



LORD'S TAVERNERS
Empowering young people through cricket

LIFE SKILLS WORKSHOP GUIDE

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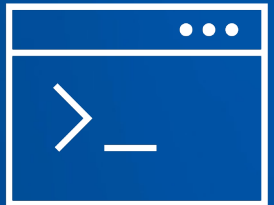
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Introduction



What is the aim of the guide?

The life skills guide has been put together to make your life easier when it comes to designing, delivering, monitoring and evaluating workshops.

How will it help you?

Whether you are a new Development Officer or been in post for a while this toolkit will help you and your participants get the most out of a workshop. It will provide top tips on designing and delivering workshops, reporting and recording impact, as well as providing a wide range of templates and resources (that will be continually updated). These resources can be adapted in way that works for you and your participants.

All Things Workshops

Why do we need workshops?

Workshops are an important component of a Super 1s and Wicketz. They not only contribute to our charitable outcomes but help boost participants wellbeing, social education, community awareness, promote positive life choices and develop new life skills.

What is a workshop?

- A group of planned activities which instil knowledge transfer and/or skill development.
- It can be a standalone workshop or integrated into a cricket session.
- It can be delivered by the session lead/coaches or any specialist partners. Certain workshop themes may require specialists to deliver workshops that help to achieve the aims you have set.
- It can be anything from 10 minutes to 60 minutes or delivered over multiple sessions but must have clear aims and outcomes.
- Delivering workshops as a warmup or incorporating it into a cricket activity has worked well for all programmes.
- Clear aims and outcomes.
- Suitable for the needs of your participants.
- FUN, interactive and engaging.

Top Tips

- ✓ Integrating it within a cricket session creates the best of both worlds, participants are developing key life skills while doing what they love, cricket!
- ✓ Youth voice should be at the heart of workshops. Participants should be empowered to have a say in shaping their life and build on existing skills and develop new ones.
- ✓ Emphasis is on WORKshop, a good workshop should be all about participants being active, moving around and doing work rather than sitting and listening to talks.

Workshops should always relate to Lord's Taverners outcomes...



Workshop categories you can choose from

PHYSICAL HEALTH

- Nutrition/diets
- Cooking safety
- Substance/alcohol abuse
- Physical fitness/other activities
- Oral Hygiene
- Sleep

PERSONAL DEVELOPMENT

- Confidence
- Leadership
- Socialisation/friendship
- Teamwork
- Communication
- Independence
- Fair play
- Spatial awareness
- Personal hygiene
- Respect
- Resilience

ANTI-SOCIAL BEHAVIOUR AND CRIME

- Extremism/radicalization
- Gang culture
- Knife crime
- County lines

MENTAL HEALTH

- Behaviours, feelings and emotions
- Body image
- MH coping mechanisms/support
- Transition to school/coping with exams

EMPLOYABILITY

- CV writing
- Time management
- Career options
- Finance management

COMMUNITY

- Water safety
- Fire safety
- Cyber safety
- Rail safety
- First aid
- Environmentalism
- Road Safety
- Gambling

EQUALITY AND DIVERSITY

- Learning difference/inclusion
- Bullying
- Disability awareness
- Discrimination

Helpful Hint

You do not have to try and do every category. Only deliver workshops that are relevant to your participants. We are aware not all workshops will be suitable, but you choose them based off your knowledge.

Planning and delivery

This section will provide guidance on how to best plan and deliver relevant workshops to your participants.

This is just a guide, feel free to adapt accordingly to suit the needs of you and your participants.

Workshop building blocks

Each workshop building block follows a four-step pattern that provides advice on how to design and deliver an effective workshop that reinforces learning, skill development and behavior change.

The four stages are:

- Identify
- Deliver
- Plan
- Capture



Example timeline of a workshop



Identify

This stage involves early grounding where you focus on identifying key themes for your participants. This stage is the most important piece of the puzzle to make sure you are designing/delivering a workshop that is relevant and effective for your participants.



Planning

This stage consists of the planning logistics; you need to think of the **WHY?** and **HOW?**

WHY

- Why are you delivering the workshop?
- What are the aims and objectives?
- Think about questions you will ask participants, that will help evidence the learning

HOW

- How are you going to deliver the workshops?
- What activities, partners, resources and conversations are you going to have?
- Who is best placed to deliver a workshop - yourself, coaches or an external organisation?
- What resources do you need?
- When and where are you delivering your workshop?

These and many more questions are important to be asking to yourself to not only design a fun, memorable workshop but to help maintain engagement for behavioral change.

Examples of why DOs identified the workshop and how they went about delivering

WHY?

Plymouth has extremely high levels of obesity and tooth decay in young people living in areas of deprivation.

WHY?

Super 1s participants from Surrey were moving beyond education.

WHY?

Wicketz Southampton DO wanted to improve community cohesion and to improve understanding around fire safety.

HOW?

Plymouth DO partnered with 'Sugar Smart' to deliver workshops to help educate young people about the danger of having too much sugar and to create positive behaviour change.

HOW?

Working with 'First Seniter' investors and the Stewarding teams at the Oval to design interview prep, mock interviews and CV writing as well as a work experience day at the cricket ground.

HOW?

Partnering with the local fire service (making sure to outline what they do and how they want to utilise them) to maximise impact on families/young people. From this, they ran a cricket event in the centre, using the appliance bay which was followed with a station tour/viewing of fire-fighting appliances. At the end, the DO promoted the fire service as a career path for participants.

