastic.
- Sticky Velcro, both 'male' and 'female', enough to go around circumference of the board.
- Paint
- Images of indicators.
- Images of the subjects you wish to explore.
- Post-its.

Method

- Make a series of holes in the centre of the board – 2-3 for each participant. They should be small enough to just thread the elastic through.
- Paint the board and leave it to dry
- Attach the one strip of Velcro (either the male or the female) around the edge of the board to make a frame – about 5 cm deep.
- Thread sections of elastic through the holes so that the ends are at the front of the board and they are long enough to reach the edges. (You can either have one piece of elastic per hole and knot it at the back or one piece of elastic through two holes and knot it at the front.)
- On the edge of each piece of elastic, fold small squares of Velcro (the opposite type to the border so it will stick!)
- Place images of the subjects you wish to investigate at the edges of the board (usually a maximum of 4, one for each side). These can be temporarily secured with blue tac/sellotape.
- Give out a command – e.g. – What activity do you most like doing at your playcentre? And ask participants to stick two-three pieces of elastic onto the areas of the frame that contains the images of their 'votes'.
- Ask them to write on Post-its why they made this choice and attach to their elastic pieces.
- Photographs can be taken and the results discussed. The boards can be re-used with other images to cover different subjects.

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Preparation time:
2 hours



Cooking time
15 minutes

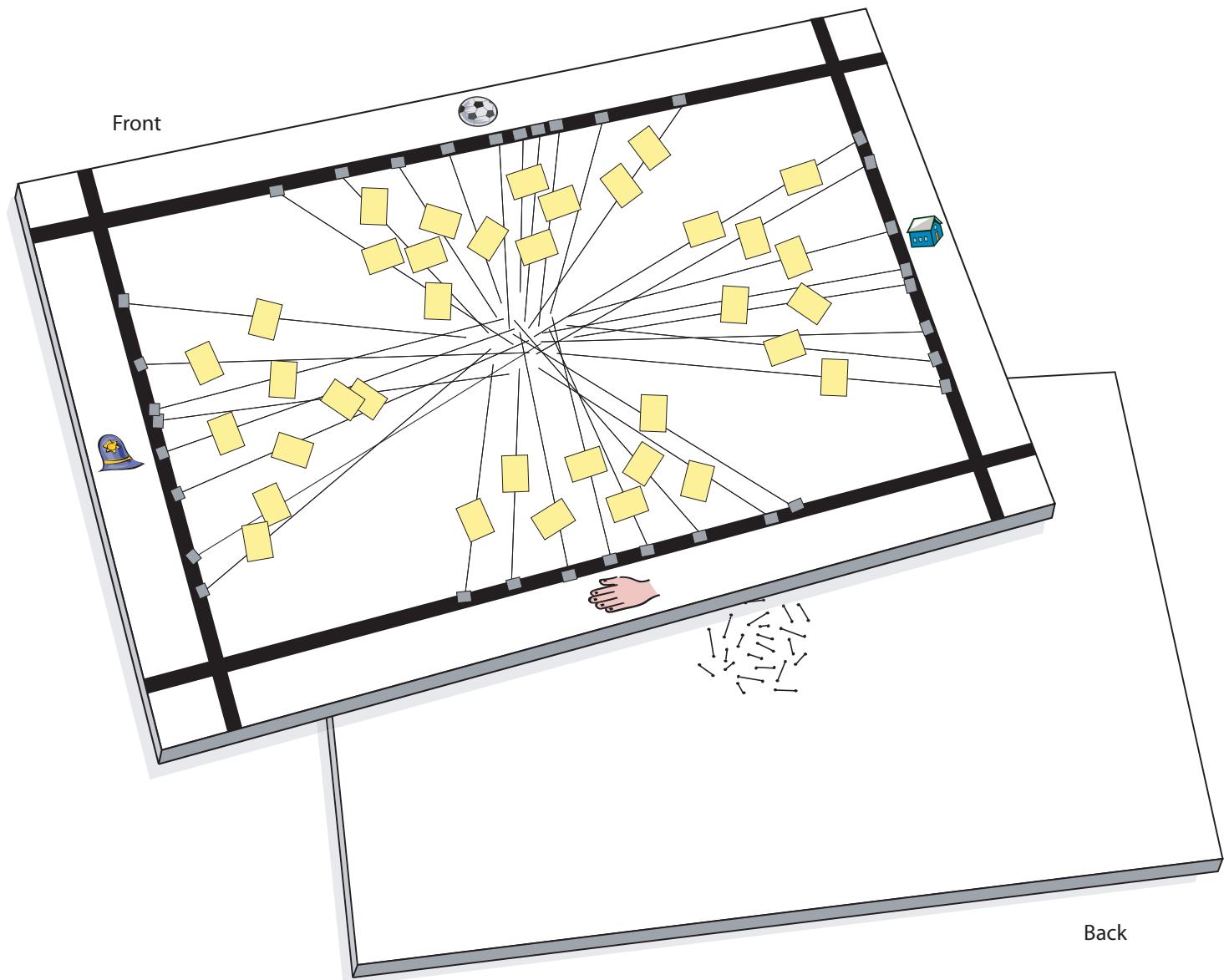


Energy level
5



Quantity
6 people per board,
depending on its size

Stretching the point boards (part 2)



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Preparation time:
2 hours



Cooking time
15 minutes



Energy level
5



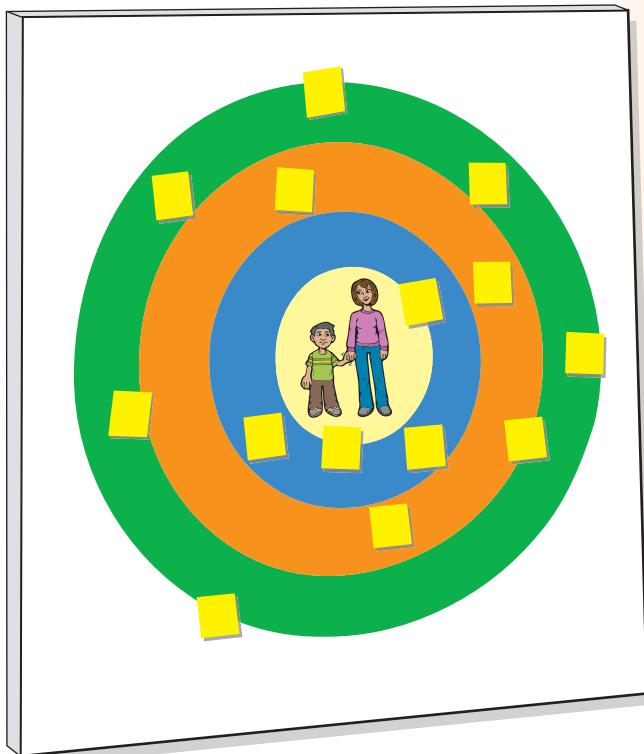
Quantity
6 people per board,
depending on its size



Targets

Ingredients

- A1 mounting board - white.
- Piece of string
- Drawing pin
- Pens
- Paints.
- Post -its
- Images of indicators
- Digital camera



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Method

- Identify the subject you want to explore .
- Onto the board draw a series of about 4–5 concentric circles, about 5 cm wide.
- Paint the circles in different colours to produce a 'target'.
- Choose the subject area or issue that you wish the board to represent. e.g. Where do you feel most valued/most listened to/most safe?
- Ask participants to place Post -its on the board in response to these. The responses nearest the centre of the board represent the most, those further away, the least. They can draw images or if you wished you could have a selection to hand that they can use.
- The targets can be used to elicit a variety of other information too, such as what is most or least liked about a subject. what equipment they would like to see in a certain environment, etc. The possibilities are endless!
- Discuss findings and take photos for reference



