Activity Report Form

Phase:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Location</th>
<th>Attendance Breakdown:</th>
<th>Total Number of People Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
</tbody>
</table>

Main Activity Topic(s)/ Take Home Idea: ........................................................................................................................................................................

Facilitator Name(s): .................................................................................................................................................................................................

Type of facilitator (circle): CA  CAG member  Religious leader  Drama group  Prayer group leader
Staff  Other_____________________

Ranking Scale: 1 = poor quality, 2 = some concerns about quality, 3 = satisfactory, reasonable activity quality and skill competence; 4 = very good, above average skills and quality of activity; 5 = excellent, exceeds expectations

1. Activity Analysis
   a. Quality of mobilization Rank……………..
   b. Relevance to phase Rank……………..
   c. Level of interest/participation Rank……………..
      Men (when applicable) Rank……………..
      Women (when applicable) Rank……………..
   d. General response to ideas Rank……………..
   e. Dynamic/ exciting activity Rank……………..

2. Facilitator Skills
   a. Effort demonstrated Rank……………..
   b. Content mastery Rank……………..
   c. Probing/ Creating positive environment Rank……………..
   d. Positive feedback/respect to group Rank……………..
   e. Involve all Rank……………..
   f. Confidence Rank……………..
   g. Can focus discussion Rank……………..
   h. Summary Rank……………..

Successes/ Challenges:

Community comments: (1-3 comments maximum)

Feedback to activist by _________________________ On:____________________________

Great job on: For next time try:

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•
•
•
Community Activity Report Form Ranking Guide

Ranking: 1 = very serious concerns about quality of activity; 2 = weak activity, have concerns with skills / activity quality; 3 = satisfactory, reasonable activity quality and skill competence; 4 = very good, above average skills and quality of activity; 5 = excellent, exceeds expectations

Activity Analysis

a. Quality of mobilization
   • Is the number and type of faith Community Members (CMs) in attendance reasonable for the activity? (e.g. not only children, same sex as appropriate, enough participants to make activity meaningful, etc)
   • Does the location fit with desired group? (e.g. finding men where men are, dramas in large open spaces, etc.)
   • Is the method of mobilization effective? (e.g., based on building relationships & helping people see the benefits, not promising things or threatening / ordering them to come, etc)

b. Relevance to phase
   • Does the activity topic and conversation stay within the current SASA! Faith phase objectives?
   • Were phase appropriate suggestions given for how to get involved in SASA! Faith (e.g. in Awareness phase, they can talk with others / start the conversation, share materials, etc.)

c. Level of Interest and Participation
   • Is the activity holding the attention of CMs?
   • Are CMs participating actively (e.g., asking questions, making comments, sharing ideas)?
   • If the activity seeks to engage men primarily or women primarily, does that group feel free to speak? Is conversation showing benefits to them for contributing?
   • Do any CMs want to take action about this problem? (Note: in awareness - talking with others, mobilizing others to come, taking and hanging materials, etc.)

d. General response to ideas
   • Are CMs open to the ideas? (e.g. without intense resistance or anger)
   • Are CMs able to identify with issues discussed? (e.g., the topics are raised with informal language, use of familiar situations, grounded in local realities, etc)

e. Dynamic/ Exciting activity
   • Is there energy and liveliness to the activity? Does it look/ sound exciting?
   • Would you want to be a part of this activity if you weren’t working and were in your community?

Facilitator Skills

a. Effort demonstrated
   • Does the CA demonstrate effort to quality mobilization and facilitation?
   • Is s/he trying to learn and grow from feedback given?

b. Content mastery
   • Is the facilitator knowledgeable about activity topic and able to clear up misconceptions?
   • Does the facilitator effectively and accurately respond to questions from participants?

c. Probing/ Creating positive environment
   • Does the facilitator ask questions which cannot be answered with 'yes' or 'no'?
   • Does the facilitator use CMs comments to generate more discussion among the group, and throw strategic questions back to the group for further debate?
   • Does the facilitator generate dialogue and ask thought provoking questions, rather than giving simple messages or avoiding controversy?
   • Does facilitation seem memorized / given lecture style or spontaneous and relevant to participants?

d. Positive feedback & respect to CMs
   • Does the facilitator appreciate and encourage the group when people give opinions/ ask questions? (“Good question!” “Many people think this way, yet we know . . .”)
   • Does the facilitator speak as equals to the CMs?
   • Does the facilitator use accessible language?

e. Involving all
   • Does the facilitator notice if certain CMs are not engaged and attempt to involve them (without singling anyone out or embarrassing them)?
   • Does the facilitator notice if one/ a few participants dominate and try to change that?

f. Confidence
   • Does the facilitator seem confident in their knowledge and skills?
   • Does the facilitator seem comfortable in front of groups?

g. Can focus discussion
   • Does the facilitator’s information and questioning revolve around the selected topic?
   • Does the facilitator bring the group back to the topic if they get off topic?

h. Summary
   • Does the facilitator accurately sum up discussions to end the session? (e.g. avoid putting words in participants’ mouths, and give relevant information to clear up misconceptions or victim blame)
   • Does facilitator end with a clear take home idea?
   • Does the facilitator tell the group that there will be more activities done and make suggestions for how they can get involved in SASA! Faith?