



Life-skills, Leadership and Limitless Potential (LLLP)

Worksheet

Evaluation



Programme designed by Abi Billingham

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Worksheet Evaluation

Aim

- For young people to think about what they want to get out of the project
- For young people to reflect on their own development during their time on the project

Resources

Worksheet

Evaluation

Process

Evaluation:

Explain there are a number of evaluation tools that are used on the project. This means completing a few forms and exercises to understand the impact of the project for young people. They will complete these at different points in the project. They are:

- Star of Change
- Pre-and post-questionnaire
- Individual Goal setting
- Put it in the post

Star of change

Explain the reason is to help project leaders understand if the project is useful to young people and helps them improve their leadership and life skills. You will begin by doing the Star of Change (see sheet). Explain you would like them to complete this at the beginning, middle and end of the project. Each statement asks them to score themselves 0 not at all–10 completely. Ask them to use different colour pens for start, middle and end.

NOTE: make sure young people understand the form (see toolkit for detailed description of the tool).

Pre-post questionnaire:

Ask young people to complete the questionnaire at the beginning and end of the project.

At the end of the project if they are comfortable to reflect on changes in their answers and what they think this means (see toolkit for detailed description of the tool).

Worksheet

Evaluation

Individual goal setting:

Put the individual goal setting chart on the wall with young people's names on it.

Ask the young people to think about up to three things they want to get out of the project. Write each of these things on post its and ask them to stick them on the goal setting chart in the first column next to their name.

Next they should think of one thing they would be doing differently that would tell them that they had got what they wanted from the project. They should write these on individual post its and stick them on the goal setting chart in the second column next to their name..

Next ask the young people to scale themselves based on '0' as the worst things have been and '10' that they have got what they wanted from the project. They should write their number on the goal setting chart in the third column next to their name. They will scale at the end of every session of the project.

Put it in the post activity:

Ask the group to write to themselves in the third person about their time on the programme. They should imagine that they have been looking down on themselves during the programme and they are now commenting on their experience as a third party 'outsider'.

They should try to answer the following questions in the letter to

themselves:

1. What were their thoughts and/or feelings when they started the programme?
2. What are their thoughts and/or feelings now they have completed the programme?
3. Have they managed to overcome any fears or concerns they had at the beginning and how have they managed to do this?
4. What have they learnt or discovered about themselves?
5. What changes have they seen themselves make as a result of the programme?
6. What do these changes and/or discoveries tell them about who they are as a person?
7. What advice would they give to themselves in the future, in order that they can keep going with the positive work they have been doing?

Invite the group to read their letters aloud if THEY CHOSE TO, they do not have to do this. Explain you would like to keep a copy for evidence (see toolkit for detailed description of the tool).



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