

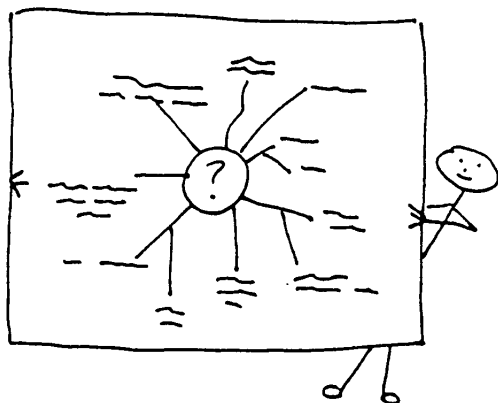


Regeneration through Community Assessment and Action

Toolkit Of Methods

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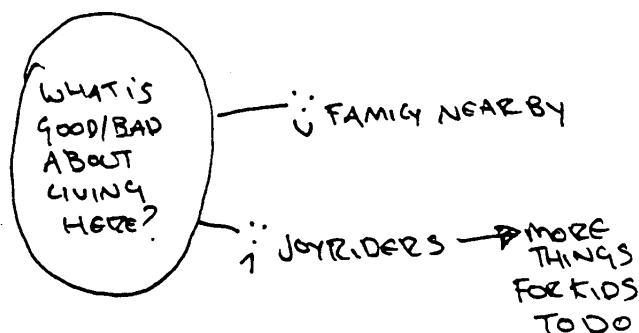
Spider

A good way of collecting very general information.
For example – ‘what does food/sport/health mean to you?’

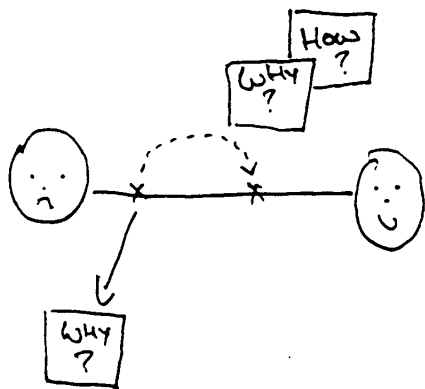
One way of looking at the positives and negatives of something.

For example – ‘what’s good and bad about living here/this idea/being young.’

You can use pictures ☺ ☹ or different colours to make it clear whether a comment is positive or negative. With negative comments it’s a good idea to get people to look at solutions.
For example –



Spiders are also a good way of getting criteria for matrices, or indicators for other tools – like lines.



Lines

These can be done with individuals, groups or as part of street work.

Each end of the line represents the ‘most’ and the ‘least’ of something

For example:

Skint _____ Rich
Healthy _____ Unhealthy
Mega fit _____ Couch potatoes
Love _____ Loath

Facilitators need to agree on what each end of the line represents, and use the same definition with each participant.

As well as words you can use symbols to show each end of the line

For example:

£ _____ x _____ £££££

Ask people to put a cross where they feel they are on the line, and record their reasons why on post-it notes. You can also get people to show where they’d like to be, and to record (again on post-its) the barriers to getting there and the changes that need to happen.




Matrix

A good way of getting a group of people's views on a range of different options. There are loads of different matrices.

Both the criteria and the options often come from previous PA work (spiders, pair wise ranking...)

For example:

Evaluation matrix: Get participants to list their criteria and give them 3 levels with which to rank the criteria

			
Room			
Team work			
Food			
Facilitator			

Or...

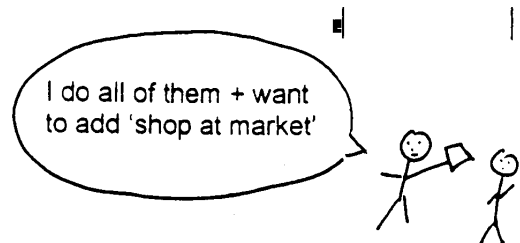
Get participants to list the types of things they want to get out of an activity, and then get them to list different types of activities. Participants can then examine which activities provide the things they want. This allows people to examine a whole range of issues, and consider them in the context of each other.

	Yoga	Tennis	Sky diving
Friends			
Confidence			
Improved health			

Matrices can also be built up during street work
For example:

Ways of making money food go further and how often participants use them.

	Always	Sometimes	Never
Will try			
now			
Buy 1/1 free			
Reduced 2 clear			
Bulk buy			



Residents/community members put their own perspective on other people's comments, and add any options that have been missed.

Remember the context of matrices must be the same –either all positive or all negative. It gets very complicated comparing 'don't like the taste' to 'its quick and easy' – far easier to compare 'tastes good' and 'quick and easy'.

Matrices can be ranked using stickers, one to 10 for each option, 7 beans per line – all sorts of different ways

Matrices can also be used to look at responsibility and implementation.

