CREATIVE WAYS TO SOLICIT STAKEHOLDER FEEDBACK

Visual, Verbal, and Kinesthetic Approaches to Gather Input from Any Audience

ACKNOWLEDGEMENTS

This guide was developed by Public Profit. It is based on Public Profit's 2012 *Creative Ways to Solicit Youth Input* guide.

We are grateful to the many clients and colleagues who shared ideas with us and gave us opportunities to try new activities.

About Public Profit

Public Profit helps mission-driven organizations measure and manage what matters. We provide evaluation, strategic program design, capacity building, and data visualization services.

We're passionate about using social science research methods to empower our clients to improve quality. We are at our best when our clients use our findings to get better at what they do; this is our sole focus.

The Public Profit team includes former youth workers, teachers, and public health advocates who love using evaluation to make mission-driven organizations more effective.

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ABOUT THIS GUIDE

Are you tired of taking surveys? We are too!

Surveys can be a useful way to collect input and feedback, but they are not the only way. This guide provides ideas for other, creative ways to collect input.

The activities in this guide are:

Versatile – The activities are not limited to any particular type of organization or stakeholder. Whether you work in a school, nonprofit, museum, policy shop, or foundation, this guide offers interactive and innovative ways to seek authentic feedback from your stakeholders. This guide has something for you whether you are collecting input from clients, students, staff, visitors, board members, parents, community members, event attendees, or the general public. We note when activities are particularly well-suited, although not limited, to certain groups.

Accessible – You do not need a big budget, lots of time, or years of specialized training to do these activities. Each activity includes detailed instructions. Most activities require few materials and can be done in under an hour. Just make sure you leave some time for meaning-making when you are done!

Customizable – Make the activities your own. We include variation ideas and tips on how to adapt the activity for your specific needs. Feel free to modify, combine, or use this guide as inspiration to create your own activities.

We hope these activities help you create a more interactive and authentic experience for your stakeholders. You'll get higher quality responses, and more of them! You might even have fun along the way…

How to Navigate this Guide

There are many different entry points into using this guide. If you are ready to dive in, review the activity preview pages at the beginning of each section to find a suitable activity for your needs. If you are new to collecting input, start with the General Tips on pages 6 and 7.

If you want to start with a high-level view of your options, you will find a full list of the activities in this guide, organized by section on page 5. Activities are divided into kinesthetic (moving), visual (seeing), and verbal (talking/writing) activities.

Every activity includes information that you will need to prepare and conduct the activity:

Overview – Includes the activity's purpose and overview of how it works

	Group Size, Target Audience – In general, small is 5-7 people, medium is 7-20, and large is more than 20.
	Time – Indicates how long the activity will take
	Well-suited for – Indicates if activities are particularly well-suited, although not limited, for the following groups: • Children/Youth – All activities work for adults. Activities with this description also work well for children and youth. • One-time Participants – All activities work for ongoing participants. It can be a challenge to collect feedback from one-time participants, such as drop-in participants, event attendees, and visitors to museums, galleries, historic sites, parks, and other informal learning settings. Activities with this description are quick, unobtrusive, and work well for an audience on the move.
	Room Set Up – Describes the recommended space to hold the activity
	Materials – Lists what is needed to conduct the activity

Some of the activities are more complex than others. For those, the instructions may also include:

Adaptations

We illustrate ways we have adapted the activity ourselves.

TIP!	*We provide tips and tricks drawn from our experience.*

Example Scenario

We provide example scenarios to help you see the activity in action.

Sources

Many of the activities are based on methods developed by others in the field. When possible, we list sources on the first page of the activity. For those activities where no single source is cited, we have drawn from many sources.

ACTIVITIES IN THE GUIDE

GENERAL TIPS

Crafting Good Questions

All of the activities in this guide start with developing your question(s) and/or prompt(s). Good questions should:

Meet your learning needs. Questions should be linked to your objectives, goals, logic model, theory of change, and/or evaluation questions at the project, program, or even organizational level.

Fit the activity format. We provide recommendations on the number and type of questions that work well for each activity.

Focus on the right stakeholders. The stakeholders you ask should have experience, ideally direct experience, with the question topic. For instance, it makes more sense to ask program staff, rather than executive staff, for feedback about day-to-day direct service operations.

Have a plan to use the input. Don't waste your time or your stakeholders' time. Only ask for input when you have a plan for how to use it.

Increasing Stakeholder Voice

- When possible, plan your data collection in coordination with an event or session where participants will already be available.
- If you are inviting stakeholders to show up specifically for data collection, invite more stakeholders than you will actually need. Not everyone you've asked will agree; not everyone who agreed will show up.
- When asking for any significant amount of time from your stakeholders, attend to their practical needs, including providing water, food, and child care.
- Provide stakeholders with a thank you gift for participating. This can range from a sticker to a gift certificate. If resources are limited, enter participants into a raffle for one prize.
- Provide interpreters and translations as needed.
- Consider the different physical abilities of the stakeholders you seek to engage, including their vision, hearing, speech, and mobility. Adapt your strategies as needed.

Virtual Options

Many of the activities in this guide can be adapted to be conducted virtually. You can use video chat, shared Google documents, messaging applications, and social media sites to collect text, image, and voice input. Get creative!

Facilitating Skillfully

- Practice giving instructions aloud to a colleague or friend before you do it with your audience. You will catch sentences that do not make sense and ideas that need more explanation.

- Plan out your timing and follow your plan. This will help you cover all of your content and be respectful of your participants' time.

- Do a quick ice breaker or energizer activity to help participants feel comfortable. They will be more likely to share after loosening up and building rapport.

- See the "Further Resources" section on page 46 for resources on facilitation.

Stakeholder Privacy

- For any activity, you should think through privacy and whether your activity is – or should be – anonymous, confidential, or neither.
    - Anonymous means people can give input without revealing who they are.
    - Confidential means you know who has given input, but you will not share their identities with others.

- When responses are not anonymous, let stakeholders know whether or not their responses will be kept confidential.

- Some activities include publicly sharing responses. These might not be appropriate for sensitive topics.

Making Meaning

Collecting data is just the first step. The next step is to use it! See the "Further Resources" section on page 46 for resources on how to make meaning of your data.

KINESTHETIC

stakeholders carry out physical activities that involve whole body movement to give feedback

At a Glance

P. 10 **CANDY SURVEY**

Candy Survey is a fairly anonymous survey that is quick, easy, and fun for participants. Participants give their input on a small set of close-ended questions.

