

In order to measure the success of LSPS, evaluation and assessment is crucial.

WHAT IS EVALUATION?

Evaluation answers questions about how the programme was conducted, not what it achieved. At the conclusion of the workshop, participants provide feedback so that facilitators can make adjustments to content or correct their delivery. Participation in an evaluation activity also provides a sense of closure for learners, enabling them to reflect upon their experiences.

HOW IS THE EVALUATION CONDUCTED?

Good facilitators are constantly evaluating during workshops. They assess the *process* of learning, or how the lesson plan is actually carried out—what methods were used, how many participants took part, problems that arose with particular methods, changes that need to be made in resource materials, etc. Questions about specific aspects of the program should be asked, referring to the stated objectives as often as possible.

Throughout the workshop, trainers should debrief at the end of each day. This might take about 30 minutes. This provides a way to talk about what went well, what could be improved and any adjustments that need to be made to the workshop schedule. It also gives you a chance to think about how to incorporate issues brought up by participants in the next session.

There are a number of ways a workshop can be evaluated. They include:

- Flipcharts where participants can write up suggestions

- Suggestion boxes
- Daily questionnaires
- Morning reflections on the previous day's work
- Informal conversations with participants
- Pre and post test questions
- A final workshop evaluation questionnaire.

A short written questionnaire might simply ask participants the following questions: (1) What did you like best about the workshop? (2) If you had to change one thing about the workshop, what would it be? (3) What do you think you will do differently as a result of the workshop? (4) How was the workshop useful to you? Feedback can also be gathered from participants later on by asking them to report on their progress implementing their work plans after training.

With younger participants, evaluation games are more effective because they require simpler answers and more fun. Older participants may be more willing to put the time and effort into a written evaluation questionnaire.

WHAT SHOULD BE DONE WITH EVALUATION RESULTS?

The facilitator should record the results of evaluation exercises. The results can be consulted to determine “lessons learned”—what went well and what might be improved in the future. Evaluation exercises can also be used to track the development of the facilitator's personal delivery skills over time.

APPENDIX 1

Evaluation And Assessment

WHAT IS ASSESSMENT?

Assessment examines the impact of LSPS—whether the course activities have made a difference. Changes in participants’ knowledge and attitudes reflect what have gained as a result of LSPS.

It is important to note that assessing skills acquisition is much more difficult than assessing the changes in knowledge and attitudes. The best way to gauge the effectiveness of skills development is to assess how effectively participants carry out the skills development activities themselves—i.e., a young person’s ability to communicate effectively can be assessed by having them participate in an assertiveness role-play for example

Related to the issue of skills assessment is the need for facilitators to distinguish between assessing impacts, which are the immediate or short-term effects of a program; and assessing outcomes, which is concerned with the medium- to long-term effects of a program. Impact assessment generally looks for changes in participants’ knowledge, attitudes, and—to a lesser extent—skills, all of which can be affected by LSPS activities in a relatively short period of time. Outcome assessment generally looks for changes in participants’ behaviors. While some types of behavior change can be measured in the short term, most behaviors related to HIV prevention are complex, take time to learn, and may not be put to use until an opportunity arises. They are also not easily observable, and therefore are generally beyond the scope of assessment by a LSPS facilitator.

HOW IS ASSESSMENT CONDUCTED?

Facilitators may assess learning impacts informally, through their own observations of participants’ behavior; by inviting objective outsiders, such as teachers or health professionals, to observe the participants’ behavior; by interviewing parents; or through interviews or small group discussions with participants.

WHAT SHOULD BE DONE WITH ASSESSMENT RESULTS?

Information about learning processes and learning outcomes in LSPS is gathered for:

- *Facilitators:* Assessment results enable facilitators to modify content for the needs of participants, and provide information about the effectiveness of a range of delivery methods.
- *Participants:* Assessment results provide participants with feedback on their own learning. Being able to monitor their own progress can increase motivation and self-esteem, as young people see changes over time. Assessment information should be provided to participants—not as a means of showing which learners have “performed better,” but as a way of reinforcing their learning.
- *RTP:* In order to determine the overall effectiveness of LSPS, RTP monitors the assessment results of facilitators. Assessment results guide RTP choices about LSPS content and methods. All assessment information should be forwarded to RTP if possible.

Games can set and maintain a fun and exciting tone for the workshop.