	High impact	Med impact	Low impact
By us			
With us			
For us			

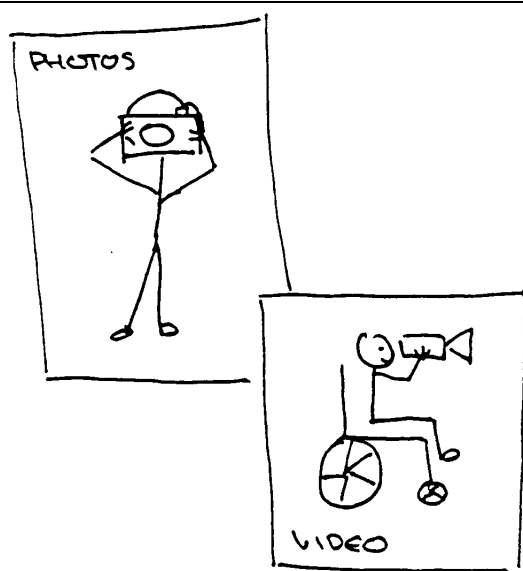


Transect

A good way of getting detailed information about a physical location from a resident/community member.

The facilitator walks with a resident/community member around a park/ building/ street/ neighbourhood and records (using pen and paper/tape recorder/video camera/ etc) the information the resident/community member gives them.

It may be general information, or more specific
For example – looking at access for disabled people.



Media equipment

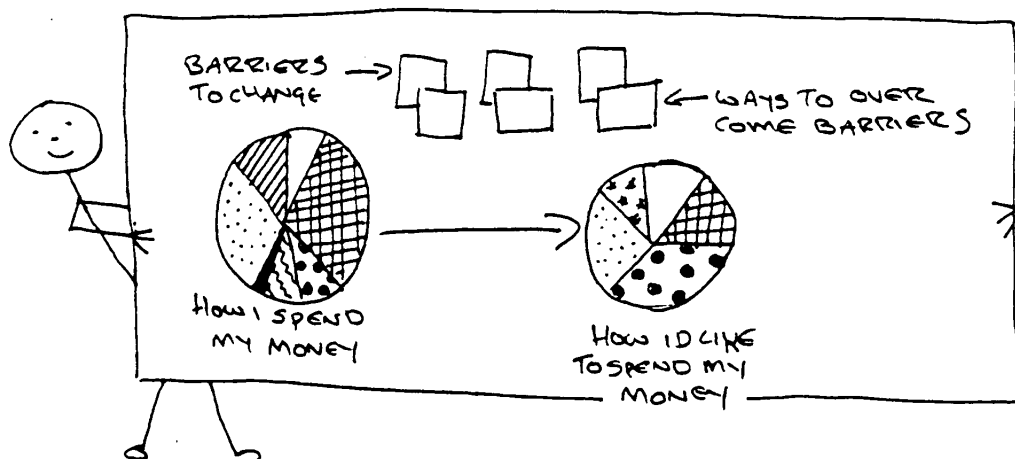
Good for getting a range of local people's (children, women, men, professionals, ethnic groups....) perspective on an issue in their area.

Give local people disposable/digital cameras or video cameras and let them record how they see their area over a period of time.

Visuals can be supported by the observer's comments

Pie charts

A good way of getting individuals or groups to look at specific issues. Remember some things fit more easily into pie charts than other, and something's don't really work at all. Pie charts are a good way of looking at money, time and activities.



'Actual' pie charts can be followed by 'ideal' pie charts, and actions for getting from one to the other can be looked at..

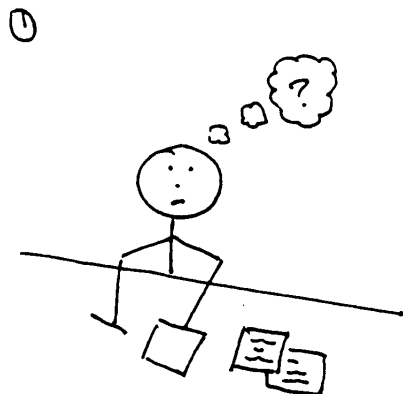
Again, when working with a group, the size of each segment will be reached through consensus, and discussion must be recorded.

Clustering

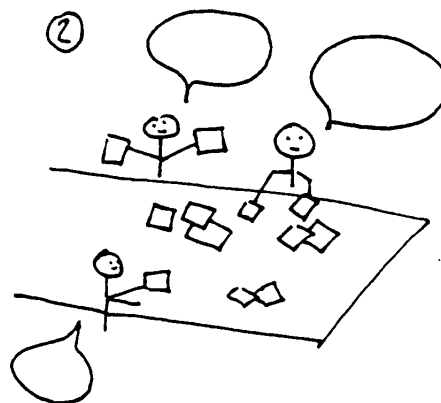
A good way of getting lots of people to explore a certain issue.