P. 17 **FOUR CORNERS**

Four Corners measures the number of participants with certain attitudes or values. Participants move around the room to the corner that matches their response to a close-ended prompt. With an added discussion, it can also elicit information about why participants believe what they do.

P. 13 **TOKEN SURVEY**

Token Survey is an unobtrusive way to accumulate responses to close-ended questions over time. Participants anonymously provide input by placing a token in a covered jar that corresponds to their response.

P. 19 **SNOWBALL SURVEY**

Snowball Survey is a fairly anonymous way to share and discuss feedback as a group. Participants write their responses to prompts on a piece of paper, crumple it up, and throw it like a snowball. Participants collect each other's snowballs and share them with the group.

P. 15 **CARD SORT**

Card Sort is a way to learn about stakeholders' knowledge or opinions by observing them categorize or choose amongst options. Stakeholders sort cards with words or images into categories in response to your question. It can be used at multiple points in time to serve as a pre- and post-test.

P. 21 **WATCH N' LEARN**

Observations are a way to learn about participants firsthand without interrupting their experience. Trained observers watch participants using a set rubric, a clearly defined set of criteria or standards that help guide a rating of an observation.

CANDY SURVEY

Candy Survey is a fairly anonymous survey that is quick, easy, and fun for participants. Participants give their input on a small set of close-ended questions.

	Medium to Large
	5 to 10 minutes depending on discussion afterward
	Adults Children/Youth Ongoing Participants
	A space with a table. Best if there is space for people to walk around it.
	☐ A sign for each of the survey questions ☐ A variety of wrapped candy (individually wrapped Starbursts and Jolly Ranchers work well) ☐ A bowl, jar, or bucket for each question ☐ A sign with a key to the candy response option codes

PREPARATION	
1	Develop a set of survey questions with a common group of closed-ended response options (e.g., Strongly Agree, Agree, Disagree, and Strongly Disagree). Write the questions on 8 ½ by 11 paper with one survey question per page. Note: Limit the number of questions to 4-6.
2	Code the response categories to match the colors of the candies or candy wrappers you will be using. Create a key on chart paper. Note: Use individually wrapped candies that can be safely eaten after handling. Example: The orange candy could represent "very true" or "learned a lot"; the yellow candy could represent "somewhat true" or "learned some"; the red candy could represent "not at all true" or "learned nothing."

ACTIVITY STEPS	
1	Post the survey questions outside a classroom, workshop room, or wherever the group meets. This allows the respondents to have some privacy when they are responding to the survey. This is particularly important if the survey is about the quality of the training or program or the facilitator's or program leader's approach.
2	Place an empty bucket, jar, or bowl next to or below each posted question. Place the chart paper key nearby as a reminder of the response options.
3	Make bowls or piles of individually colored candy available so that participants can easily select their response.
4	Ask the participants to take the survey using their candy. They should answer each question by taking a piece of candy that matches the answer they've chosen and dropping it into the bucket. For example, if "very true" is color-coded orange, and the respondent wants to choose that answer, the person should drop an orange candy in that bucket.
5	Once everyone has had the chance to complete the survey, count up the different colored candies per question and record the results.
6	After it is counted, offer participants the candy to eat or take home! You can also discuss the results in real-time with the group if you want to learn more details about why people voted in certain ways.

Adaptations

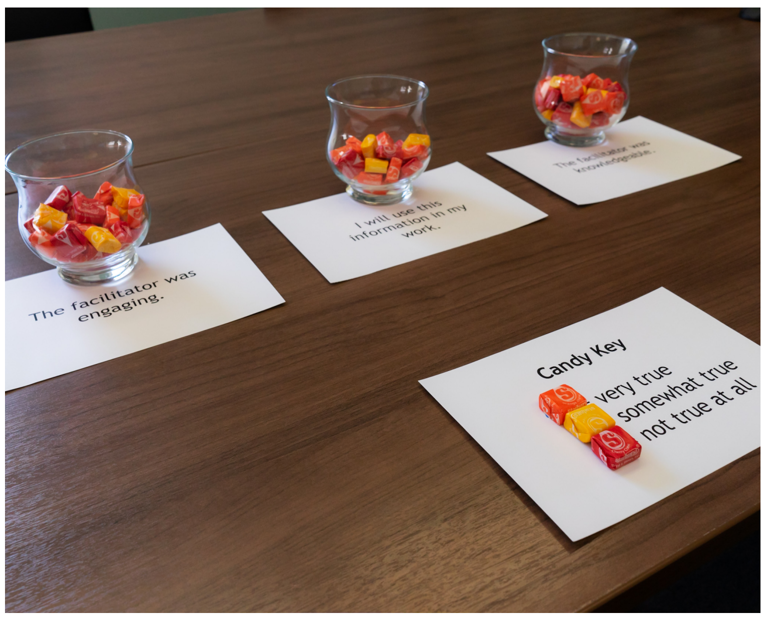
You can use different colored or shaped stickers or even different kinds of whole fruit (that won't become squashed in a bucket) as your response options.

Example Scenario

Your organization runs a training series for social workers. You want to know what participants think of the quality and relevance of the trainings, but no one ever turns in the paper forms. At the end of each training, set up three jars with the following prompts:

- The facilitator was knowledgeable.
- The facilitator was engaging.
- I will use this information in my work.

Post a key nearby (orange = very true, yellow = somewhat true, and red = not true at all). After counting up the responses, pass out the candy and encourage participants to share more details while eating the candy.



TIP!	*The Candy Survey is similar to the Token Survey activity. The Candy Survey has one bucket per question, into which different colored responses are tossed, and can include a few (4-6) questions. As written, the Candy Survey happens and is tallied right away (so you can eat the candy). In Token Survey, a token is tossed into one of many buckets to indicate the response and can usually work with only one key question. As written, Token Survey can gather information over time.*

Source

Kim Sabo Flores. (2008). *Youth Participatory Evaluation: Strategies for Engaging Young People* (pp. 127). San Francisco, CA: Jossey-Bass.

TOKEN SURVEY

Token Survey is an unobtrusive way to accumulate responses to close-ended questions over time. Participants anonymously provide input by placing a token in a covered jar that corresponds to their response.

