

Barton Healthy New Town

Youth Ambition Girls Sport, Physical Activity and Health & Wellbeing sessions evaluation report

Total number attended: 13

Demographics

Age	Number
10	1
11	2
12	0
13	1
14	2
15	3
16	4
17	1

Ethnicity	Number
Black	3
Mixed heritage	0
White British	10

Post Code	Number
Barton	10
Non-Barton	3

Sporting activities delivered:

1. Zumba
2. Legs, bums and tums
3. Netball
4. Dodgeball
5. Boxercise
6. Walking

Non-formal activities on:

1. Healthy eating
2. Friendships and relationships
3. The positive things they can do to improve their own health
4. Ability to recognise the factors that contribute to a healthy lifestyle
5. Make informed choices about their lives
6. Feel good about themselves and have a positive self-image

How we evaluate:

The tools Youth Ambition use are designed to obtain information from young people about what they have gained from being involved with youth work. They will help

young people to describe their learning journey and give them prompts to express the changes that may have occurred for them over time. I have attached our evaluation resource for more detail. The tools we use are:

1. Looking back
2. Catching Confidence
3. Blob Tree
4. Wallpaper Walk
5. Chataway
6. Outcome Wheel

Dates delivered (all at Barton Neighbourhood Centre's Youth Centre):

January – 9th, 16th, 23rd and 30th

February – 7th, 14th, 21st and 28th

March – 7th, 14th, 21st and 28th

Case Study

The Youth Ambition Programme set up a sport and physical activity sessions for inactive girls aged 10-17 in Barton. The outcomes that the sessions aimed to achieve were for the participants to improve their health and wellbeing and engage in regular sport and physical activity.

Three youth workers and two youth work students worked at the session. They engaged young people in the local area through referrals from partner agencies and using promotional materials. When they young people first attended the staff assessed their needs and interests and then designed a programme.

Each week the young people took part in an hour of physical activity that they had chosen including: Zumba, Legs, Bums and Tums, Boxercise and Netball. They then did an hour of workshops based on wellbeing such as healthy eating and the benefits of regular exercise. Between sessions the young people did a series of challenges such as reducing the amount of fizzy drinks they drank and doing at least 30 minutes of exercise, such as going for a walk.

The staff evaluated the difference the project made by doing a wallpaper walk, where a road map is drawn on the back of wallpaper and young people use pictures, arts materials and write down if they enjoyed the programme; what they have learned and the difference it has made to their behaviour.

The young people said that they now better understand the positive things they can do to improve their own health; they recognise the factors that contribute to a healthy lifestyle; they can make informed choices about their health and they feel good about themselves and have a positive self-image.

Youth Ambition – Project Plan

What is the need for the project? And how was it identified?

Inactivity can have a negative effect on Young People's health and well-being therefore we will provide physical activity sessions for inactive Young People so they can become more active in Barton.

Brief project description and timescale

YP to take part and regularly evaluate new Sport Sessions in Barton. These sessions will not only provide Physical Activity but also learning through informal education on a range of different Well-Being topics identified by the curriculum. This project plan covers sessions up until end of March 2017

Planned Outputs and Outcomes	Which capabilities relate to the outputs and outcomes?	Service Design	
		Activities	Inputs
Outcomes <ul style="list-style-type: none"> Improve Young People's health and well-being Inactive Young People take part in regular Physical Activity 	<ul style="list-style-type: none"> The positive things they can do to improve their own health Recognise the factors that contribute to a healthy lifestyle Make informed choices about their health Feel good about themselves and have a positive self-image 	Deliver an hour of Physical Activity each week <ol style="list-style-type: none"> Zumba Legs, bums and tums Netball Dodgeball Boxercise Walking 	<ul style="list-style-type: none"> 3 YA staff for Barton 1 Volunteers for Barton 3 YA staff for Wood Farm Sport Session Budget
Outputs <ul style="list-style-type: none"> 1 Session per week 1 workshop per week 		Deliver a workshop on health and well-being each week <ol style="list-style-type: none"> Healthy eating Friendships and relationships The positive things they can do to improve their own health Ability to recognise the factors that contribute to a healthy lifestyle Make informed choices about their lives Feel good about themselves and have a positive self-image 	Recording and Measuring Learning and Achievement <ul style="list-style-type: none"> Session logs Wall Paper Walk Looking back Catching Confidence Blob Tree Wallpaper Walk Chataway Outcome Wheel