For example:

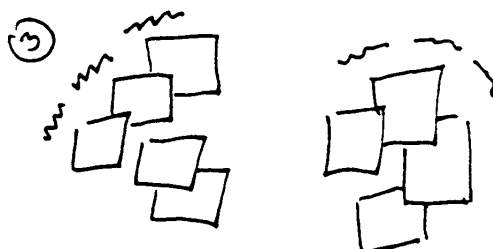
Writing Aims and Objectives, a detailed evaluation, looking at what health/ community/ participation/ education means.



Get people to individually write down their thoughts on post-it notes.



As a group, cluster similar post-its and talk about the themes coming out.



Give each cluster a heading

	<p>Visioning</p> <p>A good way of getting people to think BIG!</p> <p>Ask people to look at the current situation – attitude to sport/ education/ employment/ physical environment/ crime, etc and then to look at how they would like the situation to be in 10 years from now.</p> <p>You can use a range of methods For example – post cards, film poster, headlines, drama, poems, and songs...</p>
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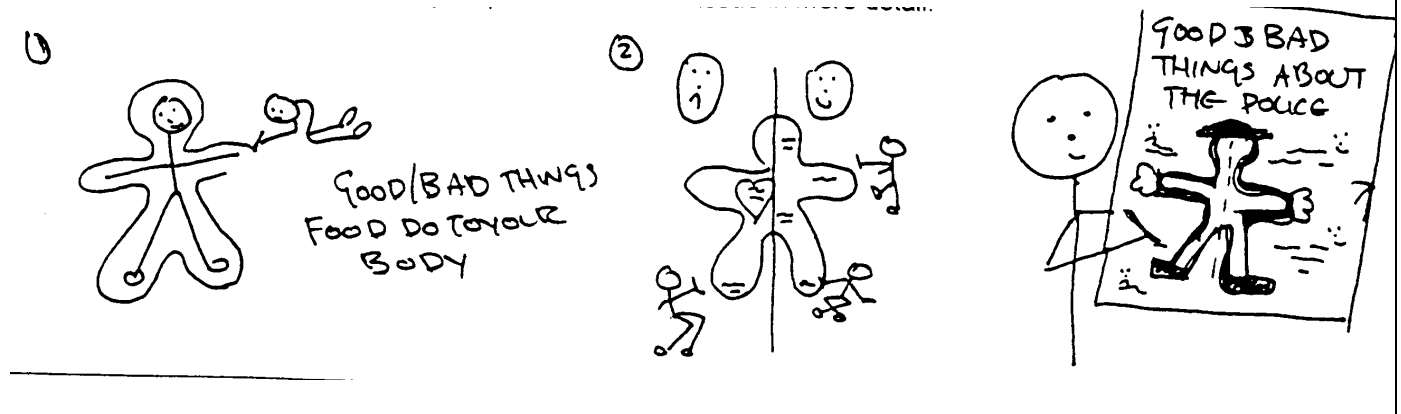
<p style="text-align: center;">AMOUNT OF SPORT I DO:</p> <p style="text-align: center;">J F M A M J J A S O N D</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>BARRIERS TO DOING MORE SPORT</p> </div> <div style="text-align: center;"> <p>WAYS I COULD DO MORE SPORT</p> </div> </div> <p style="text-align: center; margin-top: 20px;">AMOUNT OF SPORT I'D LIKE TO DO:</p> <p style="text-align: center;">J F M A M J J A S O N D</p>	<p>Seasonal calendar</p> <p>A good way of getting individuals or groups to look at how an activity changes over a period of time.</p> <p>For example – Types of food eaten over a year/ amount of sport done per week, amount of time spend travelling to work in a month.</p> <p>After having done an 'actual' calendar participants can create an 'ideal' calendar and examine the types of changes they'd need to make to achieve it, and consider the possible problems/ barriers.</p> <p>It's a good way of seeing how different types of people (boys/ girls/ older people/ people with disabilities...) have different perspectives on issues.</p> <p>Remember than when doing this work with a group, rather than an individual, the calendar details will be determined through discussion and consensus. It is as important to record this discussion as to have the final calendar.</p>
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	<p>Visualisation</p> <p>A good way of getting people to think visually, good for getting children or people with low confidence about writing involved.</p> <p>Get participants to draw, rather than write, about an issue or a word</p> <p>For example: Participation, good/bad facilitation, community, exclusion, sport, health.</p> <p>Drawings should be supported by a record of participant's comments, so that they are not misinterpreted.</p>
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Body map

A good tool for working with children. Children draw around a participant, and then use that body to look at an issue – how food affects health etc.

