
SESSION 5

EVALUATION

Time

One to two hours.

Students may need an extra lesson and homework to prepare PowerPoint presentations if doing the two hour evaluation.

About this session

Students will evaluate their action project. This session can be completed in one or two hours.

1 hour evaluation:

- complete evaluation forms and feedback informally (one hour).

2 hour evaluation:

- complete evaluation forms then prepare for evaluation PowerPoint presentations (one hour);
- present evaluations to the class (one hour).

Learning objectives

Students will be able to:

- understand why evaluation is an important part of their Taking Action Project;
- reflect on their involvement;
- evaluate their project;
- identify and suggest improvements to their project.

Key questions

Why do we evaluate projects?

What can we learn from evaluation?

What would we do differently next time?

Resources required

Computer/laptop with projector for PowerPoint slide show

PowerPoint: Taking Action Project – Session 5

Worksheet 1 – *Taking action evaluation dartboard* (one per student)

Worksheet 2 – *Taking action evaluation* (one per student)

Worksheet 3 – *Group evaluation presentations* (one per group if doing the two hour evaluation with presentations)

Worksheet 4 – *Evaluation presentation questions* (cut up, one set of questions per group if doing the two-hour evaluation)

How to prepare

Book laptops/IT suite for students delivering evaluation presentations (two hour evaluation).

SESSION 5 EVALUATION CONTINUED

Lesson plan

One hour evaluation:

Time	Introduction	Resources
0-5 minutes	Ask project groups to join together. Brainstorm: why do we evaluate our projects?	Session 5 PPT slides 2-3
Activities		
5-25 minutes	Evaluation Hand out <i>Taking action evaluation dartboard</i> (worksheet 1) and <i>Taking action evaluation</i> (worksheet 2) to each student. In their groups, they should discuss their responses together, but each individual student should complete his/her own worksheets. Explain that worksheet 2 looks at both self-evaluation and group evaluation.	<i>Taking action evaluation dartboard</i> (worksheet 1); <i>Taking action evaluation</i> (worksheet 2)
25-55 minutes	Informal feedback Ask groups to informally feedback on projects to the class. Groups should summarise what their project involved and share their evaluations using the framework: 'What worked well...' and 'Even better if...'	
55-60 minutes	Plenary Ask students to brainstorm tips for future Taking Action Projects. Or they could consider: what would you do if carrying out another action? Tell students that they can action for human rights on a regular basis with Amnesty International, as an individual member or by setting up a youth action group. Slide 6 shows Amnesty youth activists on a demonstration in June 2009.	PPT slide 6

If completing Session 5 in two hours, do as above but do not include the Informal feedback or Plenary sections.

25-60 minutes	<p>Explain that students will work in their groups to prepare a PowerPoint presentation about their project for the class. Show students slide 4 and hand out <i>Group evaluation presentations</i> (worksheet 3) and <i>Evaluation presentation questions</i> (worksheet 4, cut up).</p> <p>As a class, brainstorm peer assessment criteria: what makes a good presentation? Some prompt questions are given on slide 5 to help students. The class need to agree on four assessment criteria and fill this in on worksheet 3.</p> <p>Students should then be given time to prepare their PPT presentations (they may need an extra lesson to do this). They should include answers to the worksheet 4 questions and ensure that they address the peer assessment criteria.</p> <p>Ensure students save their PPT presentation somewhere accessible. Each group member is to contribute to delivery of the presentation. Print out slides so they can refer to them next lesson. Collect in worksheet 3 for the next lesson.</p>	<p>PPT</p> <p><i>Group evaluation presentations</i> (worksheet 3); <i>Evaluation presentation questions</i> (worksheet 4) – 1 per group</p> <p>PPT slides 4-5</p>
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Evaluation presentations (second lesson)

