

KEY+ IN EDUCATION

MEASURING IMPACT



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USEFUL IMPACT TOOLS

These slides introduce a range of practical impact tools designed to help facilitators capture meaningful change and measure the growth, progress, and outcomes achieved throughout KEY+ sessions.

1. Rating Friendships
2. Rating Confidence
3. Check In & Out of Sessions
4. Traffic Light System
5. Capture Impact (after every session)

RATING FRIENDSHIPS

RATE FRIENDSHIPS & CONFIDENCE

Help young people reflect on their friendships and confidence levels across the KEY+ Challenge.

Guidance

Ask young people to rate their friendships and confidence at the beginning of KEY+. Encourage them to think about whether they have a group of friends and the quality of those friendships.

Encourage them to think about what they feel confident doing:

- On their own
- With a friend
- In a small grup
- In a class
- In a whole year

What a Healthy Friendship Looks Like

- Friends can be different people at different times
- They listen, notice things about you, and show interest
- They do things for you willingly, without expecting anything back
- You can have fun and laugh together
- You enjoy spending time with them because they make you feel good about yourself
- They don’t pressure you to do things you don’t want to do; they respect your choices
- They value your opinion and understand when you feel sad

THE FRIENDSHIP QUALITIES SCALE

The Friendship Quality Scale helps young people think about what makes a friendship healthy by breaking it down into simple areas they can recognise and talk about.

The Friendship Quality Scale - Areas

1. **Companionship:** Enjoying spending time together and taking part in activities you both like.
2. **Conflict:** How disagreements are handled and whether friends can sort things out respectfully.
3. **Closeness:** The emotional connection between friends, including trust, comfort, and being able to share feelings.
4. **Support:** Being there for each other, offering help and kindness during difficult moments.
5. **Security:** Feeling safe in the friendship, knowing you can rely on each other and be yourself.

RATING FRIENDSHIP

Here is how to help young people rate each part of their friendships so they can reflect on what's working well and what could be improved.

Young people can complete this quiz at the start of the challenge and repeat it at the end, allowing you to compare their scores and see how their friendships have developed over time.

The Friendship Quality Scale - Ratings

- **Companionship:** You enjoy spending time together doing the same things
- **Conflict:** You rarely fall out, but if you do, you settle disagreements quickly
- **Closeness:** You tell each other everything and have a strong intimate bond.
- **Support:** You're always there to help and support each other, no matter what.
- **Security:** You ALWAYS trust each other 100%, feel safe and can rely on each other to have their back.



Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

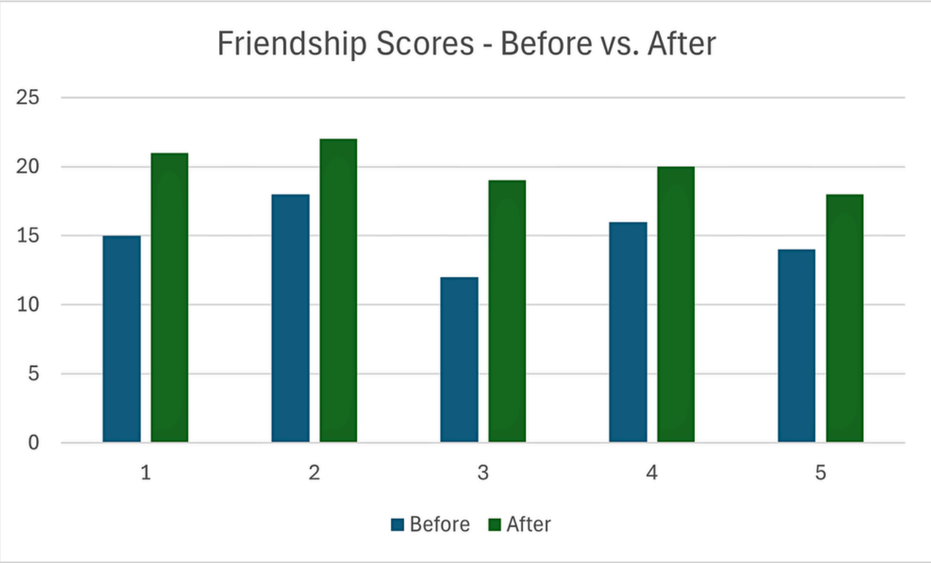
EXAMPLE FRIENDSHIP SCORES

Using the data:

1. Take all the Before scores for each individual young person and sum them.
2. Take all the After scores for each individual young person and sum them.
3. Use a bar chart (side-by-side bar chart) to give a quick visual snapshot of progress.