Workshop templates to use

When planning workshops, it is important to use either the written or video template. This will not only help you to plan and deliver more targeted workshops that aid behaviour change but it will help create easy-to-follow plans to use and adapt and more resources for you to access.

WRITTEN TEMPLATE

When designing workshops, start utilising the Lord's Taverners template.

To access the template > [click here](#)

Helpful Hint

- ✓ The more templates and resources on the DO Hub, the greater support and resources you will have for workshop delivery. Please share your content with us by email for it to be uploaded to the Hub.

Lord's Taverners WORKSHOP TEMPLATE

Instructions:

Use this template to provide a workshop framework for learning important life skills. Introducing content through activities or discussion aims to increase participants' skills to learn and apply new skills and knowledge. Although the brief from funding bodies is optional, it can be encouraged to help make use of this section to help create a workshop that is effective and engaging for participants.

The aim is to think & to change the nature of a critical activity or skill that exists in order to be able to help drive learning throughout the workshop. If the workshop is to be later selling, there are additional details that they have their own way to the public sector. There are a number of other resources that they have a regular contact with the organisation that they have made copies.

Form Fields:

Name: _____
Programme: _____
Topic: _____
Total Time: _____
Age Range: _____

Workshop Aims:

1. _____
2. _____

Resources:

• _____

Short Term MISE:

Evidence of learning: what questions are you going to ask at the start and end of workshop?
• _____

Task	Time	Description
Introduction - users will introduce a theme for your session.		
Main Workshop Activity - making sure it fits the work your organisation.		
Optional but good to include: Physical Activity - this activity is designed to keep engagement and enjoyment during. Consider introducing workshop breaks throughout a physical activity or game session (see top tip at the bottom for an example).		
Round up of workshop - making sure to get the name question or you off at the start, to see what learning has taken place.		

Key words:

• _____
• _____
• _____

Resources:

Workshop Video Template

When planning workshops, it is important to use either the written or video template. This will not only help you to plan and deliver more targeted workshops that aid behaviour change but it will help create easy-to-follow plans to use and adapt and more resources for you to access.

VIDEO TEMPLATE

If you prefer a more visual approach and would rather create your own draft plan then video the workshop, that works too!

It does not have to be the whole workshop but to help other DO's use your ideas, you must include the following:

1. Introduction to the workshop theme
2. M&E questions you ask at the start (if suitable for your participants)
3. Snippet of you explaining the main workshop activity and individuals partaking.
4. Round up - what did they learn?
5. Same M&E questions you asked at the start (if suitable)



Top Tips on how to make your workshop more fun and interactive

In order to keep young people engaged and ensure everyone is included we must use various learning styles throughout the workshops. Below are some ideas you could incorporate into your workshops whether they are in the classroom or integrated within to your cricket activity.

Talk to young people; ask them questions, they are the experts in their own lives and have the right to be involved in workshop ideas that impact their lives.

Utilise brainstorming activities in groups of pairs to allow participants to share ideas quickly without fear and encourages creative thinking.

Avoid using the word 'workshop' consider using 'life-skills'. Workshops are often associated with school-based environments and can be off-putting for participants.

Use visual resources (flip charts, visual handouts, posters, flash cards diagrams, videos). Visual aids help participants focus on the work and allow them to visualize the progress being made.

Plan a break - this can be a cricket activity or sit-down chat. This will speak to the attention-span issue and allow participants a chance to talk and share ideas.

Use post-its. post-its allow you to summarise ideas and make them visible. They also help create synergy among all the participant's opinions.

'Think, pair, share encourage'. This encourages participants to reflect thoughtfully before sharing ideas in a pair or group.

Use relatable experiences and stories. We can't expect engagement if it doesn't relate to them.

Team quizzes are a fun way to keep young people engaged while learning.

Invite partners/external organisation to add variation

Offer incentives or rewards throughout your workshop.



Top tips continued...

Below are some ideas you could incorporate into your workshops whether they are in the classroom or integrated within to your cricket activity

ACTIVE ENGAGEMENT IDEAS

Integrate workshops within your cricket session (see next slide for examples)

Active quizzes (E.g. for true individuals throw a ball at the yellow stumps, for false they run to the red zone)

Make it competitive to add an excitement value to it.

Ask questions during a cricket activity. For example, if you do a true or false quiz, individuals whack it for true, if false they play a defence shot.

Relay races are a fun, memorable way to brainstorm and share ideas.

Start the workshop with interactive icebreakers to get everyone relaxed and comfortable

Brainstorm ideas by regularly moving around the room/hall /pitch. For example, give participants 2 minutes to discuss, after 2 minutes they must run to a different flipchart paper. Making sure to mix up the movement each time.

Design a cricket activity that relates to your workshop theme. For example, create a road using cones, balls represent cars. Participants must cross the road when no balls (cars) are on the road.

Cricket activities incorporating life skills examples

Here are some ideas you could use in your weekly sessions; these can be changed to fit in line with your workshop theme. All these examples are on the DO portal.

CONTINUOUS CRICKET TURNS INTO EMOTIONS CRICKET

The aim of the game it's to help individuals better understand why they feel certain emotions.

- Set up various cones close to the wicket making sure to use different colours.
- Every time a batter hits the ball they must run to the cone that represents how they feel after taking the shot. For example, they run to the orange cone because they are proud.
- Once the ball is back with the bowler, the batter (if they are comfortable) tells the group why they went to that cone. E.g. I felt proud because I hit a 6.
- You can also randomly ask the fielders how they feeling throughout play.

