



Creative participatory on-court self-evaluation tools

| Measurement Tool | Description / Intended Impact | Collection Method |
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| <p>On court scale</p> | <p>Create a scale (numbered 1 to 10) on the court. One line represents level of confidence and one line represents skills. Ask participants the three Game, Set and Match outcomes as questions and they answer them by stepping into the scale.</p> <p>This is designed to understand the participants own perception of their level of self-confidence against the outcomes of the programme</p> | <p>This tool is particularly for the self-confidence modules. Ask participants to take part in small groups and record the answers on a paper scale / flip chart paper.</p> <p>Add the date of the session and names of the young people in the group to the sheet. Keep the sheet in a safe place or take a photo.</p> <p>When you repeat the scale it can be compared to the first one completed showing any change in the young people over a period of time.</p> |
| <p>Vlogs</p> | <p>Ask each participant to make a short video 30–60 seconds long about what they learned from the programme.</p> <p>Encourage them with open questions. The vlog allows the participant to speak openly about their feelings of what they have gained from the programme.</p> | <p>You will need a smart phone to record the vlogs.</p> |



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| <p>Emoji reflections</p> | <p>Ask participants the three Game, Set and Match outcomes as questions and they answer them by drawing emojis to reflect their answers and thoughts. Promote discussion; why they have picked each emoji and what it means to them.</p> <p>This enables the participant to use a creative way of answering questions to encourage them to be as authentic as possible when answering.</p> | <p>Participants can draw emojis on a flip chart with their initials or pick from a selection of printed emoji's.</p> <p>Activators can take pictures of the emoji's selected and add the date of the session.</p> <p>When you repeat the emoji task it can be compared to the first one completed showing any change in the young people over a period of time.</p> |
| <p>Cone questions</p> | <p>Using three different colour cones, each colour represents an answer; for example green for Yes, red for No and yellow for Don't Know.</p> <p>Ask the participants a series of questions and they must run to a cone to answer them. This can also be used as a warm up and you can use different activities to get to the cones; skip, walk, jog or side step.</p> <p>This tool helps to understand what the participant thought about each outcome of the modules delivered.</p> | <p>This tool is particularly for the health modules.</p> <p>Activators can make notes of how participants answered the questions or take a photo.</p> <p>When you repeat the cone task it can be compared to the first one completed showing any change in the young people over a period of time.</p> |