

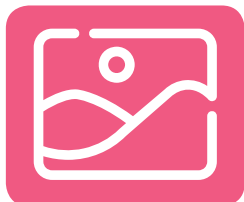
Engaging Young People: Activity cards



Activity 01

Origami learning styles

Type of activity



Aim

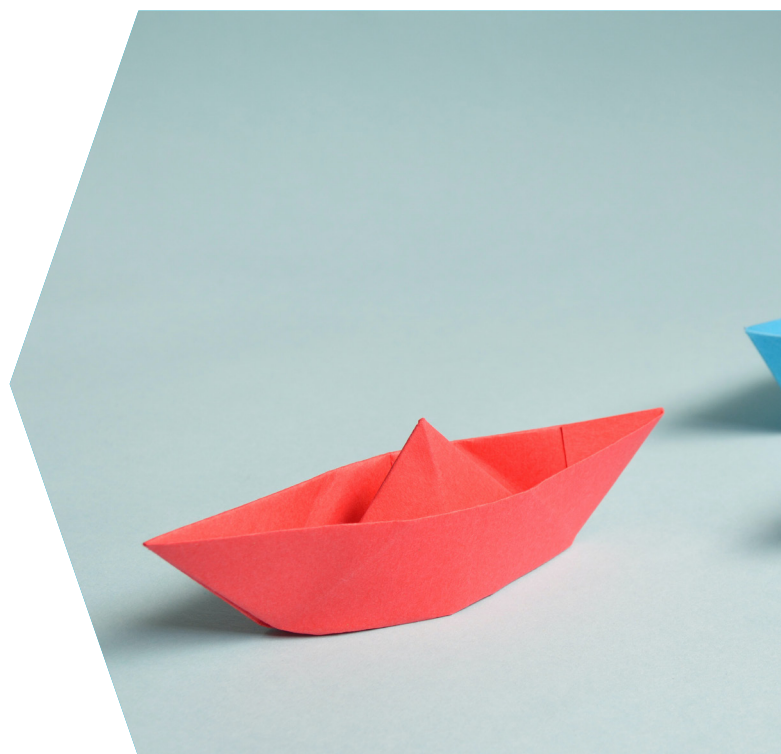
- To help young people understand different ways of processing information, and why it is important to ensure that activities are suited to a range of styles.
- To reflect on individual learning styles.

Resources

- Coloured paper
- Simple origami instructions.

A step-by-step guide

- Divide the young people into three groups. In group one, someone reads out the instructions as others try to follow along.
- In group two, young people try to follow written/drawn instructions.
- In group three, someone demonstrates how to fold the paper, as young people follow along. You might want to practice this first!



- Finish with a group discussion about what the young people found easy or hard about this activity, and if they have a preference for listening, reading, or watching.

TOP TIP

Encourage the young people to come up with different ways to demonstrate how to make their origami object. For example, they could act it out, or make the instructions into a rhyme.

Activity 02

Creating a group culture

Type of activity



Aim

- To encourage agreed-on behaviours and values.
- To create an environment where participants feel safe, and able to share and learn.
- To get young people to set their own ground rules, so you know what is important to them, and so they have ownership of the session.

Resources

- Flip chart
- Marker pen/s

A step-by-step guide

- This should take 5-10 minutes at the start of your session, and is particularly important if the group don't know each other well, or if you have a longer session planned.
- Ask young people to share their ideas for a group culture. They could call out as you write, raise hands, take turns, or you could step back and allow them

to discuss, agree, and write together. Whatever is most appropriate for the group.

- You can talk about values. For example, fairness, honesty, kindness, respect.
- You can talk about rules or guidelines for behaviour, such as turn-taking, listening when others are talking, no swearing, or whether phones should be on silent.
- You might agree on what happens if someone is disruptive or breaches the guidelines that you've agreed on.

What next?

- Ensure that the culture is agreed on by all, and that it is respected throughout the session. You can stick up your flip chart to refer to.
- You might choose to revisit the group culture and make changes during the session if the group feel they've missed something, or want to make a change.

Potential risks

- This activity can sometimes lead to disagreement, and it's good to ensure that all members of the group have the chance to share their thoughts.

Activity 03

Reflection sheets

Type of activity



Aim

- To create time and space for group members to ‘catch their breath’ or take notes; particularly reflective thinkers, or those who process information through writing.

Resources

- Reflection sheets
- Pens/pencils

A step-by-step guide

- This is a particularly useful activity if you have a session with lots of discussion or active learning. It can be just 3-5 minutes, as many times as needed.
- Invite participants to use the sheets provided, or their own notebooks, to draw or write their reflections and learning so far.
- You might prompt them with questions such as, “What stands out to you from our discussion?” or “Have you learned anything new or surprising?” or “Do you have any questions, or things you’re unsure about?”



What next?

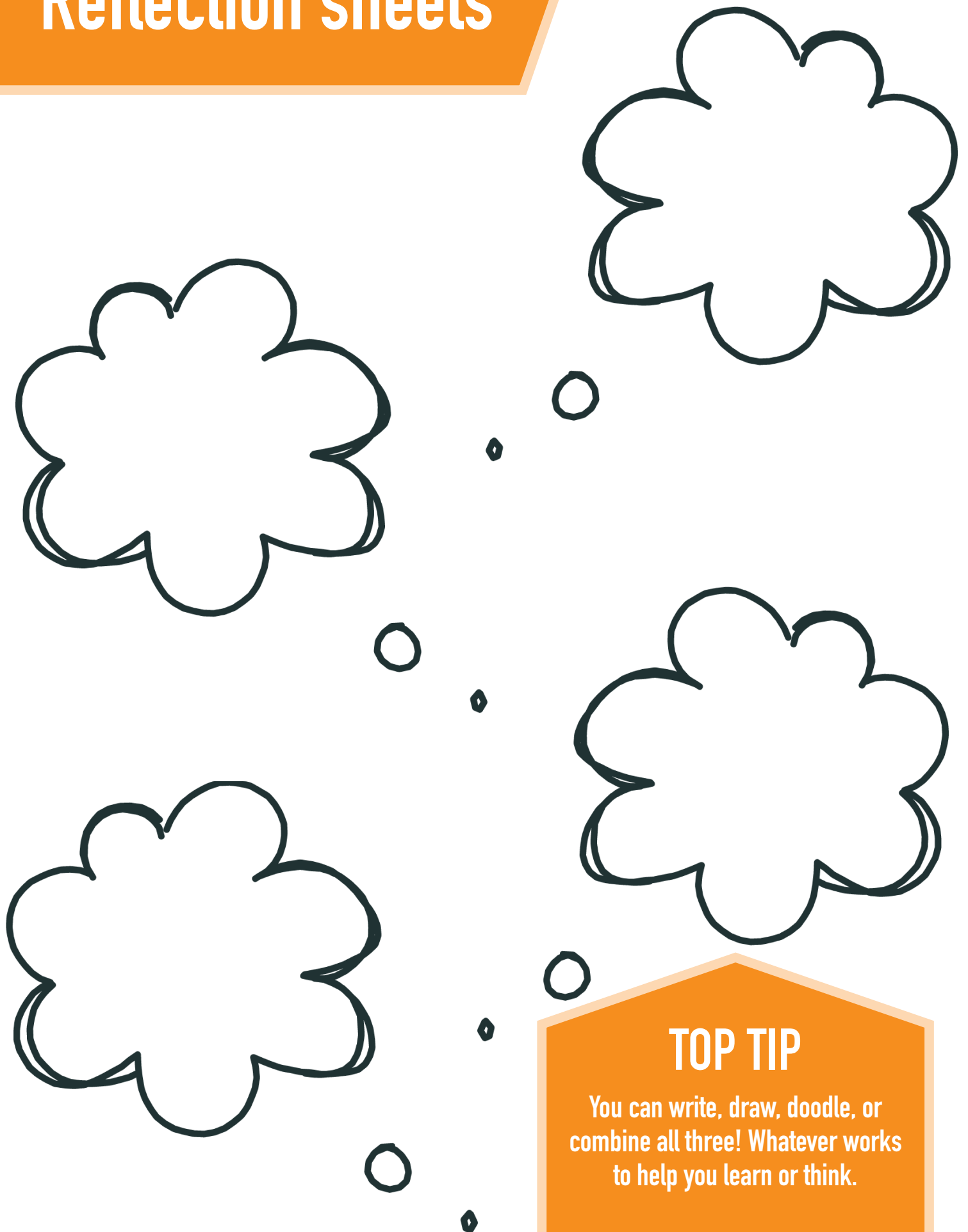
- This is designed for the benefit of the participant, so remind them to take their sheets home.

TOP TIP

Some participants won't want to do this activity. They might prefer to process what they have learned through conversation or movement. Try to include different options.

Activity 03

Reflection sheets



Icebreakers and energisers

The aims of the following activities are

- To help the group get to know you and each other.
- To help the group feel comfortable talking and moving in a space together.
- To start being creative together.
- To get comfortable with feeling silly or making mistakes.

Potential risks

Some of these are physical games and activities, so be aware of your group's abilities, and the space you're in. You can adapt and risk assess as needed.

Make sure the group know they only have to share as much or as little as they are comfortable with while getting to know one another. It might be in your agreed group culture that "what happens in the room, stays in the room." But it's easy to share something about yourself, or say something, and later wish you could take it back.

What next?

Most of these activities don't need any follow up. For those that are written, or creative, you might want to think about whether you will take a photo of the creation, and be clear with the young people what you'll be doing with the photo.



TOP TIP

Give the group a miniature tube of toothpaste. Ask them to squeeze a bit out onto the table, or a piece of paper. Now ask them to put it back in the tube! This is a good reminder to think about the words we say, as you can't always take them back.

Activity 04

The name game

Type of activity



Resources

- Space!
- Chairs, if required
- A beach ball, or similar

A step-by-step guide

- The group stands (or sits) in a circle. Pass or throw a ball around the circle in one direction. Each person says their own name as they pass the ball to the next person.
- Go around again, but this time say the name of the person you're passing the ball to. Then go in the opposite direction.
- Now go in a random order – pass or throw the ball to anyone you like, but say their name as you do so.



TOP TIP

If you don't want to use a ball, you can play this game by pointing instead.

Activity 05

Toilet paper squares

Type of activity



Resources

- Space!
- Chairs, if required
- Roll of toilet paper

A step-by-step guide

- The group stands (or sits) in a circle. Pass the roll of toilet paper around the circle in one direction. Each person says their own name as they pass it to the next person.
- Go around again, but this time say the name of the person you're passing the roll of toilet paper.
- Now go in a random order – pass or throw the roll to anyone you like, but say their name as you do so. As each person receives the roll, they should take up to 5 squares of toilet paper. Keep going until everyone has between 1 and 5 squares.
- Now go round the group, and each person can share between 1 and 5 facts about themselves, according to the number of squares they are holding.



TOP TIP

Have some prompt questions at the ready in case they get stuck. There are some ideas in Activities 07 and 10.

Activity 06

Act it out!