SPATIAL AWARENESS ACTIVITY

- Participants move around whilst bouncing/throwing and catching balls.
- Coach shouts STOP when someone bumps into another individual
- Ask participants how they communicate to avoid bumping into each other
- To make it harder, consider making the area smaller.

INTERACTIVE RECYCLING ACTIVITY

- Create zones using cones that represent reuse, reduce and recycle.
- Individuals must hit the recyclable goods into the right zone. E.g. if given a milk bottle, individuals have to hit into the recycle zone.
- If you do not have any recyclable goods, shout an item out.
- Players can be rewarded with an extra ball if they hit it towards the correct zone.

VAPING ACTIVITY

- Ask questions about vaping before the ball is being bowled
- Batter must answer by shot selection. For example, defence = true, whack it= false, unsure leave the ball.
- Some questions you could ask:
 1. Do you have to be 18 to buy a vape?
 2. Vaping was designed to help individuals quit smoking
 3. Vaping is good for your health

Cricket activities incorporating life skills examples

Here are some ideas you could use in your weekly sessions; these can be changed to fit in line with your workshop theme. All these examples are on the DO portal.

RAILWAY SAFETY CRICKET GAME

4 bat cricket on this occasion but, the format of cricket is not important. The following things must be included for the game to work:

- Have coned areas for batters to wait, this will be the platform.
- If batters' step off the platform before they are due to bat they must sit down for 5 minutes.
- 2x boxes 2x2m which are electricity boxes. If fielders enter the electricity box at any point they sit down for 5 minutes.
- 2 x level crossings created with stumps- fielders must use the level crossing to cross the boundary otherwise they sit down for 5 minutes.
- Boundary of cones which represents the live train tracks. If anyone sets on the boundary during the game, they must sit down for 5 mins.

incorporating cricket into a workshop:

Nutrition Traffic lights



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Delivering

This stage is important for delivering a fun and memorable workshop that promotes behaviour change and skill development. Here are some considerations you should be thinking about before and during your workshop delivery.



Before workshop

Inform parents about what their young person/s will be taking part in. It's important to keep them updated so they can help reinforce their learnings outside of your weekly hub sessions.



If you are addressing a sensitive issue it's especially important to make sure every young person is informed of the topic beforehand. Utilise icebreakers to increase comfort.



Ensure you have defined clear aims for the workshop which link to outcomes.



During workshop

Young person led, ask lots of questions avoid talking at them for long periods of time.



Vary the seriousness of the material - mixing up the activities that are fun/humorous with others that are serious helps keep young people focused while aiding learning.



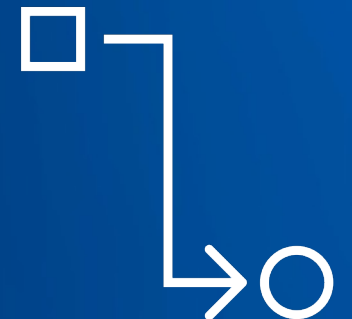
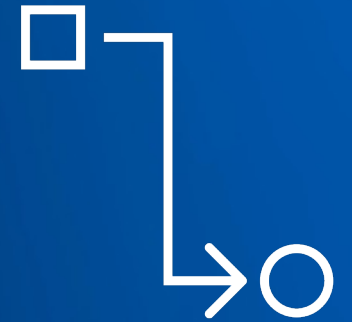
Be readily adaptable if something isn't working as well as originally thought/planned.



Capture - Monitoring & Evaluation of workshops

This section will provide guidance on how we measure the impact of workshops through standardised questions and how we record workshops on upshot.

- ✓ How to measure the impact of workshops
- ✓ Timeframe for asking questions & monitoring behaviour change
- ✓ M&E for Wicketz
- ✓ M&E for Super 1s
- ✓ How to ask the questions
- ✓ Interactive ways to ask your M&E questions
- ✓ How to record a workshop on upshot
- ✓ How to capture impact through timelines & surveys
- ✓ Where to find surveys on upshot



Upshot: How do we measure impact of workshops?

To measure, we will be using surveys and observations. Wicketz and Super 1s will follow a slightly different way of monitoring and evaluating which will be explained further on pages 23-26.

Reminder

If parents have not ticked consent to send surveys or emails, you must do it in person with them or send the questions to them via WhatsApp and you upload their answers.

Wicketz

On the day of delivery ask the two questions both before and after your workshop. Remember to record the answers at the session to make it easier to remember when completing the surveys on upshot.

For mid-term/ long term complete survey 6-24 weeks after workshop delivery, ask the same 2 questions to the same participants. The questions must be asked in person through upshot or sent via email through upshot for participants to complete before workshop delivery.

Super 1s

On the day of delivery there is 1 question to ask both before and after the workshop (if you feel this is suitable for the individuals you are working with).

These questions must be asked in person or sent via email through upshot for participants to complete before workshop delivery.

360 review survey

This survey is for mid/long term and involves parents, carers, schools or youth groups. It can be used for both programmes. This survey can be sent via email through Upshot to parents. For schools & youth groups you must choose not to send via email and do it with them directly with the teacher on the spot. Please select the option you think you are more likely to get a response from.

Observe behavioural change


Behavioural change is about altering habits and behaviours. Workshop delivery helps aid small changes to individuals; it can lead to enormous improvements to individuals' health and life prospects, as well as having positive impact on the environment and communities.