Evaluation Resource

How to capture the evidence

Introduction

The tools in this resource are designed to obtain information from young people about what they have gained from being involved with youth work. They will help young people to describe their learning journey and give them prompts to express the changes that may have occurred for them over time. The intention is that they are worker friendly and young people friendly and, like everything else, will get easier to use with practice.

The tools use a variety of methods to trigger responses, some are visual some are number based, not all require writing, but all will involve lots of talking..... they facilitate youth work conversations and help us capture 'youth work moments'. They are intended to fit into and enhance your work, not to get in the way. They can be modified and developed – we know that youth workers are creative and will no doubt find new and interesting ways to use the resources.

All the tools are taken/adapted from a National Youth Agency publication called *Capturing the Evidence*¹ because that is exactly what we want to do....ensure that we have evidence of the progress young people make when involved in youth work. This is primarily important for the young people themselves, these evaluative discussions prompt reflection and thinking beyond the activity itself and help young people locate where else in their lives the things they are learning may be relevant. Of course, it is also vital that the service has a range of information about the difference we are making as a result of the work we undertake.....the only way to know for sure is to ask.

We have found that with the appropriate encouragement and prompts young people are happy to talk about what they gain from youth work. They often enjoy the process of talking about themselves; some will have had scant experience of anyone being bothered to ask how they are doing. The conversations can be really insightful; young people are thoughtful about what they say and, as evaluation and reflection become more familiar to them, they are helped to identify how to apply learning in other areas of their lives.

We encourage you to give them a go; adapt and develop as you see fit but above all have the conversations with young people and help them to recognise and record their progress.

¹ *Capturing the Evidence; tools and processes for recognising and recording the impact of youth work.* Comfort H, Merton B, Payne M and Flint W. NYA. 2006

Wallpaper Walk

Purpose:

- This activity reminds young people of the activity or experiences they have been involved in and begins the process of considering what the benefits are for them
- It is designed to obtain their views not only about what they have done but also about what they have learned.
- Young people and workers can use this to note particular achievements and in discussions about planning on going work.

Conducting the activity:

- Explain the focus of this activity – the event or set of experiences you want the group to think about. Explain the purpose is to talk about and note down, on a roll of wallpaper laid out on the floor or on a table, what they did and what they learned from an event or set of experiences.
- Label one end of the paper 'beginning' and the other, 'end' or 'now'.
- Invite young people to identify what they remember and then together decide where on the timeline these memories go and to write or draw them in. The aim is to (re) construct an outline of what happened on which to hang reflection of what was gained or learned.
- As the elements of the event are recalled and young people remind themselves what they did, extend the depth of the discussion by asking young people what they learned, and so move from descriptive comments to more reflective ones.

Resources:

- Roll of wallpaper or lining paper
- Coloured marker pens
- Other preparation as desired to help young people complete the task – photographs, headings on the paper etc.

Capturing and using the evidence:

- The wallpaper walks – the products themselves – are full of rich evidence and young people generally feel proud of their creations. They are records of outcomes that can be displayed and drawn on for other purposes on future occasions.
- If the information presented on the wallpaper is summarised, listed and stored soon after it has been gathered it is then in more accessible form for when it is needed in the future.
 - Workers can use the information in their on-going work with individuals
 - Workers can use the information generated to inform their planning of future activities.
 - Depending on the quality of the information generated they might draw from it in reports on the work.
- If young people are undertaking an accredited award it may be useful to produce an A4 outline timeline on which individuals can identify – by selecting from the group record – the gains that apply to them. Individuals can produce their own record by copying the group's timeline and adding in their own achievements and learning.