Type of activity



Resources

- Bowl/hat
- Paper and pens
- OR strips of paper with activities pre-written

A step-by-step guide

- You might choose to write some sports and activities on paper and place them in the hat or bowl ahead of time, or you might ask young people to each choose an activity and write it down (keeping it secret of course).
- In two teams, each person takes it in turn to pick an activity out of the hat, and act it out for their team – no talking! One point for each correctly guessed activity, if your team can't guess, it goes across to the other team for a possible bonus point.



TOP TIP

Mix it up! Include well-known sports and activities like football or yoga, as well as less well-known ones like roller skating, quidditch, synchronized swimming, or tchoukball.

Activity 07

Who am I? part I

Type of activity



Resources

- Card bunting triangles and string
- Pens/pencils
- Stickers or other craft supplies optional

A step-by-step guide

- Give each young person a bunting triangle and ask them to design it to represent themselves. You could have some prompt questions to choose from, or let them choose their own path - whatever is best for the group.
- String up the bunting so the group can admire each other's work. You can chat about each other's likes and dislikes during the day.

Prompts

- Your skills, strengths, or talents
- Your secret superpower
- Your life motto
- Hobbies and interests
- Things you love/your pet peeves
- Your favourite animal, place, or food



TOP TIP

Instead of bunting, you could make badges to wear, names plates to display, or a coat of arms.

Activity 08

Who am I? part II

Type of activity



Resources

- Phone/computer/speaker to play music
- Paper and pens
- Space!

A step-by-step guide

- Ask each young person to share with you their 'theme song'. You'll be adding these to a playlist to share with the group, so make sure they are all appropriate. Especially if you have a mix of ages.
- Ask each young person to write down 10 facts about themselves. This could be anything from, "I have two siblings" to "I drink tea with one sugar" to "my favourite style of moustache is a handlebar." Light and silly work best!
- Ask them to come up with a movement for each fact. They don't have to be realistic. Encourage them to use a mixture of big and small, high and low, travelling and still movements.
- Put the movements together and practice a bit. They can use their list of facts as a prompt, or try to remember their movements. You might also choose to join in if that will help the young people feel less self-conscious.
- Take it in turns to perform your fact dances to your theme songs. OR, play all the songs at once (on separate devices) and perform them all together!



Activity 09

People bingo

Type of activity



Resources

- Bingo cards
- Pens

A step-by-step guide

- Give each young person a bingo card and a pen. Give them 5-10 minutes to talk to each other. The game works best when young people don't know each other, and have to find a different person for each square.
- First one to get a full house shouts "Bingo!"



TOP TIP

You can use the example bingo card, but the game works best if you can create one based on what you know about your group.

Activity 09

People bingo

Find someone who can
play an instrument



Find someone who
likes broccoli



Find someone who
has a pet



Find someone who can
touch their toes



Find someone with a
younger sibling



Find someone who
plays a sport



Find someone born in
September



Find someone who
has the same size
shoe as you



Find someone whose
name starts with a
vowel



Activity 10

The 'heroes' game

Type of activity



Resources

- Box of Heroes (or other chocolates)
- A digital or paper 'key' to display

A step-by-step guide

- Without showing the 'key,' ask each young person to take a chocolate. But don't eat it yet!
- Reveal the 'key.'
- Go around the room. Each person says their name, and shares the fact/answers the question linked with the chocolate they chose.
- Eat your chocolate!

The 'key'

- Twirl: If you were an animal, what would you be and why?
- Crème Egg: What is one goal you'd like to accomplish during your life?
- Dairy Milk: Who is your hero and why?
- Fudge: If you were an ice cream flavour, what would you be and why?



- Caramel: If you could visit anywhere in the world, where would you go and why?
- Éclair: Tell us about a unique or quirky habit of yours.
- Wispa: Tell us something you love.

TOP TIP

Any mixed bag of chocolates will do. Or a bag of lego bricks or scrabble tiles if you want a non-edible alternative. Just make sure your 'key' matches the choices.

Activity 11

Two truths and a lie

Type of activity



Resources

- Paper and pens

A step-by-step guide

- Ask each person to write down three 'facts' about themselves. Two should be true, and one a lie.
- Taking turns, each person shares their facts. The group tries to guess which is the lie.

Adaptations or additions

- You can stick the 'facts' up around the room to encourage the group to move about the space.
- Another version of this activity is to ask each person to share one true fact ahead of time. You can print these out, and the group has to match the fact to the person.



TOP TIP

This game works best when the group already knows one other a bit.

Activity 12

Where I grew up

Type of activity



Resources

- A3 Paper
- Pens/pencils
- Blu tac

A step-by-step guide

- Ask the participants to draw where they grew up. They can sit in groups, but should work individually. Their drawings can be as literal or as abstract as they like. People can draw their home, their street, or their town. You might ask them to think about how or where they were active while growing up. Or the things that got in the way of them being active.
- In their small groups, ask them to share their drawing and talk together about one or two features.
- If the group are comfortable, you can display the drawings during the session.



TOP TIP

Some young people might be uncomfortable with this activity – if you know in advance that it might be triggering or upsetting, or if you observe anyone in distress you can also ask them to imagine a favourite fictional character and draw where they grew up.

Activity 12

Where I grew up

Here are some of the places that we grew up.



Activity 13

I am an egg

Type of activity



Resources

- Space!
- A good sense of humour

A step-by-step guide

- Everyone starts off as **an egg**. In order to demonstrate that you are an egg, you put two clenched fists on top of your head, and you may - if you choose - repeat, "I'm an egg, I'm an egg."
- People will then need to move around the space. Find another participant and play rock, paper, scissors. Remember, if you are an egg, you can only compete against another egg. The loser remains an egg. The winner evolves...
- Into **a chicken**. You must, of course, demonstrate that you are a chicken by running around like a chicken, you could say, "I'm a chicken," or you could make chicken-y noises.
- You must then compete again. As before, chickens can only compete against other chickens, and the winner evolves. The loser must remain a chicken, and try again with someone else.
- Next step- **dinosaur**! Just as before, you can alert other players to your dinosaur status by announcing it, or by making dinosaur-ish noises. You could also hum the Jurassic Park theme tune.
- Compete against other dinosaurs, winner evolves into...
- **A monkey**! (Or an ape if you prefer). Make monkey noises. (Or ape, if you prefer).
- Compete.
- And the first person to become **A HUMAN** wins the game!

TOP TIP

You might want to display a list of the steps:

Egg
Chicken
Dinosaur
Monkey
Human

How you feel about physical activity

The aims of the following activities are

- To start talking together about physical activity and introduce the idea that we all like to be active in different ways.
- To understand that everyone has different feelings about physical activity and to explore some of those feelings.
- To think about why we like or dislike activities – so that we can build on the good stuff and tackle the bad stuff.

Each activity also has some specific aims.



TOP TIP

Some of these activities can be used to talk about all the different types of physical activity that are available. Or to talk about some of the benefits of physical activity.

Activity 14

The Me & Activity questionnaire

Type of activity



Aim

- To find out more about how young people *prefer* to be active.
- To find out a bit about the things that motivate them, and the things that get in the way of them being active.
- To find out more about how young people *feel* about being active.

Resources

- If surveying digitally: an online survey
- If surveying in person: paper copies and pens

Top tips

- If surveying digitally, think about how you are going to reach your audience. You might share the survey via a direct link, via a QR code, or via your website/social media.
- If handing out paper copies, think about how you'll get them back! In our experience, it can be better to get young people to fill in the survey all together, rather than having them take

it away to do. If they take it away, they don't always bring it back!

- If you're trying to reach new young people, think about how you're going to get the survey in front of them, and who can help you do that. Working in partnership with schools can be good. We've also used paid social media adverts in the past – but have found this worked better for older teenagers and young adults.
- Surveys take time. If you're able, we recommend rewarding young people for their time. You could provide snacks or games as a thank you for completing the survey. You could offer the chance to enter a prize draw.

Adaptations or additions

- We've included a printable version of the Me & Activity questionnaire after this activity card. Feel free to use and adapt this as you see fit, but make sure you store any data according to your organisation's data policy.
- If you want to make a digital survey, there are lots of free online platforms you can use, and many of them can include logic jumps and generate QR codes.

Activity 14

The Me & Activity questionnaire

What next?

- Be clear with your young people about what you will do with the results of the survey. Both in terms of their data, and their answers.
- If you're completing the survey with a group you already know, maybe you could look at the results together, and discuss with them what you and they think it means.

Potential risks

- Discussion of barriers could be upsetting, or even triggering, for some young people. Know what you'll do if someone becomes distressed.
- This activity requires some literacy skills. You may need to think about young people who can't read and write, or who need some help to read and write.



TOP TIP

Check out our website to see our findings from using the Me & Activity questionnaire:

<https://www.energiseme.org/news/insight/>

Activity 14

The Me & Activity questionnaire

Thank you for giving us your time to complete this survey. We estimate it will take about 10 minutes to complete.

We are going to be talking about physical activity a lot in this survey, so we wanted to give you a definition of what it is. Physical activity is, really simply, moving your body!

This could mean any way you like to move - from walking or stretching, to getting really sweaty and out of breath. You can be active by walking to school or college, doing the housework, or dancing!

We also talk about your relationship to physical activity, this just means how you feel about physical activity, why you engage in the activities you do, and how the activities make you feel.

None of your responses will be used to identify you. If you have any questions about your data or about the survey, you can contact:.....

1. What is your first name?

2. How old are you?

3. Thanks, are you okay with us using your first name and age together in the report?

☐

Yes, go for it.

☐

No, keep me anonymous.



Activity 14

The Me & Activity questionnaire

4. What is your postcode?

(This **won't** be used in the report, or to identify you, we just want to look at where our respondents are coming from). Please enter your whole postcode, or **at least** the first 5 digits.

5. How would you describe your gender? (We understand gender is a spectrum, so please pick the option that suits you best).

☐

Woman/Girl

☐

Man/Boy

☐

Non-binary

☐

Prefer not to say

Prefer to self-describe

6. How would you describe your sexuality?

(This will not be used individually in the report, and you can put 'prefer not to say').

7. How would you describe your ethnicity?

(This will not be used individually in the report, and you can put 'prefer not to say').