Preparation time:
About 1 ½ hours



Cooking time
15 minutes



Energy level
5



Quantity
About 5 people per target



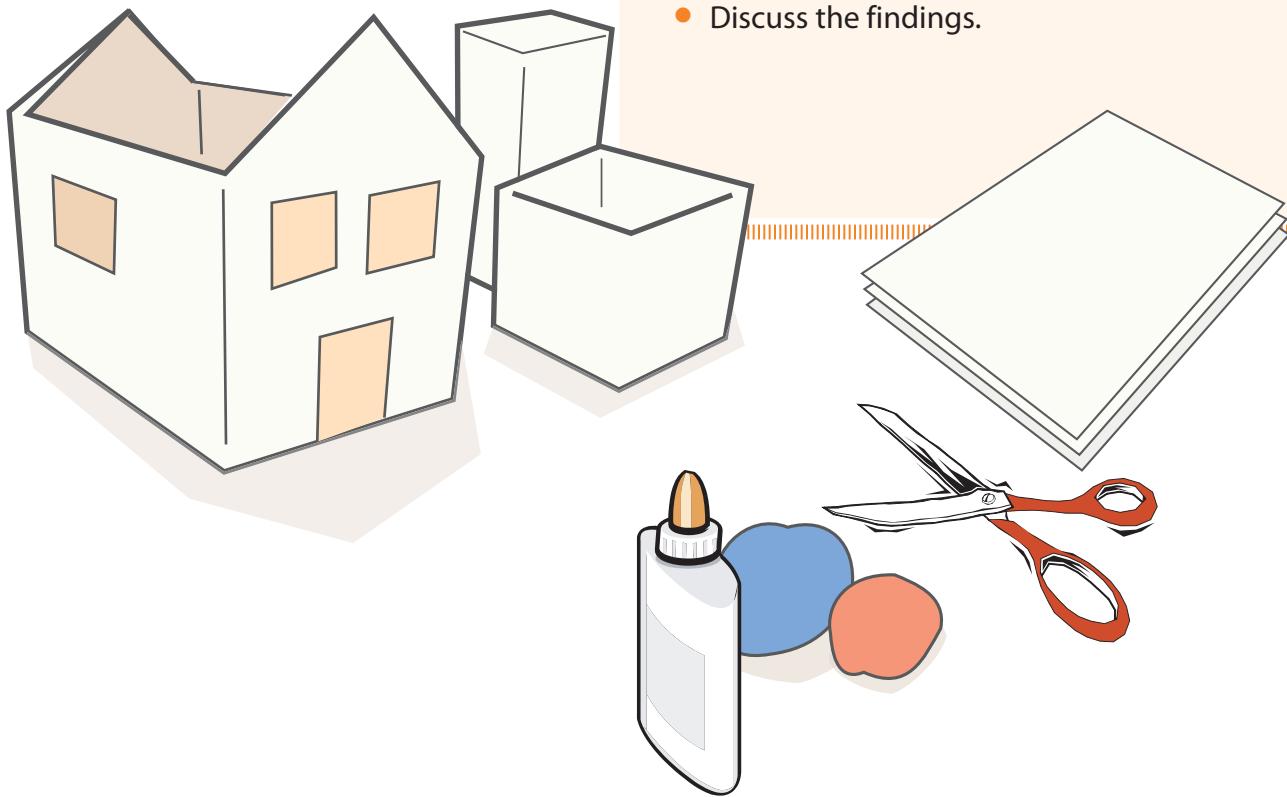
A Space of Our Own

Ingredients

- Shoe boxes (one for each participant or for a group of about 4)
- Pipe cleaners
- Plasticine
- Bits of card and coloured paper
- Scissors
- Glue
- Colouring crayons/felt tips

Method

- Identify the subject you wish to explore, e.g. school, hospital, their home.
- Ask children to use the materials to build a 3 dimensional model of how they would like the subject area to be.
- Ask them to label their models, provide clocks to show the amount of time they like to spend there, menus to show what food they would like to eat (if applicable), mini music CDs to show what music they may want to listen to, etc.
- Ask them to share their spaces with the rest of the group and explain their reasons for designing them this way.
- Discuss the findings.



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Preparation time:
1/2 an hour



Cooking time
30 - 45 minutes



Energy level
5



Quantity
Up to 20

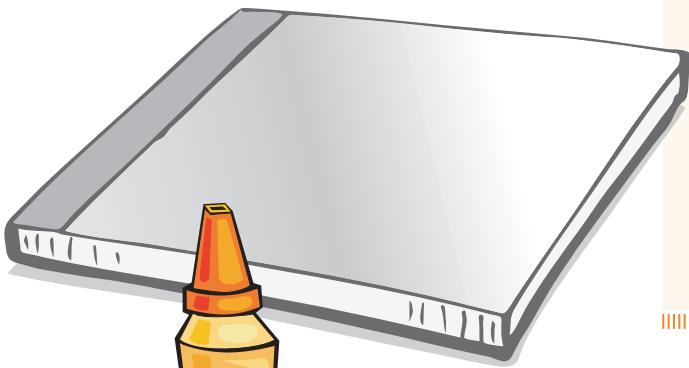
CD Covers

Ingredients

- Blank CD covers
- Glue
- Pens
- Scissors
- Range of magazines/images that appeal to the group.
- Card cut to fit into the c.d. covers - two pieces per participant.

Method

- Ask participants to think of a subject they would like to explore - perhaps themselves, their education?
- Ask them to make a collage image of how the subject appears to others on a piece of card. (Image 1)
- Ask them to create a collage image of their personal experience of the subject. (Image 2)
- Ask them to think of acknowledgements – such as you find in CD covers – do they have any they would like to write? If so ask them to write them on the back of Image 2.
- Do they have any lyrics/words that link into the subject? Can they make any up? They should place these on the back of Image 1.
- They should place Image 1 in a CD case to make the front cover. Image 2 should be placed so that the acknowledgements are placed outward to make the back cover – the image being on the inside.
- Invite the participants to share their personal CDs with the rest of the group.



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Preparation time:
Collection of inclusive
collage materials



Cooking time
30 minutes



Energy level
5



Quantity
Works better with smaller
groups of older children.



Collages

Ingredients

- A selection of magazines, images and catalogues that cover the area you wish to explore. Remember to be as inclusive as possible when choosing these images.
- Glue
- Scissors

Method

- Ask participants to fold their paper in half.
- Identify the area you wish to explore, e.g. Health, school, particular services etc.
- Ask participants to cut out images of the subject as they experience it. They should stick these on one side of the card in any shape they wish.
- Ask participants to imagine how they would like the area under discussion to be and stick images on the other half of the card.
- This can be done in small groups or as an individual exercise.
- Discuss findings.



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Preparation time:
1 - 15 minutes



Cooking time
30 minute



Energy level
4



Quantity
Up to 30



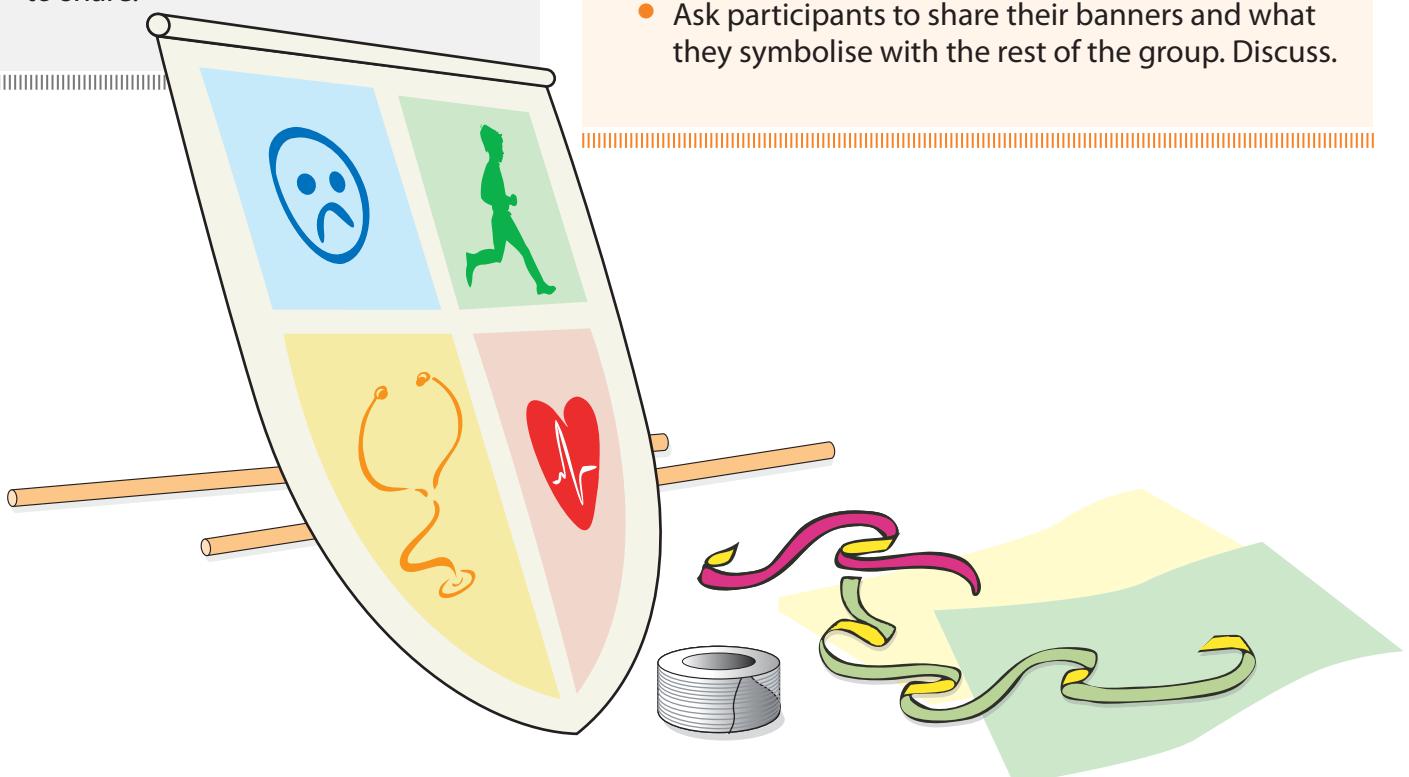
Heraldic Banners

Ingredients

- Large pieces of canvas (if working in groups) Small pieces of canvas if working individually.
- A range of fabrics, felt, cotton etc.
- Ribbon of varying thicknesses and colours.
- Glue guns or copydex
- Scissors
- Gaffa tape
- Pieces of dowling.
- Images of heraldic design/banners to share.

Method

- Cut the fabric into large/small banner shapes.
- Identify the area you want to explore, e.g. school, health, access to services.
- Ask participants to divide up their banner into sections and think about the area to be discussed. They should sketch some images from their ideas onto paper first.
- Ask participants to design the banner based on their experience of the area in question. They may want to divide it into positives and negatives again.
- They should use the fabrics and ribbons to make the design.
- Ask participants to share their banners and what they symbolise with the rest of the group. Discuss.