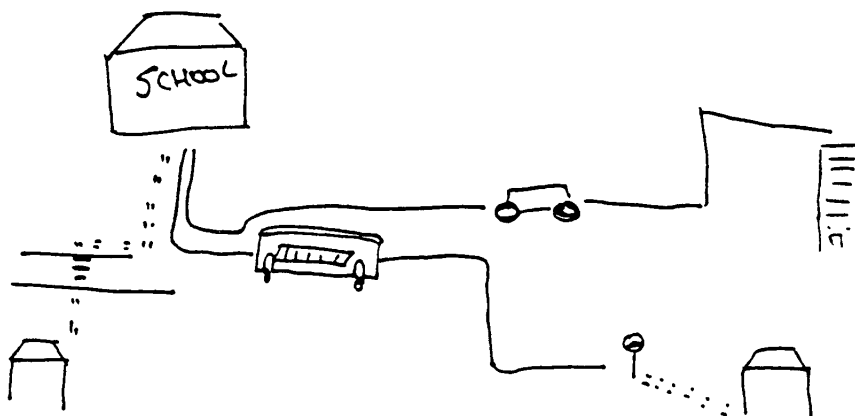
People can also draw individual body maps and look at an issue in more detail.



Mapping

Participants draw a map of the area. They can then mark on a whole range of things – where they go, how they travel, where facilities are, where they want facilities to be, unsafe areas, areas of poverty.

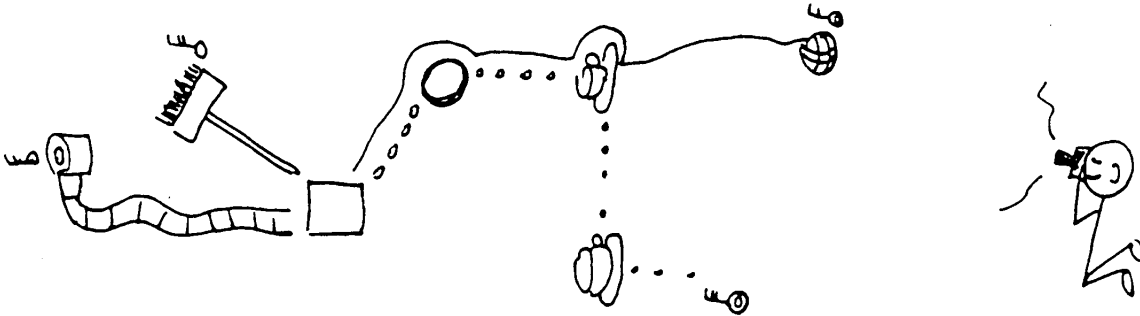
Participants can also work on a photocopied map, or a map draw by another participant.



Physical map

This is similar to above except that participants make the map out of objects. Using objects gives people the opportunity to move things and make changes.

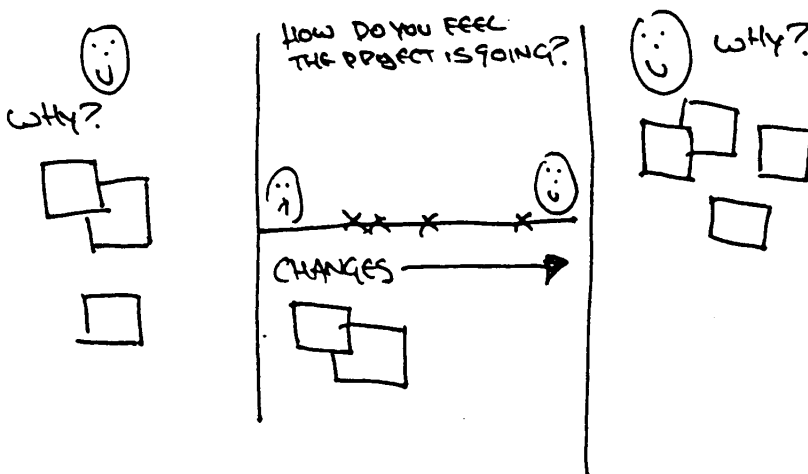
A physical map should be recorded, drawing or photographing are a couple of ways.

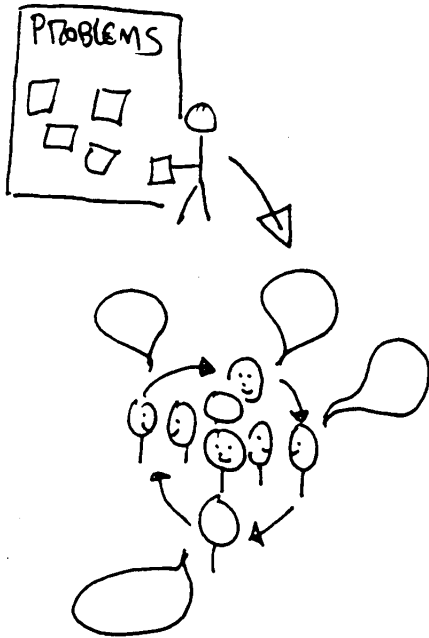


'H'

Begin by drawing an 'H' on a page. The horizontal line is to get people's mood – how do they feel something is working?