8. Do you consider yourself to have a disability or health condition?

☐

Yes

☐

No

☐

Prefer not to say

Activity 14

The Me & Activity questionnaire

9. Are you currently in employment/education? (Tick all that apply).

☐

Employed part-time

☐

Employed full-time

☐

In education part-time

☐

In education full-time

☐

Not in education, employment, or training

10. What describes you best?

☐

I feel I am very physically active

☐

I feel I am fairly physically active

☐

I feel like my physical activity level is about average

☐

I feel like I am a little less physically active than other people

☐

I feel like I am a lot less physically active than other people

11. What is the main way you like to be active?

☐

Organised/structured activity e.g. in a sports club, league, group or class

☐

Informal activity e.g. going to the gym, a kickabout in the park, dancing in a club, a walk or social game of table tennis or frisbee with friends

☐

For travel e.g. walking or cycling to college or work

☐

I don't like to be physically active

Activity 14

The Me & Activity questionnaire

12. How do you feel WHEN doing physical activity?

13. How do you feel AFTER doing physical activity?

14. Thinking about NOW, which statement best describes your relationship with physical activity?

☐

I do a lot of physical activity, and feel happy about what I am doing

☐

I do some physical activity, and feel happy about what I am doing

☐

I do a lot of physical activity, but am not happy about what I am doing

☐

I do some physical activity, but am not happy about what I am doing

☐

I do no physical activity, and feel happy about it

☐

I do no physical activity, but am not happy about it

Activity 14

The Me & Activity questionnaire

15. What kinds of physical activity do you take part in?

16. What are your TOP THREE reasons for choosing these?

☐

My friends do it

☐

It makes me feel good

☐

My family encourage me to do it

☐

It is cheap

☐

It is an easy way to move my body

☐

I love the activity

☐

It is a quick way to move my body

☐

It is convenient

☐

It is a strong workout

☐

It is near to where I live

☐

It is free

☐

It is near to work/school

Other:

Activity 14

The Me & Activity questionnaire

17. Thinking about NOW, do you feel like there are barriers to you engaging in physical activity?
(Tick all that apply).

- ☐ I don't feel I have enough time to be as active as I would like to be
- ☐ I'm not motivated to be active
- ☐ I don't have people around me to be active with
- ☐ I am afraid of being judged by other people
- ☐ My mental health makes it difficult for me to be active
- ☐ I don't feel confident to be active
- ☐ I can't afford the activities that I want to do
- ☐ I don't have access to transport to get to the activities I want to do
- ☐ Nowhere local runs the activity that I want to do
- ☐ My religion or culture makes it difficult to be active in the way I would like
- ☐ My sexuality makes it difficult to be active in the way I would like
- ☐ My gender makes it difficult to be active in the way I would like
- ☐ My family situation makes it difficult to be active in the way I would like
- ☐ My disability makes it difficult to be active in the way I would like
- ☐ I don't want to or can't plan ahead and commit to regular activity
- ☐ I don't feel safe doing the activities that I want to do
- ☐ I don't experience any barriers

Other:

Activity 14

The Me & Activity questionnaire

18. Can you tell us more about the barriers you face? How do they make you feel?

19. Imagine that you have a magic wand, and can change anything about **physical activity for you**. It could be about the type of activities you do, how you feel, or the barriers you face. What would be your wish?

20. Now imagine your magic wand could change anything about **physical activity and your community**. Maybe it's about jobs, facilities, or people. What would be your wish or vision for physical activity for your community?

21. What does the future of physical activity look like to you? A really big question, but we want to hear anything you think, from how people move, to what support will be needed in the future, and anything else.

Activity 15

Barriers & solutions grid

Type of activity



Aim

- To help you understand the general things that get in the way of young people being active. And the specific things that get in the way of your young people being active.
- To give your young people space to think about what stops them from being active, and to start thinking about some of the solutions.
- To give young people the space to help each other.
- To help you in planning delivery of your future work by pre-empting some of the barriers, and putting in place some of the solutions.

Resources

- A3 paper, divided into a grid (see example)
- Square post-it notes
- Pens/pencils

A step-by-step guide

- This activity should take around 20 minutes, depending on the group you're working with. They can work individually, in pairs, or small groups. Small groups are best as they encourage conversation about the barriers, and give space for the young people to support one another with possible solutions.
- Starting with the blank barriers grid, ask young people, "What gets in the way of you being active?" Ask them to write one answer per square. They don't have to write an answer for every square, but they do need to use a new square for each barrier.
- Give them about 10 minutes. If your timings are flexible, you can stop them earlier if they run out of barriers, or let them carry on a bit longer if they have lots to say.
- After the 10 minutes is up, move onto solutions.
- Taking one square at a time, ask them to think about a possible solution. Write it on a post-it note, and stick it over the barrier.

Activity 15

Barriers & solutions grid

Adaptations or additions

- Young people could come up with solutions to their own barriers – or you could encourage them to swap with another pair or group. This can help get a different perspective.
- You can have whole group discussions, especially if there are some barriers that young people feel are insurmountable.
- You can use this activity to ask about physical activity in general, or you could adapt it to your specific activity. For example, you might ask, “What stops you from enjoying PE lessons?” or “If we ran a football session after youth club, what are the things that might stop you from joining in?”

What next?

- Once young people have told you what stops them from being active, it's important you act where you can, and tell them what you're going to do.
- Some of the solutions will be things that the young people can do themselves, with the right support. Some will be things that clubs/coaches/adults will need to change.
- You could check in with the young people after an agreed amount of time – maybe six weeks – to ask if they've been able to implement any of the solutions. And to tell them what you have been able to do.

Potential risks

- Honesty is important in this activity, and some of the answers could make the young people feel vulnerable. Make sure the group culture is set, and that the adults in the room are trusted and safe.
- Some of the young people might write about health conditions or personal circumstances that are upsetting, or even triggering to them. Or to others in the room. Know what you'll do if someone is upset or triggered. Know what your safeguarding policies and procedures are.

TOP TIP

You could do this digitally using Jamboard or a similar programme. You could use breakout rooms to allow groups to chat.

Activity 15

Barriers & solutions grid

Here's an example.

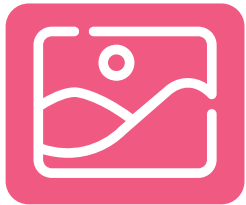
Lack of gender-neutral changing rooms.	Scared of people judging me.	It's hard to find the motivation.	
My anxiety.	I don't want to go by myself.		I'm insecure about my body.
I can't afford to.		Not enough time – the gym is far away and I have lots of homework.	

Lack of gender-neutral changing rooms.	Scared of people judging me.	It's hard to find the motivation. Having fun motivates me, so I want an activity that is really fun!	
I want to know that there's a safe place if I have a panic attack. I could ask to visit or go early.	I could invite a friend. Or find a really relaxed place (like a club that's welcoming) to meet people.		I can choose an activity where I can wear what I like – clubs should let you be comfortable!
I can find a cheap or free club – or play frisbee in the park.		Not enough time – the gym is far away and I have lots of homework.	

Activity 16

How active are you?

Type of activity



Aim

- To find out how active individuals are.
- OR to find out the general activity level of a group.

Resources

- Labeled buckets and balls
- OR laminated number chart and stickers
- Digital or printed question

A step-by-step guide

- One way of asking people about their activity levels is, *“Over the last 7 days, on how many days have you been active?”* You could also ask about how many minutes they have been active, but in our experience that can be harder to answer.
- You can expand on the question: *“this should be activity that makes your heart beat faster, or makes you a bit out of breath.”*
- Young people can throw a ball in a bucket, or place a sticker on a chart, showing the number of days on which they’ve been active.



TOP TIP

If you are aiming to increase young people’s activity levels, you might need a method for measuring them.

This isn’t a validated measure, but will help you to understand if young people perceive themselves as active or not. This can also be a good conversation starter about different types of physical activity, what ‘counts’ as being active, and what we mean by ‘intensity.’

Activity 16

How active are you?

Adaptations or additions

- There are lots of ways you can phrase the question. You know your young people best, and what will work for them.
- You can also ask young people to keep a diary or log of their activity over a fixed period. But remember, being asked to track your activity can influence how much you do!

What next?

- This is an information-gathering question, so be clear with the young people how you will use the information.
- For example, if you are measuring activity levels as a baseline, you might let young people know when you'll be measuring again.

Potential risks

- Young people might feel embarrassed if they think they don't do enough activity, or if they think they will be judged. Creating a safe environment to ask the question is important, or allowing them the option to answer anonymously. When I've done this activity, I've sometimes gone first and deliberately picked a low number to show that it's okay to be honest.

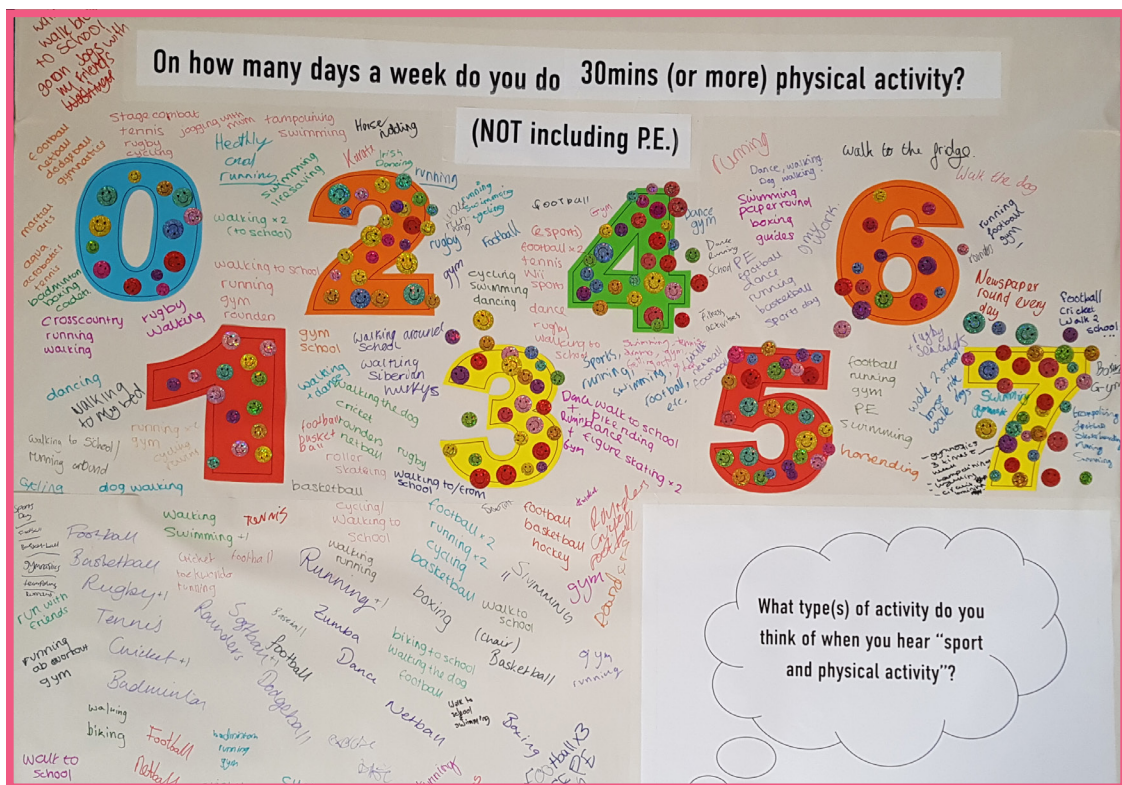


How active are you?

On how many days a week do you do 30 minutes or more of 'moderate' to 'vigorous' physical activity (NOT P.E.)?

The collage consists of 10 photographs arranged in a grid-like fashion, with some overlapping. The photographs are numbered 1 through 7, with some numbers appearing multiple times. Each number is accompanied by a small yellow star, indicating the frequency of the activity. The activities shown include:

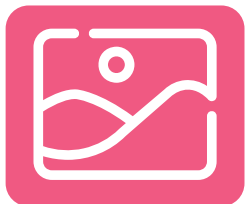
- 1. A person in a green shirt and blue pants is kneeling on the grass, possibly planting or working with soil.
- 2. A group of people are dancing or performing a routine in a gymnasium.
- 3. A person is riding a bicycle on a path.
- 4. A person is playing tennis on a court.
- 5. A person is running on a beach or sandy area.
- 6. A person is playing basketball on a court.
- 7. A person in a wheelchair is participating in a race or competition.