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Preparation time:
Material collection and cutting
out of banners if desired



Cooking time
30 minutes for making banners,
30 minutes for discussion



Energy level
6



Quantity
Groups of 4 or individually
- About 30



Machines

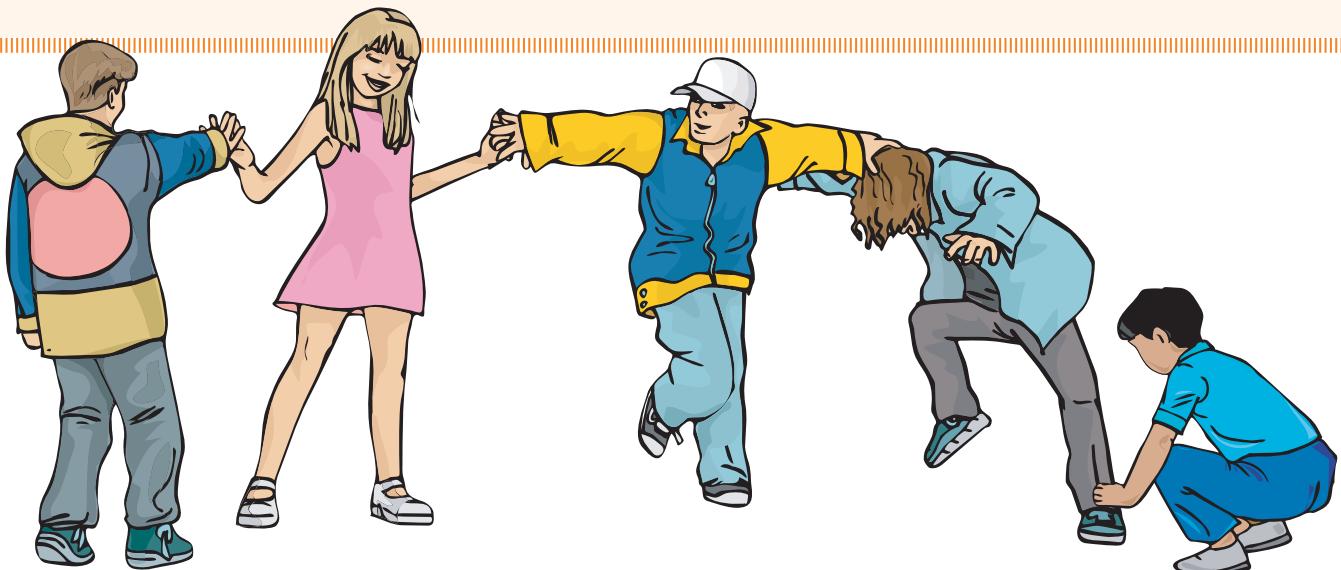
Method

- Identify the subject you wish to explore – e.g. school, home, hospital.
- Ask participants to each think of a phrase that reflects this subject for them – e.g. Hospital – 'scary and big'. They could also choose a phrase they hear a lot in this environment – e.g. Hospital – 'take a seat please'.
- Ask them to each think of this phrase and make it more rhythmic.
- In a circle ask them all to repeat their own phrase. This should last for about 30 cacophonous seconds! cacophonous seconds!
- Ask them each to then add a movement to their phrase – perhaps just bending up and down, or moving their head or something more adventurous.
- In a circle get them to repeat their phrases and make their movements, again all of them doing this at the same time. This will ensure that no one feels particularly exposed

Ingredients

None needed

- Now allocate them numbers and ask them to make their movement and sound in sequence around the circle, each taking turns.
- Invite them to become attached to each other by holding hands, touching elbows etc and form a 'machine'
- Ask them to repeat their movements and phrased in sequence again, remembering their numbers to get the sequence right. Let this process happen for a minute or so to enable all of the phrases to be heard.
- You can record the results onto video or audio tape and it will provide a baseline assessment of their reactions/experiences towards the chosen subject. The exercise can be repeated later on to see if participants have experienced any changes in the subject area.



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Preparation time:

Nil



Cooking time

15 minutes



Energy level

8



Quantity

15 - 20 for one big batch, more if you break it into smaller ones



Masks

Ingredients

- Large A1 pieces of thin card, one for each participant.
- Scraps of card
- Scissors
- Glue
- Tape
- Laminated speech bubbles if desired.



Method

- Ask participants to choose a shape for their head mask. Perhaps a curved top/straight top/asymmetric, etc.
- Ask them to cut the top of the card (width ways) to the required shape.
- They should then make the card into a giant cylinder that will fit over their heads and rest on their shoulders. This is the basis for the mask.
- Ask participants to decorate the masks using pieces of card to create ears, eyes, eyebrows, noses etc. It is very effective if you can score the card pieces to create a 3 dimensional effect.
- Participants should identify a character for the mask, such as a health visitor, social worker, doctor, parent etc.
- Ask participants to think of a phrase that the character might be heard to say. They can put on the mask and say this to the rest of the group. Have the group repeat the phrase back.
- Ask participant to think of a phrase that the character might really want to say. Repeat the above.
- If participants do not wish to talk they can use the speech bubbles and have the group read them back.
- Discuss findings.

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Preparation time:
Just material collection



Cooking time
30 minutes to make masks,
30/45 minutes for use



Energy level
5



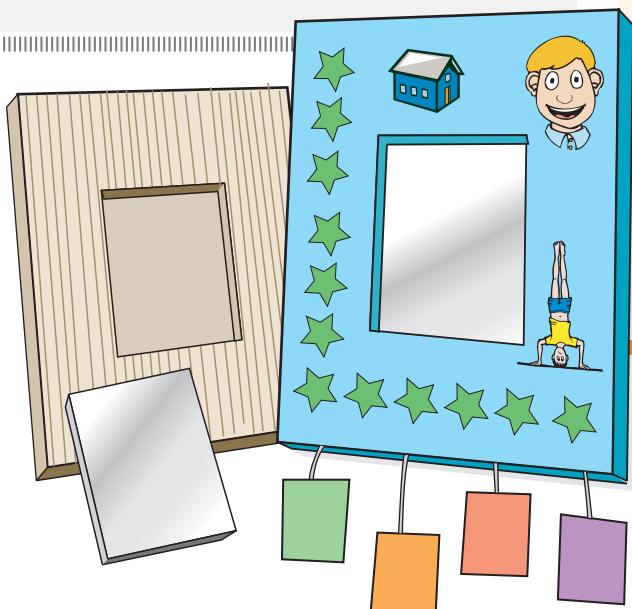
Quantity
Enough for about 20



Mirrors to the Future

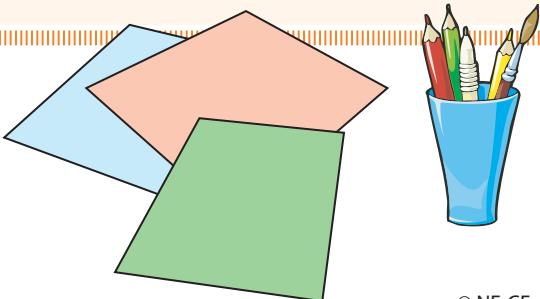
Ingredients

- A selection of mirror tiles - one for each participant.
- Thick corrugated cardboard large enough to 'frame' the tiles and provide a back to the mirror. (About A4 size.)
- A selection of images from magazines.
- Spray paints or acrylics.
- A selection of art materials, thick string, shells, card, sticks, etc.
- Scissors
- PVA glue.
- Masking tape and gaffa tape.
- Small card/paper shapes (stars, squares etc.)
- Laminator (optional)



Method

- Ask participants to stick the mirror onto the backing card. They can tape around the edges if they wish as they will not be seen.
- Ask them to cut out a wide frame to fit around the mirror and onto the backing board. If they are going to spray paint/paint the frame they should do that now otherwise they may get the paint on the mirror.
- Attach the frame, and back together with the mirror in the centre sandwiched between the two. Paint around edges if needed using a brush or decorative tape
- Ask participants to think of where they would like to be in the future. Decorate around the frame with images that represent their desires.
- Invite participants to share their mirror with the rest of the group.
- Ask them to identify any obstacles that may prevent them realising their ambition and draw images of them onto one side of the small card shapes. Let them share these with the group if they wish.
- Ask them to think of strategies for overcoming these obstacles and draw them on the reverse side of the card shapes, the group may want to offer suggestions too.
- Hang the card pieces off the bottom of the mirrors



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Preparation time:
Collection of materials



Cooking time
1 hr - 1 hr 30 minutes



Energy level
3



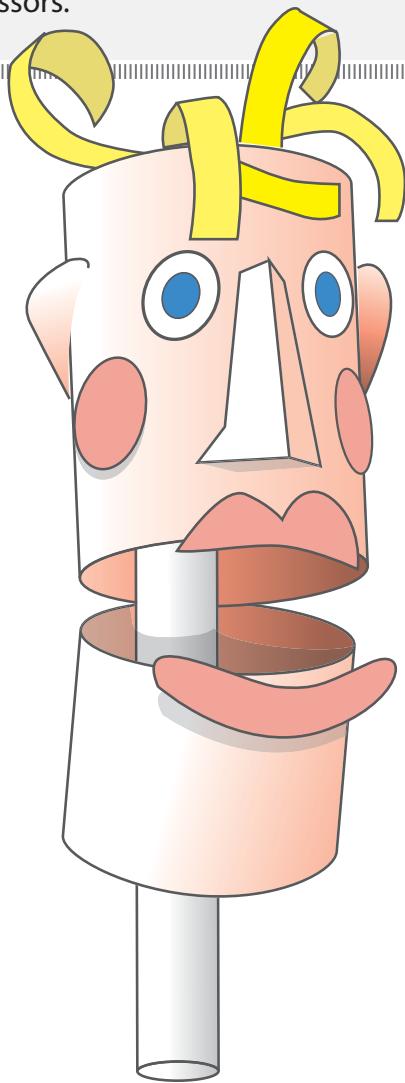
Quantity
Small groups of older children (10 upwards.)



Puppets

Ingredients

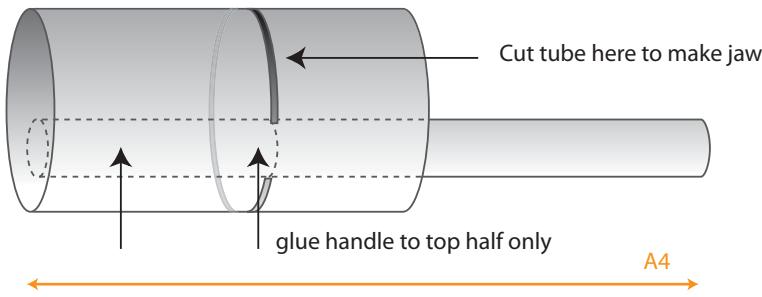
- Thin coloured card, 2 pieces for each participant.
- Bits of coloured paper
- Sticky tape
- Scissors.