Having put a cross on the line, participants then put positive and negative reasons on post-it notes. The group goes through each cluster and comes up with ways to change the negatives into positives.





Margolis Wheel

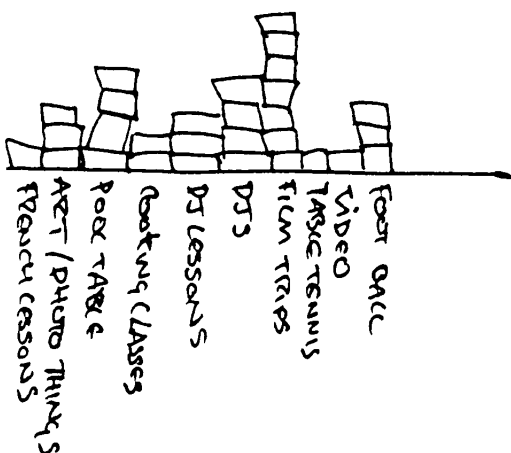
The group starts by identifying a problem or issue to be resolved e.g. 'Problems working as a team'. The participants are then split into two groups. The first group sits on chairs, in a circle, facing outwards. Individuals within the second group identify specific concerns that they have. The second group then sits facing the first group. Members of the second group tell the person opposite their 'problem'. The listener suggests solutions. The solutions are recorded.

After a set amount of time – about 2 minutes, the group on the outside has to move round and begin again, telling the new person their problem and receiving more suggested solutions.

Once people are back where they began, the two groups swap seats. So the person who had the 'problem' is now suggesting solutions.

This is a good way of getting lots of actions and solutions to a group of issues.

WHAT ACTIVITIES DO YOU WANT?



Bar chart

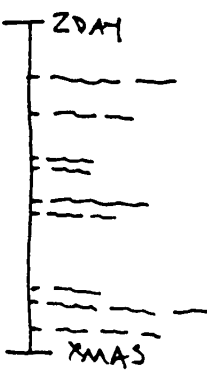
A quick and easy way of finding out what people want.

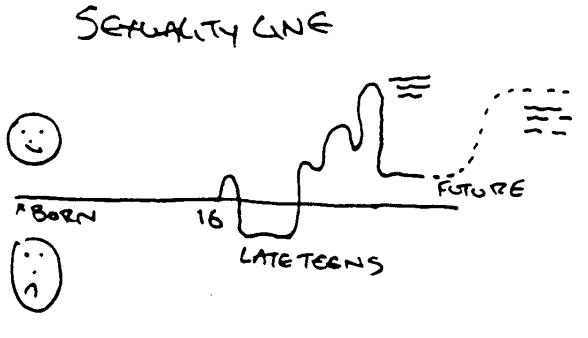
Participants simply put a 'bar' on any changes/facilities they want, and add any they feel have been missed.

This works well on the street, where participants may not have time to do a long piece of work.

Remember the suggestion with the most 'bars' isn't necessarily the preference – as all options weren't up from the start.

development focus

	<p>Timeline</p> <p>Timelines can either be historical, plotting events that have happened, or forward planning, deciding on dates for events.</p> <p>As well as dates timelines can record responsibility. They are a good, visual way of recording who is doing what, when, and how much time is left!</p>
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	<p>Mood lines</p> <p>Participants work individually reflecting about their personal history in relation to the topic. It could be health, food, sexuality, money, etc.</p> <p>Participants can also plot the future, either expected or ideal.</p> <p>These are a good way for participants to explore an issue individually, and often generate much detailed information. Be aware that they can bring up confidential, or very personal information.</p>
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Voting

A good tool to use as part of verification.

Draw and write all the suggestions, and ask participants to vote for their priorities, they might have a limited number of dots to use.

Getting participants to use your key, so you see who thinks what.



