

### Activity 1: Comment Cards (10 mins)

Materials: Comment Cards, pens and stickers (if using faces or stars) and posting box

This is a quick and easy way in which people can feedback on the quality of a service. This activity works well with young people.

Hand everyone a comment card with questions and a scoring line of 1-10, 1 being low and 10 being high

1. How satisfied are you overall with the venue used for delivering the training?
2. How accessible have you found the training venue?
3. Is the room size, layout, lighting, heating etc appropriate?
4. Have you enjoyed the lunches?
5. Has there been sufficient choice of food?
6. How likely would you be to recommend this venue to a colleague?

Ask participants to score as appropriate using number ratings (1-10). Every one should place their cards in the posting box. After the feedback time has finished review the feedback by collating the scores and discussing how comments can be taken forward to improve satisfaction levels.

Other ways to get feedback on comments cards: Use smiley faces or stars to rate the level of service

## Activity 2: Nominal Group Technique (30 mins)

Materials: Flipchart paper, pens and paper

This planning activity enables new ideas to be prioritised, giving everyone fair input into the prioritisation process. It is particularly useful where consensus is important, and where a robust group decision needs to be made. The activity can also be used for prioritising issues that need resolved or for agreeing future developments.

An issue or question is defined and agreed. Ask participants to brainstorm ideas or responses on a flipchart. These are recorded quickly and without judgement or question. Encourage up to 10-15 suggestions before bringing the brainstorming to an end.

Each person then individually ranks their top ten from the list on a scale of 1 to 10. The scores for each issue are then added up, with issues then prioritized based on scores. The fairness of this approach makes it particularly useful when people need to 'buy in' to a shared prioritised decision.



### Activity 3: How, How, How (20mins)

Materials: A long sheet of paper; wallpaper or joined up flip chart; marker pens and a clear question

This planning activity allows a group to delve down into a particular issue. It encourages further exploration and helps people to offer ideas about where improvements can be made by breaking issues down in to smaller chunks.

A 'HOW?' question is defined and agreed. Write this question on a large piece of paper and draw four or five arrows coming from it e.g. How can we encourage young people to become more active in their communities?

Invite ideas and comments and write down suggestions on the arrows coming from it, explore each of the suggestions in more detail by asking 'HOW' again and so forth until the 'HOWs' have been answered and a clear plan of action has been agreed.



#### **Activity 4: S.M.A.R.T. Targets (20 mins)**

Materials: Pens, paper and S.M.A.R.T. handout

This activity supports groups to redefine broad outline objectives into more concise and measurable targets. It encourages better target setting.

Each participant should agree and write down an individual objective. This can be something relating to their work setting or a personal objective.

Distribute the S.M.A.R.T. handout.

Explain the handout giving examples of specific; measurable; achievable; relevant and timescales. Participants should pair up and work through the handout checking their own objective against each section with their paired colleague, redefining and rewriting their objective and target as necessary.

Allow a brief feedback time for participants to discuss how their objective became 'smart'.



### Activity 5: Evaluation Targets (20 mins)

Materials: Flipchart paper or large targets, marker pens, sticky coloured dots, comment bubbles and evaluation questions

This is a visual way to record participants' feedback

Pin up 5 large targets, each one representing a planning or evaluation tool.

Distribute coloured sticky dots and sticky comment bubbles to each participant.

Ask participants to stick their dot on the target to represent how likely they would be to use each planning or evaluation tool (including this one) in their everyday work or practice. The closer to the centre the more likely they would be to try out the tool or the more useful they found it. Participants can add more detailed feedback using the comment bubbles.

Allow time for short discussion based on the comments provided.