Hints and tips from the trial

- We used a range of pictures, stickers, glitter, coloured pens etc. Depending on your group, it may be a good idea to get the activity well underway before bringing out all the 'decoration goodies' (equipment) as they can be a distraction.
- Try not to have too many people working on one section at any one time; spread them out along the 'walk' and get them to change places to add their own stamp to each area

The Blob Tree

Purpose

- This activity uses an image to prompt questioning and conversation.
- By varying the questions you ask you can use the activity to prompt discussion of a wide range of learning and achievement (and indeed many other matters).
- Potential uses include taking stock of individual skills and attitudes at the beginning of a project or activity, recognising young people's achievements and progress over time, planning on going work, reviewing activities/interventions and seeing what young people have gained and how they may be applying this elsewhere in their lives, and exploring particular processes or events that are helping or hindering what is going on.

Preparation

- Decide what you want the group or individual to think about – what it is you intend to find out from them. Decide on the form of words you will use when you ask the group to pick an image. You may like to think of an example to use yourself that models an appropriate level of honesty, respect and humour. Think about the prompts you will use to further the discussion as well as how you will record what young people say.
- Decide how you will display the Blob Tree; with a large group it may be useful to make a copy for a projector and display it for the group to comment on. Alternatively A4 copies can be made for individuals or an A3 copy might be passed around.
- Decide if you will encourage young people to keep a copy of their Blob Tree. You might ask them to colour in the images they associate with other people in the group and colour and label these as well.

Resources

- Copies of the Blob Tree.
- Pens and colouring materials if desired.
- Copies of the recording document on which to capture what young people say.

Conducting the activity

- Show the young people the Blob Tree and ask them to identify where they are (in relation to whatever you specify). Invite them to pick an image that illustrates where they are (on that matter) and to explain to you and the rest of the group the reason they picked that image.
- Selecting an image is a trigger to talk about the detail for them. You can model this by giving an illustration and explanation of your own.
- Respond to what young people say by acknowledging and affirming in an appropriate way and prompt them to clarify and explain themselves further by asking questions – again as appropriate.

Capturing and Using the Evidence

- It is useful to keep a record of the evidence generated by a discussion such as this as the information can be used in on-going work with individuals and groups. It may be that a colleague can act as scribe during the session. If this is not possible then the worker who runs the activity can note down key

aspects of what young people said as soon after the activity as possible. If you prefer this can be done during the activity on flipchart.

- Young people are often keen to keep their own copy of the Blob Tree – they can be encouraged to colour in on the tree their ‘before’ and ‘after’ images and perhaps add in a brief note that explains their movement.
- The individual reflections on progress could be useful evidence towards an accredited award.
- Workers may like to produce a record of the changes identified by a group at a particular time – a composite version of individual’s responses – and the group might like to display this or share it with others.
- What is produced is a snapshot of young people’s response at a particular time and images identified should be used to celebrate the specific progress rather than ‘label’ individuals in any lasting sense.

Hints and tips from the trial

- There is potential to use this for all kinds of topics as well as prompting discussions about personal feelings; e.g. to discuss the topic of relationships you could provide a case study and ask young people “what image would a person in that situation be?”
- As a worker you have to be mindful not to place your interpretation on what a young person chooses – get them to explain and don’t “put words in their mouth”
- There is perhaps potential for a young person to tell you what they think you want to hear – some careful questions can help here.

Looking Back

Purpose:

- This activity is designed to obtain from young people their views about:
 - Whether they feel they have changed in any way since the beginning of the programme and to identify:
 - How they feel they have changed
 - What contributed to this change; and
 - What it would take for them to change even more.
- This activity could be used to produce evidence to contribute to an accredited award for some individuals.

Preparation:

- Photocopy the relevant number of looking back sheets.

