

Review tools 1

The plan-do-review process is critical to learning through TOP Challenge. In addition to standard self- and peer-review processes, often based on verbal or written questioning, think about using creative review tools to support the children to consider and articulate their thoughts and feelings. These are particularly effective in helping the children to focus on their personal and social skills. Examples include:

Active Leaders skills cards

Support individual and group reviews by awarding Active Leaders skills cards to deserving children. This may be done within groups by team members or by observing groups. Alternatively, enable the children to select cards individually, both to reflect the skills they have demonstrated and those that they need to improve. Use the cards to support goal-setting too.

Star chart

Provide each child with a star chart (a template is provided as download B1); select the Active Leaders skills that you wish to focus on from each category and write them in the stars. Once the child has demonstrated that skill, she or he may colour it in, using the colours (pink, purple, orange and blue) of the skills categories. Alternatively, create a bar chart for each child (a unit is added to one of four coloured bars each time a child demonstrates a relevant skill) or a giant brick wall for the group/class (a brick is shaded each time a member of the group/class demonstrates a relevant skill).

How do you feel today? (faces)

Provide the children with pre-printed faces (download B2) or encourage them to draw their own faces to represent their feelings at different stages of an activity. These might be posted as a record of the group's differing and changing experiences or retained as personal records. They can be drawn on post-it notes as instant feedback or as a 'storyboard' as part of a more considered evaluation. As an alternative, encourage the children to mime their emotions.

Tragicomedy masks

Ask the children to create two-faced masks, either with different faces on the obverse and reverse sides of the mask or with two half-faces on one side. One face reflects a positive moment during the activity; the other face reflects a negative moment. The children wear the masks as they explain why they felt as they did.

Family tree (who are you and why?)

Using the family tree (download B3), ask the children to identify which figure or figures best represent their roles or behaviour during the activity. These are open to interpretation. For example, the figure above the one who is falling off may have pushed him (irresponsible) or may be trying to catch him (caring). Once the children have identified themselves, ask them to allocate figures to their group members and explain their reasoning.

Team role review cards

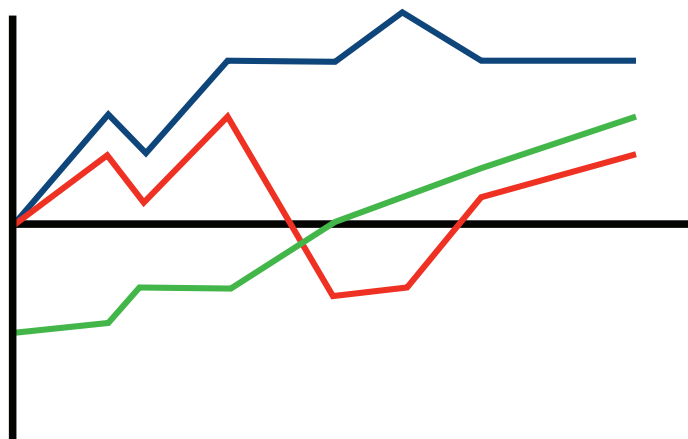
Cut out the feedback cards (download B4) and place them in a box. Ask each child to select a card and award it to a member of the group, saying why that person deserves the card. Alternatively, give each group a supply of cards and ask them to agree which elements were demonstrated within the group (and by whom) and which were missing. The review cards could also be awarded by an observing group of peers.

Personal postcards

Divide a piece of paper or card into four and ask the children to draw their experience of an activity against four different categories, for example: what they were good at; what they were less good at; when they helped someone; when someone helped them. They could write their areas for improvement (goals) on the back of the postcard.

Chuff charts

To evaluate a series of activities over a period of time, ask the children to create a graph of their high and low moments. Using roll of wallpaper lining paper, draw a horizontal baseline in the middle of the paper with a vertical axis representing highs and lows. Each child plots their feelings against given points on the journey (e.g. first team challenge, second task and so on). If possible, use a different colour or type of line for each child. The final graph reflects the whole group experience and encourages the children to reflect on others' experiences (Why were they low if I was high? Why were we all low at that point?) as well as their own.



Review tools – Star chart



Review tools – How do you feel today?