This method of analysing the data is the best option because it gives insight into overall friendship growth without overwhelming detail.

Example Graph with data from 5 Young People- Before and After:



	Before	After
1	15	21
2	18	22
3	12	19
4	16	20
5	14	18

**You can use the names of the young people, or make the data anonymous by numbering them*

RATING CONFIDENCE

2

RATING CONFIDENCE

Confidence is a key part of personal and social development. Here's why measuring it is important:

Measuring confidence helps facilitators understand how young people feel about themselves and their abilities. It also allows you to track growth over the course of the KEY+ Challenge and identify areas where support might be needed.

Confidence Ratings

1 = Very low/poor confidence
2 = Low confidence
3 = Average confidence
4 = High/good confidence
5 = Very high/excellent confidence

Collect scores at the start and the end of the KEY+ Challenge and compare before and after scores to see changes in confidence.

2

CONFIDENCE SCALES

Thinking about these situations, rate your confidence on a scale of 1-5, where 1 is very low and 5 is very high.

Situations

Talking to someone I don’t know on the phone	
Talking to someone in a position of power and authority	
Doing a presentation in front of 2-3 people I don’t know	
Going somewhere I’ve never been before	
Doing something I’ve never done before	

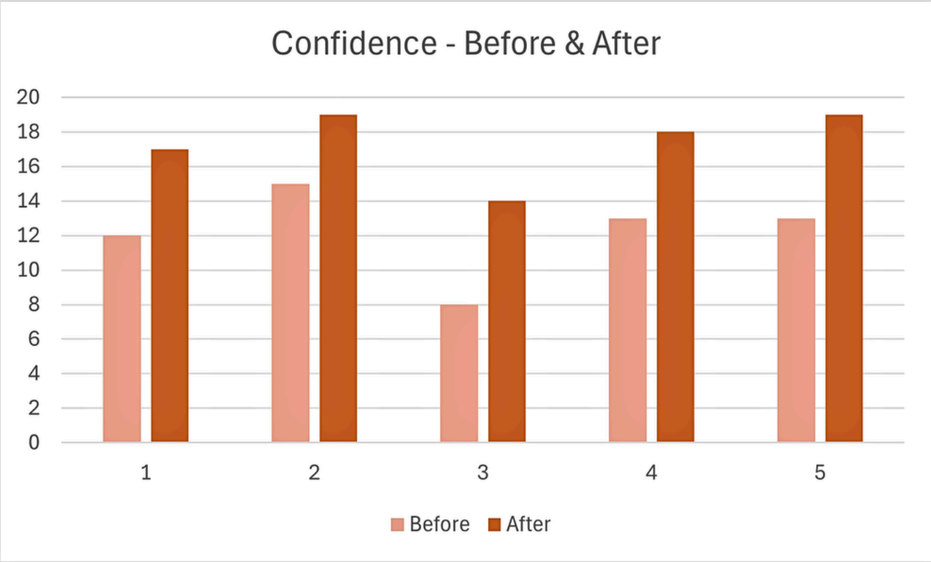
EXAMPLE CONFIDENCE SCORES

Using the data:

1. Take all the Before scores for each individual young person and sum them.
2. Take all the After scores for each individual young person and sum them.
3. Use a bar chart (side-by-side bar chart) to give a quick visual snapshot of progress.

This method of analysing the data is the best option because it a general overview into confidence growth over the course of the project.

Example Graph with data from 5 Young People- Before and After:



	Before	After
1	12	17
2	15	19
3	8	14
4	13	18
5	13	19

**You can use the names of the young people, or make the data anonymous by numbering them*

CHECK IN/ OUT

CHECK IN AND CHECK OUT - NUMBERS

The purpose of checking in and checking out is to help young people reflect on how they are feeling at the start and end of each session, notice any changes, and consider what influences their mood and how they might improve it.

The check in/out tool is also useful to support facilitators to be mindful in how to deliver a session.