Activity 17

The feelings wheel

Type of activity



Aim

- To understand how young people feel about a specific topic or event.
- To compare how young people felt before and after an event or project.
- To support any young people who might find it hard to name their feelings.

Resources

- Feelings wheel (there are lots of examples online)
- Stickers or pens

A step-by-step guide

- Ask the young people “*how do you feel...?*” and ask them to select (using pens or stickers) one or more feelings on the wheel.
- Some example questions include:
How does P.E. make you feel?
How do you feel before/after basketball practice?
How do you feel before/after going for a walk?
How do you feel about physical activity?

Adaptations or additions

- Another tool you can use when asking young people how they feel about an activity or a scenario, is Pexels. Pexels is a free stock image (and video) website. Young people could use different key words to search and find an image, or images, that represent how they feel. These could be shared digitally, or printed and stuck to a worksheet, or used in collages.

TOP TIP

If you're using a large version of the wheel, and collecting responses from a large number of young people, consider whether you need to identify individuals. In the example, we used codes so that schools could be identified, but individuals could not.

Activity 17

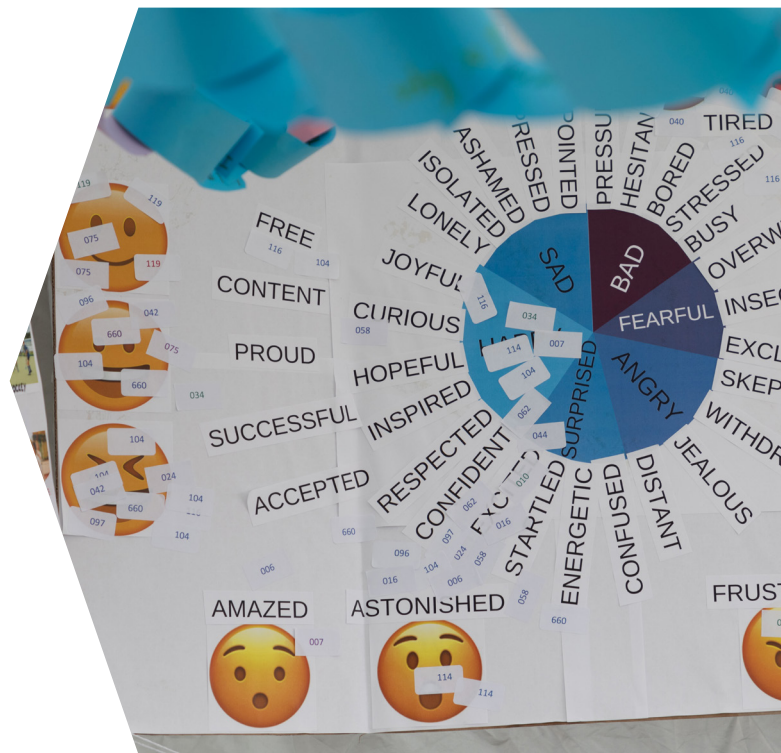
The feelings wheel

What next?

- What you do with the information will depend on why you're collecting it. If you're sharing the information with others, for example in a report, you should make sure the young people know this. They may also want to know how you're keeping their identities safe. If you make changes to a project or service as a result of finding out how young people feel about it, make sure you share this, too.

Potential risks

- Feelings can be a triggering topic for some people, so know how you'll keep young people safe if they're distressed or upset. And remember that young people should always have the right to opt out of any engagement activity.
- If you're using emojis, it can be a good idea to check in about what they mean to young people – like language, the meaning of emojis can change!



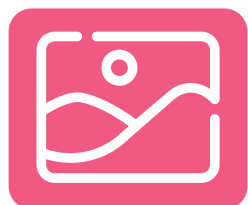
TOP TIP

As well as words, you could include emojis on your feelings wheel. For young people who might have lower literacy, or for whom English may not be a first language.

Activity 18

What do you love?

Type of activity



Aim

- To help you understand the activities that young people love, and the reasons why they love them, so you can try to replicate them.
- To give young people space to think about *why* they take part in the activities they do.

Resources

- Newspapers, magazines, brochures etc.
- Glue
- Scissors
- Card - plain A4 card, or cereal boxes
- Marker pens
- Flip chart (optional)
- Gingerbread paper shapes (optional)
- Camera (optional)
- Music and speaker (optional)

A step-by-step guide

- For the first part of this activity, ask young people, “What do you love to do?” – they can look for pictures or words that represent that in the collage materials, and cut them out. They can arrange and stick them on their backing card however they choose. Ideally, you would give them at least 20 minutes to do this part. Encourage them to be as literal or as abstract as they like – but be ready to ask them some questions if you’re not sure of their meaning!
- It’s important that young people think broadly about all things they love to do: arts and crafts, spending time with family, being outdoors, resting, or physical activity.
- For the second part of the activity, ask them “Why do you love to do these things?” They could add pictures or words to the collage, or write some thoughts over the top/around the edges in marker pen. Or you could have a group discussion and write down some of their answers (in a notebook, or on a flipchart).

Activity 18

What do you love?

Adaptations or additions

- Instead of young people creating individual collages, they could work together to create one group collage.
- If you don't have access to collage materials, or are working digitally: try using a free stock image website, like Pexels, and ask young people to find images that represent what they love to do. They could create a digital collage using their images, or print them to create a physical collage.
- If you have a limited amount of time, you could give each young person a printed gingerbread person, and ask them to write around the outside of the shape the things they love, and on the inside, the reasons why.

What next?

- Young people may wish to keep their collages or gingerbread people, so be clear if this is not possible. We recommend taking photos of their collages after the first stage, and again after the second.
- If you're doing this digitally, you can save copies of their collage or take screenshots.
- Once young people have told you what they love, you can use this to inform the activities that you are hoping to engage

them in. For example, they might say they like team sports because they love competition – so you can build in a competitive element to your offer. Or they might say they love drawing as it is relaxing – then you can find out more about what physical activities they would find relaxing.

Potential risks

- Young people might try to share inappropriate music for a combined playlist – you could ask them to share with you, not directly with the playlist. Especially if working with mixed ages.
- Young people might see or try to use inappropriate images – especially if working digitally. Be clear about expectations and boundaries. Know what you'll do if a young person tries to share an inappropriate image.

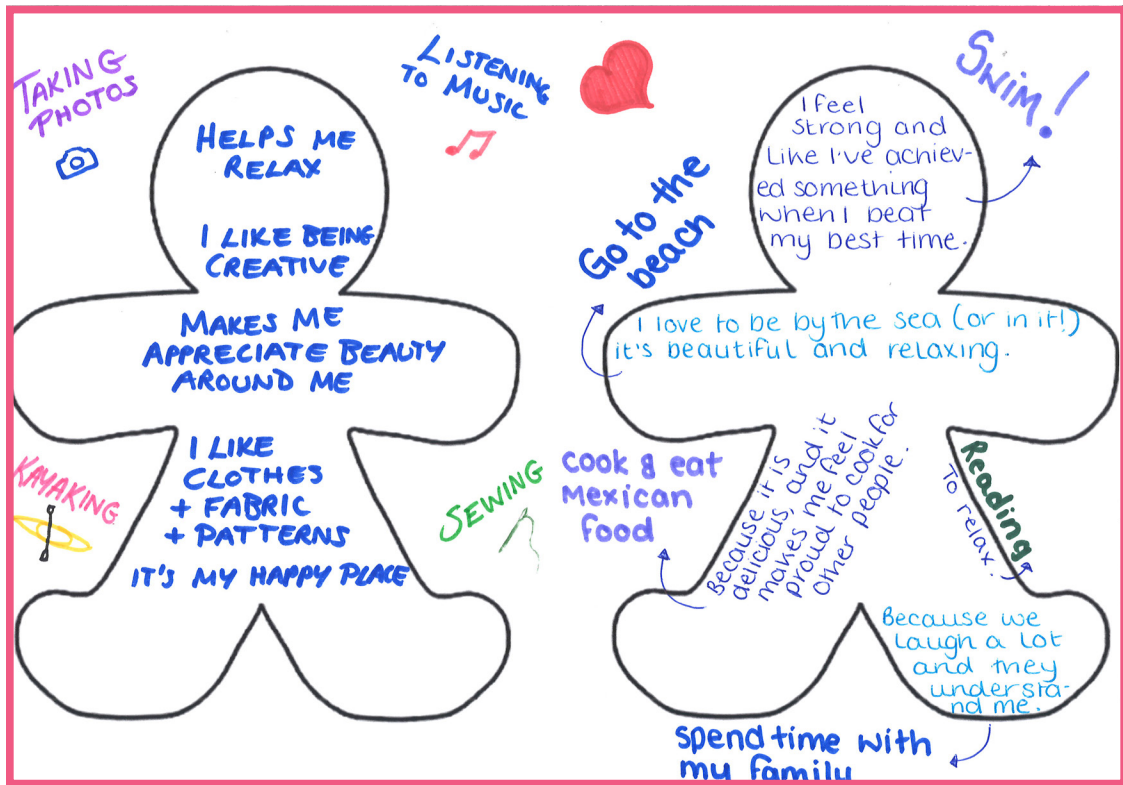
TOP TIP

If you have time before the session, you could ask each young person to share a song that they love to create a playlist of background music – this sets the tone that all our interests and passions are valued and important.

Activity 18

What do you love?

Here is an example.



Activity 19

Active travel grid

Type of activity



Aim

- To understand how a group of people travel.
- To create a baseline for a group, before a project or intervention.

Resources

- Pre-printed grids, you can use the example or create your own
- Pens
- String and pegs to display (optional)

A step-by-step guide

- Ask participants to complete the grid.
- They can either tick the relevant box, or – if appropriate – write in a word that describes how they walk/cycle. e.g. they might write “to work” if they travel on foot, or “pump track” if they cycle for sport/leisure.

Adaptations or additions


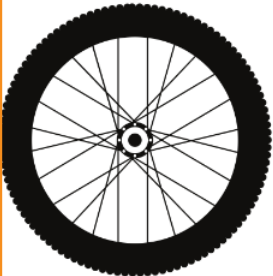


- You could add a question on the back, for example, “If you don’t travel actively – e.g. walk to work/cycle to school – or you would like to do it more, what do you need to help you do that?”
- Some prompts might include: The quality of cycle routes; Do you know the cycle/walking routes?; Is it safe?; Do you have the right equipment (bike, good shoes, scooter)?; Do you know how to maintain your bike/board if it breaks?; Do you know how to ride a bike/skate/scoot?

What next?

- It’s useful to share with your participants why you’re asking about their travel habits. And if you make changes, or implement a new project or intervention, to feed back what you’re doing and seeing.

Activity 19

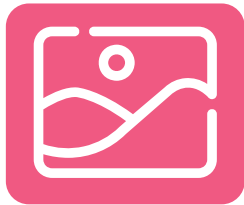
Active travel grid

	sport & leisure	travel
		
		
		
		

Activity 20

A postcard to...