Aggressive



Agonised



Anxious



Apologetic



Arrogant



Blissful



Bored



Cautious



Cold



Concentrating



Confident



Curious



Determined



Disappointed



Disapproving



Disbelieving



Disgusted



Distasteful



Grieving



Guilty



Happy



Horrified



Hot



Hurt



Indifferent



Idiotic



Innocent



Interested



Jealous



Joyful



Loaded



Lonely



Meditative



Mischievous



Miserable



Negative



Obstinate



Optimistic



Pained



Paranoid



Perplexed



Puzzled



Regretful



Relieved



Sad



Satisfied



Shocked



Smug



Surly



Surprised



Sympathetic



Thoughtful

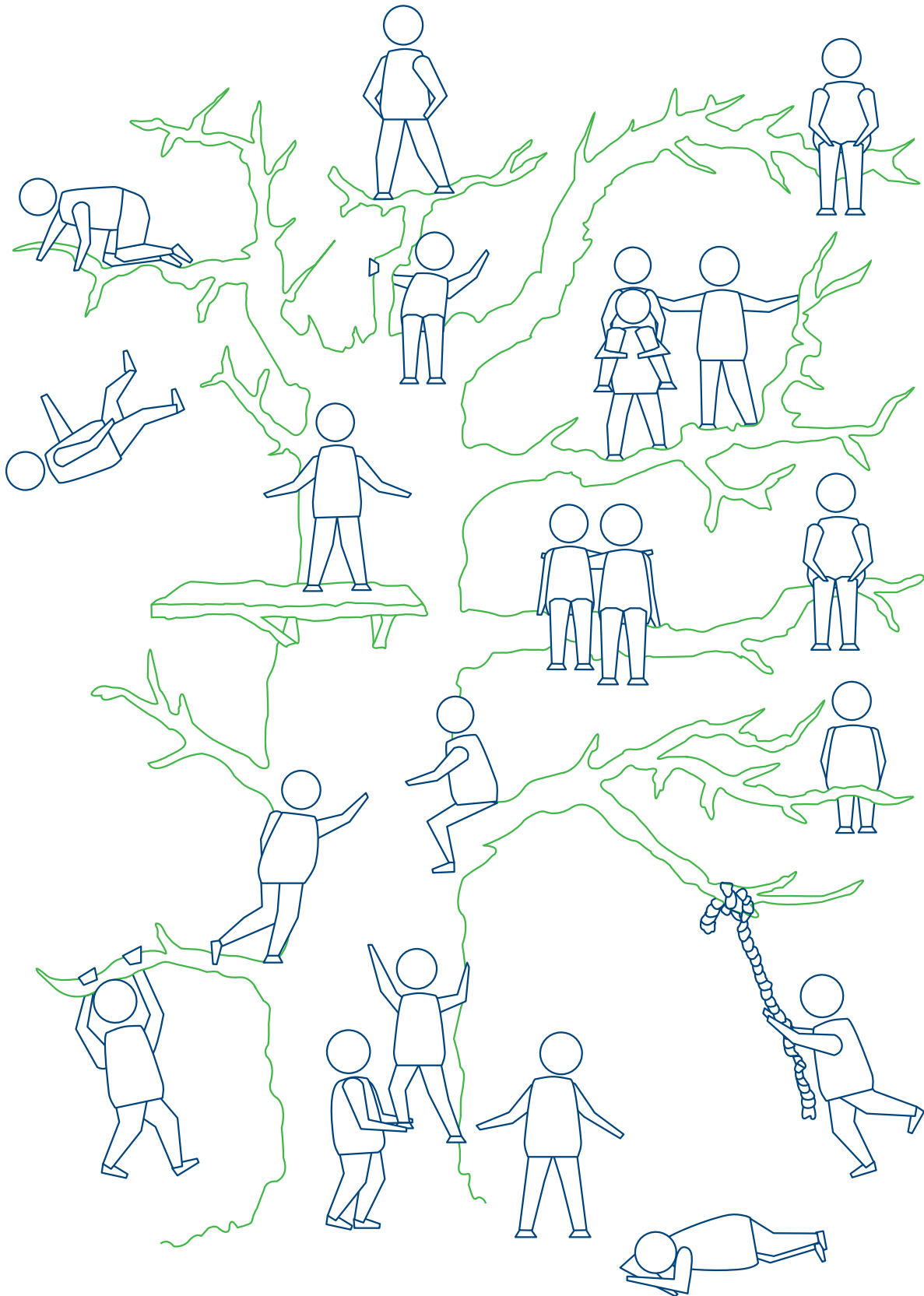


Undecided



Withdrawn

Review tools – Family tree (who are you and why?)



Review tools – Team role review cards: give this card to someone who...

comes up with ideas	tries everything	encourages others
explains ideas to others	asks for help when needed	listens to others
solves problems	works hard	offers help to others
asks relevant questions	unites ideas	makes us laugh
keeps focused on the task	organises things	respects others' opinions
makes things happen	keeps an eye on details	finds out information
makes decisions	assesses suggestions	resolves conflicts
takes the lead	checks on our progress	consults others
plans ahead	co-ordinates efforts	supports others
sums up the situation	willingly volunteers	involves everyone
keeps order	manages time	recognises others' skills
delegates tasks	maintains high standards	offers constructive feedback