

### **Evaluating your actions**

It is useful to evaluate the actions you have done, celebrate what went well and work out how to improve it. You might use these tools to look at one aspect of the actions you did or the whole project.

### **SWOT analysis**

<p><b>Strengths</b> <i>What were the good things about your action what went well and why would you recommend other people doing it?</i></p>	<p><b>Weaknesses</b> <i>What were the things that were not so good about your action that you would change if you did it again?</i></p>
<p><b>Opportunities</b> <i>How can you build on what you've done?</i></p>	<p><b>Threats</b> <i>What is stopping you from being able to build on what you've done?</i></p>

### **Agree or disagree**

Label one end of the room strongly agree and the other end of the room strongly disagree. Explain you will read out some statements about the action you took and pupils should stand somewhere between strongly agree and strongly disagree. They can stand anywhere along the line and they should be able to justify their position.

Statements you could use:

*We have achieved our aims from this project*

*We should do another project that leads on from this one*

*We have made a difference*

*I have changed my behaviour because of this project*

### **Before and after grid**

This should help you explore what difference doing the activities and the work on your action has made to you personally.

<b>Before and after grid</b>		
	<b>Before</b>	<b>After</b>
<b>Feelings about it</b>		
<b>Thoughts about it</b>		
<b>Associations with it</b>		
<b>Images or pictures in mind</b>		



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### **Success graph**

Draw a graph to measure and record an indicator's success. Label the vertical axis with an indicator for example mood intensity, energy levels, and the horizontal axis with time, for example days, lessons, steps. Note any significant points by annotating the graph's peaks and troughs.

It is also possible to record changes on a river, with the form of it representing how well the process is going. For example, rocks in the river might indicate problems that you encountered, a water fall a significant achievement. The pupils can be really creative in how they respond.

### **Artefact**

Pupils use a picture, video clip or an object that sums up something meaningful to them about the action. They then take it in turns to share why they have chosen that item, either as a whole class or in groups.