ALL programmes should be observing behaviour change; this should be monitored from the day of delivery right through to the foreseeable future. Any behaviour change or skill development you notice with an individual MUST be recorded as a 'increased awareness' or 'behaviour change' timeline - see page 28 for an example

Timeframe of when to ask questions

This is a potential timeframe that may assist in collecting data at a key points, however these can vary group by group. Select a timescale that works for your participants. All programmes will be following a 3 Phase process to track short, mid and long-term impact of workshops.

Phase 1 (Short Term) Standardised Questionnaires (Pre/ Post) Survey to be completed in person by participants	Phase 2 – (Mid-Long Term) 360 survey review – parents, schools etc Survey to be done in person by asking parents the questions or sent to them via upshot	Phase 3 (Long Term) Case Study (if applicable)
These impacts are around immediate change that usually occurs after workshops. These normally follow an increase in knowledge or understanding in key topics	This is around changing behaviours and influencing skills/ change to improve a person's prospects in life. This can relate to a change in habits, for example swapping sweets for fruit, being a leader rather than a bully, or consciously making a change to help others and improve themselves	This is where groups , or communities see a change, this could be being employed/ volunteering and actively participating within society or creating a group that helps others or themselves
The questions must be asked in person on the day of delivery	Select one follow up point 6-24 weeks after day of delivery	1 year on

Reminder: behavior change should be continually monitored and recorded on upshot as a timeline 

Top tip: when planning a workshop, add a date in your calendar to remind yourself to ask the phase two questions 

M&E for Wicketz – Phase 1



To monitor and evaluate your workshops, you will be required to follow a two-stage process which includes completing surveys via upshot and observing behaviour change.

Phase 1 focuses on short term impact by using participant surveys. This phase should be completed the day of delivery. Below are the numbers you are expected to ask the question too. Please, try your best to hit these targets. If you can get more, please do.

How many should you be asking the questions too?

Less than 5- 100% participants

6-10 - 70% of participants

10 or more- 50% of participants

The surveys will be stored on upshot for you to complete, and you will be provided with training videos by Vania to support you.

The questions you will be expected to ask before & after your workshop:

Pre-workshop

1. Rate your knowledge on this topic

Answers: I know a lot, I'm unsure, I know nothing

Example Q: "Do you know what mental health is?"

2. Is this topic important to you?

Answers: Yes, I don't know, No

Post-workshop

1. Has your knowledge on this topic improved?

Answers: Yes, I don't know, No.

2. Will you use what you learnt in your daily life? -

Answers: Yes, I don't know, No

M&E for Wicketz – Phase 2



Within this phase of the survey ask the same question(s). This time, only **3** participants need to answer. You must make sure they are from the same set of participants that you asked phase 1 questions to.

If more appropriate you can complete the 360 survey with parents/carers. This must be sent to parents via email for them to fill in or if easier, you can get them to complete the survey in person by asking them the questions and you filling the survey in.

The questions to ask participants:

You must select one follow up point between 6-24 weeks to ask the questions below.

1. Has your knowledge improved/ are you more confident talking about this topic?

Answers: Yes, unsure, no.

2. Have you used this knowledge/ skill in your daily life?

Answer: yes, unsure, no

Q2 follow up; If you have, how have you used it?

360 Review Questions

1. Have they used this knowledge/skill in their daily life?

Follow up Q: if so, how have they used this knowledge/skill?

Reminder: Behavioural change must continue to be monitored throughout and recorded as individual timelines under the category 'behaviour change'.

Top tips:

- Use a cross-section of participants when monitoring different workshops, try not to use the same participants to complete the survey
- Recording your answers as soon as you've completed the survey will help make your life easier when completing the survey later.



M&E for Super 1s – Phase 1

To monitor and evaluate your workshops, you will be required to follow a two-stage process which includes completing surveys via upshot and observing behaviour change.

Phase 1 focuses on **short term impact** by using **participant surveys** or **monitoring behaviour** change. It is up to you to decide which method you use, choose the one that is most suitable for your participants. This phase must be completed on the day of delivery.

Below are the numbers you are expected to ask the question too. Please, try your best to hit these targets. If you can get more, even better!

How many participants should you be asking the questions to?

Less than 5: 100% participants
6-10: 70% of participants
10 or more: 50% of participants

The surveys will be stored on upshot for you to complete, and you will be provided with training videos by Vania to support you.

The questions you will be expected to ask before & after your workshop:

Pre workshop

Rate your knowledge on this topic?

Answers: *I know a lot, I am unsure, I know nothing*

Example question to ask participants: " Do you know how to cross the road safely?"

Post workshop

Do you know more about this topic?

Answers: *Yes, I am unsure, no*

Behaviour change

If surveys are not suitable for your participants, you must observe, and monitor behaviour change throughout the workshop. We are aware this may not happen instantly or at all so please only use when applicable.

Example: if an individual never communicates at a hub session but after a communication workshop they said someone's name, that would be recorded as a timeline event on that individual account. This shows a short-term impact through a small behaviour change.


M&E for Super 1s – Phase 2

Phase 2 is for mid/long-term impact. This will focus on a 360 review and will be completed by parents/carers/school teachers (whoever you think is best fit to ask the questions).

You should aim to have 3 surveys completed by the same set of parents/carers/teachers of the participants that you asked phase 1 questions to.