	Large
	This activity can take place over a period of time such as weeks or months or it can take place in one session or afternoon.
	Adults Children/Youth One-time Participants Ongoing Participants
	A space with a table. Best if it is by the exit or entrance so people can vote as they leave or enter.
	☐ Set of jars each labeled with the response they represent ☐ Sign with survey question ☐ Tokens, beads, or other small items

PREPARATION

1	Develop your question and response options. This activity works best with only one question at a time.
2	Create a sign with the question and a jar label for each response option. Place each label on a separate jar. Response options can include standardized responses (e.g. “Strongly Agree”) or specific responses (e.g. “I bike to work.”). Labels can include multiple languages. Depending on the question, you might also include symbols so that reading is not necessary to participate.
3	You can use opaque jars (or cover the outside of them) if you want to keep attendees from being biased by the other responses or you can use clear jars so attendees can see the results in real time.

ACTIVITY STEPS	
1	Place the question and labeled jars near the entrance or exit.
2	As people arrive or leave give each person a token and have them respond to the question by dropping their token into the jar that matches their response. If it is not possible to hand each participant a token, you can place the tokens in a bowl near the jars and have staff direct people to the table. You can use different color tokens if you want to track responses from different stakeholders. For instance, red can indicate it is a child and blue can indicate it is an adult.

Example Scenario

You work at a drop-in shelter for homeless teens. Youth are wary of sharing even basic demographic data with others, given how vulnerable the youth you serve are. Give everyone a token and have them place it in jars keyed to an important grant report ("under 16 years old," "16 or 17 years old," and "18 years old and over") so you can gather anonymous age information.

TIP!	*If the information you are gathering might be considered sensitive, such as certain demographic information, you may want to place the jars where they aren't visible from the main space but are still accessible. Or, you may not want to use this method at all.* *The Candy Survey is similar to the Token Survey activity. In Token Survey, a token is tossed into one of many buckets to indicate the response and can work with only one key question. As written, Token Survey can gather information over time. In the Candy Survey there is one bucket per question, into which different colored responses are tossed, and can include a few (4-6) questions. As written, the Candy Survey happens and is tallied right away (so you can eat the candy).*

CARD SORT

Card Sort is a way to learn about stakeholders' knowledge or opinions by observing them categorize or choose amongst options. Stakeholders sort cards with words or images into categories in response to your question. It can be used at multiple points in time to serve as a pre- and post-test.

	Small to Medium
	5-15 minutes depending on discussion afterward
	Adults Children/Youth Ongoing Participants
	A space with a table.
	☐ Set of cards ☐ Sign with sorting categories ☐ Camera ☐ Paper and tape or glue

PREPARATION

1	Decide on your categories and words or images to sort. This activity works best with 2-3 categories.
2	Create a sign with your sorting categories.
3	Prepare cards with each option or image. You can use index cards or simply print and cut up your cards. Create a separate set of cards for the number of participants you wish to do the activity at the same time.

ACTIVITY STEPS

1	Ask participants to sort the cards into the category options.
2	Optional add-on: For opinion-based sorts, ask participants to share why they sorted the cards as they did.
3	Record each participant's sort for later analysis by taking a photo or writing down notes. Or have them glue or tape their sorted cards onto paper to save for later.
4	If you plan to use the sort as a pre- and post-test, schedule a time to repeat the activity. This way you can compare how participants' knowledge or opinions changed after they participated in your program. For instance, you can have children sort pictures of food into "Healthy" or "Unhealthy" categories before and after you do a unit on healthy eating.

Adaptations

You can make this a more active experience by having categories posted around the room and having participants sort the cards into those categories by getting up and moving around.

Example Scenarios

You work at a Family Resource Center and you want to find out how useful different services were for clients. Write each service you offer on a separate card. At the end of case management sessions, ask clients to sort the cards into "Very useful," "Useful," or "Not Useful." Afterward, ask the client to describe why they sorted them as they did.

Source

Gray, D., Brown, S., & Macanufo, J. (2010, July). *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers.* Sebastopol, CA: O'Reilly Media.

FOUR CORNERS

Four Corners measures the number of participants with certain attitudes or values. Participants move around the room to the corner that matches their response to a close-ended prompt. With an added discussion, it can also elicit information about why participants believe what they do.

	Medium to Large
	5-20 minutes depending on discussion afterward
	Adults Children/Youth Ongoing Participants
	A space where four signs can be posted (they do not necessarily have to be posted in a corner) and participants have room to move around.
	☐ A sign for each of the four "corners" or response options (e.g. Strongly Agree, Agree, Disagree, Strongly Disagree or other closed-ended scale) ☐ A grid to record the number of people at each location for each statement ☐ A list of questions for the facilitator to read aloud

PREPARATION

1 Develop the questions for your activity. Make sure the complexity and number of questions is appropriate for your audience. Write these prompts on a paper for the facilitator.

2 Develop your four response options. Some ideas:

- Strongly Agree, Agree, Disagree, and Strongly Disagree
- Very True, Mostly True, Somewhat True, and Not True
- Very Useful, Useful, A little Useful, and Not at all Useful

Any close-ended scale that matches your question format works. We recommend reading the questions and responses aloud to someone else to make sure they make sense.

3 Set up four corners of the room with labels for your response options (e.g. Strongly Agree, Agree, Disagree, and Strongly Disagree).

ACTIVITY STEPS	
1	Read the first prepared statement of values or attitudes. Ask each participant to stand in the corner that reflects whether they Strongly Agree, Agree, etc. with the statement.
2	Record the number of participants in each position.
3	You can ask a few of the participants in each corner to explain why they are standing where they are. Some participants may choose to move to a different corner based on others' responses. Record this as well.
4	Repeat with each subsequent statement.

Adaptations

For younger audiences, you can simplify to two corners, Agree and Disagree.

Human Histogram variation: Instead of using corners, place your response option signs on a wall in a row. Then ask participants to form a single-file line in front of the response that reflects their opinion. This allows participants to see a clear at-a-glance view of the distribution of opinions. For more information on this activity, see page 10 of [Dabbling in the Data].

Example Scenario

You work at a foundation that funds financial coaching programs. You want to learn how your different grantees are implementing the same program model. At a grantee Directors' meeting you read the Directors the following statements:

- Our clients create their own goals.
- We complete a screening assessment before providing services.
- We primarily meet with clients face-to-face.

Between statements you ask if anyone wants to share why they are standing where they are. Record where Directors stand and any follow-up discussions. When all the questions have been asked, ask the group if there is anything else they want to add.