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Method

- Ask participants to take one piece of card and form a wide tube, using the paper side ways. Tape the edges together. This is the head.
- Cut off the lower third of this tube, this is the lower jaw.
- Take the remaining piece of card and roll it into a narrow tube, long ways - this will form the 'handle' of the puppet.
- Place the handle into the head and jaw, make sure the taped join of the head is at the back. Attach the head to the handle with tape. Take the lower jaw and attach it back onto the head with a piece of tape at the back. The front of the lower jaw should flop down a little to form the mouth.
- Now ask participants to decorate the faces with ears, eyebrow, noses etc. You can have piercings by using single hole punchers. They should identify a character for their puppet, e.g. health visitor, teacher, pupil, looked after child etc.
- Ask participants to think of phrases these characters would say. Work the mouth of the puppet whilst repeating the phrases.
- Ask participants to pair up and develop dialogues between puppets. Perform in front of group and discuss findings.



Preparation time:
Just collection of materials



Cooking time
1/2 hour for making puppets,
1/2 hour for using them



Energy level
4



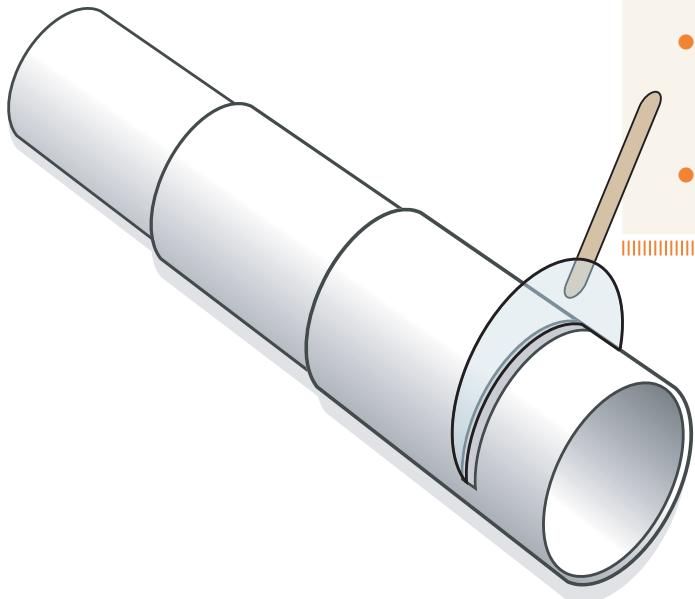
Quantity
Up to 20



Telescopes

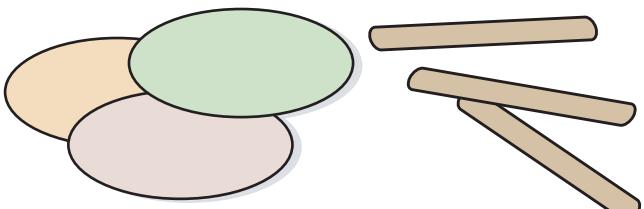
Ingredients

- Tubes from kitchen rolls, cling film, foil etc. They should be varying widths.
- If tubes are difficult to obtain use card rolled into tubes.
- Small circles of OHP acetates that will cover the ends of the telescope.
- OHP pens of different colours.
- Tape
- Scissors
- Lollipop sticks
- Small torches (optional.)



Method

- Ask participants to construct telescopes from the tubes. Try and use at least 3 segments that slot into each other. Secure them with tape.
- Ask participants to cut a slit into the wide end of their telescope so that the acetate circles can slot into them
- Give participants a selection of acetate circles and identify the area you wish them to focus on – e.g. – where they feel most/least supported etc. Try and get a positive and negative.
- Ask them to draw images of each of these places on the acetates and attach a lolly stick to them to provide a 'handle'. There should be two images per person reflecting positive and negative aspects of the chosen area.
- Place the images into the end of the telescopes and look towards a light.
- You can also shine torches through the telescope so you can project the images onto walls or screens etc.
- Ask participants to share images. Discuss



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Preparation time:
Collection of materials



Cooking time

1 hr including making and using



Energy level

5



Quantity
Up to 30



Wire person (part 1)

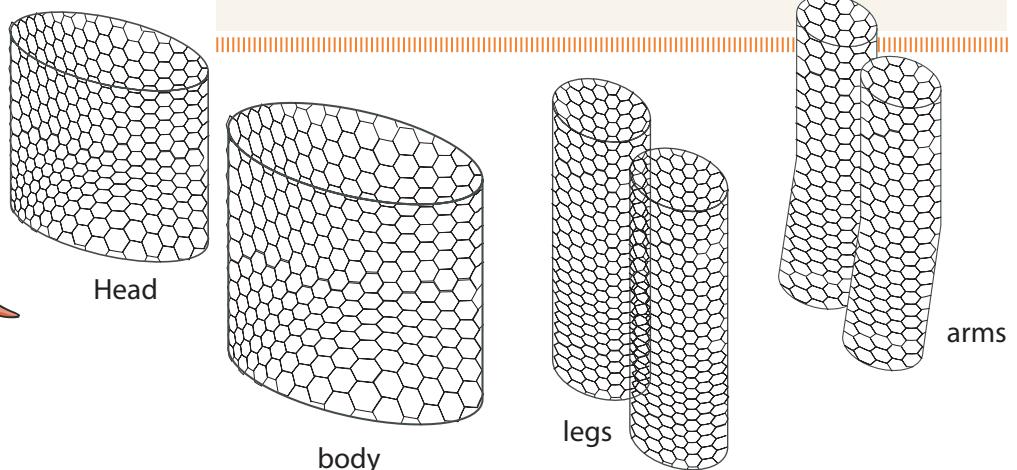
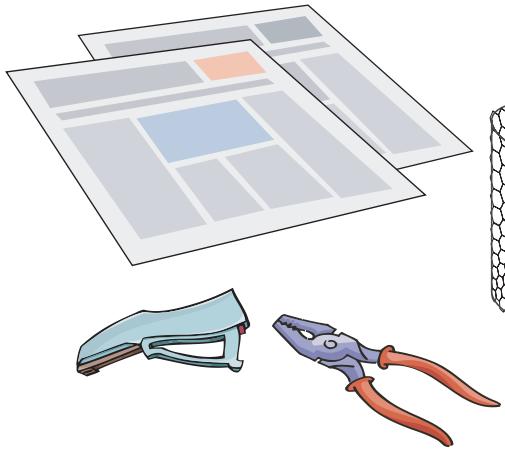
Ingredients

- Chicken wire, (the stronger ones tend to be better.)
- Wire cutters
- Newspaper (lots)
- PVA (lots)
- Square base board, about 30 - 40 cm square.
- Plasticine/modelling clay
- Luggage tags/small cards pieces.
- Pipe cleaners.
- Acrylic paints/spray paints.
- Strong staple gun or 1 inch nails.

Method

- This involves making a 3 dimensional figure of a person, about 1 metre high.
- First make the body by rolling a sheet of chicken wire, about 50 cm high and 1 metre wide. Secure with wire pieces. You will need to squash the top together to form a shoulder shape and tuck the bottom under so you have something to attach the legs to.
- Next create the legs. The legs need to be tubes of wire about 50 cm long and wide enough so that when put together they approximately equal the width of the body. You need to bend and squash the bottoms over to create feet. (About 10 cm long) Attach these to the body with wire, it is better to 'stitch' them all the way around to the base of the body with the wire.
- Create the arms in the same way. You may wish to model them a little so they have a slight bend. Attach at the shoulders. It does not matter at this stage if it looks a little shoddy as it will be covered with papier mache.

(Continued in part 2)



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Preparation time:
2 days



Cooking time
1 1/2 hours



Energy level
6



Quantity
12-15

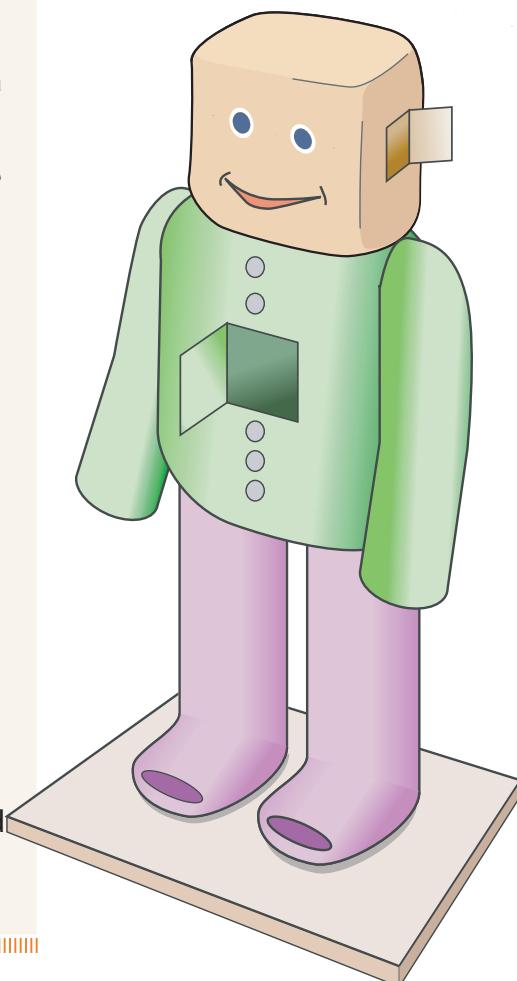


Wire person (part 2)

Method (continued)

- Next is the head. It is easier to make a tube and squash it into a kind of rectangle that is about 25cm across and 30 cm high. Press the top together and you have a vague Bart Simpson shape. Cut and fold the bottom under and attach to the top of the body.
- Now attach the whole figure to the base board by stapling it's feet! If you are having problems keeping it upright you may need to use an upright pole and attach the figure to that for extra support.
- Cut a square door in the figures belly and a square door/flap at the side of its head where the ear would be.
- This is now the messy bit! Cover the whole thing in at least 3 layers of papier mache. Make sure any sharp edges are covered. Build up the features with extra paper/card/pulp.
- When it is dry you can paint and decorate it.
- Ask participants to think of what makes them happy/healthy/fit/sad/ and ask them to draw or make models/images of these and place them inside the figure's head or body. The latter is dependent on whether it is something that is heard/thought or something that we need to physically do/eat etc.
- When you have finished take out the contents and discuss as a group.