Type of activity



Aim

- To understand how young people feel about a particular topic or situation.
- To give young people space to reflect on their feelings.
- To share with others how young people feel.

Resources

- Blank, or pre-printed postcards
- Pens
- Other art materials (optional)

A step-by-step guide

- The way you undertake and follow up on this activity will depend on what you're asking about. The important thing is to be clear about why you are asking, who you will tell, and how you will share that information.



Adaptations or additions

- You could ask young people to write a postcard to a younger or older version of themselves.
- You could ask young people to write a postcard to their school or sports club to share how they feel.
- You might ask them to share a lesson they've learned, something they wish they'd known, or an action they hope to take.
- As well as writing a message on the back, the young people could also create their own designs on the front.

Activity 20

A postcard to...

What next?

- If the young people are writing to themselves, make sure you know how they will receive the postcards. If they are writing to someone else, make sure you feed back any response or change that happens as a result of their postcards.

Potential risks

- If young people are writing to someone else, make sure you know if and how you'll protect their privacy. e.g. typing up the postcards instead of sending in the young people's own handwriting.
- If they're writing about an emotive subject, make sure you have a plan in case they become distressed.
- It's also good to think about if you should or might need to censor any bad language.



TOP TIP

I've done this activity with a group of young people writing to their school about their experience of pastoral support. We typed up all postcards to schools to disguise handwriting, and keep the young people anonymous. We opted not to censor bad language or critical sentiments, but we did send the postcards in a sealed envelope with a covering letter explaining the purpose of our exercise.

Designing a physical activity project

The aims of the following activities are

- To raise young people's awareness of the different types of physical activity they might be able to try.
- To examine the things that might make an activity enjoyable or accessible...or not!
- To understand what is most important to young people when looking for or joining a physical activity.

Each activity also has some specific aims.



TOP TIP

You can use these activities to design a real physical activity project, or a hypothetical one. It's good to make sure young people understand which it is, why you're asking, and how much weight their input will carry.

Activity 21

The stress bucket

Type of activity



Aims

- To help young people understand the benefits of physical activity on their mental health and/or wellbeing.
 - To support young people in talking about mental health and wellbeing.
 - To give young people some tools to support their wellbeing.
- Talk to the young people about healthy and unhealthy coping mechanisms. Healthy coping reduces stress. This might be things like good sleep, good nutrition, or physical activity. An unhealthy coping mechanism might feel like it reduces stress, but really it just recycles it. Unhealthy coping might include misusing alcohol, over- or under-eating, or isolating yourself.
 - Discuss how physical activity is an important stress reliever for many people - as long as it's the right activity for that individual.
 - Some examples:

<https://mentalhealth-uk.org/blog/the-stress-bucket/>

<https://www.youngminds.org.uk/professional/resources/stress-bucket-activity/>

Resources

- Printed buckets
- OR blank paper
- Pens and pencils

A step-by-step guide

- The stress bucket is a way of visualising our stress levels, the things that might add to our stress, and the things that relieve our stress. There are lots of examples online.
- Talk to the young people and ask for examples of what might add stress to your bucket. E.g. exams, caring responsibilities, or money worries. They could be general, or individual stressors.

TOP TIP

You can download stress bucket worksheets from lots of different places. The young people could draw their own stressors and coping mechanisms during the session. Or take them home to think about later.

Activity 21

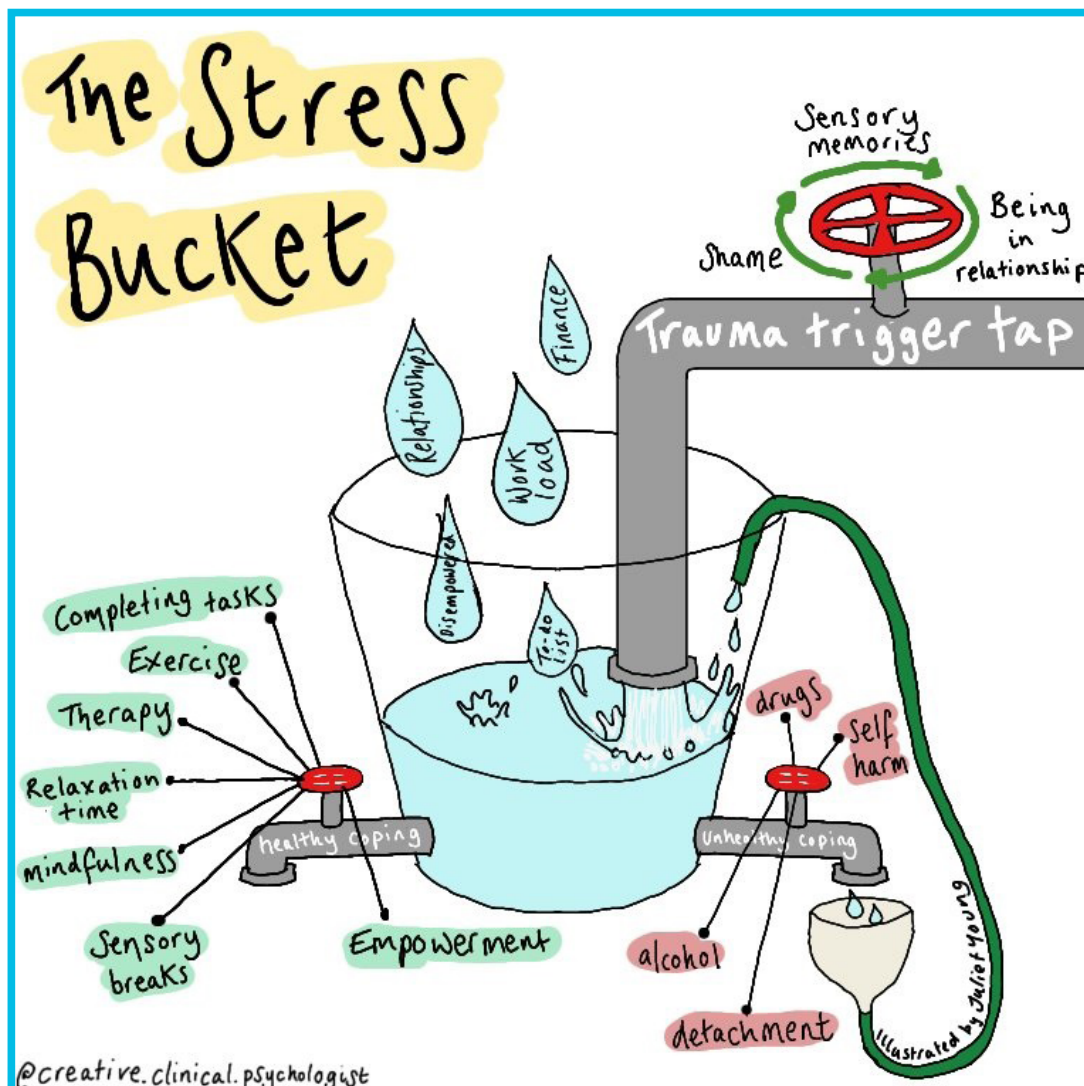
The stress bucket

What next?

- You probably won't need to follow up on any outcomes from this activity, as it's designed to give individual young people some tools.
- It's a good idea to plan your session so that an uplifting or energetic activity follows this one.

Potential risks

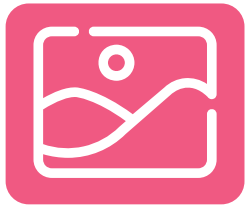
- Talking about mental health can be triggering or upsetting to some young people. Know what you'll do if someone becomes distressed. It might be helpful to refer back to your group culture, encouraging empathy and kindness.
- Talking about unhealthy coping mechanisms could lead to a disclosure. Know what you'll do if you have concerns about any of your group.



Activity 22

Draw toast

Type of activity



Aim

- This activity was initially designed to help people think about systems. And how to understand and solve problems. It's a useful activity to get your group in a systems or processes mindset. **This is a simplified version designed to be a quick activity as part of a session on designing your perfect physical activity session.** It helps people understand the different aspects involved in a system: equipment, people, processes etc. And it helps your group recognise the value in each other's point of view. For more information and background, visit <https://drawtoast.com> and watch the TED.com video.

Resources

- Paper
- Pens and pencils

A step-by-step guide

- Give each young person a sheet of paper, and ask them to draw – using no words – “making toast”
- As a group, compare and contrast your pictures. Who has focused on the toaster? Who has included people? Has anyone included an outcome? For example, a happy person or someone eating their toast? Did anyone start with someone making or buying the bread?
- Use this to begin a discussion on designing your perfect physical activity session. What are the things that you need to think about when doing that? For example, warnings against burnt toast might translate to risk assessments, or someone buying the bread might lead to a discussion about the cost of an activity.