TIP!	*You can get participants used to the format of the activity by starting out with fun icebreaker statements such as "I had to travel a long way to get here," "I like ice cream," or "I have worked here for ages!" It also shows participants that their responses represent their opinions and experiences rather than there being a right answer.*

SNOWBALL SURVEY

Snowball Survey is a fairly anonymous way to share and discuss feedback as a group. Participants write their responses to prompts on a piece of paper, crumple it up, and throw it like a snowball. Participants collect each other's snowballs and share them with the group.

	Small to Medium
	5-20 minutes depending on discussion afterward
	Adults Children/Youth Ongoing Participants
	A space with a table. Best if there is space for people to move around.
	☐ Paper ☐ Pens

PREPARATION

1	Develop your prompt(s). We suggest no more than 6 prompts for each round of snowballs.

ACTIVITY STEPS

1	Ask participants to stand or sit in a large circle.
2	Pass out paper and pens.
3	Read your prompts aloud and ask participants to write their responses on a sheet of paper. If you have more than two prompts, write the prompts on the wall or print them out on the papers in advance like a traditional survey.
4	After all participants have written their responses, ask everyone to crumple up their response paper and throw it across the room like a snowball. Repeat the back-and-forth tossing for several rounds so that the snowballs are mixed around.
5	Ask participants to collect a snowball near them and open it up.
6	Go around the circle with each participant reading what is inside the snowball they caught.
7	Record responses as you go or collect all of the papers at the end.

Adaptations

You can dig deeper by facilitating a discussion after responses are shared. Encourage participants to ask follow-up questions and comment on responses. To keep anonymity, each participant speaks from the point of view of the snowball they caught rather than the one they wrote.

Example Scenario

You run a professional learning community for teachers. You want to know what kind of support your group needs. Ask teachers to write down a practice they would like to improve. The snowball survey format allows the group to be aware of each other's needs without putting anyone on the spot.

TIP!	*If the people in your group know each other's hand writing, you can have stakeholders type their responses in advance to keep anonymity.*

WATCH N' LEARN (OBSERVATION)

Observations are a great way to learn about participants firsthand without interrupting their experience. Trained observers watch participants using a set rubric, a clearly defined set of criteria or standards that help guide a rating of an observation.

	Medium to Large
	~20-60 minutes per observation session
	Adults Children/Youth One-time participants Ongoing Participants
	Wherever the program or event occurs.
	☐ A rubric (designed in advance) ☐ Paper ☐ Clipboard

PREPARATION

1	Create or adapt a rubric listing the observable behaviors you are looking for and the outcomes they represent. We suggest limiting your list to two to five behaviors.
2	If you are not the only observer, share the rubric with the other observers to see if you need to clarify or even revise it so that everyone is on the same page. It is important you all use the rubric in the same way.
3	If the observation will be for a group of ongoing participants, make sure they know in advance that an observer will be coming. Give ongoing participants a chance to ask questions or share concerns ahead of time.
4	Decide on the timeframe(s) that will be observed. This will depend on when the program/event is offered and what you want to learn. As a general rule, we recommend doing at least two separate 20-minute observation sessions. This allows you to observe at different points in time and for intervals that are short enough to avoid observer fatigue.

ACTIVITY STEPS

1	Make sure all staff know you are there to observe and why.
2	Pick a spot where you can see and hear what you need but are not interfering with participant's experiences.

3	Set the clock and observe. Record what you see through tallies and open-ended qualitative notes.
4	Repeat observation process as needed.

Adaptations

This can be used before and after an intervention as a pre- and post-test. For instance, an afterschool program can observe how many times older youth talk to younger youth before and after a youth mentoring program.

Example Scenario

You work at a museum and want to know which exhibits are most engaging for visitors. You make a rubric to track visitors' level of engagement: whether they stroll by the exhibit (low interest), pause briefly (medium interest), or slow down and really engage (high interest). You use this rubric to observe a variety of exhibits at different times. By keeping track of visitor interactions and organizing them into wide categories you can see which exhibits are most engaging.

1 – Low Interest	2 – Medium Interest	3 – High Interest
Slows down, looks at the exhibit, but does not stop.	Stops at exhibit but stays for less than 10 seconds.	Stops at exhibit and stays for more than 10 seconds.

TIP!	*Look around for examples of observation rubrics you can adopt, rather than starting from scratch. And if one doesn't exist, look for quality standards or similar lists for your setting to give you a jump start.*

Sources

Example adapted from Catherine Nameth's "Pause-Commit-Engage" rubric and the Bootheel Youth Museum's "Bump, Bite, Devour" form.

Better Evaluation (2017). Observation. Retrieved from: https://www.betterevaluation.org/en/rainbow_framework/describe/collect_retrieve_data#info_observation

Learning For Action (2016). Observation. Retrieved from: http://learningforaction.com/observation

VISUAL

stakeholders use pictures, photographs, or other visuals to give feedback

At a Glance

P. 25

PICTURE PAGES

Picture Pages is a way to collect information from people who prefer to express themselves visually. Participants draw or collage in response to a prompt.

P. 27

PERSONAL MEANING MAP

Personal Meaning Maps can be used to learn about an individual's knowledge and/or attitudes related to a particular concept. Individuals freely write or draw images that they associate with a concept.

P. 29

PHOTO BOOTH/SELFIE STATION

Photo booths and selfie stations are a fun way to collect short, qualitative data snippets from a large group of participants. Participants take selfies with signs that have prompts, leaving behind their sign and/or photo with their response. You can provide the camera or ask participants to use their own.

P. 31

FEEDBACK WALL

Feedback walls can collect open-ended responses from a large group of people over time. Participants add their input directly to a visual display with a prompt, allowing them to comment in real time and observe responses from their peers.

P. 33

THRIVE TREE

A Thrive Tree helps a group reflect on a common experience. Participants add their individual responses as branches, leaves, and fruit of a tree that serves as a metaphor for the group's collective outcomes.

P. 35

PHOTO RESPONSE

Photo Response uses visual images as a tool to encourage people to share their opinions, experiences, and observations. Participants pick an image, connect it to their experience in relation to a prompt, and describe to the group how the image connects to that experience.

PICTURE PAGES

Picture Pages is a way to collect information from people who prefer to express themselves visually. Participants draw or collage in response to a prompt.