ICEBREAKERS

IN THE TOOLBOX
Concentric Circles
Nametag Switch
Nemesis
Punda Wants a Seat
Secret Leader

Icebreakers are short, structured group activities that enable participants and facilitators to begin sessions with impact and to acquaint

participants with each other in order to feel more relaxed. The importance of making participants feel comfortable at the beginning of a session should not be underestimated; very often, doing so can help facilitators to avoid behavior problems later. LSPS facilitators should use one or more icebreakers, mixing and matching to suit their specific needs. Icebreakers can also be used later in a program, as energizers.

ENERGIZERS

IN THE TOOLBOX
Bata Bata Mzinga
Human Knot
No Hands Pass
Over & Under
Power Ball
Punda Shujaa
Sungu-Sungu

Energizers are quick, high-impact games used during the programme to energize group members who are growing bored or restless, to

reduce tensions, or to provide a pause or break (especially after a part of the programme where participants have been passive and receiving information). Most energizers are “just for fun,” without any hidden rationale other than strictly to energize participants. LSPS facilitators should use one or more energizers, mixing and matching games to suit their specific needs.

APPENDIX 2

Icebreakers And Energizers

ICEBREAKER

CONCENTRIC CIRCLES

Purpose: Icebreaker.

Materials: None.

Time: 10-20 minutes

Procedure:

Participants form two circles with an equal number of people in each circle. One circle is inside the other. When the facilitator calls a number, people in the outside circle take that many steps to the right, while people in the inside circle take that many steps to the left.

The facilitator then announces a question: The person in the outside circle asks this question of the person in the inside circle across from them, and then the person in the inside circle asks the question. The facilitator then calls another number and the circles continue to rotate. Questions could include personal preferences ("What is your favorite kind of music?"), information like birthdays and hometowns, reasons for coming to the workshop, hopes and fears about the workshop, etc.

ICEBREAKER

NAMETAG SWITCH

Purpose: Icebreaker.

Materials: Paper and tape.

Time: 10-15 minutes

Procedure:

Write down the names of all participants on nametags. When all

participants are present, randomly distribute the nametags. Participants must find the person who is wearing their name and tell them three items of personal information (for example, birthday, home town, favorite music). Participants form a circle and introduce the person whose nametag they are holding to the rest of the group.

ICEBREAKER

NEMESIS

Purpose: Icebreaker.

Materials: None.

Time: 5-10 minutes

Procedure:

Participants form a circle. Without speaking, they must identify one person they do not know as their “nemesis,” and another person they do not know as their “protector.” When the

facilitator shouts, “Go!” all participants must try to remain as far away as they can from their nemesis, and as close as they can to their protector. This will result in a lot of running and chaos. When participants start to get bored with the game, ask them to go and introduce themselves to their nemesis. Each participant then introduces their nemesis to the rest of the group in a circle.

ICEBREAKER

PUNDA WANTS A SEAT

Purpose: Icebreaker.

Materials: None.

Time: 10-20 minutes

Planning notes:

Punda Wants A Seat is more appropriate for 10-14-year-olds. This game works best if there is a chair or a mat for every player, but can also be played without any equipment at all.

Procedure:

Participants form a large circle with their chairs. Tell them it is very important that they learn the names of the players seated immediately to their left and right. One player does not have a chair and stands in the centre of

the circle. This player is “Punda.” Punda moves around the inside of the circle, approaching seated players and saying, “Punda wants a seat!” Players respond to Punda by saying, “Ask my friend—” and the name of the person sitting immediately to their left or right. Punda then moves to that player, saying, “Punda wants a seat!”

While Punda is asking for a seat, other players can make eye contact with each other and signal that they want to switch seats. Large numbers of player should be running back and forth across the circle while Punda is asking for a seat. However, if Punda notices that a seat is vacant and can get to it in time, s/he can sit down and the player left without a seat becomes the new Punda.

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Icebreakers And Energizers

ICEBREAKER

SECRET LEADER

Purpose: Icebreaker.

Materials: None.

Time: 10-20 minutes

Procedure:

Ask the participants to sit in a circle. Choose one participant to be the "detective." The detective leaves the group while the facilitator explains to the remaining participants that they

will be following a secret leader. The secret leader begins an action (clapping hands, stomping feet, etc.). The detective returns to the circle and observes the group, trying to figure out which participant is the secret leader while the actions change. The detective has three opportunities to guess who the secret leader is. The secret leader becomes the next detective.

GAME

BATA BATA MZINGA

Purpose: Energizer

Materials: None.