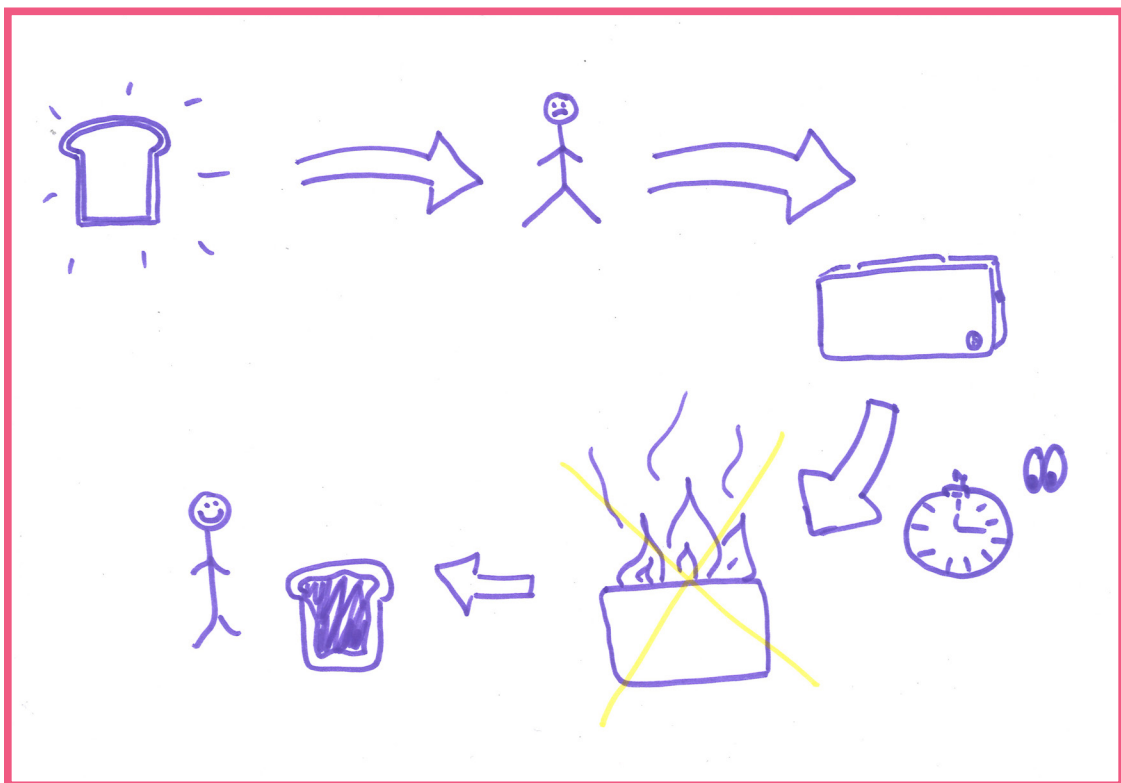
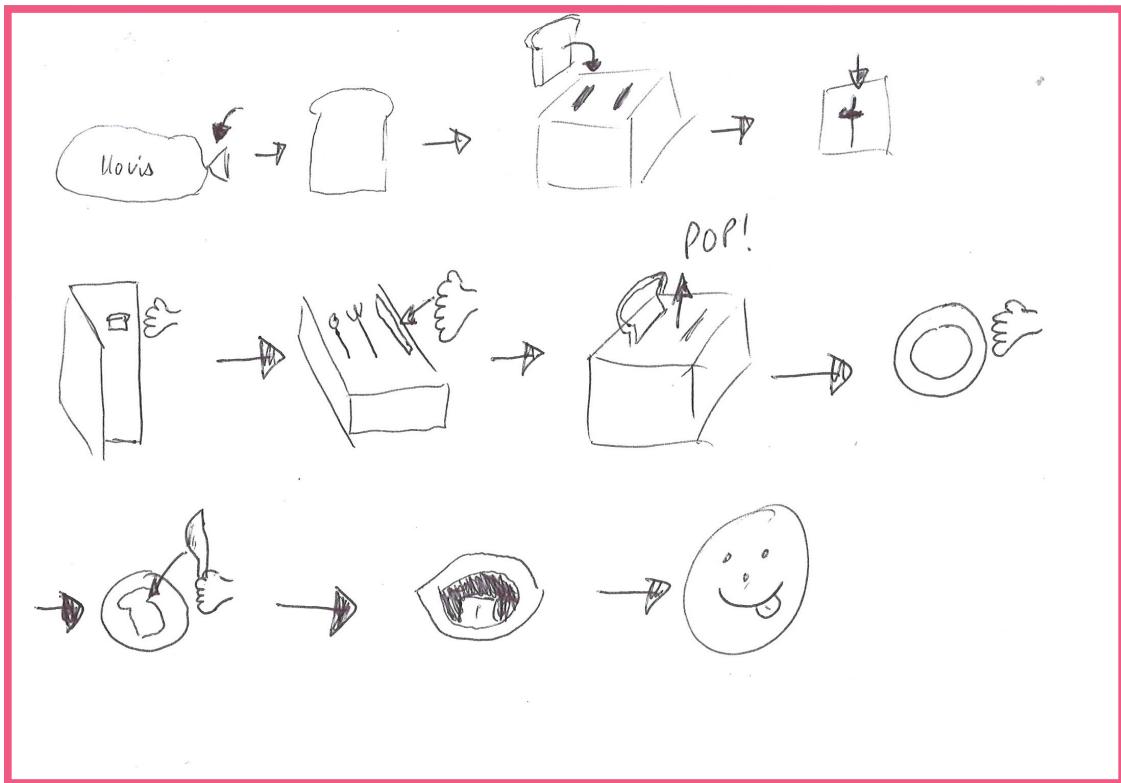
Potential risks

- Only papercuts. Or disagreements about the best toast toppings.

Activity 22

Draw toast

Here are some examples.



Activity 23

Getting from A to B

Type of activity



Aim

- To help you design or build a process.
- To understand what your young people see as important details.
- To help you get from a fixed point to an end goal.

Resources

- Strips of coloured paper
- Pens
- Stapler

A step-by-step guide

- Working individually, but encouraging conversation and group work. Using the strips to make paper chains, ask the young people to write down the different steps we would need to think about to get from a to b.
- An example might be, starting from a fixed point of “a young person who is struggling with their mental health” and looking at the goal “a young person who is regularly joining in this project.”

- OR starting from a fixed point of “a barrier for young people is a lack of confidence” moving towards the goal of “a youth club where everyone feels safe and confident.”
- You’ll need to think carefully about some prompt questions, especially if working with younger children.
- You can display your paper chains in the room.

Adaptations or additions

- You could do this activity digitally, using an app like Mentimeter. You can ask young people to submit their steps in the process, and display it as a word cloud.

TOP TIP

Depending on the time you have available, Activities 22, 23, and 24 make a good sequence.

Try to make sure your young people understand how their ideas might be put into practice.

Activity 24

Order of importance

Type of activity



Aims

- To promote conversation about, and to understand what is most important to young people when designing a physical activity club or project.

Resources

- The simplest way to undertake this activity is with post-it notes and pens. But you can be as active or creative as you like.

A step-by-step guide

- You might start with a list of agreed factors or ingredients, maybe after doing Activity 23. Or you might ask young people to start this activity by coming up with a list of factors or ingredients.
- You could start with a broad question, like “what’s most important to you when deciding on an activity?” And your factors might include, the right time, the right place, the right coach.

- Or you could be more specific, “what are the things we can do to help you feel safe to come to the leisure centre?” And the factors might include, good outdoor lighting, closed session, time of day, introductory session, or inclusion champions.
- Working in groups, ask the young people to put their list in order of importance.

Adaptations or additions

- If you’re working with 2 groups, you could ask them to come up with a list of ingredients, then swap with the other group to put in their order of importance.

What next?

- When young people share what matters to them, it’s important to feed back to them any changes you make as a result. Or if you aren’t yet able to act on their suggestions, to be honest about the barriers or timelines.

Potential risks

- There’s always a risk of disagreement when working in groups! And if you are discussing barriers or safety, some young people might feel vulnerable or less confident. You can refer back to your group culture.

Activity 25

Would you rather?

Type of activity



Resources

- List of questions

A step-by-step guide

- This is a quickfire activity to get young people to choose between two options. In the example, we've asked the same sorts of questions a few different ways to see if we got similar answers.
- Call out your options, asking young people to move to one side of the room or the other in response. Keep a tally, or take photos to record their preferences.

Adaptations or additions

- If space doesn't allow, or moving around the space isn't accessible for any of your group, you can do stand up / sit down, raise an arm / keep still, or give them coloured cards to hold up.



TOP TIP

Throw in some silly choices as well, to keep the young people on their toes!

Activity 25

Would you rather?

Some example questions

- Eat a whole bowl of ketchup, or never eat ketchup again
- Try something new, or stick to things you've done before
- Do something once a week, or do something more than once a week
- Play an active video game, or not use technology
- Stick to the same activity, or sample different things
- Do an activity for 12 weeks, or for a shorter time
- Have to shout everything you say, or have to sing everything you say
- Try something at home, or get out of the house
- Do something as part of a group, or do something on your own
- Carry on doing an activity for 12 weeks, or keep going for longer
- Give feedback individually, or meet up and discuss your experiences in a group
- Try out apps, or stay away from using technology
- Time travel to the past and live with dinosaurs, or time travel to the future and live in space
- Play a traditional sport, or try something a bit weird
- Do an activity for 4 weeks, or keep going for longer
- Go with a friend, or go on your own
- Do surprise activities that you won't know until you get there, or know what you're about to try
- Chat about your experiences, or write about your experiences
- Have feet instead of hands, or have hands instead of feet
- Go to new places, or have someone deliver a session somewhere you know
- Do 12 sessions, or do fewer than 12 sessions
- Go on your own, or go with a family member
- Do something once a month, or more than once a month
- Keep a short diary after each session to jog your memory, or evaluate everything at the end
- Do 8 sessions, or fewer than 8 sessions
- Sneeze every time someone says your name, or have uncontrollable hiccups for an hour a day
- Make it competitive, or keep it chilled
- Do something you can easily carry on with if you like it, or try things you might not otherwise get to try
- Do an activity for 8 weeks, or keep going for longer
- Have support and encouragement from teachers, or only get support if you ask for it

Activity 26

Ingredients for a good club

Type of activity



Aim

- To get young people thinking about the different ingredients that might make a good club.

Resources

- Worksheet
- Pens and pencils

A step-by-step guide

- This is designed to be a fairly quick activity. Using the worksheet as a prompt, and working in small groups, ask the young people to discuss the different topics. They can write or draw their thoughts.

Adaptations or additions

- You could do this activity digitally, perhaps setting up a jamboard or padlet with different pages or sections for each category.

What next?

- This can be a good activity to revisit. You might do it as part of the design phase of your club, project, or intervention, and come back to it after the project has been running for a while. You can explore if the ingredients the young people chose were the right ones. What has worked, and if anything didn't go as planned.

TOP TIP

You could pair this activity with Activity 27, or refer to Activity 18.

Activity 26

Ingredients for a good club

Where?

When?

Clothes/kit?

Cost?

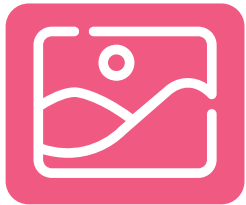
Who?

Potential barriers?

Activity 27

Your ideal coach

Type of activity



Aim

- To get young people thinking about *who* would best motivate or inspire them to be physically active.
- To support you to recruit the right coach or leader for your club, project, or intervention.

Resources

- A3 gingerbread people shapes
- Pens and pencils

A step-by-step guide

- Using the large gingerbread people, and working in pairs or small groups. Discuss what makes the perfect coach/instructor/leader. They can write or draw their thoughts in and around the gingerbread person.
- Some prompt questions might include: Is this coach a teacher? Someone from the community? A trained/qualified coach? How old are they? Is gender important? What qualities do they possess?