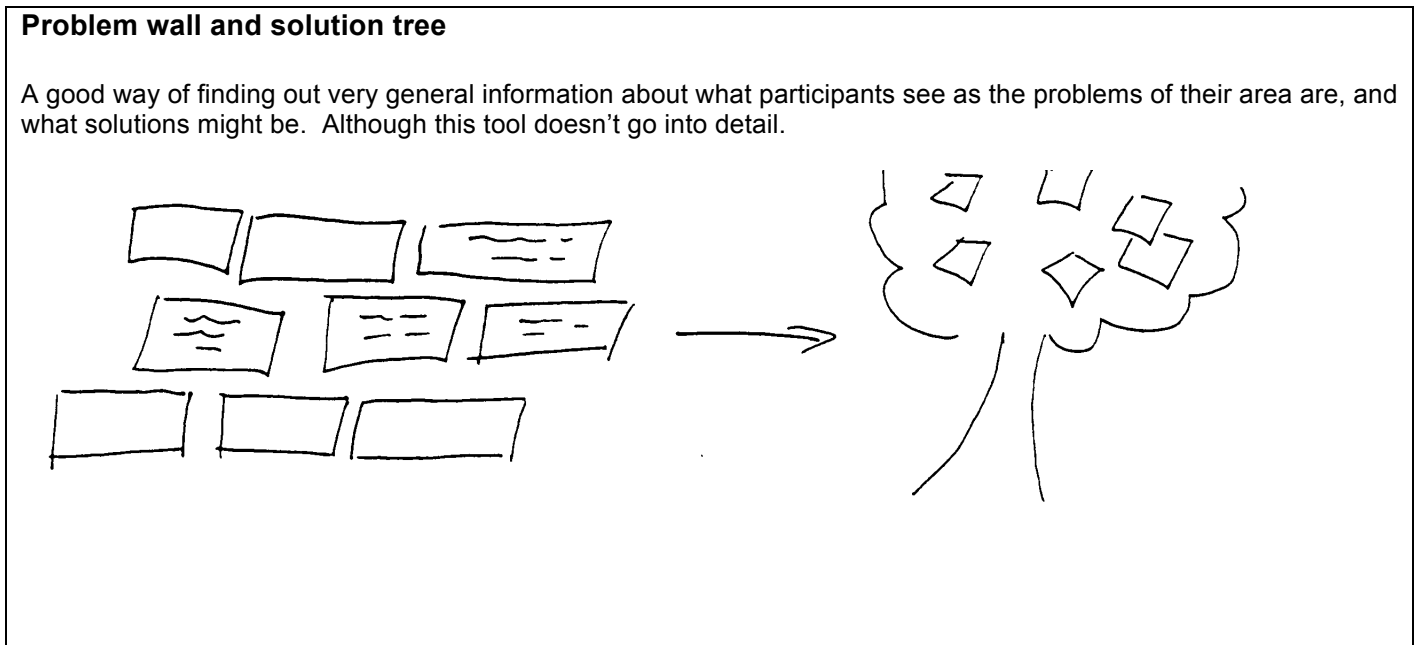
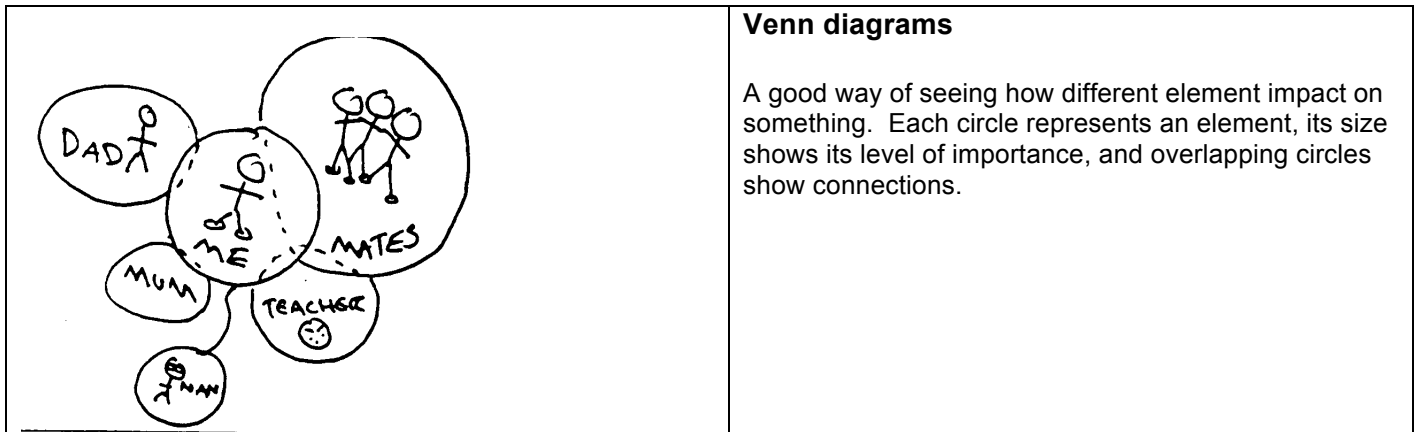
X	O	G	B
O	X	G	B
G	X	X	G
B	X	X	X