This is a very long winded recipe but you can use the results time and time again so it is worth it in the long run - honest!!



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Preparation time:
2 days



Cooking time
1 1/2 hours



Energy level
6



Quantity
12-15

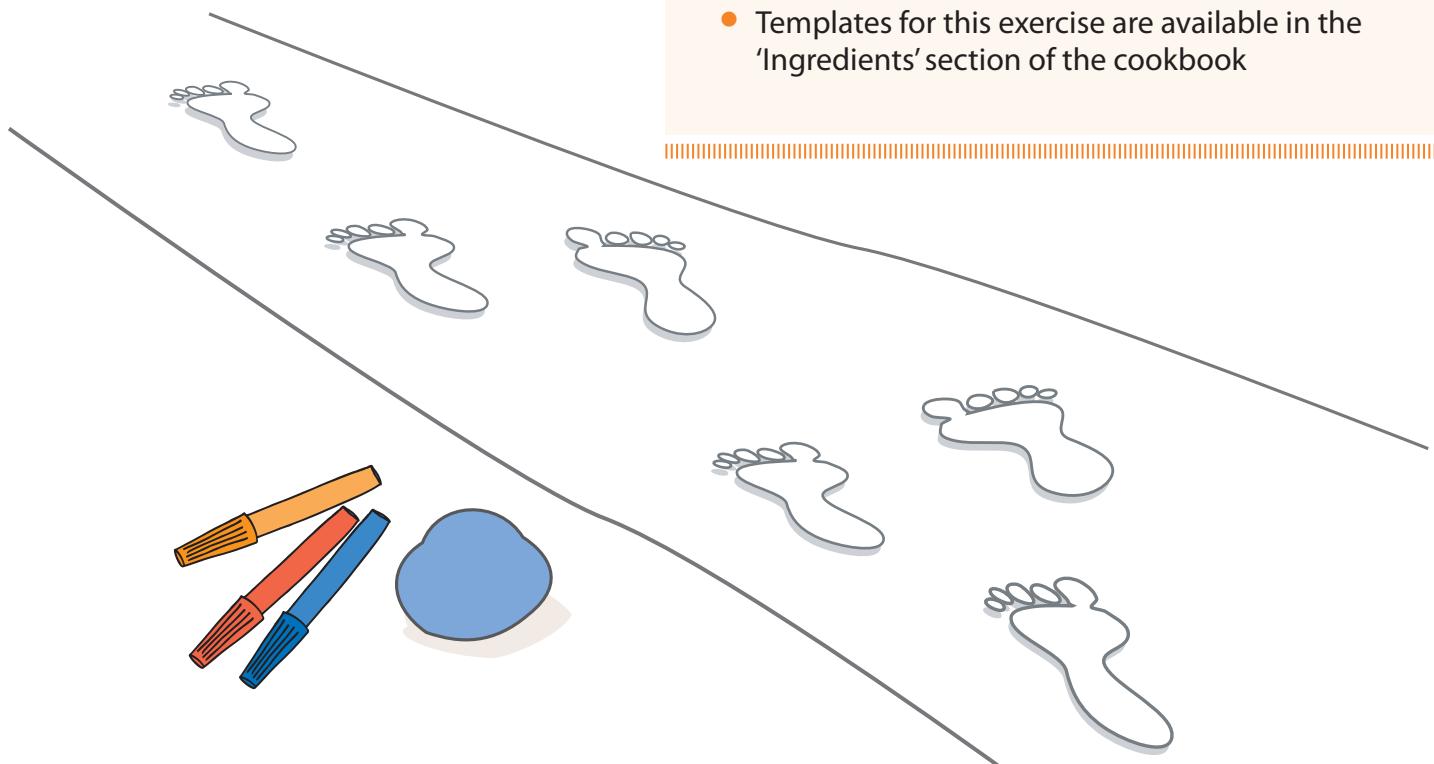
Journeys

Ingredients

- Large roll of white paper, lining paper will do
- Cut outs of feet, two for each participant
- Felt tips
- Blue Tac

Method

- Roll out a large section of the paper and secure it to a wall or on the floor. Draw a path upon it.
- Ask participants to identify aspirations/objectives they want to achieve. They should draw images at the end of the path.
- On their footprints they should write how they are going to achieve them and place them on the 'path' in relation to when they think they might accomplish them - a kind of time-line.
- This can also be used to explore aspirations for services and effectiveness of individual workshops etc. The feet can act as indicators in assessing how closely certain objectives have been hit or missed!
- Templates for this exercise are available in the 'Ingredients' section of the cookbook



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Preparation time:
30 minutes



Cooking time
15 minutes



Energy level
7



Quantity
30



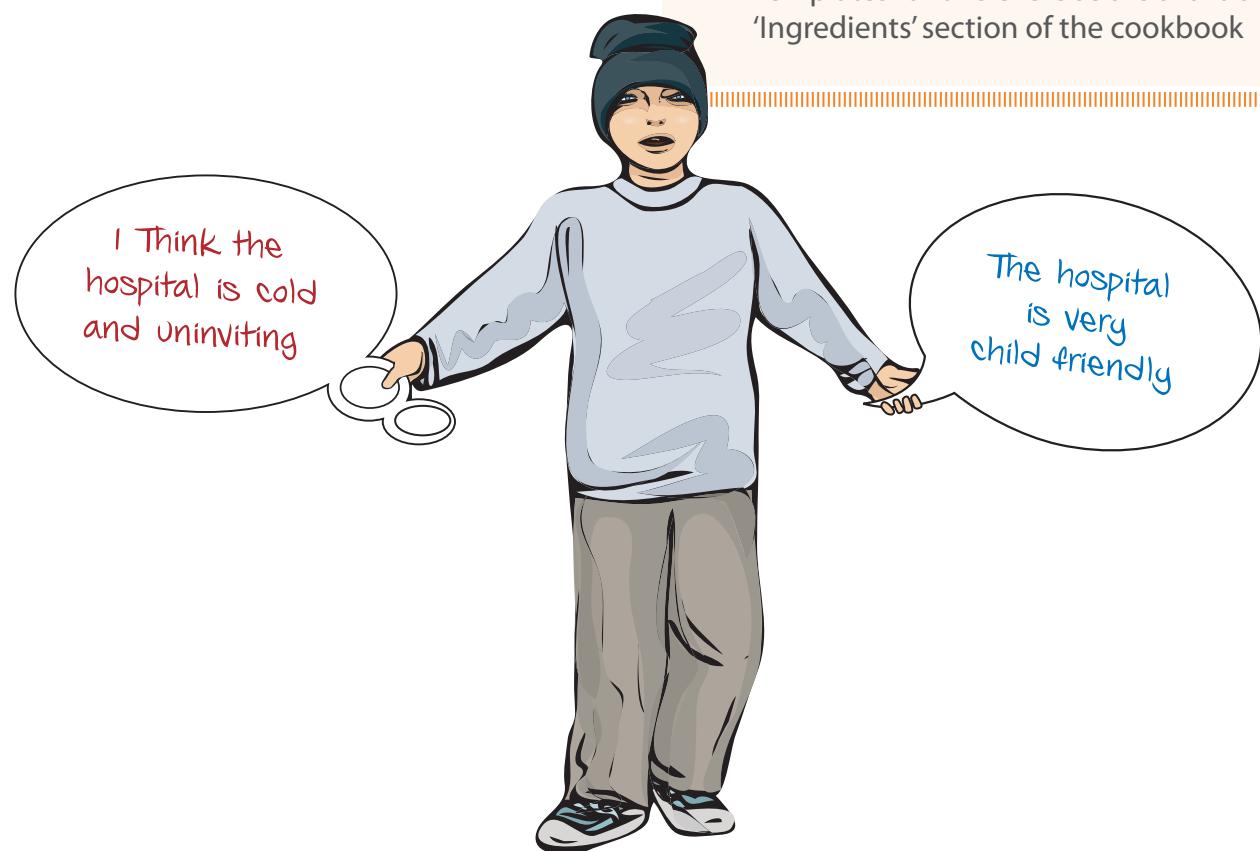
Bubbles

Ingredients

- Laminator
- White paper
- White board markers (thin)
- Digital camera

Method

- Make a series of laminated speech bubbles and thought bubbles. (Thought bubbles have a series of circles leading to them, speech bubbles have the little pointy bit!)
- Ask participants to think of a subject and write comments on their speech bubbles on how that subject is perceived by others. On the thought bubbles they should write down what they actually think of it.
- Take photos of them holding the bubbles - discuss findings.
- Templates for this exercise are available in the 'Ingredients' section of the cookbook



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Preparation time:
30 minutes