	Any size
	30-45 minutes (for 1 question, more for additional questions)
	Adults Children/Youth Ongoing Participants
	A space where participants have a surface to draw on.
	☐ Sheet(s) of paper for each participant ☐ Pens, markers, crayons, paints (drawing) ☐ Old magazines, scissors, glue (collage) ☐ Sheets of prepared icons and images (collage)

PREPARATION

1	Prepare the guiding question(s) for the drawing or collage in advance. For this activity, use a very limited number of questions (one is best, you may also be able to do 2-3 if you have a cohesive group and/or a lot of time).
2	Optional: Prepare sheets of clip art images that relate to your evaluation questions if you are doing a collage.
3	Write the question on the board in front of the room or on a large flip chart page.

ACTIVITY STEPS

1	Ask participants to draw a picture (or create a collage) about a particular aspect of your program per your prepared question(s).
2	Give participants plenty of time to draw or collage their response.
3	After participants have had a chance to draw or collage their response, ask participants to present their drawings, display them on a bulletin board, or simply turn them in to you. If they are presenting their collages, take notes about the collage and what they say about it.

Adaptations

This activity can work as a group-based approach. Participants contribute as a group to one drawing or collage. This can be helpful if you want participants to build on each other's ideas or if you want to get a consensus view from a group that went through a communal experience like a training or a cohort program.

Example Scenario

You run an afterschool program and want to learn how well you are meeting your goal of supporting youth in developing relationships with peers and staff. Ask students to draw a picture (or create a collage) of all the people they are close to at your program, including both youth and other adults. For analysis, you can count up the number of youth and adults in each picture. Or, ask youth to draw one of their favorite moments in the program. Review the drawings for evidence of peer relationships and relationships with adults.

TIP!	*You may want to create a list of elements that you are specifically looking for (e.g. references to reading in a summer youth literacy program) so you can simply tally the number of images that show that concept.* *For more nuanced responses, ask people what the images mean to them, since that's where the data really comes from!*

Source

The Improve Group. (2008). "Using Pictorial Survey Methods in Program Evaluation." Presented at the American Evaluation Association Conference.

Freeman, M., & Mathison, S. (2009). *Researching Children's Experiences.* (pp. 109 to 127). New York: Guilford Press.

PERSONAL MEANING MAP

Personal Meaning Maps can be used to learn about an individual's knowledge and/or attitudes related to a particular concept. Individuals freely write or draw images that they associate with a concept.

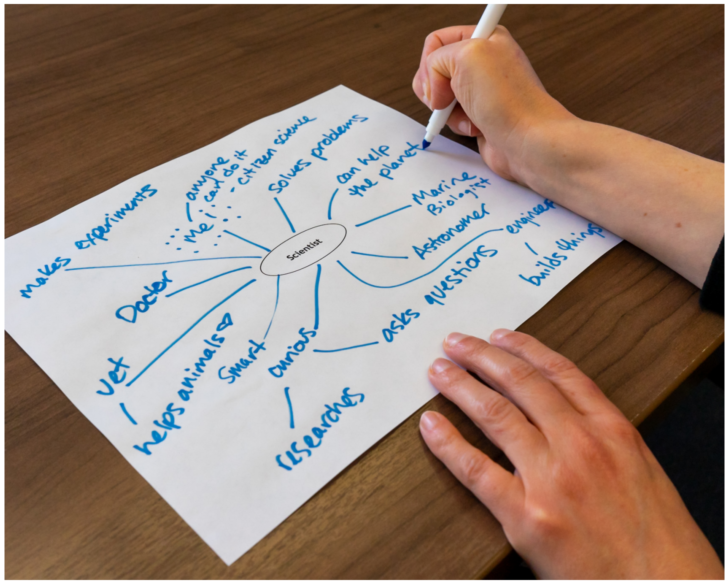
	Small to Medium
	30 minutes to 1 hour
	Adults Children/Youth Ongoing Participants
	A comfortable space for people to write/draw on their own and then discuss with an interviewer afterwards.
	☐ 8 ½ by 11 paper ☐ Writing and Drawing Tools ☐ Laptop or paper to take notes

PREPARATION

1	Decide what you want to learn about and the focus phrase you will use. For instance, if you want to learn about participants' knowledge level of conservation, your focus phrase could be "conservation." If you want to know what feelings and concepts participants associate with your program, your focus phrase could be the name of your program.
2	Print papers for your participants with the focus phrase written in a circle in the center of the page.

ACTIVITY STEPS

1	Pass the paper with the focus phrase out to your participants.
2	Ask them to write or draw any words, ideas, or images they associate with the concept. Remind participants there is no right or wrong response; simply draw or write about what the concept means to them.
3	Ask each participant to share their map with the group (or one-on-one with an interviewer). Take notes on what they describe and ask follow-up questions if anything is unclear.
4	How you interpret the maps will depend on your purpose. Some ideas of what you might look for: 1) Quantity of words or ideas, 2) Range of concepts, 3) Degree or types of emotion, 4) Overall themes.



Adaptations

This activity can work as a pre/post activity. Ask participants to complete the activity before and after they participate and compare the maps. No time to do it twice? No problem - It can also work as a retrospective pre/post activity. At the end of a program, ask participants to make two maps side-by-side, one reflecting how they thought about the concept before participating and one for how they think about the concept now.

Example Scenario

You run a STEM education program for high school students. You want to know if your program is increasing students' awareness of and interest in careers in science. At the beginning and end of the program you ask students to create a personal mind map with the focus phrase "scientist." Compare to see how the number of associated careers increases and changes in how the students identify themselves with the concept.

Source

Grack Nelson, A. and Ostgaard, G. *Measuring Learning in Youth Development Programs Using Personal Meaning Maps*. Science Museum of Minnesota. Poster at American Evaluation Association Conference, October 2012.

Falk, J. H., Moussouri, T., & Coulson, D. (1998). The Effect of Visitors' Agendas on Museum Learning. *Curator: The Museum Journal*, *41*(2), 107-120.

PHOTO BOOTH/SELFIE STATION

Photo booths and selfie stations are a fun way to collect short, qualitative data snippets from a large group of participants. Participants take selfies with signs that have prompts, leaving behind their sign and/or photo with their response. You can provide the camera or ask participants to use their own.