Check-In (Start of Every Session)

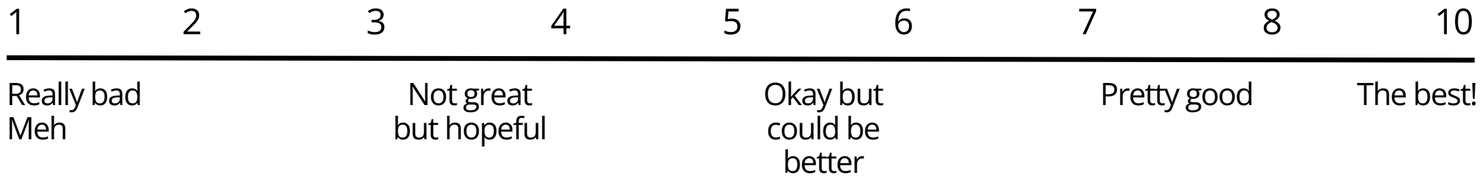
- Ask young people to rate how they are feeling in that moment on a number scale 1-10 (1 = worst ever, 10 = best ever)
- Encourage the young people to think about why they feel that way.

Check-Out (End of Every Session)

- Repeat the rating at the end of the session.

Encourage reflection:

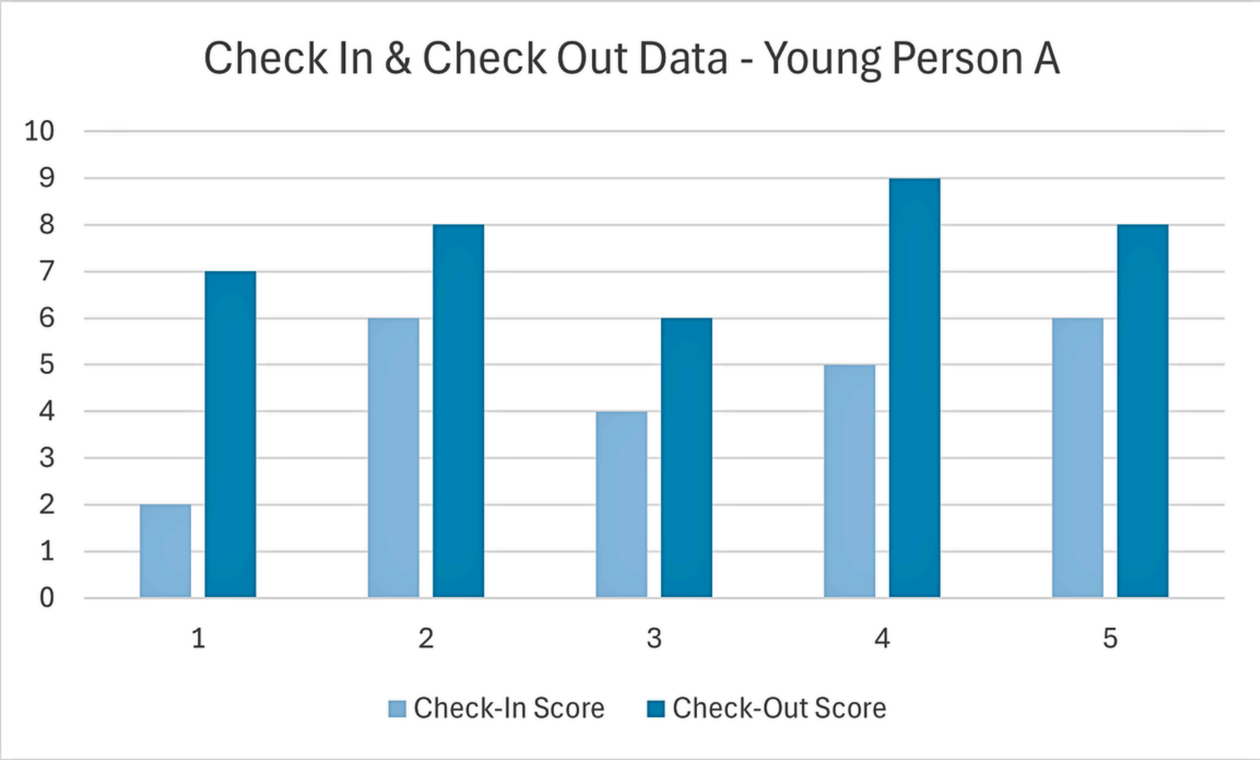
- Has the score increased, decreased, or stayed the same?
- Why do they feel this way?
- If the score is still low, what could they do to increase it?