Resources:

- Copies of looking back sheets
- Pens

Conducting the activity:

- Remind the young people of the youth work activities you wish them to think about. Explain that this activity asks them to identify what they have gained from that experience.
- Give everyone a Looking Back sheet and a pen and go through the questions with them.
- It is helpful to explain that the numbers are entirely individual and are used to indicate where on a scale young people feel they were and are now. It is not a test or a competition and each person's numbers will probably be different. Generally young people use scaling readily. If some are puzzled prompt with 'five is mid-point. Do you think of yourself being above or below that'? Explain the numbers are means of helping them think about their answers to the questions.
- Questions 3, 4 and 5 may need some illustration by way of gentle prompts. For example: Q3 – *are there things you know now that you didn't before? Are there things you can do now you couldn't before? Are there things you think about, see differently or understand differently?* Q4 – *Might it be to do with the activities, the workers, your peers, other things?* Q5 – *What would it take for you to change even more?*
- Remind people there are no right or wrong answers – only responses that mean something to the person filling it in.
- If young people are working in pairs – maybe 'interviewing' each other – make sure a sheet is completed for each person. Encourage different rather than duplicate responses.
- Debrief as best suits. In a small group the worker might ask individuals to share their answers with each other. The worker might ask a representative to report key findings to the rest, or alternatively, via discussion, draw on everyone's contributions to form a verbal summary.

- If you intend to draw together responses from the group ask each person to put their name on the sheet and hand it in. (You may want to photocopy them and return them immediately or return them once you have drawn information from them.)

Capturing and using the evidence:

- Make a note of the points raised in the de-briefing as these may be additional to ones written on the sheets. You might use both sources of evidence in reports about the work and its outcomes.
- Information from the sheets and discussions can be written under 3 headings.
 - Changes in young people – how they say they are different;
 - What young people say contributed to these changes; and
 - Things young people say will increase the change in them.
- This can be used as a basis for further discussion with individuals perhaps using some of the questions from the interview as prompts.
- With groups it can form part of the process of taking stock and reviewing what has gone on and perhaps inform a discussion of programme planning. It can also be used as an introduction to other activities in the resource (e.g. Looking back can usually proceed or follow the wallpaper walk).

Hints and tips from the trial

- You will need to give young people prompts to help them think about the answers to the questions
- Writing down the responses on the sheet could be a problem for some young people; think about it before you start and work out how to deal with it – you offer to do some of the writing perhaps
- Working in smaller groups – I did it in 3s – is definitely easier

Chat Away – aka The Interview

Purpose:

- This activity is designed to be undertaken one to one and comprises questions that structure and prompt a young person's thinking about the experiences they have had within youth work and the gains and progress they have made overtime.
- The interview is designed to obtain detailed and in-depth information from young people about:
 - What they gain from the youth work in which they are participating;
 - How much they consider they have changed because of it;
 - How they apply what they have gained in other contexts; and
 - What they consider to be the factors that help achieve in the youth work setting.
- The interview is likely to generate evidence of individual's progress that can be used in recognising their progress perhaps for a record of achievement or accredited work. The interview can form part of the process of evaluating – recognising young people's achievements and progress and in planning on-going work with them. Young people and workers might use the testimony obtained to inform others of their achievements by drawing on the results in reports and other written forms or maybe in film/video presentations.

Preparation:

- Workers should decide how they wish to use the interview. Different approaches may suit different occasions., The interview can be used as a 20-30 minutes 'whole' or can be 'chunked' and used in sections. The advantage of chunking is that a specific focus can be selected and questions used flexibly, mixed and matched to suit; a chunk takes less time to complete than the whole, and there is less to record. A disadvantage is that rapport which affects the depth of reflection is less likely to be built up. Another way the interview questions can be used is with the individuals/pairs in a 'video box' presentation.
- Copy the required number of interview schedules and produce and laminate one set of the three cards.
- Practice a trial interview maybe with a colleague. The *Tips for Interviewers* sheet offers some guidance and you may find it useful to read before or after a practice run.
- The interview schedule is the document on which the questions are printed and on which the person who asks the questions writes the young person's responses. Before using the interview schedule you need to familiarise yourself with the questions and feel comfortable with them.

Conducting the activity:

- Find a space in which to undertake the interviews. Experience in the pilots shows that a separate space – a quiet room – is not essential for these interviews. As long as you can hear what each other says any venue is

feasible. Where young people are likely to be most comfortable is probably the bigger consideration.