Cooking time
15 to 30 minutes,
depending on the group



Energy level
8



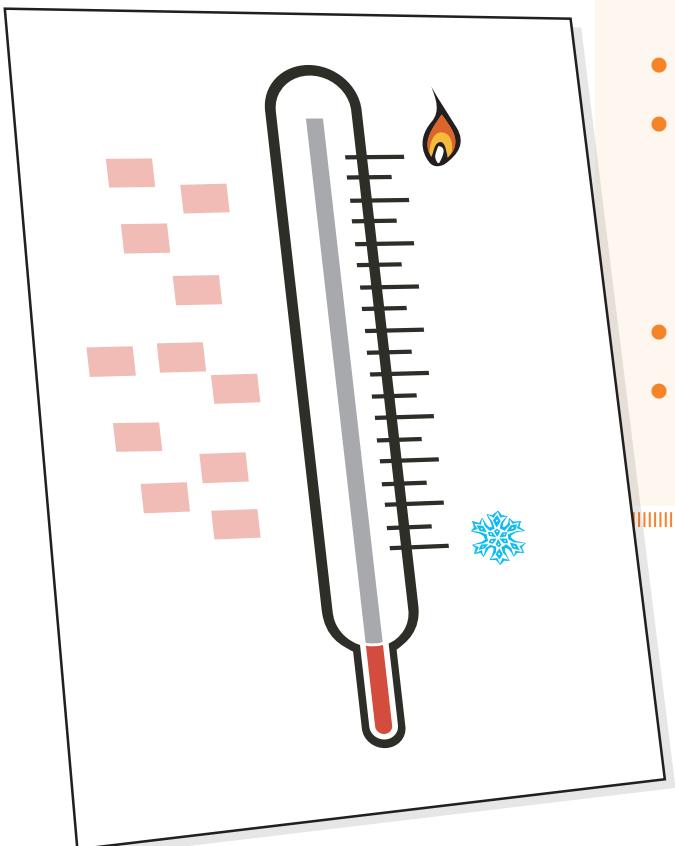
Quantity
Up to 30



Thermoevaluator

Ingredients

- Two pieces of A1 mounting board - white
- Felt tip pens
- Red post- its or pieces of paper.
- Strong tape



Method

- Tape the two pieces of board together on one side so that they can fold back for easier transport.
- Onto one side draw a giant thermometer. Make sure you leave enough space around the outside to write in the 'temperatures.'
- The lower temperature should denote coldness /uninspiring/dislike.
- The middle should denote warmth/o.k/reasonable
- The top should denote heat/great/inspiring.
- Choose a subject and ask participants to think of a part of it, e.g. school - lessons. They should write comments about these and place them where they feel they should go on the thermometer. Continue.
- Take photos of the results.
- Templates for this exercise are available in the 'Ingredients' section of the cookbook

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Preparation time:
30 minutes



Cooking time
15 minutes



Energy level
7



Quantity
15



Stirabout

Ingredients

- Large sheets of thick, plain paper.
- Digital camera
- Laptop
- Printer
- Magazines/photosets
- Thick pens

Method

- Identify the area you wish to explore, important places, important people, things I worry about, etc.
- Let participants take photos of each other and put them on the laptop. They can then play/edit them until they are happy with the results. Print them off.
- Ask the participants to place their photos on the sheet and then create a collage using the materials, writing, drawing, thinking about the chosen area.
- If desired share the results and scan them into the computer at a later date.



Preparation time:
Collection of magazines



Cooking time
30 minutes



Energy level
6



Quantity
10 - 15



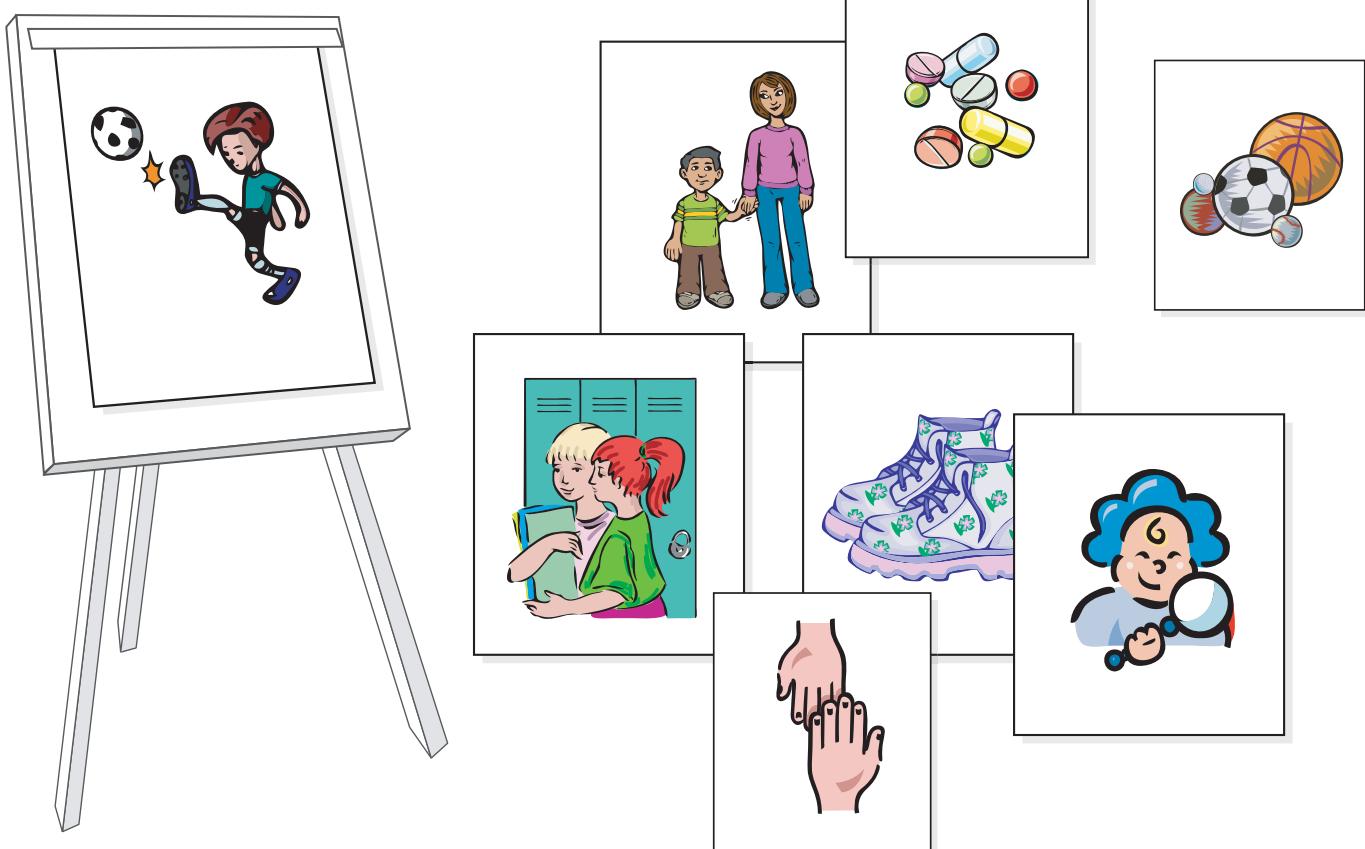
Picture This

Ingredients

- Huge selection of laminated images.
- Flip charts
- Pens
- Camera
- Paper

Method

- Ideal for starting discussion. Ask participants to choose an area and then use the images to show what they feel about it. The images can be used as metaphors. Images should be small enough to create a flip-chart sized collage.
- Have a scribe in the group/groups so they can record comments.
- Photograph results. Discuss.



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Preparation time:

1 hour to ongoing as it involves a lot of collection of varied images.



Cooking time

about $\frac{1}{2}$ hour



Energy level

6



Quantity

Up to 25



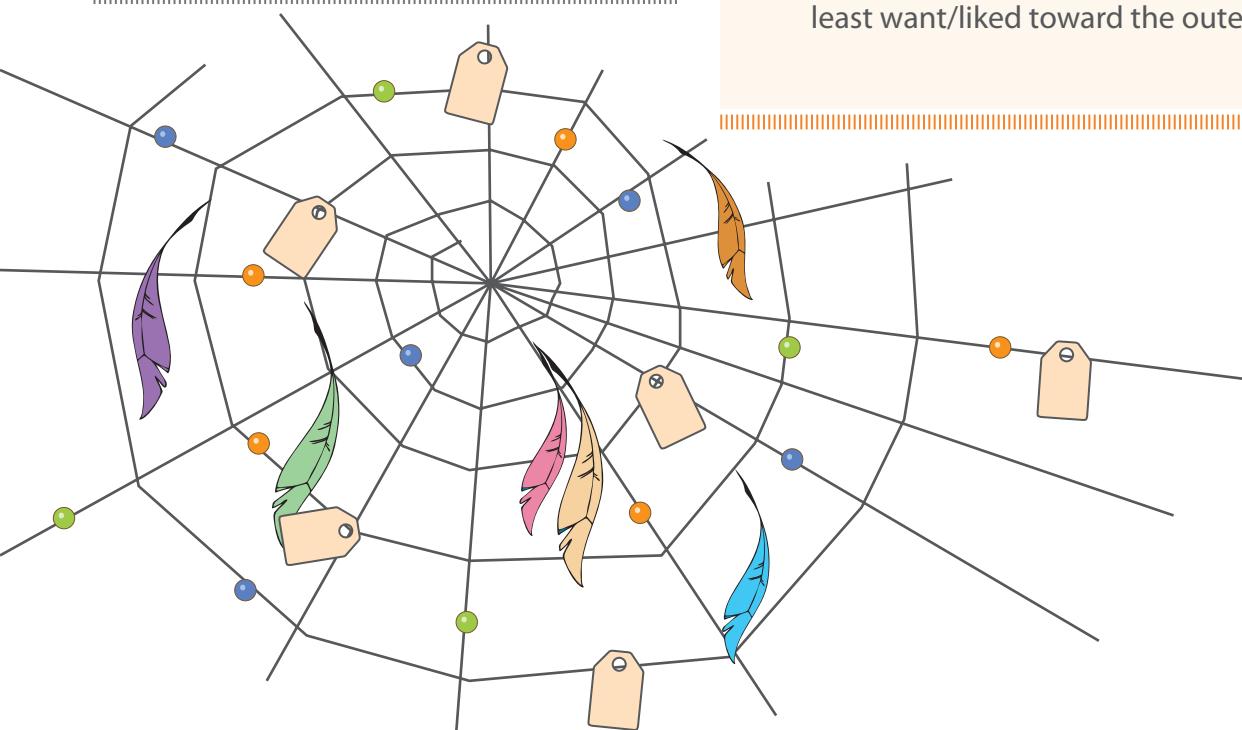
Webs

Ingredients

- Large ball of string
- Ways off attaching string to walls/windows.
- Strips of different coloured paper.
- Luggage tags.
- Beads/feathers/sequins.
- Pipe cleaners
- String/twine
- If pre-making webs a piece of board 1 metre square.