If you did not ask the questions to the participants in phase 1 as it wasn't suitable, you can still send the survey to parents to help track the impact of your workshop. This must be sent to parents via upshot for them to fill in or if easier, you can get them to complete the survey in person by asking them the questions and you completing the survey on upshot.

Reminder: Behavioural change must continue to be monitored throughout and recorded as individual timelines under the category 'behaviour change'.



The 360 questions must be done by parents/carers

Please, select one follow up point to be asked 6-24 weeks after day of delivery.


1. Have they used this knowledge/skill in their daily life?
Follow up - if so, how have they used this knowledge/skill?

2. Are there any workshop topics/ skills you believe would benefit your child/ individual?

Top tips:

- Informing parents, caregivers, guardians, or schools before you deliver a workshop will help encourage their child/children outside of your cricket activity to support behaviour change and/or skill development.

- Use a cross-section of participants when monitoring different workshops, try not to use the same participants to complete the survey.



Different ways to ask the questions

1. Rate your knowledge on this topic

Have you heard about the traffic light system on food packaging?

Do you know how to cross the road safely?

Have you heard of Mental Health?

Do you know how much sugar you can have a day?

The responses could look something like this:

I know a lot

I'm unsure

I know nothing at all

2. Has your knowledge improved/ do you know more about this topic?

Do you have a better understanding of mental health?

Are you more confident when it comes to knowing the risks associated with water/beaches?

Do you have a better understanding of why staying hydrated is important?

Yes

I'm unsure

No

3. Will you use what you learnt in your daily life? (Wicketz only)

Will knowing about mental health change any habits?

Will the topic of inclusion make you do things differently in the future?

Will you change the things you do now after learning about the traffic light system on food?

Yes

I'm unsure

No

Fun, interactive ways to ask the questions to participants

Although you have to fill in the survey via upshot with for the participants you have randomly selected, consider asking the questions in an interactive way to keep everyone engaged. You can then record their answers and fill the survey on upshot after the session has taken place.

- Hold up a coloured cone that represents the response. E.g. hold up an orange cone for 'I don't know'.
- Run, hop, walk, skip or any movement you choose to a zone. E.g. participants stand in the middle, once question has been asked, they could run to a coloured zone depending on their answer.
- Use thumbs up, thumbs down, thumbs in the middle. Thumbs up represents yes, thumbs in the middle represents unsure and thumbs down represents I don't know.
- Get them to shut their eyes and put hands up, hands down or hands in middle
- Point or hold up flash cricket card to show their answer to the question

Video shows an active example done by a Development Officer in Plymouth->

Top Tips

- ✓ Before asking the questions, make it very clear it is their own decisions and there is no right or wrong answer.
- ✓ Write down responses after each to questions to make it easier for you to record on upshot when uploading your workshop data.

Interactive way to monitor and
evaluate impact



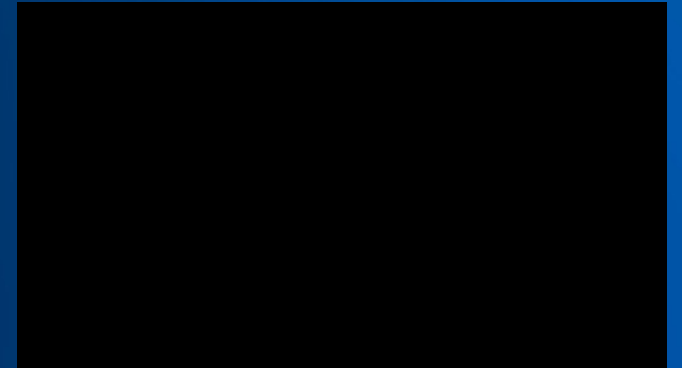
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Upshot: How to upload a workshop

Workshops are uploaded to upshot as a session with a register of attendance recorded. There are 7 types of workshops you can select between on upshot;

- ✓ Workshop - Mental Health
- ✓ Workshop - Physical Health
- ✓ Workshop - Community
- ✓ Workshop – Anti-social Behaviour and Crime
- ✓ Workshop - Equality and Diversity
- ✓ Workshop - Employability
- ✓ Workshop - Personal Development

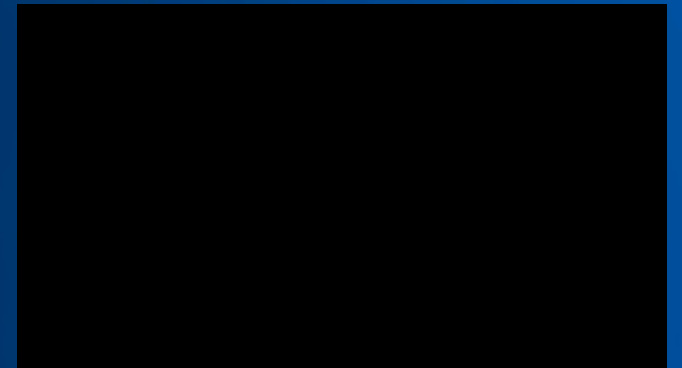
How to use the new Workshop activities →



Within the registers you SHOULD include at least one timeline event (the action) to assist in demonstrating perceived or potential change.

All workshops will have 'an increased awareness of' timeline on upshot at the point of delivery. The timeline event you add highlights that the workshop (action) may lead to a positive behaviour change (outcome). There are sub-themes within the 'increased awareness' categories that relate to the specific workshops. If you observe a behaviour change, you must go onto the individual who has shown change and select the 'behaviour change' timeline. This category will have sub-themes that relate to the workshops you have delivered.