	Large
	This activity works best as an open, drop-in activity throughout the course of an event.
	Adults Children/Youth One-time Participants Ongoing Participants
	A designated space with a background and room to pose.
	☐ Background ☐ Props ☐ Signs (Small white board/chalkboard OR 8 1/2 by 11 papers printed with prompt) ☐ Markers or Chalk ☐ Camera and tripod (or ask participants to use their own phone).

PREPARATION

1	Develop your prompt. This activity works best with short, fill-in-the-blank sentences, such as "I learned…" or "I participate because…".
2	Create a sign with your prompt inside a thought or word bubble. If you have a camera set up, you can use re-usable signs such as a small white-board or chalk-board. If participants will use their own camera, create signs out of paper so participants can leave their responses behind.
3	Create a photo booth environment with a designated background and fun props.

ACTIVITY STEPS

1	Have a staff member at the photo booth to encourage participation and offer to take photos.
2	If using paper signs, ask participants to leave their sign in a basket when they are done.
3	Review signs and/or photos after the event to analyze your data. You can look for overall themes, key words, types of emotion, and/or specific outcome concepts.

Adaptations

You can also encourage participants to share their responses with each other in real time by asking them to post their paper sign to a wall and/or post their photo to social media with a set hashtag.

Example Scenario

Your organization holds a large conference every year. You want to learn what draws people to the conference. Set up a photo booth with fun props, including signs that say: "I came to this conference because…" and "What people should know about this conference is…".

FEEDBACK WALL

Feedback walls can collect open-ended responses from a large group of people over time. Participants add their input directly to a visual display with a prompt, allowing them to comment in real time and observe responses from their peers.

	Large
	This activity works best as an open, drop-in activity throughout the course of an event, exhibit, or program.
	Adults Children/Youth One-time Participants Ongoing Participants
	A space with accessible wall-space that is large enough for your group.
	☐ Background that works for your purpose (ideas: chart paper, blackboard, posterboard, designated wall area, etc.) ☐ Writing tools (ideas: Markers, pens, chalk, post-it's, index cards, etc.)

PREPARATION

1	Decide on your prompt. We recommend focusing on one prompt per display. The prompt can target short-form responses (e.g., "What was your favorite exhibit today?") or long-form responses ("Share your memory about the first time you visited this museum").
2	Create a backdrop for your display. The specifics will depend on your purpose and budget. It can range from simple (such as, a sheet of chart paper) to complex (such as, constructed on a wall as part of an exhibit or long-term installation).
3	Write your prompt clearly on the display.
4	Gather writing tools that are appropriate for the display (ideas: Markers, pens, chalk, post-it's, index cards, etc.)

ACTIVITY STEPS

1	Set up wall and writing tools.
2	Use signage and/or staff members to encourage participants to contribute.
3	If your wall is used over an extended period of time, periodically record what has been added and create space for new additions if needed.

Adaptations

This activity can be adapted to formats other than walls based on space constraints, privacy concerns, and/or aesthetic preferences. For instance, you can create a letter writing station where participants can fill out notecards and submit them through a slot. You can encourage participants to add drawings in addition to or instead of written responses.

Example Scenario

You work at a museum. You want to know to what extent visitors are connecting the exhibit to their personal lives. Create a visual display that compliments the exhibit and asks visitors to share how they relate to the exhibit.

You work at an afterschool program. You want to know to what extent you are meeting your goal of exposing youth to new experiences. You create a space on the classroom wall with a prompt like "What is something new you tried this week?" You encourage youth to add a post-it with their response at the end of every week.

TIP!	*If your constituents are new to this type of feedback, be extra clear about how they can participate. Start with some content to model the process and include explicit instructions such as "Grab a pen and add your thoughts."*

THRIVE TREE

A Thrive Tree helps a group reflect on a common experience. Participants add their individual responses as branches, leaves, and fruit of a tree that serves as a metaphor for the group's collective outcomes.

	Any
	30 minutes to 1 hour depending on your group size and number of questions.
	Adults Children/Youth Ongoing Participants
	Space for participants to write as individuals and space to stand around a large poster as a group.
	☐ Poster paper (with tree trunk drawn on in advance) ☐ Paper cut-up shapes (branch, leaf, and fruit) for each participant ☐ Pens ☐ Tape or glue

PREPARATION

1	Develop your prompts. For this activity, we suggest 2 to 3 related questions.
2	Create a poster for the Thrive Tree. Draw a big tree trunk and leave space for the rest of the tree to be added during the activity.
3	Cut up colored paper into the shapes of branches, leaves, and fruit. Skip the fruit if you only have two questions. Create at least one of each shape for each participant (Make extras if you want participants to add multiple responses per question).

ACTIVITY STEPS

1	Tell participants we will be making a Thrive Tree that includes all of their individual experiences in this program.
2	Ask participants to reflect on the prompts and give them time to write their responses on the paper shapes. Tell participants which shape to use for each prompt (e.g., "Write down a skill you learned in the program on a branch and what the program means to you on a leaf").
3	After participants have written their responses, ask them to tape or glue their responses to the Thrive Tree. Optional: You can ask participants to present their responses to the group as they add them.

4	As a group review the Thrive Tree and discuss what participants notice.

Adaptations

You can also use this activity as a retrospective pre-post test by asking participants their response to the same prompt at different points in time. For instance, you could ask participants to write down something they had hoped to learn from the program on a branch. Then ask them to write down something they actually learned from the program on a leaf. Have them add the leaf to an appropriate branch, or the trunk if there is no logical branch. This provides an at-a-glance look at what participants hoped to learn but did not (branch without leaves), what participants did not expect to learn but did (leaves on the trunk), and what participants hoped to learn and successfully did (branch with leaves). You could also continue using the Tree at a later session by adding fruit to represent how they have applied the learning over time.

Example Scenario

Your organization runs a workforce training cohort. The program intends for participants to articulate their career goals, learn a new skill, and feel more confident. You help the group create a Thrive Tree with branches responding to the prompt "What are your career goals?," leaves responding to the prompt "What is one new skill you learned at this program?," and fruit responding to the prompt "How do feel about your ability to find a job?".

Source

Adapted from Girls Inc. Thrive Tree.

PHOTO RESPONSE

Photo Response uses visual images as a tool to encourage people to share their opinions, experiences, and observations. Participants pick an image, connect it to their experience in relation to a prompt, and describe to the group how the image connects to that experience.