Method

- Construct a web in the room or on a piece of board. You can either make it with a series of spokes coming out and then concentric circles coming out from the centre or a spiral coming out from the centre.
- Ask participants to think of an area in their life - e.g home and write their desires about this area on the luggage tags. (they can use symbols if they desire).
- Ask them to decorate the tags with the materials and hang them on the web. Photograph results and discuss.
- If you wish you can use the web as a target with the participants placing desires/comments of what they most want/liked near the centre and least want/liked toward the outer edge.



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Preparation time:
if doing pre-made webs
about 1/2 hour



Cooking time
15 to 20 minutes



Energy level
6



Quantity
dependant on number of webs and size - up to 30

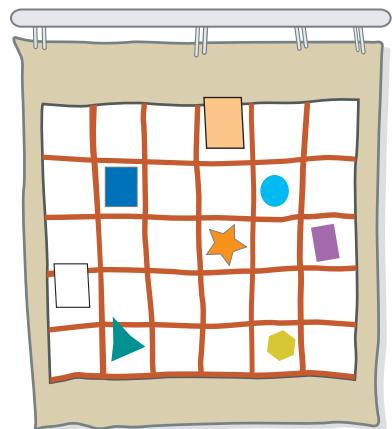
Presentation

Ingredients

Presentation of findings is a very important part of the whole evaluation process and while service providers may be happy with the dry, stale reports, young people may want something a little more spicy and juicy. What follows are some ideas of how you can present your findings to the young people and how they can present them to service providers. None of it involves spun sugar you will be pleased to hear!!

Pockets

Pockets can be created using fabric, (canvas that is then decorated with fabric paints, glitter, feathers etc) gardening plastic glued or stitched together, by sticking paper bags onto a backing or by simply using a series of envelopes stuck onto card. You can even make something like a fisherman's jacket with the pockets stuffed to give to your service provider - great publicity shot!! The pockets can be filled with findings, photo's comments and anything else that you or the children think is relevant - perhaps audio tapes of them chanting the findings that were most important to them. The possibilities are endless - go play!



Trees

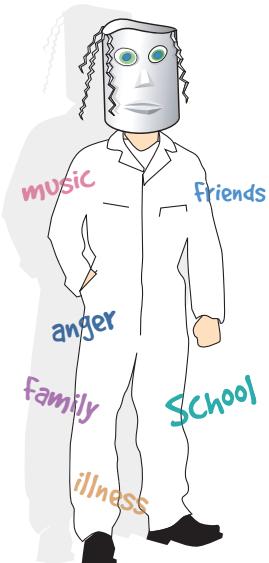


Another way of presenting and displaying findings is by attaching them to fabric trees/cardboard trees/wire trees. The branches can represent different areas of your research and you can use paper leaves, or fabric ones to attach objects, fruits of your labour to. The leaves could have pockets in if you wanted or there could be pockets in the branches to place tapes and photos. Again the possibilities are endless. You could do a whole piece on the seed that you want to start with (short term objectives) based on your findings and then where you and the children would like the results to lead to - a forest perhaps!! - go water!!

Projections

This is a really accessible way of presenting findings to service providers using children's art work and words. Have children (with this you can use the work of very young children too) to draw images of their findings onto OHP sheets. Ask service providers to wear a white overall (the paper sort used for decorating with a hood) and project the findings onto the service providers. If they are unwilling to let this happen then let the children wear large white sheets and perhaps masks that represent the service providers and project the images onto them. Choral refrains can be used to highlight the main findings. The children call them out and the service providers repeat.

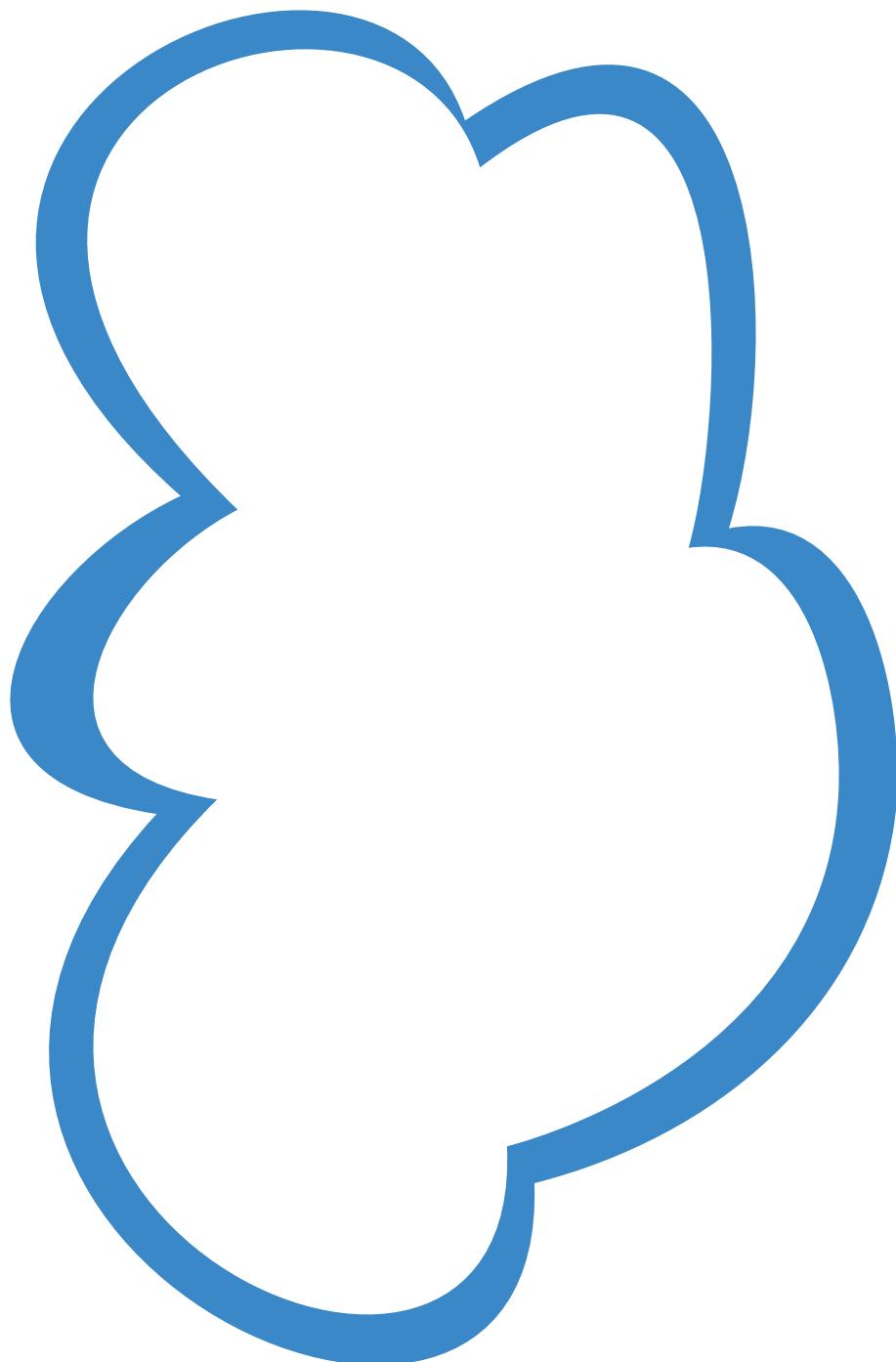
Katrice Horsley would like to acknowledge Jim Morris for this idea