- Explain the purpose of the process (to gain information about what the young person has been involved in and to understand what this has meant to them) and indicate briefly what will happen and how long it is likely to take. Explain how the information will be used and who will see it. Explain that you will need to write what they say (yet keep as much eye contact as possible) Ensure you have the young person's agreement to proceed and be aware that as the interview progresses you may need to explain and offer reassurance about how the information given will or will not be used (e.g. any information about third parties removed).
- Conduct the interview recording, verbatim, as much as you can. Use your judgement in terms of how much you question and clarify. If what you do is productive, continue with it. If it's not, stop and move on.
- Sometimes inviting the person you are talking with to hold the cards helps the process. In section two (benefits) there is a scale of agreement and a list of indicators of personal and social development and social inclusion. Young people can be invited to hold the scale and point to the number on it that represents their level of agreement as the interviewer reads out the indicators on the list. Record these numbers on the schedule in the relevant section and invite the young person to tell you anything they wish that explains or clarifies their judgements. Write this, as far as you can, in their words, in the spaces.
- A lightness of touch is useful in section 2 if the interview is being undertaken in its entirety; ensure you get number verdicts for all the sections, yet be aware that some of what you have been told already may be the detail and you do not need to repeat this. Note, however, for some young people having a second opportunity to tell you about something may be very useful as they have 'warmed up' and have thought of other aspects they wish to tell you about.
- In section 4, although the final question asks young people what has been the most important aspect for them – by the time they have got to this stage of the interview if it is run as a whole – many young people have difficulty selecting only one aspect. It's best not to limit such individuals to one thing only! Many clarify their thoughts throughout the interview and this question often prompts the most detailed and reflective answers.

Capturing and using the evidence:

- For young people being involved in an interview – the process of talking to another and having their undivided attention can be an unusual experience and there are within it rewards for both participants – young people and workers. Interviews with young people can often generate high quality information. These useful records of achievements to date can be used to establish progress made by the time the next review takes place.
- The way the evidence is written up will depend on the purposes for which it is being used as well as worker time and inclination. A full 'transcript' is rewarding and illuminating but may not be necessary or feasible. Workers should decide what it is they wish to do with the information and this should guide the process of it.

- The following evidence is easily quantifiable and can be presented in bar graphs that can be used to provide others with easily assimilated information:
 - Extent of change – the difference involvement has made to individuals can be quantified by tallying the scores in each category (ie 1, 2, 3, 4) entering them on a spread sheet and producing a bar chart using chart wizard.
 - Achievements in relation to personal and social development and social inclusion can be processed and presented in a similar way also by using a spreadsheet and chart wizard.
- The qualitative information can be transcribed as desired. It will make more sense and have more meaning to young people when as much of the original expression as possible is used. If the writing up is done by the person who gathered the information, this process often assists a recall of detail and expression.
- With participants' agreement full transcripts or quotations can be a resource for the group to use in various ways.
- Workers and services, similarly, may draw on them in order to share with others, young people's views of the benefits of youth work for them.

Hints and tips from the trial

- Allow plenty of time - if the young person has lots to say it can take an hour
- Read the questions thoroughly beforehand as you will need to change/adjust them to suit the young person you are working with
- This worker felt that you should use this with young people you know well as the relationship you have established helps the process. (Note: In early trials the developers found that young people also responded well to people they didn't know. It appeared that it's the process of having an in-depth discussion about what you think and feel that young people appreciated.)

Catching confidence

Purpose:

- This activity is designed to enable young people to:
 - identify in which settings they demonstrate aspects of confidence;
 - indicate the extent of their confidence in these settings; and
 - talk about whether their feelings and behaviour related to confidence change during the period they are involved in youth work.
- This is an individual talk as young people complete their own confidence grid. Young people working in small groups enjoy talking together especially about their grids when they are finished. These conversations enable workers to find out more about young people's thoughts about their development.
- The activity produces a visual record of how a young person feels their confidence has changed over time. This illustrates a young person's progress and can be used to contribute towards a record of achievement or an accredited award. Young people and workers can use the completed grids as planning tools.