	Small to Medium
	30-45 minutes
	Adults Children/Youth Ongoing Participants
	A space with room for participants to comfortably have a group discussion around a table or in a circle on the floor.
	☐ Visual Images (e.g. from magazines, printed from the Internet, or from greeting cards) ☐ Paper or a laptop to take notes on the discussion

PREPARATION

1	Decide on your prompt. It's best to make it open-ended and to do just one prompt at a time. Example prompts: "What is something you learned in this program?" "What is a goal you have for your family?" "How do you feel when you are here?".
2	Create visual images. You can use photos, magazines, or icons, etc. Any image works – create a big variety! We recommend laminating images and/or gluing them on cardstock if you plan to reuse them.

ACTIVITY STEPS

1	Lay the images face down on a table.
2	Tell participants to select any image card and as they flip it over to describe how the image relates to their response to the prompt.
3	Take notes on what people describe. The images themselves don't matter – it's what they say about them.

Adaptations

You can also start with all of the images face up on a table and ask participants to select an image that relates to the prompt.

If participants have phones, you can also ask participants to take a photo in real-time that relates to the prompt.

Example Scenario

You are the board president for a nonprofit. You want to learn about how each board member envisions the long-term direction of the nonprofit. You pass out random photos to each member and ask them to share how the photo relates to their long-term vision for the nonprofit.

VERBAL

stakeholders share their feedback out loud

At a Glance

P. 39 **GALLERY WALK FOCUS GROUP**

Gallery Walk Focus Groups help participants reflect as a group and build off of each other's ideas. Participants respond to prompts displayed around the room (the "gallery") by rotating in small groups. Afterwards, participants engage in a full-group discussion about what they saw in the gallery.

P. 41 **EXIT INTERVIEWS**

Exit interviews get brief, open-ended feedback from a wide variety of participants. Participants are interviewed one-on-one as they are exiting a program, activity, or event. Exit interviews are quick and take place where participants already are, making it easy to hear from a wide variety of participants.

P. 43 **SOCIAL MEDIA RESPONSE**

Social media polls and hashtags can provide you with data from a large number of people in a short period of time. Participants give their input as part of their regular social networking.

GALLERY WALK FOCUS GROUP

Gallery Walk Focus Groups help participants reflect as a group and build off of each other's ideas. Participants respond to prompts displayed around the room (the "gallery") by rotating in small groups. Afterwards, participants engage in a full-group discussion about what they saw in the gallery.

	Medium
	30 -45 minutes
	Adults Ongoing Participants
	A room with space to post prompts on large chart paper and space for participants to move around during the rotation
	☐ Large chart paper (One per prompt, prepared in advance) ☐ Markers ☐ Blue Painter's tape (to prevent damage to the walls) ☐ Post-it's and pens ☐ Pen and paper or computer for notetaking

PREPARATION

1	Decide on your prompts. We recommend 3 to 6 key prompts. Open-ended questions with a wide range of possible responses are best.
2	Write prompts on large chart paper with markers. One prompt per page.
3	Tape prompts up around the room.
4	Prepare a facilitator (who leads the activity questions) and a notetaker (who writes everything down): Make sure both, but particularly the notetaker, are familiar with the questions and the themes you might be expecting.

ACTIVITY STEPS

1	Welcome participants and explain the purpose of the focus group.
2	Do a quick ice breaker or energizer activity to get participants comfortable.
3	Group participants into groups of 2-4. In general, it is helpful to put people together who do not know each other well so they have more to share.
4	Instruct participants they will be rotating around the room ("the gallery") with their group. Ask each group to pick a prompt to start (or assign if multiple groups gravitate to the same prompt).

5	After groups get to their starting station, tell participants what they will do at each station: • Read the prompt and take a couple minutes to write down your individual thoughts on post-it notes. (One idea per post-it, multiple post-it's per person is ok and often encouraged) • Add the post-it's to the chart paper and as a group discuss your responses. Cluster post-it's with similar ideas near each other and feel free to add more post-it's based on your small group discussion.
6	Let participants know when it is time to rotate. This varies depending on your participants and questions, but is generally 4 to 8 minutes per station. You will know how much time to allocate based on the flow of conversation among participants. Ask people to rotate in a specific direction (e.g. clockwise).
7	Keep repeating until each group has rotated to each station. As groups rotate, encourage groups to read what other groups have written and to add check marks next to post-it's that are similar to their own ideas. Circulate among the groups to listen and prompt additional discussion or clarification if needed.
8	After all of the groups rotate through all the stations, gather everyone back together for a group discussion. Possible prompts for the group discussion: • What did you read or talk about that resonated with you? • What did you read or talk about that surprised you? • What themes did you notice related to X? • I heard a group talk about X. Can you tell us more about that?
9	Instructions for the Notetaker: During the group discussion, write down everything that is said to the best of your ability – this is part of your data! You can also record the audio as a back-up (if participants give their permission).
10	Take the chart paper home as part of your data. Type up the content and aggregate the themes as part of your meaning-making process.

Adaptations

You can use different color post-it's to keep track of different stakeholders. For instance, you can ask principals to use red, teachers to use blue, and parents to use green.

Example Scenario

Your organization oversees a food bank at multiple locations. You want to learn how you can better support the sites. You gather staff members from all sites and ask them to do a Gallery Walk Focus Group with the following prompts:

- What are common challenges at your site?
- What types of technical assistance would be helpful?
- How does your site manage staff turnover?

EXIT INTERVIEW

Exit Interviews get brief, open-ended feedback from a wide variety of participants. Participants are interviewed one-on-one as they are exiting a program, activity, or event. Exit interviews are quick and take place where participants already are, making it easy to hear from a wide variety of participants.[1]

	Medium to Large (1 person at a time)
	2-3 minutes per person
	Adults One-time Participants
	Stand where participants are exiting. Ideally there will also be a quiet spot, out of the way of foot traffic, where you can step aside once you recruit a participant.
	☐ Pen and paper (or computer) for recording responses. ☐ Tape recorder for recording responses (optional and only if participant gives permission)

PREPARATION

1	Decide on your interview questions ahead of time. Since you are relying on participants' willingness to talk with you unexpectedly, you should aim for interviews to take no more than 2 to 3 minutes each. This translates to 2 to 5 questions, depending on your audience and content.
2	Ask staff to invite participants to do the interview as they exit so they can be aware ahead of time (e.g., "As you leave today you may see a few of our colleagues in bright pink t-shirts. Take a moment to tell them about today's event").
3	Make a plan for how you will draw attention to yourself. Some ideas include holding up a sign or wearing a staff t-shirt or badge.