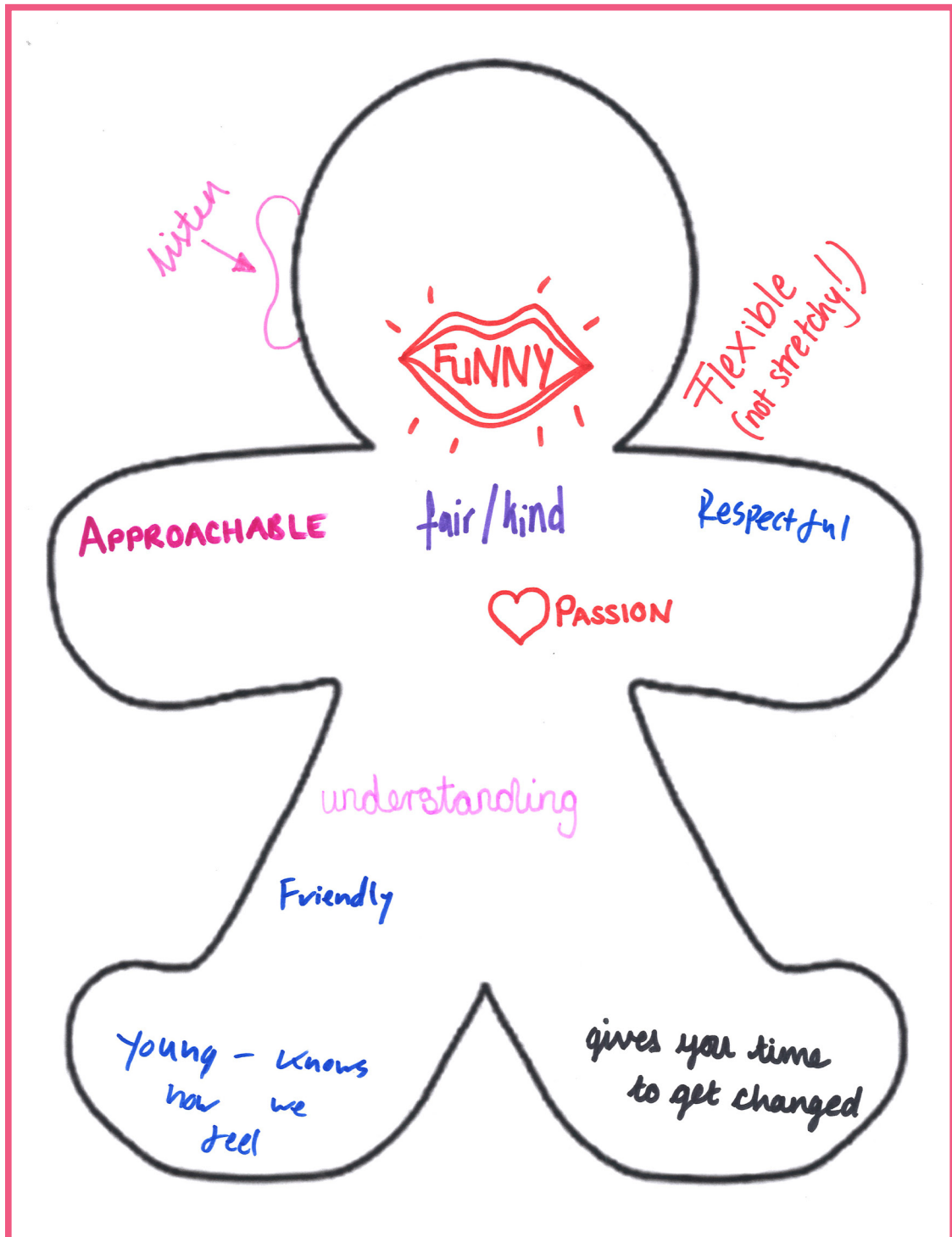
What next?

- It's important that young people understand what you are able to act on, and what you aren't. For example, you might use the feedback from this activity to inform recruitment or professional development. Or you might use it to support your young people to seek out the right activity with the right coach for them.

Activity 27

Your ideal coach

Here's an example.



Activity 28

Through my lens

Type of activity



Aim

- To understand how young people might view the space around them.
- To better visualize any barriers or positive factors for your young people.

Resources

- Smart phones or cameras
- Paper or map (optional)
- Printer (optional)

A step-by-step guide

- Using their smart phones or cameras, invite young people to respond to a question or prompt by taking pictures. They could work individually, or in pairs or threes.
- Some questions or prompts might include:

In which areas or places in your school do you feel most comfortable or happy?

Are there any areas in and around the leisure centre that don't feel safe?

How do you feel about your neighbourhood?

Where do you like to be active?

Are there any barriers that make it hard for you to come to youth club?

Are there any barriers that make it hard for you to be active near here?

- Give the young people a set time to explore and take pictures. This could be 20 minutes during a session, or it could be over a weekend between sessions.
- Come back together as a group, share your pictures, and discuss your findings.

TOP TIP

You can pair this activity with Activity 15: take pictures of the barriers, stick them on the grid, and work together to write or draw solutions to stick over the top.

Activity 28

Through my lens

What next?

- You could follow this activity with a discussion or session focused on solutions. What would 'better' or 'good' look like to your young people?
- As with lots of these activities, be clear with your young people about what will happen next. What is in your power to change? When might change happen?

Potential risks

- If your young people are going off site, you might need to check your organisation's policies or procedures.
- If you are asking young people about places where they feel unsafe or uncomfortable, think about how you will support them to feel safe and able to do this.



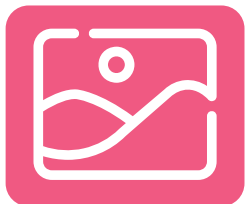
TOP TIP

You can also pair this activity with Activity 29, and use your pictures as a starting point for your zines.

Activity 29

Zine exploration

Type of activity



Aim

- To examine how young people feel about a space, place, or barrier to physical activity.
- To promote discussion about accessibility, safety, or other challenges to being physically active.

Resources

- Paper
- Scissors and glue
- Newspapers, magazines, scrap paper, and other collage materials
- Other art materials: stickers, stamps and ink, pens and pencils

A step-by-step guide

- As with other activities, the way you undertake this and follow it up will depend on what you are exploring with your young people.
- You can find lots of information on zines (short for magazines) online. Try searching for 'history of zines' or 'fanzines' or looking at @artizineuk on Instagram.

- Your young people might work independently or in groups. They might use maps or go out and explore a particular place or neighborhood. You might give them a prompt or question. You could use the medium of zines to dig a bit deeper into barriers your young people have identified through other activities.

TOP TIP

With zines you can be as creative as you like. Take a look at the BZine project by Boojum and Snark on the Isle of Wight to get inspired:

<https://www.boojumandsnark.co.uk/projects/bzine-the-film/>

Activity 29

Zine exploration

What next?

- You might have a clear plan in mind for how you will use your zines. Is it to help you better understand the wants and needs of your young people? Or to promote discussion about the ideal ingredients for a brilliant physical activity?
- You can discuss with your young people how they want to use their zines. They might want to display them somewhere, share them on social media, or use them to influence decisions in a school or sports club.



Potential risks

- Zines have historically been a big part of punk, underground, and queer cultures, so if you're researching them as a group, be aware that some online examples might contain mature content.
- Depending on the topics you're exploring together, and what you're doing with the zines afterwards, you might want to discuss anonymity options with your young people.

TOP TIP

<https://www.anewdirection.org.uk/blog/young-people-share-their-lockdown-experiences-in-new-digital-zine>

<https://www.anewdirection.org.uk/asset/4897>

<https://warwick.ac.uk/wie/training/pg-students/skillsfestival-pg/practicalskills/zines/>

<https://www.makespaceforgirls.co.uk/blog>

Monitoring, evaluation, and learning

This section will help you to

Monitor: collect data to measure progress.

Evaluate: assess outputs, outcomes, and unintended effects.

Learn: review information to improve future implementation and/or deepen understanding.

Why do I need to monitor, evaluate, and learn?

Monitoring, evaluation, and learning (MEL) will help you to **understand** your impact, and **how** that impact happens; **improve** the quality and effectiveness of delivery; **learn** from and **collaborate** with others; **support** you with writing funding applications; **influence** decision making.

It's a good idea to collect a mixture of **qualitative** data (words, meanings, pictures) and **quantitative** data (numbers and statistics). And to check that your interpretation is correct- *does this mean what I think it means?*



TOP TIP

You might use these activities to monitor how your physical activity sessions are going, to evaluate whether your engagement activities have been successful. Or a mixture of the two.

Activity 30

Knowledge scale

Type of activity



Aim

- To measure knowledge or confidence prior to and/or after a session or project.

Resources

- Laminated numbers 1-10
- Blu-tac
- Post-it notes
- Pens

A step-by-step guide

- Using the space you have, stick your laminated scale on a wall to encourage movement around the space.
- Ask your young people to write on a post-it note what they want to learn/achieve/get out of the project or session. They should also write their initials on it so they can find it again later.
- Ask your young people to rate their knowledge/confidence about the topic on a scale of 1-10. You can discuss what different points on the scale might look

like if that's helpful. Get them to stick their post-it note on the corresponding number. Take a picture of the post-it notes on the scale for reference.

- After the session or project has been delivered, ask the young people to rate themselves again, and move their post-it note (if their number has changed). You can take another picture and compare it to the first.

What next?

- Use the information to improve or promote your sessions. Remember to keep comments anonymous unless you've sought explicit informed consent.

TOP TIP

You can use what the young people write on their post-it notes to check in with them – is the session meeting their expectations? Are their learning goals realistic?

Activity 31

Quickfire questions

Type of activity



Aim

- To get a group measure in response to simple yes/no questions.
- To help you check if your session is meeting your objectives.

Resources

- Red/green cards or objects [optional]
- Balls and buckets [optional]

A step-by-step guide

- These are some really quick ways to check knowledge at the start and/or end of a session. For example, you might ask, *“Do you know the difference between moderate and vigorous physical activity?”*
- You can also use these to test young people’s involvement or confidence, e.g.

“Do you feel like the school listens to your opinions about P.E.?”

“Are there after-school clubs that meet your needs?”

“Do you belong to any sports clubs?”

“Do you believe that physical activity is ‘for you’?”

- You can ask young people to stand up, or raise hands for ‘yes.’ You can use red/green cards or objects. You could throw balls into labelled buckets.
- You can keep a tally or take pictures to record responses. Comparing how your participants responded to the question at the start, and how they responded at the end can form part of your success or impact measures.

TOP TIP

Depending on the question you’re asking, it can be good to explore the ‘why?’ Some of the activities in “How you feel about physical activity” can help you to do this.

Activity 32

Definitions

Type of activity



Aim

- To help young people understand a topic, or to gauge their understanding.

Resources

- Pre-printed cards with words/phrases
- Pre-printed grid with definitions

A step-by-step guide

- This activity can take just 5 or 10 minutes, and can work as an icebreaker as well as a knowledge checker.
- Working in small groups, ask the young people to read the definitions on the grid, select the right word or phrase, and place it over the top.
- You can use some of the examples below, or write your own.



What next?

- This is a good activity to use at the beginning of a project or intervention, to help you understand what your young people know about a subject. You could use it again towards the end of a project or intervention as part of your impact measurement process.

TOP TIP

Because this is a quantitative group activity, it can work well when combined with an individual or more creative measure.

Activity 32

Definitions

Example definitions

Moderate exercise: this will increase your heart rate, make you breathe faster than normal, and make you feel warmer.

Vigorous exercise: this will increase your heart rate. You won't be able to say more than a few words without pausing for breath. Definitely no singing!

Aerobic activity: this helps to protect and maintain your heart, lung, and circulatory health.

Strength exercises: these help to build muscle, or focus on improving flexibility or mobility.

Endurance: sometimes called 'aerobic' these activities increase your breathing and heart rates, and improve the health of your heart, lungs, and circulatory system.

Strength: sometimes called 'resistance training' these activities keep your muscles strong. You might do these with weights or resistance bands.

Balance: these activities might strengthen your core, and can help prevent falls, especially for older adults.

Flexibility: these activities stretch your muscles, and make it easier for your joints to move in all directions.



Activity 33

True or false?

Type of activity



Aim

- To gauge knowledge around a particular topic – either a specific physical activity or physical activity in general.
- To introduce some new or unusual physical activities, or raise knowledge around physical activity.

Resources

- Set of **true or false** statements – you can print these for young people to read, or read them out for them to listen to

A step-by-step guide

- Read out each statement, and ask young people to move to one side of the room if they think it's true, and the other side if they think it's false.