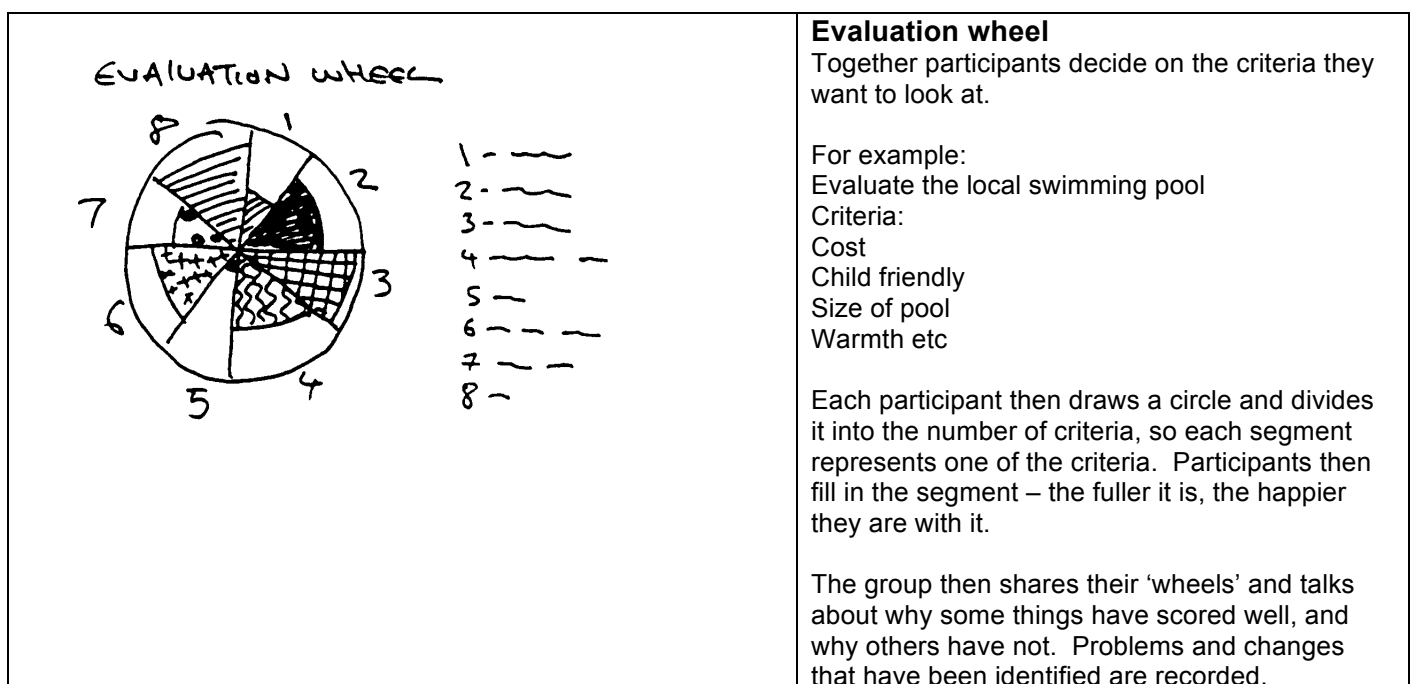
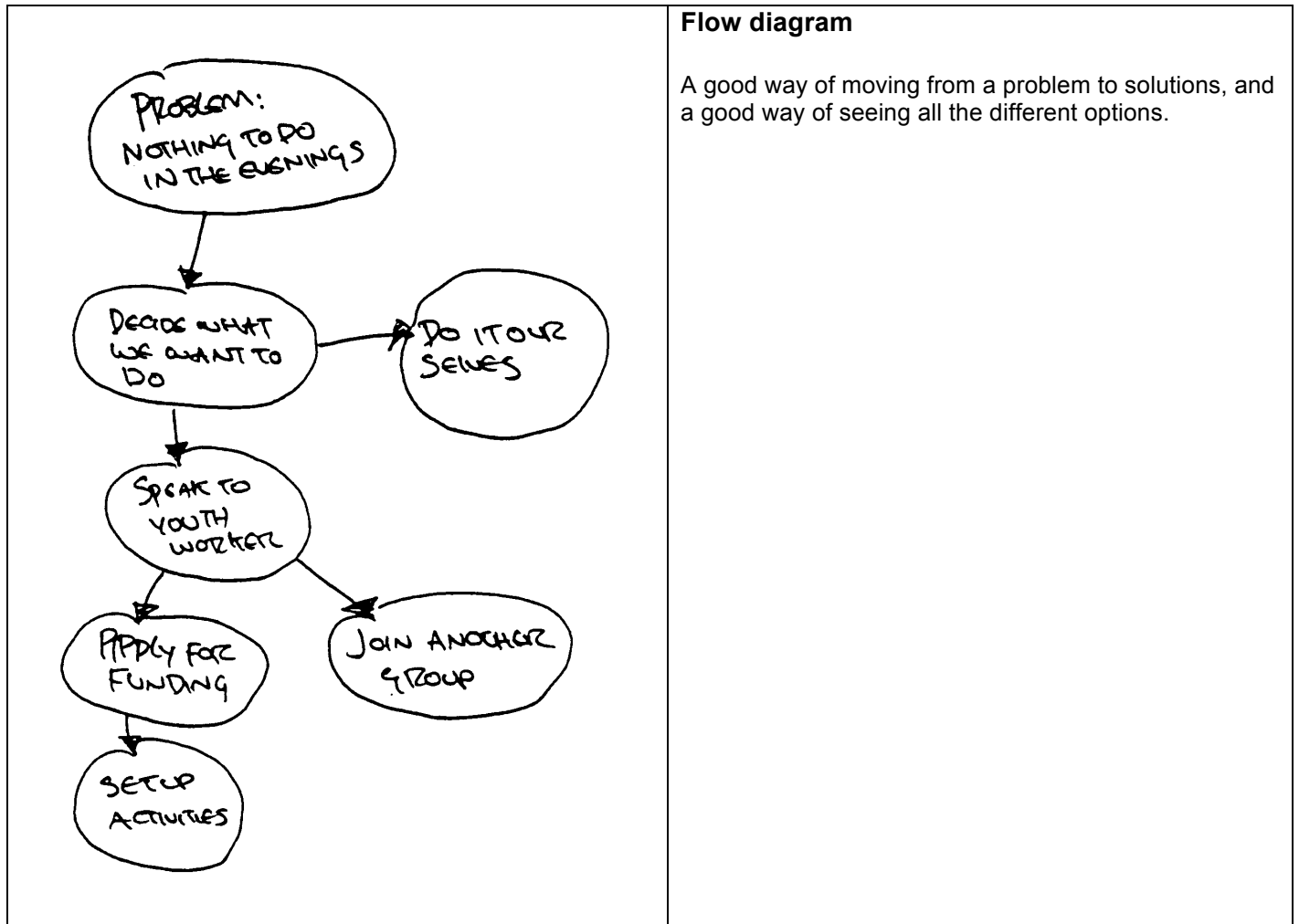
Pair Wise Ranking

