Informal participation evaluation frame: What works for informal sport?

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Participants progressively answer all or a selection of the following questions (use student voice). Their responses are then rated on a 4-point scale considering importance to ongoing participation. Individual accounts are collectively shared and combined. Positive and negative items that score above 2.5 are prioritized in forming the basis for the evaluation tool to be used in the next unit of work.

ENVIRONMENTAL CONSIDERATIONS

Activity: _____

Std. Name: _____   Date:_____

Under the heading, describe up to three things and their impact your participation in activity.	How much did this impact your ongoing participation? 1 Strong -ve — 4 Strong +ve			
Access:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
Suitability of Space/Equipment:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
Safety:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
Adaptability of space to provide different challenges:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
How it feels to be in this space:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
Sustainability/looking after the space:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀
Other community spaces:				
1:	😟	🙁	🙂	😀
2:	😟	🙁	🙂	😀
3:	😟	🙁	🙂	😀

ACTIVITY CONSIDERATIONS

Activity: _____

Std Name: _____   Date: _____

Under the heading, describe up to three things and their impact your participation in activity.

How much did this impact your ongoing participation?

	1 Strong -ve			4 Strong +ve

Planning Considerations:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Resources:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Skills, strategies and understandings:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Activity time:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Adaptability of rules/play to provide just right challenge:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Features of Competition:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Evaluation/Monitoring:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

Information:

1: .... ☹️ 🙁 🙂 😀

2: .... ☹️ 🙁 🙂 😀

3: .... ☹️ 🙁 🙂 😀

PERSONAL AND SOCIAL CONSIDERATIONS

Activity: _____

Std Name: _____ Date: _____

Under the heading, describe up to three things and their impact your participation in activity.

How much did this impact your ongoing participation?

1 → 4
Strong -ve   Strong +ve

Exciting or Boring (feelings):

1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Too easy, too hard or just right (feelings):

1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Setting Goals (group/individual):
1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Reasons for Success & Failures:
1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Company of others and shared experiences:
1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Teamwork and communication between people:
1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Inclusive/Exclusive behaviour:
1: .... ☹ 🙁 🙂 😃

2: .... ☹ 🙁 🙂 😃

3: .... ☹ 🙁 🙂 😃

Note: this frame can also be used as a form of assessment. Students complete initially using a blue pen. As they expand their understandings and gain insights from experience over time, they add to their list using different color pen (even extending beyond four items). This serves as a record of increasing knowledge, depth and understanding. By comparing their reflections with class reflections students can gain an appreciation for how others feel about participating in movement and what priorities are important for their ongoing participation. This will likely vary from class to class.

Reference: O'Connor, J. & Penney, D. (2019). *What works for informal physical activity and sport? An audit tool for students and teachers*. Online resource. Figshare.