EXAMPLE CHECK IN/OUT SCORES

Using the data: This graph will show that, for example, some sessions may start lower and end higher, showing growth and impact of the specific session activities.

Example Graph with data from one young person:



	Check-In Score	Check-Out Score
1	2	7
2	6	8
3	4	6
4	5	9
5	6	8

**You can use the names of the young people, or make the data anonymous by numbering them but it is important this information is kept personal and private to the facilitator and the young person - it must not be shared.*

3

CHECK IN AND CHECK OUT - EMOJIS

Some young people find pictures and descriptions easier to process. You can use the same methods from the number check-in/out but with emojis instead!

Check In	I've not had a good day at school and don't want to be here	I've not had a good day at school but I'm ready to be here	I'm nervous about being here	I'm feeling nervous but I am happy to be here	I'm happy to be here	I'm excited to be here
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						
Session 6						
Session 7						



Check Out	I've not enjoyed the session at all	I've found the session challenging	I've found parts of the session challenging but I am looking forward to next week	I have enjoyed most of the session	I have enjoyed all of the session	I've enjoyed all of the session and I've learnt something new about myself
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						
Session 6						
Session 7						

TRAFFIC LIGHT SYSTEM



4

TRAFFIC LIGHT SYSTEM

The Traffic Light System is a visual tool to track young people's progress and identify areas where support is needed.

Benefits:

- Updating the Excel sheet regularly allows facilitators to quickly see patterns and highlight areas of improvement.
- This system supports facilitators in planning interventions, allocating resources, and celebrating achievements.
- By using traffic light coding, facilitators can provide targeted support to each young person according to their individual needs.

How to Use:

Facilitators can use an Excel sheet to list young people's names alongside their learning targets or goals.

Each target is assigned a colour based on progress:

- Red = The young person is struggling and requires focused support
- Amber = The young person is making progress but still needs guidance.
- Green = The young person has achieved the target!

TRAFFIC LIGHT - SUGGESTED TARGETS

	YP 1		YP 2		YP 3	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
Engages positively in a small group						
Understands the KEY+ progress						
Understands that others may have different views						
Researches activities and costs effectively						
Participates in planning with others (the pitch)						
Gets involved during presentations (pitch to panel)						
Answers questions from unfamiliar adults (panel members)						
Takes on a responsibility (during the activity)						
Reflects on group dynamics						
Reflects on personal development and impact						

TRAFFIC LIGHT EXAMPLE

	YP 1		YP 2		YP 3	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
Engages positively in a small group						
Understands the KEY+ progress						
Understands that others may have different views						
Researches activities and costs effectively						
Participates in planning with others (the pitch)						
Gets involved during presentations (pitch to panel)						
Answers questions from unfamiliar adults (panel members)						
Takes on a responsibility (during the activity)						
Reflects on group dynamics						
Reflects on personal development and impact						

CAPTURING IMPACT

5

CAPTURING IMPACT

The method of capturing impact at the end of every session by reflecting on skills, is effective because it captures both self-reported skill usage and observable improvement, helping facilitators identify which skills are developing most strongly and where support may be needed.

Step-by-Step Instructions:

1. Create a table showing each skill and the number of young people who reported using it.
2. At the end of each session, ask participants which skills they feel they used.
3. Get the young people to write down whether they identified with each skill (Y/N).
4. Analyse the the table to see which skills are used most often.
5. Check if the skills most frequently used are also the ones that have improved the most over time.

CAPTURING IMPACT - TRACKING KEY SKILLS

	 **Sharing reactions** I explain how an idea makes me feel when appropriate	 **Finding information** I find information to complete a task	 **Thinking ahead** I think about routes to achieve a goal	 **Sharing imagination** I share what I imagine with someone
When and how have you used this skill?				
What do you find challenging about this skill?				
Have you improved this skill? How?				
When might you use this skill in the future?				



KEY CONTACTS

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