Preparation:

- Decide whether you wish to customise the grid in any way maybe be amending the settings along the top. (E.g. you might change 'In the youth centre/project' to the name of your setting. For some young people 'at home' may need to be modified.)
- Decide how you will explain the elements of the grid:
 - **The degrees of confidence.** Most young people readily appreciate that our confidence varies at different times and in different situations and will accept we can label these amounts in four categories ranging from 'highly confident', 'confident', 'not very confident', to 'very low confidence'. You may like to ask young people to talk about the differences in the categories but there is no need to agree a common 'definition' or view. Young people in the group will have broadly similar but slightly different understandings of what the categories mean to them and this is fine. Encourage them to go with their own interpretation.
 - **The settings** (the location) – you may like to decide with the group how they will interpret the settings. (E.g. 'with my friends' – are these friends different from their friends in the youth work setting?)
 - The aspects of confidence are listed down the left hand side.
 - The two boxes in each column represent 'before' or 'at the beginning' or/and 'after' or 'now'. (e.g. 'how confident I felt when I first started coming here' and 'how confident I feel now').
- Decide whether you want the young people to reflect on themselves at the beginning or at the end of a youth work programme – thus whether they are putting stickers in the first or second box in each column.
 - If you are using it at the beginning and again at the end of an intervention decide when you will use the grids and put the dates on your programme. (This way completing the 'after' column is less likely to be forgotten!)
 - If you are doing this activity for the first time and you are asking young people to complete the second column (i.e. after a youth work experience),

once they have done this, ask them to 'think back' and make a judgement about how they consider they were before the experience – and so complete the first column as well.

- Obtain stickers (each grid requires 80) and in four types (different colours or different shapes). The grid presented here has the key (the degrees of confidence at the top) illustrated by different shape stickers. Using different shapes is useful if you intend to photocopy the grids when they are complete. (n.b. colours do not come out on a standard copier)
- Copy the required number of A4 size Catching Confidence grids.

Resources:

- An A4 copy of the Catching Confidence grid for each person
- Large numbers of stickers

Conducting the activity:

- Explain that this activity uses stickers to illustrate how confident we feel in different settings. Give each young person a grid and explain briefly the elements of it (as above). You might like to suggest that members of the group choose their own symbols for the key from the stickers you provide
- Ask young people to complete the columns – starting with 'in the youth work setting.' Suggest they work down the 'before' or 'after' column before moving across to the next location (at home) and so on. The idea is that they keep the same 'time' (the same 'before' and 'after' as in the youth work setting column) in each location. So, for example, they are thinking about their confidence at home in relation to the same time periods they thought of it 'at the beginning of the youth work' and 'now'.
- Encourage young people to talk to each other yet encourage individuals to complete their own grids. There are no rights answers – only ones that mean something to the individual concerned.
- Encourage young people to show and share their completed grids. You might like to pick up on any patterns there appear to be across the group and discuss these. It is interesting to see where young people are most confident and least confident and find out what they find this is to do with.

Capturing and using the information:

- Young people are generally keen to keep their grids and are often pleased with what they illustrate. There can be a sense on 'wow this is neat!'
- The record of changes in confidence over time in different settings is a useful one for young people and workers to use in discussion; progress can be recognised as well as needs and the grids are useful planning tools for use with individuals and groups.
- Evidence generated can be used towards records of achievement. Young people undertaking accredited awards may be able to use their grids as evidence of their development.
- Workers may be able to use the evidence on the grids to identify to others the growth in young people's confidence they (the young person) identify as

occurring in the youth work setting which they consider has spin offs in other aspects of their lives.

Hints and tips from the trial

- Enable young people to choose their own four symbols to represent the levels of confidence
- Potential to change the questions to better suit the young people you're working with

Capability outcomes wheel

Purpose

- This Outcome Wheel has been designed for use in Oxford and uses the 6 areas of the Curriculum as the basis for the assessment.
- The activity is designed to help young people reflect on what may have changed for them and what they have learned following their involvement with a project or piece of youth work.
- The discussion you have with young people is the most important aspect and the numbers are used to help that along and are in no way comparative.
- Young people complete their own outcome wheel/s but this can be used as an individual or a group activity; the conversations will help each young person to make an assessment of their progress over time, and provide valuable insights for workers both about individual/group responses to the work and to help focus future planning.
- The activity provides a visual record of progress over time as assessed by the young person and can be used to support a record of achievement or as evidence towards an accredited award.