ACTIVITY STEPS

1	Stand near the exit of the program/activity/event. As a participant exits, ask if they would be willing to be interviewed. Explain your purpose and what they can expect. For example: "Hello, we are asking people for input about this activity so that we can learn for future activities. I have a few brief questions, which will take about 2 minutes to answer. Would you care to participate?".
2	If the person says yes, thank the person for participating. Explain whether or not the responses are confidential.

[1] Exit Interviews are also referred to as "Intercept Surveys" or "Intercept Interviews."

3	As you ask the person your prepared questions, encourage them to expand on what they say, especially if they give brief or ambiguous answers.
4	Use active listening techniques, including summarizing what you understand the person is saying, to assure you understand their point.
5	Try to take verbatim notes of what the person said. If you would like to focus on the interviewing, bring a partner to take notes or record the conversation (with the participant's permission).
6	Thank the person for speaking with you.
7	Repeat with the next person who exits.

Adaptations

If your questions are simple and do not have any privacy concerns, you can ask multiple participants the questions at the same time.

Example Scenario

You work at a natural history museum. You want to learn about the effectiveness of your outreach campaigns. As visitors exit the museum, ask them why they came today, if they heard about the current exhibit before today, and how many times they visited previously.

TIP!	*If participants all exit at the same time, you can capture more data by using multiple interviewers simultaneously or performing interviews on multiple dates. Just be sure you do not unknowingly interview someone twice!*

SOCIAL MEDIA RESPONSE

Social media polls and hashtags can provide you with data from a large number of people in a short period of time. Participants give their input as part of their regular social networking.

	Large
	30 seconds to a few minutes
	Adults Children/Youth (Ages 13 and above) One-time Participants Ongoing Participants
	None
	☐ A social media account for your program or organization

ACTIVITY STEPS

1	Decide if this method is appropriate for your stakeholders. We recommend only using this method if: 1) Your constituents generally use social media as part of their regular routine, and 2) You are ok with potentially collecting input from whomever can access your social media account.
2	Select the social media type (Facebook, Twitter, Instagram, etc.) used most often by your stakeholders.
3	Pose your question/prompt through the format appropriate for your audience and social media type. This could be asking people to comment on a post, respond to a poll, or respond with a hashtag.

Adaptations

You can ask people to respond with photos instead of written responses.

Example Scenario

You run a mentoring program that matches high school students with college students. You want to learn which group events to repeat this year. All of your mentors and mentees are members of your program's private Facebook group. You can never get them to respond to your emailed surveys, but they all use Facebook regularly. You post a poll to the group asking people to select the events they would like to attend this year.

You work at the Acme Science Museum and want to learn which booths visitors most enjoy. Put up signage asking visitors to take a photo with their favorite booth and post it on Instagram with the hashtag #AcmeMuseumFave.

TIP!	*Many of the polls can tally responses in real-time and provide feedback during live events. Do an internet search to find out the current best ways to use different social media platforms. We intentionally do not describe any specific methods here because there are a wide variety of options already, current options will evolve quickly, and new ones appear all of the time.*

GLOSSARY

Anonymous - People can give input without revealing who they are.

Closed-Ended Questions – Respondent picks a response from a provided set of options (e.g., Yes/No or Strongly Agree, Agree, Disagree, or Strongly Disagree).

Confidential - You know who has given input, but you will not share their identities with others.

Open-Ended Questions – Respondent answers in their own words however they like (i.e., they do not have to pick from a list of answer options).

Pre-Post Activity - The activity is performed twice. Once before an intervention to collect baseline data. Then again, after the intervention to see how the participant (stakeholder) has changed.

Retrospective Pre-Post Activity – The activity is performed once. During the activity participants are asked to reflect on their feelings and/or knowledge at two points in time: 1) Now and 2) Thinking back to their recent past, before the intervention.

Rubric - A clearly defined set of criteria or standards that help guide a rating of an observation.

FURTHER RESOURCES

We recommend the following additional resources if you want to explore these ideas further:

Methods

Better Evaluation (2017). Observation. Retrieved from https://www.betterevaluation.org/en/rainbow_framework/describe/collect_retrieve_data#info_observation

Falk, J. H., Moussouri, T., & Coulson, D. (1998). The effect of visitors' agendas on museum learning. *Curator: The Museum Journal*, *41*(2), 107-120.

Freeman, M., & Mathison, S. (2009). *Researching children's experiences.* (pp. 109-127). New York: Guilford Press.

Gray, D., Brown, S., & Macanufo, J. (2010). *Gamestorming: A playbook for innovators, rulebreakers, and changemakers.* Sebastopol, CA: O'Reilly Media.

Flores, K. S. (2008). *Youth participatory evaluation: Strategies for engaging young people (pp. 127)*. San Francisco, CA: Jossey-Bass.

Krueger, R.A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied research (*4th ed). Los Angeles, CA: Sage Publications.

Learning For Action (2016). Observation. Retrieved from http://learningforaction.com/observation

Meaning-Making Resources

DataBasic.io (2019). Data culture project. Retrieved from https://databasic.io/en/culture/#activities

Michalko, M. (2010). *Thinkertoys: A handbook of creative-thinking techniques.* Ten Speed Press.

Preskill, H., & Russ-Eft, D. (2005). Developing qualitative data analysis activities and themes. *Building Evaluation Capacity*, (pp. 273-275).

Public Profit (2016). Dabbling in the data. Retrieved from http://www.publicprofit.net/Dabbling-In-The-Data

Facilitation Resources

Corrigan, C. (2019). Facilitation resources. Retrieved from http://www.chriscorrigan.com/parkinglot/facilitation-resources/

Kanter, B. (2017). 8 Fantastic facilitation playbooks for designing productive nonprofit meetings. Retrieved from http://www.bethkanter.org/meeting-playbooks/

Sibbet, D. (2010). *Visual meetings: How graphics, sticky notes and idea mapping can transform group productivity*. John Wiley & Sons.

Temescal Associates (2018). *Youth work fundamentals: Facilitation*. Retrieved from https://el360-365.weebly.com/uploads/1/1/0/6/110631901/facilitation_-_reduced.pdf

Technology of Participation (2013). Tips. Retrieved from https://icausa.memberclicks.net/tips