

## Hot air balloon

**Aim:** To gather information about things that affect projects using the image of a hot-air balloon.

### You will need

- A drawing of the hot air balloon on a flipchart for each group of 4 to 6 young people. Include the basket, the ropes, the sign, etc. Make it big enough to stick post-its on.
- Copies of the instruction sheet for the group; this will help them remember what the different parts of the balloon represent.
- Pens and post-its
- 20 minutes, 5 minutes to introduce and 15 minutes working on their ideas.

### What to do

- 1 Tell the group that the balloon represents their project.
- 2 They should then think about issues around their project.
- 3 Different parts of the balloon represent different things, see key.
- 4 You'll need to tell the group what the different places represent, hand out the keys so that they can refer to these when they're working together.
- 5 This activity works best with groups of 4-6 young people, so have two groups working on their own balloons if you have a large group.
- 6 Give each group a flipchart with a balloon drawing on it – or they can draw their own.
- 7 Once you've briefed the group they will need to come up with statements and ideas, they can write these on post-it's and stick them onto the balloon.

### Afterwards

Get the groups to share information on their hot air balloons. You could use 'hot air balloons' from different groups or projects to make comparisons or draw conclusions.

Source: Participation Spice it up! Cardiff: Save the Children Fund, Dynamix Ltd (2002)

## Key

**Who is on board?** - In the basket or on the people. Write the names of people or organisations who are on board, e.g. young people, workers, etc. Is anyone missing?

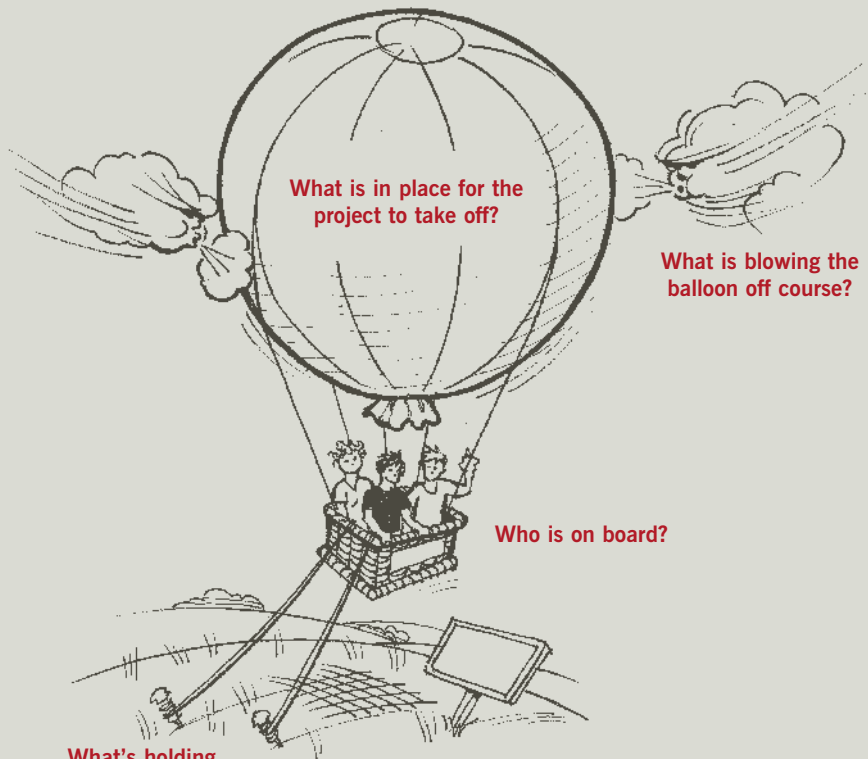
**What is in place for the project to take off?** - On the balloon. Write down anything that needs to be there for the project to fly; e.g. money, support, training, etc.

**What's holding the project back?** - Write on the tethering ropes. Write down the things you think are stopping the project from taking off; e.g. lack of funding, participation, people, disagreements, etc.

**What really makes it fly?** - Above the balloon. Write what is helping your project to really take off.

**What is blowing the balloon off course?** - Either side of the balloon. Representing winds that could buffet the balloon, where could there be problems once the project has started that are hindering the project and blowing it off course.

What really makes it fly?



What is in place for the project to take off?

What is blowing the balloon off course?

Who is on board?

What's holding the project back?

Source; Participation Spice it Up! Cardiff; Save the Children Fund, Dynamix Ltd (2002) adapted for evaluation by Jennie Fleming, De Montfort University