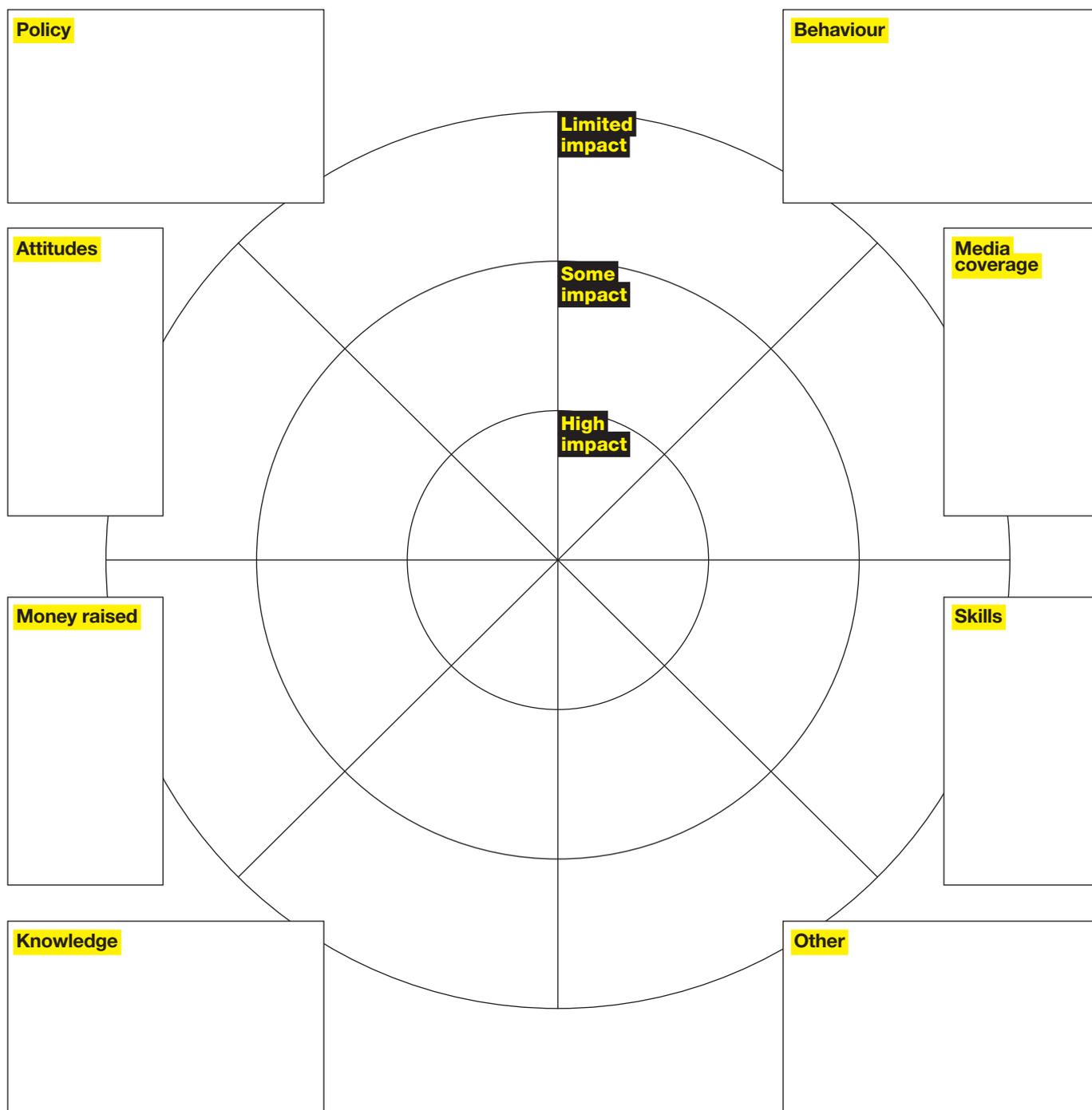
Allow five minutes for groups to remind themselves of their PowerPoint and roles. Groups should now present their evaluations to the rest of the class – five minutes each. Then ask the rest of the class to complete their *Group evaluation presentation* (worksheet 3). Students should award groups up to a maximum of 20 points. End with Plenary – see previous session.

SESSION 5 WORKSHEET 1

TAKING ACTION EVALUATION DARTBOARD

Name:

Write your success criteria in the boxes below.
Evaluate how far you have met each target.



SESSION 5 WORKSHEET 2

TAKING ACTION EVALUATION

Name:

What went well? What could have gone better?

Question	Score 1 = could do better 5 = brilliant!	Justify the score you have given yourself
Self-evaluation		
Overall how well did your group work together on your Taking Action Project?		In your answer use an example to illustrate your point
How good are you now at organising group work, eg sharing out tasks equally, getting fully involved, listening to each other?		In your answer use examples of things that happened in your group
Do you feel more confident researching an issue now?		Explain your answer
Now that you have finished your project, how good is your understanding and knowledge of the issue you chose?		Use examples of your knowledge in your answer
List three skills you have learnt or developed as a result of this project	No score necessary	Give an example of how you developed these skills

SESSION 5 WORKSHEET 2 CONTINUED

TAKING ACTION EVALUATION

Name:

What went well? What could have gone better?

Question	Score 1 = could do better 5 = brilliant!	Justify the score you have given your group
Group evaluation		
Name two things that went really well with your project. Explain why they went well	No score necessary	
If you were to do your project again, what would you do differently and why?	No score necessary	
Did you achieve all of your success criteria? If not, explain why.		
Give two pieces of advice to students about to start this Taking Action Project or coursework.	No score necessary	
How much have you enjoyed this project/ coursework? Name one thing you enjoyed, and one thing you didn't.		

SESSION 5 WORKSHEET 3

GROUP EVALUATION PRESENTATIONS

Peer assessment

Write your four assessment criteria in the top four boxes below. Then write the name of each group in the left hand column. Award each group up to 5 marks for each criteria.

Criteria (to be agreed by whole class)					
Group name:	Max: 5	Max: 5	Max: 5	Max: 5	Total score Max: 20

SESSION 5 WORKSHEET 4

EVALUATION PRESENTATION QUESTIONS

Include the following information in your evaluation presentation

- How well did your group work together?
- Did your group learn any new skills/become more confident with anything, eg research?
- What went well with your project?
- What would you do differently?
- What advice would you give to other students doing the Taking Action Project?
- Did your Taking Action Project make a difference? How do you know?



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