Participants compare similar things – for example apple, grapes and bananas. They are then compared against each other – ‘Which do you prefer: apples or grapes? Apples or bananas?’

Facilitators can then ask ‘why’ and build up a matrix. This tool is also a good way of getting preferences – for classes, facilities, changes etc.

Remember: some things don’t really compare - horse riding, lemonade and cheese, doesn’t really work! Check that your comparisons make sense.

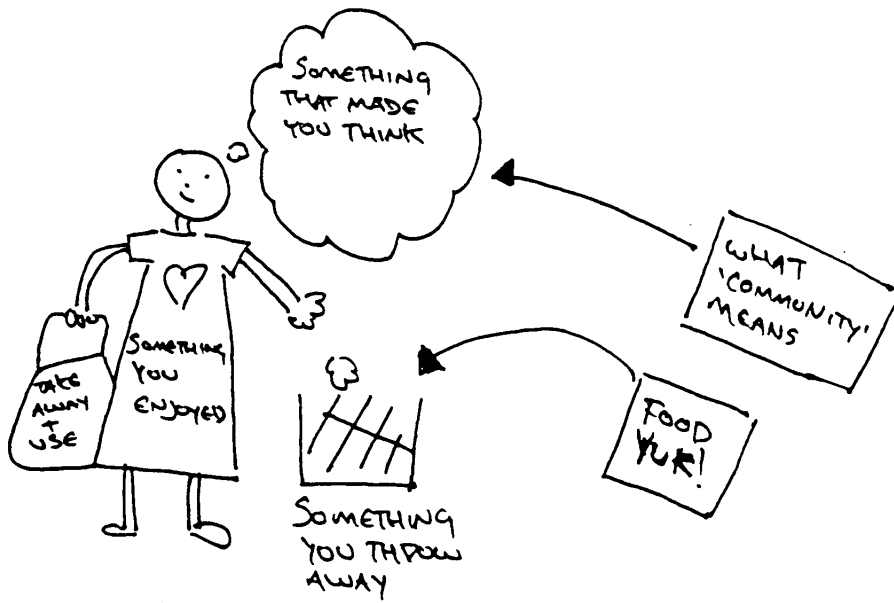




Evaluation Person

A good way of evaluating a session.

Participants can either put comments on post-it notes and stick these on a big 'person', or they can do smaller, individual people.



Remember

- These tools are just suggestions, there is no definitive list of tools as people keep on inventing them!
- PA should be fun and innovative for both the participant and the facilitator – if participants are not having fun, stop and do something else. It shouldn't get routine for you either, so if you are bored of always using the same three tools – try some other ones! And if none of these suit your purpose, create one that does.
- Mix and match tools to get people to explore an issue – a spider might lead to a matrix, a matrix might lead to a timeline, a pie chart might lead to a seasonal calendar.
- Use a key that shows age, gender, and other things important to your work – like ethnicity, disability etc. This will tell you not only what's been said, but who has said it.