Time: 10-15 minutes

Delivery:

Participants sit in a circle. One participant is chosen to run clockwise around the outside of the circle tapping other players on the shoulder, and saying "Bata!" each time a shoulder is

tapped. When the participant who is running taps a player and says "Mzinga!" the player who has been tapped must run counter-clockwise around the outside of the circle. The two players race to get back to the spot vacated by the player who was called "Mzinga!" Whichever player reaches the spot last continues to run clockwise around the outside of the circle saying "Bata!"

GAME

NO HANDS PASS

Purpose: To work together and support one another in a fun environment.

Materials: Small objects (balls, plastic bottles, etc.)

Time: 10-20 minutes

Procedure:

Divide participants into two or more teams. Each team must create a cheer that it will use during the game. When

the game begins, teams line-up single file parallel to one another.

Demonstrate that participants will have to pass a small object from one end of the line to the other without using their hands. Teams will be competing against each other, but encouraged to cheer for everyone. In the first round, players should hold the object under the chins; in the second round, in the crooks of their elbows; other variations are also possible.

GAME

OVER & UNDER

Purpose: Energizer

Materials: Balls (2)

Time: 10-15 minutes

Procedure:

Divide participants into two teams. The two teams stand in straight lines parallel to one another. Explain that the first player on each team will pass a ball to the player behind him/her over his/her head; that player will then

pass the ball behind him/her by passing the ball between his/her legs. This sequence will be repeated until the ball reaches the end of the line. The last player in the line will run to the front, and start the over-under passing pattern again. When the first player to pass the ball back at the beginning of the game reaches the front of the line again, his/her team has won.

APPENDIX 2

Icebreakers And Energizers

GAME

POST OFFICE

Purpose: Icebreaker

Materials: Chairs or mats

Time: 10-20 minutes

Procedure:

Participants form a large circle with one fewer chair than the number of people. The player who does not have a chair stands in the centre and says: "I have a letter from the Post Office for everyone wearing shoes." Everyone

who is wearing shoes jumps up from their chairs and tries to find a new chair; the person in the centre is also trying to find a chair, and the person left at the end who does not have a chair becomes the new person in the centre. Players should be encouraged to mention personal qualities and preferences (example: "I have a letter from the Post Office for everyone who likes reggae music") so that participants can learn about each other.

GAME

POWER BALL

Purpose: Game

Materials: Ball

Time: 15-30 minutes

Delivery:

Play each of the ball games below and increase the difficulty.

HOT BALL

Participants form a circle. One participant is chosen to start the game by pretending to set a fire under the ball. S/he then rolls it and says, "The ball is hot." Players around the circle try to roll the ball away from them to keep from being burned. If the ball leaves the circle, the player who last

touched it becomes "it" and pretends to set the ball on fire again. The same game can be played using feet, elbows, or with only left or right hands.

ELEPHANT BALL

Participants form a circle with their legs spread slightly wider than shoulder width. Players' feet should be touching those of the person beside them. Participants lean forward with their hands clasped together (like an elephant's trunk). Players must try to score a goal between the legs of their opponents. They may try to block goals being scored on them with their "trunk." When a goal is scored, the participant against who it has been

scored loses the use of one arm. After a second goal is scored, the participant turns backwards. After a third goal is scored, the participant leaves the circle.

CALL BALL

Participants form a circle. One player tosses the ball into the air and calls out

the name of another participant, who must catch the ball before it bounces. If the player whose name was called is successful, s/he becomes the next thrower. If the skill level of participants is low, allow one bounce before attempting to catch the ball.

GAME

PUNDA SHUJAA SUNGU-SUNGU

Purpose: Energizer.

Materials: None.

Time: 10-20 minutes

Procedure:

Participants find a partner and spread out over a large open space. Demonstrate the three poses that the partner pairs must be able to do: PUNDA (one partner on hands and knees, other partner straddling their back), SHUJAA (one partner kneels on one knee with left arm raised, other partner sits on raised knee and raises right arm), SUNGU-SUNGU (one partner jumps into the other partner's arms, or

alternatively lifts other partner's leg and raises left arm). Encourage the partner pairs to practice these poses.

Partner pairs must circulate in a large crowd, walking slowly with hands on hips and saying, "Schmooze, schmooze, schmooze." Players must stay as far away from their partners as possible. The facilitator will then shout out the name of one of the poses, and players must find their partners as quickly as possible and successfully strike the pose. The last partner pair to make the pose is out of the game. Once two or more partner pairs have left the game, they can start a new game nearby.