Preparation

- Decide if you want to use the Wheel as it is or if you want to customise it to focus on a specific capability
 - Customising can also be done with the group of young people involved as this enables a conversation about the different components of each capability.
- Decide how you will explain the Wheel and the key; ensuring that young people understand that it's not about comparing themselves to others it's about thinking through their own (learning) journey
- Understanding young people's starting points is a key part of evidencing learning and progress – knowing 'how far you have travelled' means that you have to know 'where from'. Therefore, you need to decide whether you will be using the Wheel at both the beginning and the end of a project or whether you will just do it at the end and ask young people to do a "thinking back" wheel and a "where I am now" wheel at the same time.
- It can be helpful to involve staff and young people beforehand in a discussion about the outcome wheel – what they are for and how you can use them. You may want to provide an opportunity for staff to experiment and familiarise themselves with the wheel before talking about them with young people.

Resources

- Copies of the Outcome Wheel for everyone
- Coloured pens/markers

Conducting the activity

- Each segment on the Wheel has a Point 10 statement that represents the pinnacle for each capability – if young people position themselves as a 10 in relation to the statement it means they agree with everything it says for themselves.

- Young people should be asked to position themselves on the Wheel by deciding how 'near to' or 'far from' the statement they feel (how much they agree with the statement for themselves).
- Workers will need to ensure that young people understand the explanation of the indicator and will likely find it helpful to have some examples to discuss.
- There are 5 descriptions on the key and 2 numbers that could be chosen for each of the descriptions, this is so that young people have to make a choice about whether they are 'near to' or 'not so near to' that statement
- Explain that the numbers on the sections are markers that represent a viewpoint, they are not a label that fixes a position; the numbers are intended to give young people a sense of possibility of movement and support a discussion about a direction of travel and what some of their goals might be.
- The emphasis is on young people assessing their own position. Although of course you will be helping the process along by generating discussion and asking questions and you might share your perception, if invited – you are generally not making an external judgment on young people's starting points and achievements.
- Having said that, there may be times when you feel that a young person has 'overstated' their position on the beginning Wheel. How you deal with this will depend on your earlier decisions about process:
 - you may have an opportunity to discuss your perception when you get to the end and young people complete their final Wheel.....you will have an opportunity to compare the two and ask young people "knowing what they know now would they give themselves the same score on their beginning Wheel?"
 - if you are doing both Wheels at the end of the process you can ensure the appropriate discussion takes place
 - you may decide it's not appropriate to discuss your perception in a group context and arrange some other discussion with the young person
- Encourage lots of discussion but individual decisions about where the young people feel they are. There are no right answers or 'scores', only what feels right to them.
- Encourage some sharing of Wheels as young people may be given some very helpful feedback from their peers; conversely this can be difficult so ensure that you set ground rules about what is appropriate feedback before sharing.

Capturing and using the information

- Young people often respond well to this visual representation of their progress and may want to keep their Wheels to show others
- Young people may want to do another 'beginning' Wheel if the discussion at the end highlights that they were not where they thought they were; it's important to let this happen so that they feel their record is a true reflection.
- As numbers have been used to indicate positions workers can use these to identify to others a move in a particular direction that has been prompted by a project; whilst always remaining mindful that one person's move of 2 places is not the same as anyone else.
- You may also want to take notes of the discussion so that there is a more complete record as each capability area covers a range of different concepts.
- If patterns are occurring in young people's feedback this can be helpful in planning the focus of future work.

- The Wheels can be used as evidence for a record of achievement or towards an accredited award.

Hints and tips

- Provides a rich source of information and is an excellent discussion starter.
- Definitely helpful to try it out before you use it with young people; it can be interesting to do with a group of staff so that they get used to how it feels to assess yourself.
- Have some examples and extra questions 'up your sleeve' to help young people understand what the capability and the point 10 statement are about.
- For some young people it will be better to do the Wheel on a one-to-one basis and it can support an in-depth discussion.