How to add a timeline event from the point of delivery →



Upshot: Uploading a healthy eating workshop example

Activity

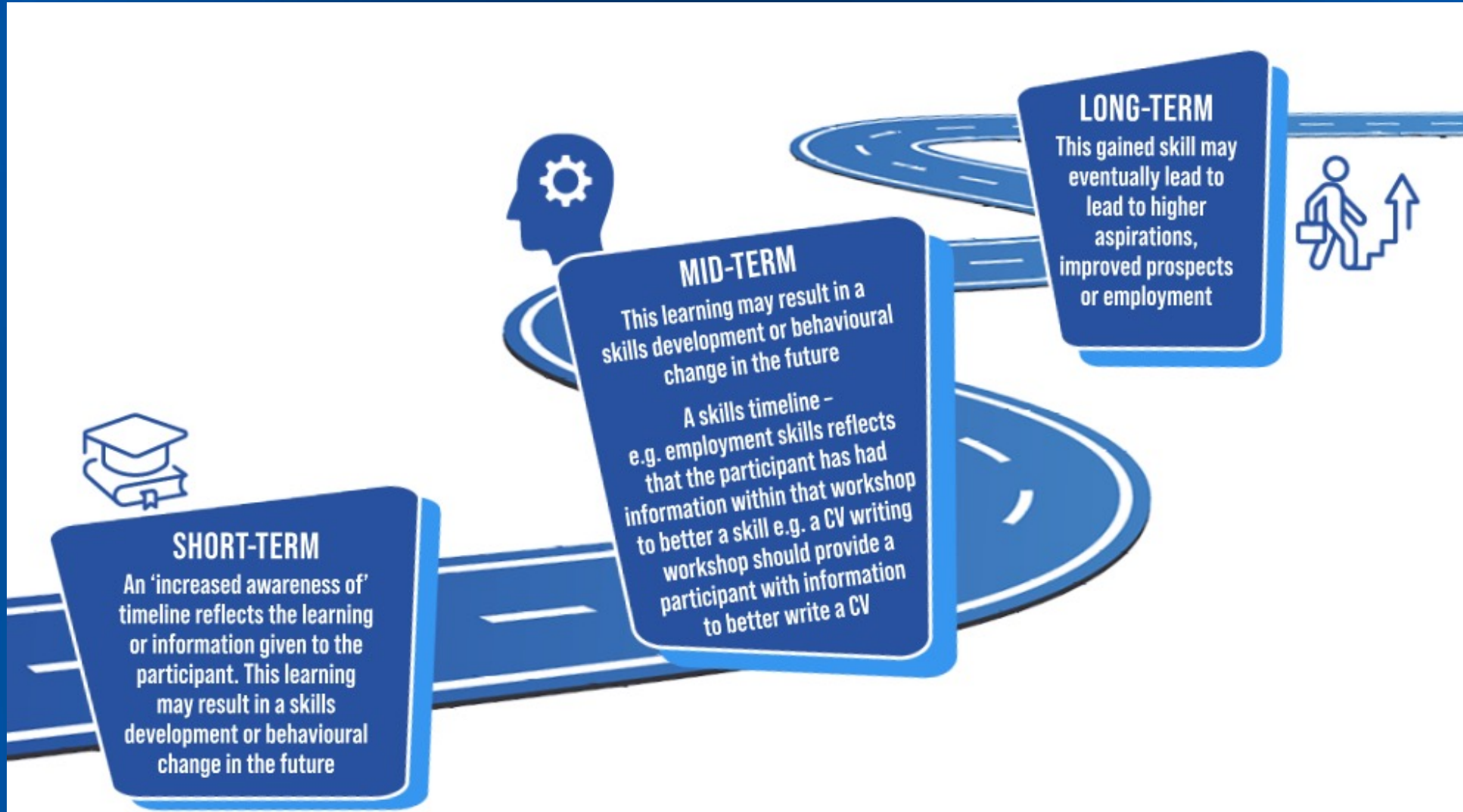
- Upload the activity (the workshop). Workshops are uploaded as registers within the relevant categories. E.g. physical health
- All workshops must include a title. Eg healthy eating-sugar smart
- Use the notes function to include more detail about the aim of the workshop and how it was delivered.

Intervention

What was the intervention?

For a healthy eating workshop participants should have an increased awareness of the benefits of healthy nutrition and diet. This may lead to positive behavioural change in the coming weeks or months.

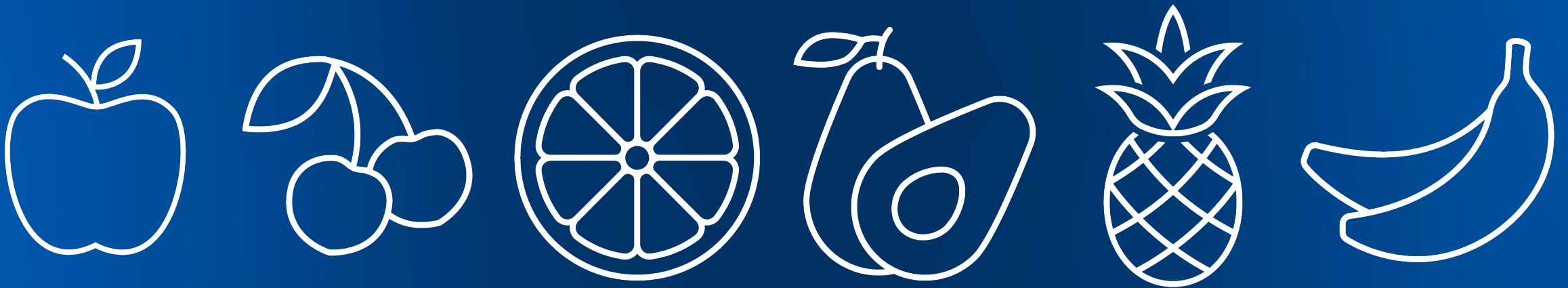
Example workshop timeline



Upshot: Recording longer term impact through timelines

Healthy eating example:

After delivering a healthy eating workshop, you observe a positive behavioural change in Scarlett in the following weeks. You have observed Scarlett now brings a water bottle to the session instead of a fizzy drink. This change is a desired impact of the healthy eating workshop and will be recorded as a behaviour change timeline under 'Physical Health- Nutrition' - this will mark a change in that individual



Upshot: Recording impact through surveys

Surveys – these will be stored on upshot – see next page

Short term

As mentioned previously, you can ask the questions in interactive ways during your session, but you must follow it up by filling in the survey via upshot.

- If 10 individuals completed the survey at the start of the workshop, the same 10 have to complete at the end of the workshop.

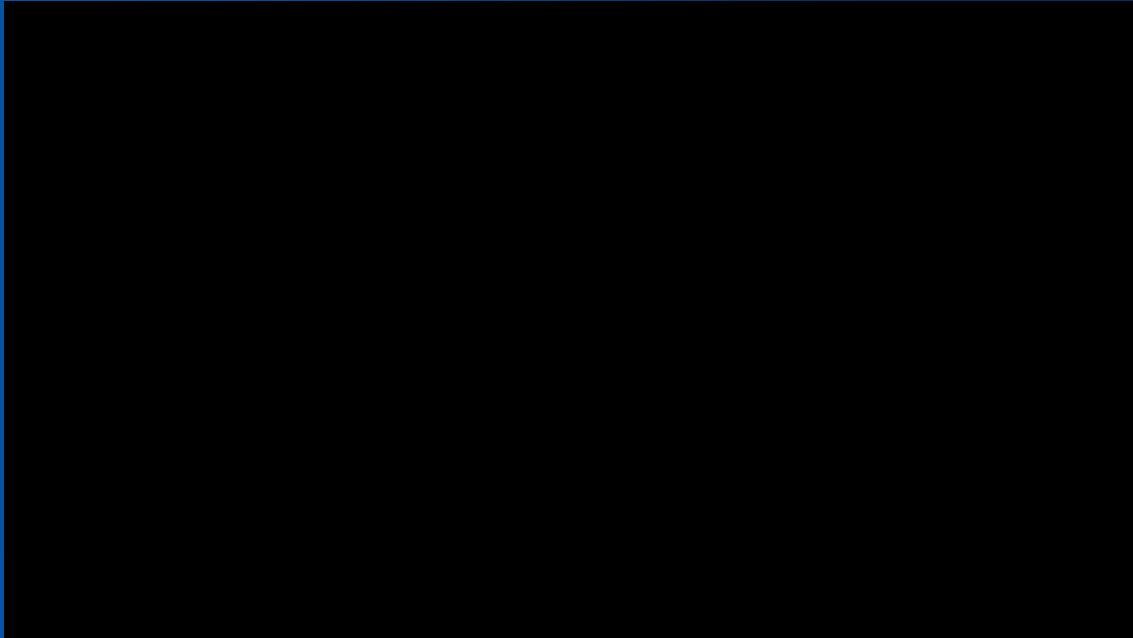
Mid/long term

6-24 weeks after your first workshop delivery, the number of participants you ask depends on how many attends the workshop- see page 23 - 26 or your M&E help sheets.

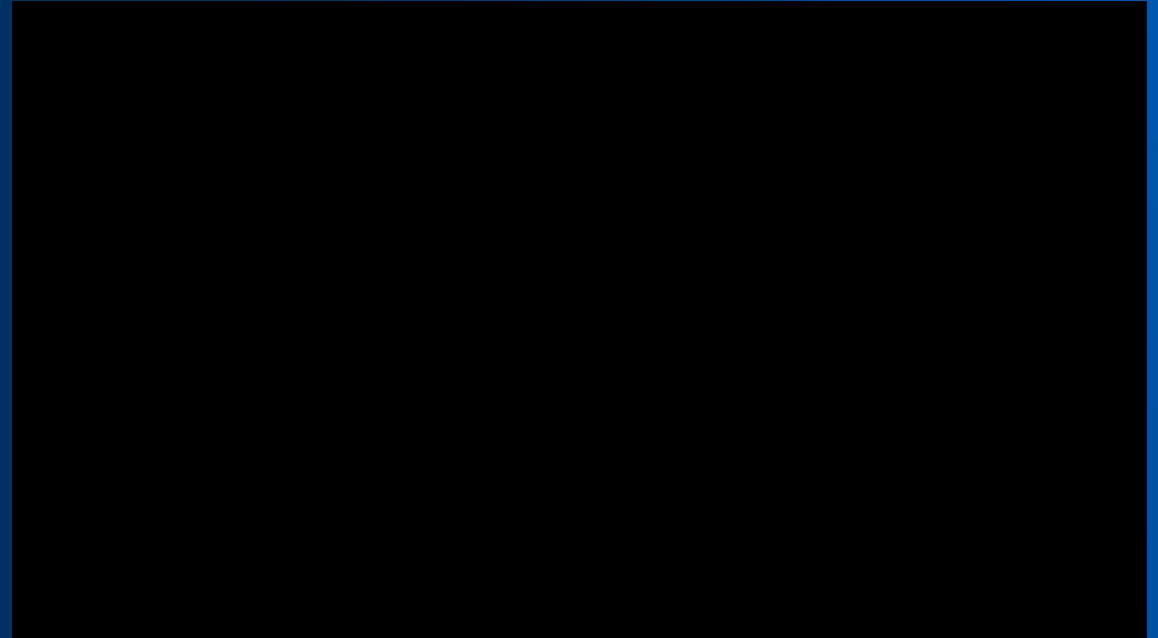
You must select 2 or 3 of the same individuals previously asked to see if any change has occurred. For the 360 review survey, you must also ask 2 or 3 parents/carers of the same individuals you asked the short-term questions to.