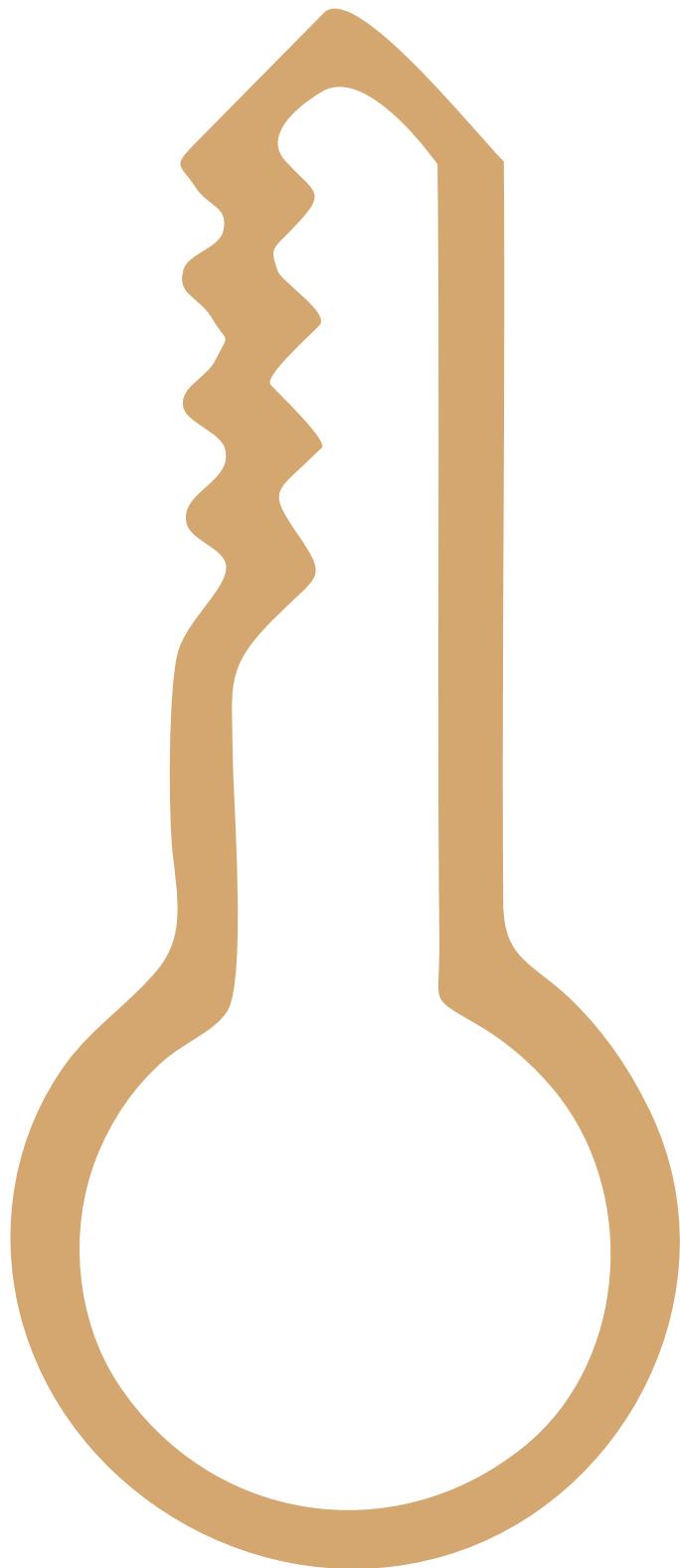
Ingredients

Templates for Evaluation Cookbook Exercises

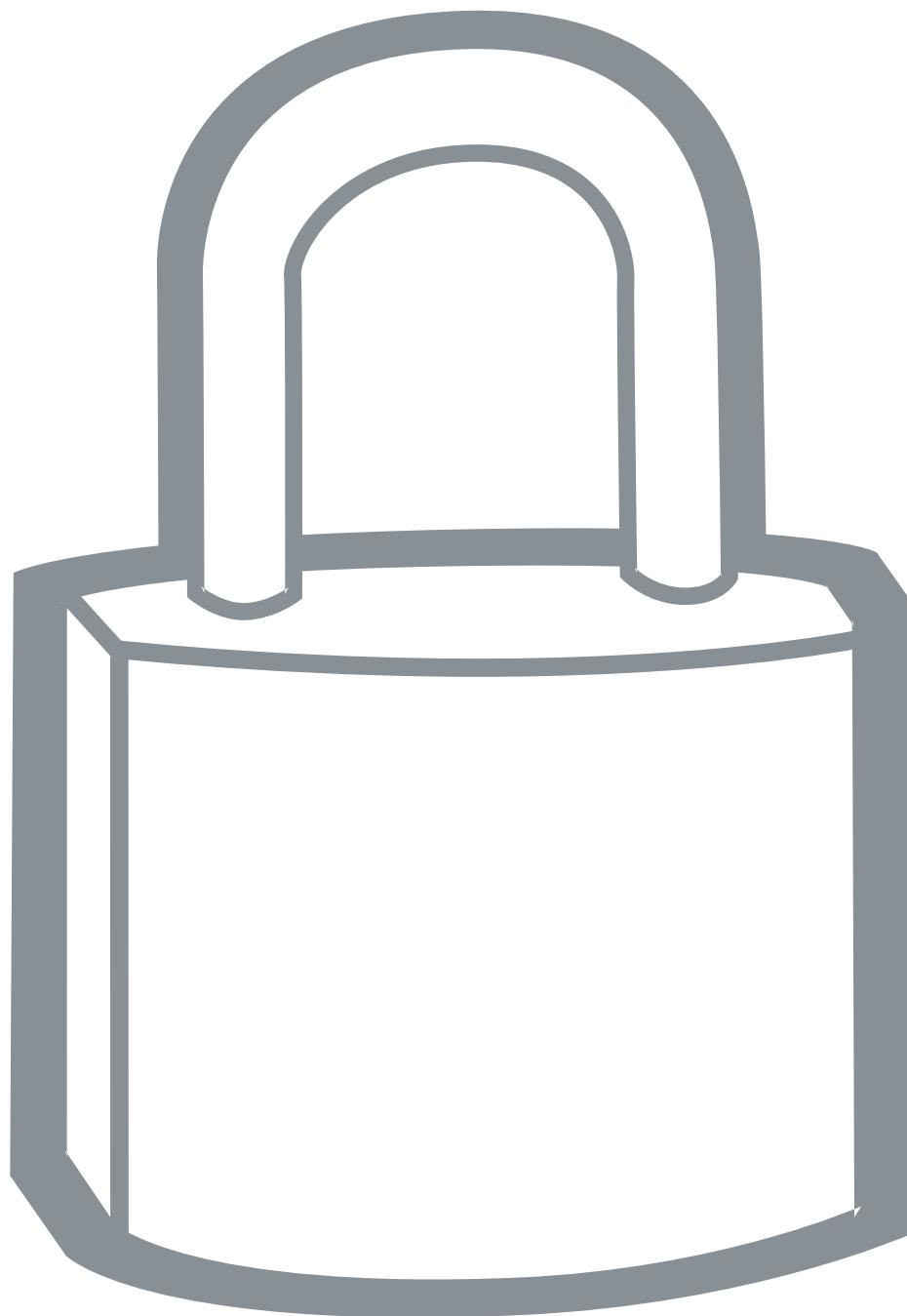
Locks and keys



Locks and keys



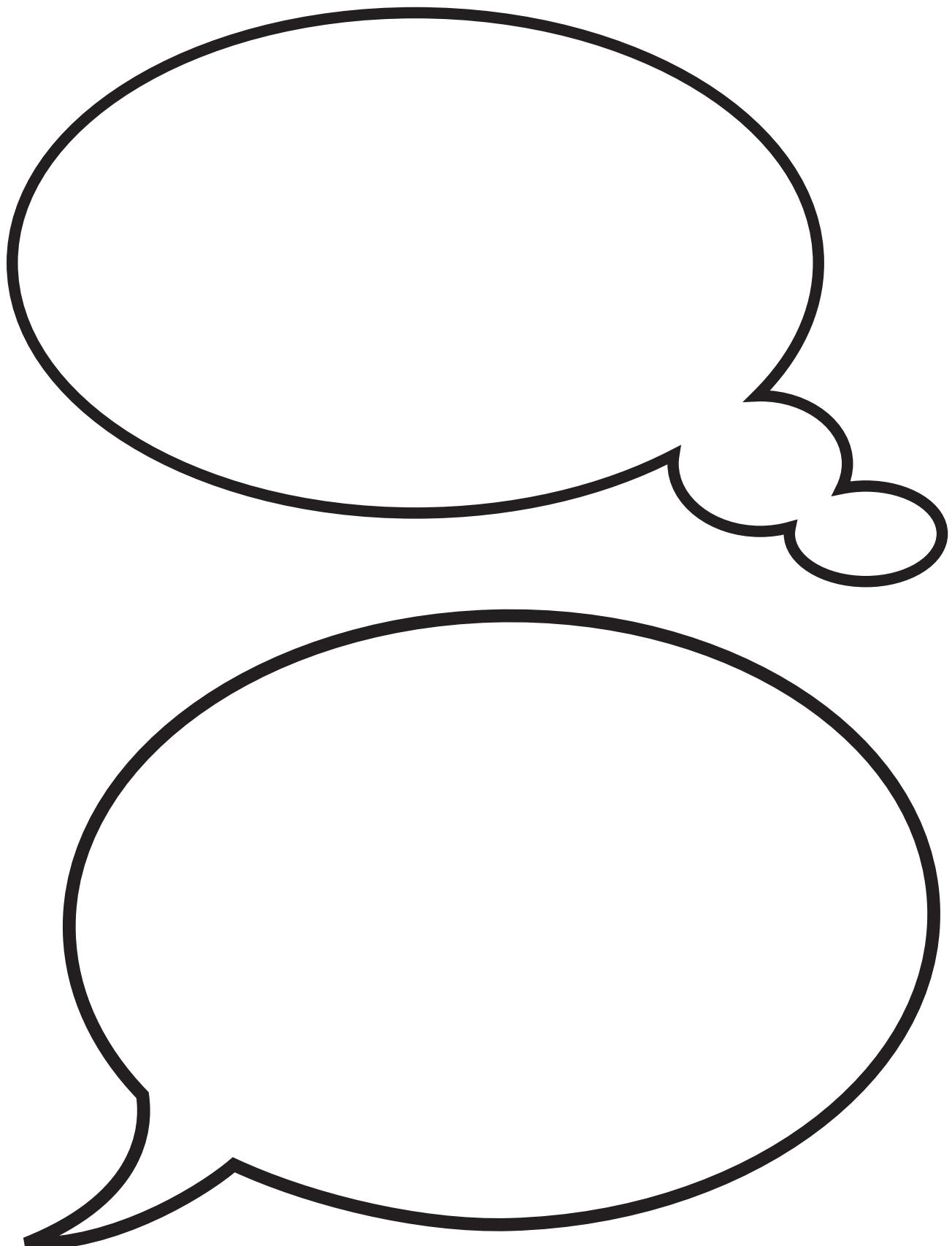
Locks and keys



Journeys



Bubbles



Thermoevaluator

