

# Teachers' Notes – Session 7

## Evaluation



### Organisation

**Group size:** 6 for group evaluation, individual for self-evaluation

**Timing:** 15 Minutes

**Resources:** One copy of Self-evaluation sheets per student  
One copy of Group presentation evaluation per student (optional)  
see Extension below

**Teacher/person running the session should draw out the positive points in all the presentations:**

1. The problem solving, prediction and planning skills as these are clearly in demand in the workplace.
2. Creative elements of the presentation.
3. Contributing as individuals and as a team as these are both attributes of a successful modern employee.
4. In presenting their ideas they have also presented a vision of themselves that they would not normally show. The formal nature of the talk is an excellent way of developing their ability to present themselves effectively to future employers.

All students will complete a self-evaluation form to chart their development as a result of the challenge. They can compare these with the first Self-evaluation from they completed.

It may be necessary to help the students to see how they could use the techniques elsewhere in their learning and lives.

### Extension

If time allows, students could also complete a more formal assessment of the presentations using the resource sheet 'Group presentation evaluation' (page 61 – 62). This sheet helps students analyse the arguments presented by each group. They can note down the points that made their case well in column A and those that weakened it in column B. Each group can be scored with positive marks (X) for A and negative marks (Y) for B. The difference (X–Y) will help to rank the most positively received argument.



# Student Sheet – Session 7

## Evaluation – Self-evaluation 1



**Overall I would rate my confidence as...**

**(1 being low in confidence, 10 being very high in confidence)**

	1	2	3	4	5	6	7	8	9	10
Teamwork										
Presenting										
Enquiring										
Creativity										
Planning										
Reflecting										
Understanding the challenges a charity can face										
Understanding how BDCH works										



# Student Sheet – Session 7

## Evaluation – Self-evaluation 2



**In session 1:** I summarised information from a video using a note-taking wheel.  
The things I liked about this were .....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....

**In session 2:** I worked as part of a team to find out information about BDCH.  
The things I liked about this were .....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....

**In session 3:** I explored links between the people/factors that affect the way BDCH  
works using a concept map, then prioritised these using a Diamond 9 exercise.

The things I liked about this were .....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....



# Student Sheet – Session 7

## Evaluation – Self-evaluation 2 continued



**In session 4:** I worked as part of a group to plan our rescue centre, completed a project planning calendar and worked out the finances using a budget sheet. I also planned the centre's location and design.

The things I liked about this were .....

.....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....

.....

**In session 5:** I helped the group devise a presentation and develop our individual contributions.

The things I liked about this were .....

.....

.....

It helped me to .....

.....

.....

I could use this technique elsewhere, for example .....

.....

.....



# Student Sheet – Session 7

## Evaluation – Self-evaluation 2 continued



**In session 6:** I helped the group present our scheme for the new centre.

The things I liked about this were .....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....

.....

**In session 7:** I had a chance to look back and reflect on my personal progress and our progress as a group.

The things I liked about this were .....

.....

It helped me to .....

.....

I could use this technique elsewhere, for example .....

.....

.....



# Student Sheet – Session 7

## Evaluation – Group presentation evaluation



Use this sheet to help you analyse the arguments presented by each group. Note down the points that you think made their case stronger in column A and those that weakened it in column B. Score each group with positive marks (X) for A and negative marks (Y) for B. The difference (X–Y) will help you to rank the most positively received argument.

Group	Name	A. Best points for...	X +1 to +5	B. Main points against...	Y -1 to -5	X-Y	Rank



# Student Sheet – Session 7

Evaluation – Group presentation evaluation continued



**The one thing each group could improve before their next presentation:**

A .....

B .....

C .....

D .....

E .....

F .....

G .....

**The group that was most convincing during the presentations was** .....

.....

**Their argument was stronger than the rest because** .....

.....

.....

.....

.....