Upshot: Where to find participant surveys and how to complete them

Participant survey (phase 1&2 for Wicketz, phase 1 for Super 1s)

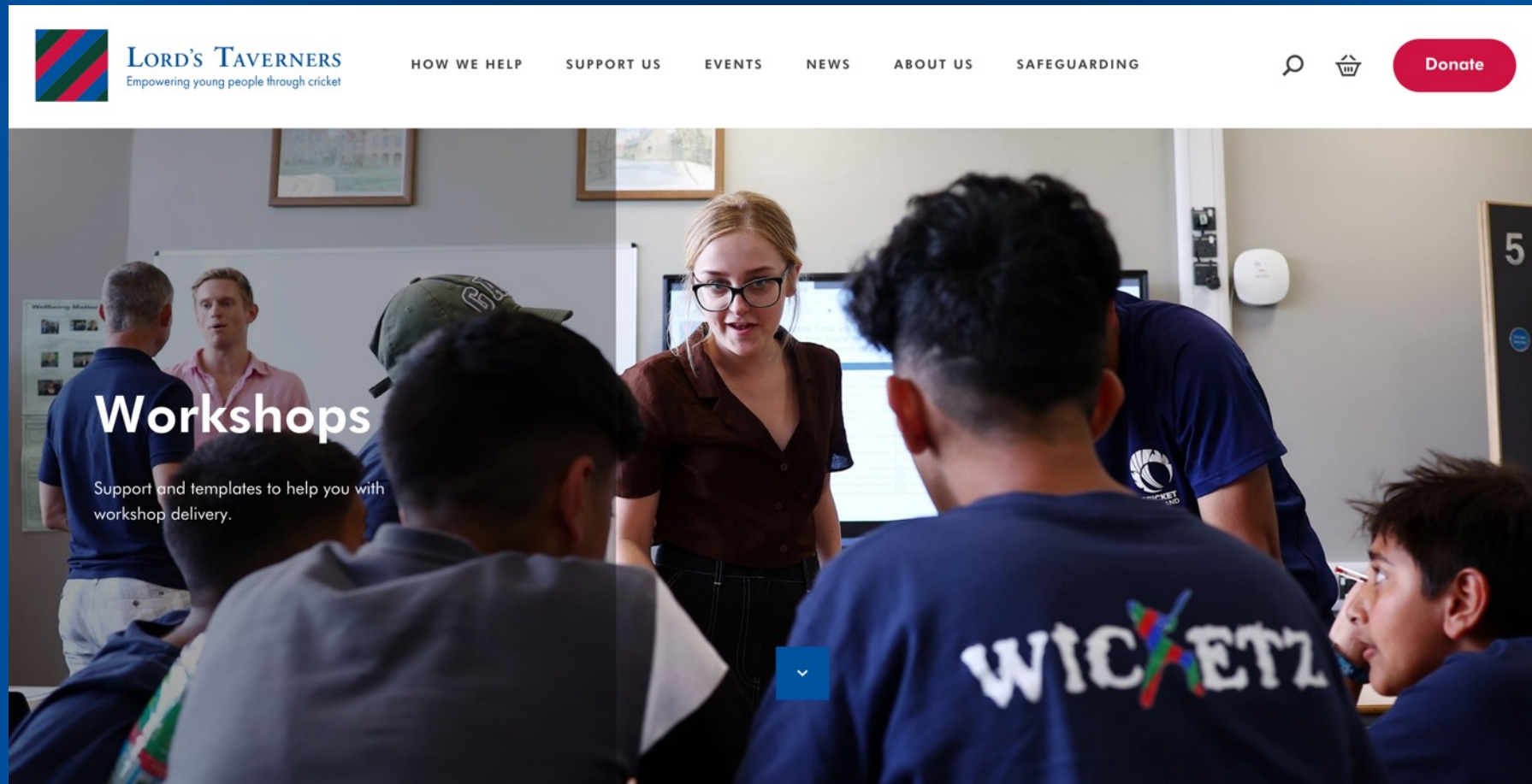


360 review survey -phase 2 for Super 1s and Wicketz (if more suitable)



If you require more information, please go to the DO portal under the 'workshop guide' section where you will find a detailed video explaining this.

Where to find resources and templates for your workshops



[Lord's Taverners - Workshops \(lordstaverners.org\)](http://lordstaverners.org)