

# Create and Rate

This activity is designed to test your evaluative thinking skills in combination with your creativity. This is best done in pairs or small teams. After you have created your item, each item is then rated by other teams against a set of standardised criteria. You could also allocate a 'judge' to take on the rating role if you prefer.

## Materials:

- Craft materials - whatever you have to hand! Blu tack, pens, paper, Lego, sticky notes, office equipment or furniture. Get creative!
- Scrap paper and a container to put them in

## Activity steps

1. Each person takes some scrap paper. Spend a few minutes noting down as many different things that you can that you typically see reflected or represented in a logic model or Theory of Change. These could be entire interventions, or even the components of the logic model (e.g. 'output'). Put these into a container.
2. In pairs or small groups, select a piece of paper. Your goal is to use the craft materials to represent what is written on your piece of paper as accurately as possible.
3. After a set amount of time (e.g. 10 minutes, or longer if you'd prefer). Call time. Each pair or team will then rate the other creations. Each rating is between 1 (lowest) to 5 (highest) and needs to be accompanied by rationale for each criterion. A final suggestion on how it could be improved is also required.

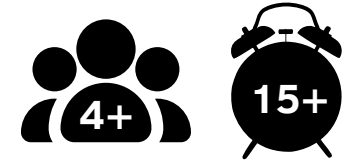
You can set your own criteria, or consider the following:

- Creativity - how creative is their interpretation?
- Representativeness - how well does it capture what was written on the paper?
- Diversity - does it make use of the range of possible craft materials?

## Key points to aid discussion:

- How easy / hard was it to rate the creation? What sort of evidence or ideas did you draw upon to justify your rating?
- What other criteria could you use in the game? What are the most useful criteria to rate them against, and why?
- How useful was your suggested improvement to the team? Did it make sense to them, and do THEY think it would improve their score?





# Mystery Box Evaluation

This exercise is designed to encourage your ability to make creative judgements or claims about objects ('interventions') that you do not necessarily fully understand ('see'). You will need a partner for this.

## Materials:

- A box or container (one per person)
- Different objects from around the office - be creative and 'mix' them together
- Index cards and pens

## Activity steps

1. Each person needs to 'create' an intervention in the form of objects or a mix of objects. These need to be placed into a box or container - no one else besides you should know what is in the box.
2. On an index card or post-it note, write what is in the box, and then think of 5 words or phrases that are related to or synonymous with what is in the box. Those are you 'no-go' words and should be written on a second post-it note.
3. Each allocates their box to someone else. That person reaches into the box and through touch alone, tries to understand what is in the box. Show them your 'no-go' words - they may NOT use these words.
4. Set a timer, they have 60 seconds to describe to their partner what the thing in the box leads to or achieves (i.e. the benefit or outcome).
5. If they use any of the 'no-go' words they lose a point. If their partner manages to guess what is in the box they gain 5-points. If the partner does not guess correctly the opposing team can make one guess. If they are correct they gain one point. There is no penalty for a wrong guess.

## Key points to aid discussion:

- What was it like trying to describe the 'value' of an object with limits placed on certain words that can be used?
- How often did you find that you could think of many different items (interventions) that could lead to that same outcome/benefit?