Adaptations or additions

- If you can't move around freely in the space, or it's not appropriate for your group, you could ask them to stand up/sit down, raise a hand, or move in a different way in response to the statements.
- You might make your statements multiple choice, and stick laminated numbers on different walls of the room.

What next?

- Use the statements to provoke discussion in the group. For example, the statements around activity levels might then lead into the barriers and solutions activity. You might create statements around some new or different activities. Or you might create statements around your own physical activity session, before you move into some evaluation of it. e.g. More boys than girls attend our after-school basketball club.
- If your session is designed to increase knowledge, you could repeat some of the statements (or similar ones) at the end of the session.

Activity 33

True or false?

Example statements

One in four people in England do less than 30 minutes of physical activity a week. [True, Sport England].

1 in 6 deaths is caused by inactivity [True, Sport England].

More people live in Hampshire, than play football in the UK [False. In 2020, 1,856,800 people lived in Hampshire, HCC. In 2020 1,866,200 played football, Statistica].

People from Black and South Asian backgrounds are more active than people from White backgrounds [False, Sport England].

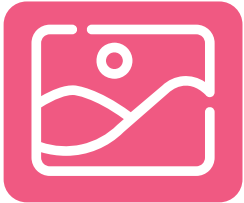
Inactivity costs the UK an estimated £7.4 billion each year [True, Everybody Active, Every Day governmental report].



Activity 34

Traffic lights part I

Type of activity



Aim

- To get real-time feedback on an activity, project, or intervention.

Resources

- Traffic light image
- Stickers

A step-by-step guide

- Following an activity, project, or intervention, ask your participants a simple question, such as “Have you enjoyed this session?”
- Ask them to place a sticker on the traffic lights: red for ‘no’, orange for ‘a bit’ or ‘unsure’, green for ‘yes’.

What next?

- Use this alongside other impact measures to understand if your activity or project is hitting the mark.



TOP TIP

You can make this more active by setting up red, orange, and green hula hoops and getting young people to throw bean bags into their chosen hoop. Or make towers out of coloured lego bricks.

Activity 35

Traffic lights part II

Type of activity



Aim

- To help young people think about how they can use what they have learned.
- To collect pledges from young people following a project or intervention.

Resources

- A5 traffic light images
- Pens

A step-by-step guide

- Following your session, project, or intervention, ask your young people to write or draw on the printed traffic lights:
- Red: one thing they'll stop doing
- Orange: one thing they'll keep doing
- Green: one thing they'll start doing

What next?

- This might be an exercise only for the young people, to take home as a reminder. Or you might collect or record their responses as part of understanding the impact of your project or session.



- You could follow up with the young people after an agreed amount of time to see how they're getting on, or if they need extra support.
- If you use or follow up on the responses, make sure your young people know what to expect.

Potential risks

- Be mindful if and when following up, as some young people might feel guilt or disappointment if they haven't achieved what they set out to.

Activity 36

Marmite line

Type of activity



Aim

- To measure enjoyment.

A step-by-step guide

- You can use a real line, or an imaginary one. One end of the line represents “love it” and the other represents “hate it.”
- Ask young people a question about their enjoyment, and ask them to stand at the point on the line that represents how they feel.
- Some example questions might include:

“Have you enjoyed this session?”

“Did you like playing Quidditch?”

“How do you feel about after-school Dodgeball?”

Adaptations or additions

- You could do this with stickers on a poster, or using an interactive digital whiteboard tool.



What next?

- Be transparent with your young people about how you will use your monitoring, evaluation, and learning (MEL) activities. Whether you’re writing a report or hoping to learn and make change.

TOP TIP

This acts as a good warm-up MEL activity. You can throw in some silly options too, “How do you feel about Rick Astley? Crocs? Marmite?”

Activity 37

Smiley faces

Type of activity



Aim

- To measure how young people feel. Either as part of evaluating your session or project, or to help to tailor your session or project.

Resources

- Individual sheets with emoji scale
- OR larger printed emojis and stickers

A step-by-step guide

- You might ask young people “how do you feel” at the beginning or end of a session. Or both, depending on what you’re measuring.
- Ask your young people to tick the emoji (on their sheets or the group sheet) that best represents how they feel.

Adaptations or additions

- One group we’ve worked with gave their young people a ‘passport’ with one page per weekly session. It had a series of emojis they could tick to track how they felt before and after each session.



- I’ve also used weather emojis to gauge how young people felt at the start of an evaluation workshop. Recognising that if someone felt ‘foggy’ or ‘stormy’ they might need a bit more time to warm up, or some extra support.

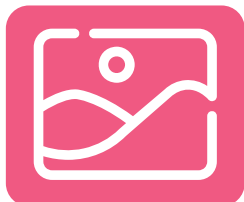
TOP TIP

It’s worth checking with your young people that the emojis mean the same thing to them as they do to you!

Activity 38

Group diaries

Type of activity



Aim

- To capture feedback from young people about their experiences.

Resources

- Diary sheets
- OR scrapbook

A step-by-step guide

- You can fill in your diary sheets or scrapbook all together in dedicated sessions, or by setting aside a few minutes during your regular club night or session. Or your young people might each take the group scrapbook home in turn.
- You might ask prompt questions, or encourage them to write about their fears, their challenges, and their achievements. They could write or draw their experiences, stick in photos, or even leave positive messages for one another.

Adaptations or additions

- There are lots of ways you can do a diary activity to capture feedback from young people about their experiences. You might write a group blog, or share anonymous blog posts. You can record vlogs or voice notes. You can use a WhatsApp group to share your images, video or audio clips. You can ask them to share songs and images that demonstrate how they feel. You can use a private Facebook group, which also allows you to have a poll option.

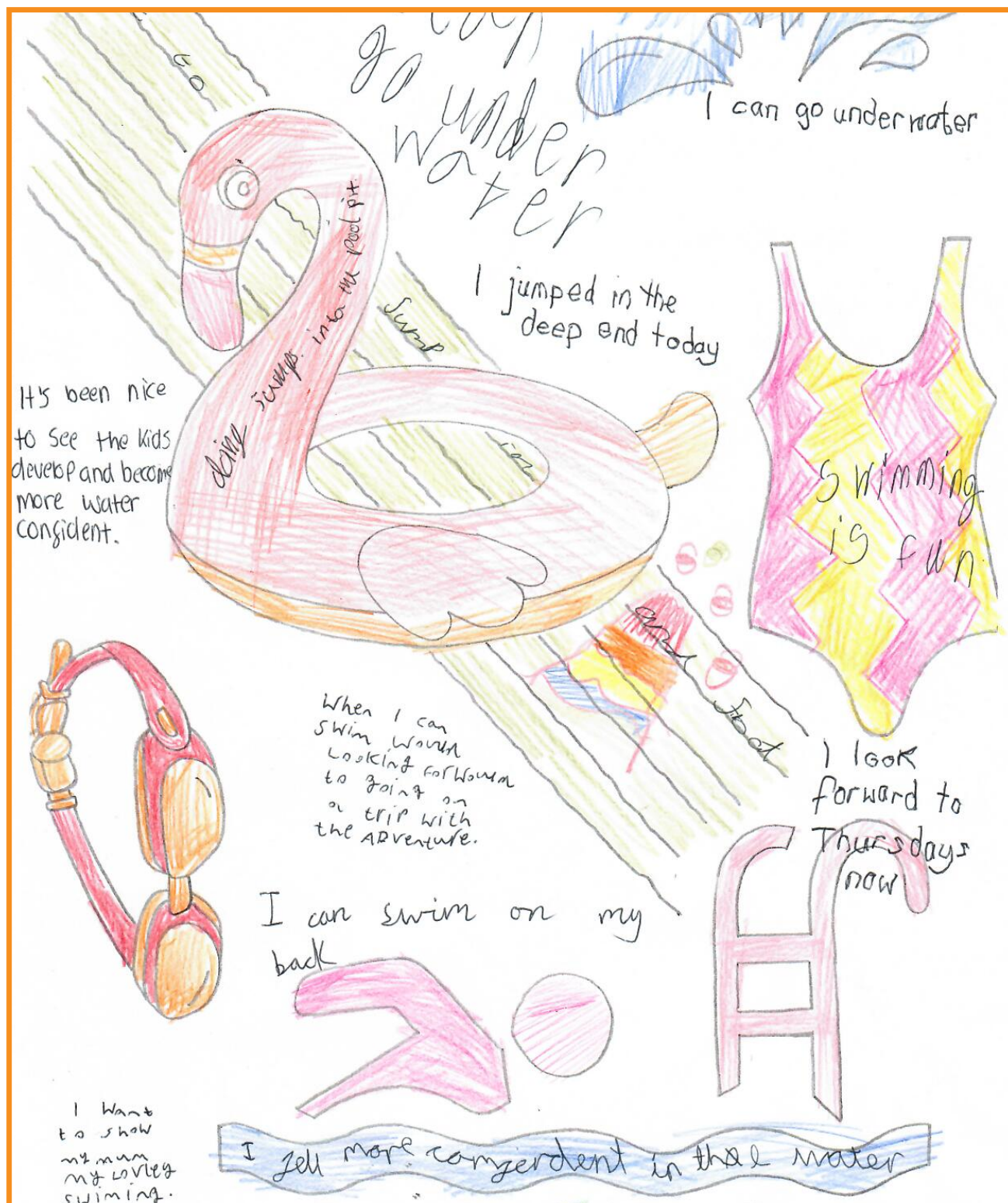
Potential risks

- If you're using a WhatsApp group or other digital sharing options, make sure you're familiar with your GDPR and digital safeguarding guidelines. And with any age restrictions for apps.
- There are pros and cons to using group diaries instead of individual ones. Young people might feel peer pressure to say the same things as their friends. Or they might feel inhibited to be honest about their experiences.
- On the other hand, they might feel less pressure keeping a group diary. It can help some young people feel less alone in their feelings/experiences. It can promote discussion about experiences.

Activity 38

Group diaries

Here's an example of a diary sheet from an under 10s swimming project, that they discussed and completed together.



Activity 39

Qualitative questions

Type of activity



Aim

- To gather written feedback from young people following a session or project.

Resources

- Pens and paper
- Cut-out shapes (optional)

A step-by-step guide

- This activity contains some different prompts for gathering qualitative feedback from participants.
- You might ask them for general question, e.g. “What would you like to tell us about...?” For this, you could use a speech bubble shape.
- You might ask, “what message would you send to people about these sessions?” For this, you could use an envelope shape.
- You might ask, “what is your key takeaway from these sessions?” For this, you could use a takeaway box, or menu.

- The shape you use acts as a visual prompt for the information you’re seeking from the young people.

Adaptations or additions

- You can do this activity online using tools like jamboard, padlet, or mentimeter.
- You can make it even more creative by asking young people to write feedback haikus or limericks.

What next?

- Be transparent with your young people about how you will use your MEL activities.
- If you use this feedback to implement any changes, let the young people know, so they can see how important their feedback has been.

Potential risks

- Honesty is important for this activity, so setting or referring back to your group culture can be important.
- Think about whether young people might want to keep their feedback private or anonymous.

Activity 39

Qualitative questions

Here are some examples.

