

Standard Pig Exercise

For evaluation capacity building

The standard pig exercise has been used to teach the concept of standard work in Continuous Improvement.¹ PHO health promotion consultant Allison Meserve adapted this exercise to use at a workshop on September 19, 2016 to managers at Chatham Kent Public Health. This exercise can be used to illustrate the benefits of having a written program description or logic model that all stakeholders agree upon at the outset of an evaluation. This is a facilitation guide for others interested in using this exercise for evaluation capacity building.

LEARNING OBJECTIVES

Following the exercise, participants will be able to discuss the benefits of using a written program description or logic model at the outset of evaluation.

NOTES FOR FACILITATORS

Time for exercise: 20-30 minutes, depending on the depth of the conversation

Materials needed:

- Instruction sheets
- Standard pig exercise grid
- Markers/pens for all participants
- Additional raft supplies for decoration (if desired)

FACILITATION INSTRUCTIONS

1. Provide each participant with one of the standard pig exercise grid and at least one marker/pen
2. Introduce the exercise by introducing the concept of standard work.¹ Explain that this exercise will introduce this concept more fully.
3. Pass out Instruction sheet 1 or copy and paste the instructions onto a slide. Tell participants that they will have two minutes to complete the first set of instructions on the standard pig exercise grid.

4. Following the two minutes, ask participants to hold up their pigs so everyone can see. Facilitate a discussion on what participants' experience was like and what they notice about the different pigs. Ask participants to keep this sheet.
5. Pass each participant a second standard pig exercise grid and Instruction sheet 2. Tell participants they will have three minutes to complete the instructions on the grid.
6. Following the three minutes, ask participants to hold up their pigs so everyone can see. Facilitate a discussion on what drawing a pig was like this time compared to the first time and what they notice about the different pigs.
7. Pass each participant a third standard pig exercise grid and Instruction sheet 3. Tell participants they will have two minutes to complete the instructions on the grid. They can use both Instruction sheet 2 and 3 for this exercise.
8. Following the two minutes, ask participants to hold up their pigs so everyone can see. Facilitate a discussion on what drawing a pig was like this time compared to the first two times and what they notice about the different pigs.
9. Facilitate participants in a final discussion about how this applies to their own work and how this might relate to having a written program description or logic model. Ask participants if they have had a related experience either in program implementation or program evaluation where there was a lack of agreement on the program among all stakeholders and what impact this had. (*Note: if participants haven't had this experience, discuss as a group what possible impacts this lack of agreement could have on an evaluation.*)
10. Refer participants to the Ten steps for conducting a program evaluation², particularly Step one (or your own organization's step model for program evaluation).

REFERENCES

1. Minnesota Office of Continuous Improvement. CI toolbox [Internet]. St. Paul, MN: Minnesota Department of Administration; [cited 2017 Sept 6]. Available from: <https://mn.gov/admin/continuous-improvement/resources/projects/toolbox/>
2. Ontario Agency for Health Protection and Promotion (Public Health Ontario). At a glance: The ten steps for conducting an evaluation. Toronto, ON: Queen's Printer for Ontario; 2015. Available from: [https://www.publichealthontario.ca/en/eRepository/At A Glance Evaluation 2015.pdf](https://www.publichealthontario.ca/en/eRepository/At+A+Glance+Evaluation+2015.pdf)

SUGGESTED CITATION

Ontario Agency for Health Protection and Promotion (Public Health Ontario), Meserve A. Standard pig exercise for evaluation capacity building. Toronto, ON: Queen's Printer for Ontario; 2017.

Instruction sheet 1

1. Draw the side profile of a pig, centered on the page.
2. Make sure the pig's head is facing left.
3. The pig should be drawn large enough so that a piece of it is in every box EXCEPT the top right.
4. You have 2 minutes to draw your pig.

Instruction sheet 2

Task	Description	Sub-task	Instructions
1	Draw a letter M at the top left intersection of the gridlines.	1.1	The bottom center of the M touches the intersection.
2	Draw the letter W at the intersection of the gridlines on the bottom left of the page.	2.1	The top center of W touches the intersection of the gridlines.
3	Draw the letter W at the intersection of the gridlines on the bottom right of the page.	3.1	The top center of W touches the intersection.
4	Draw an arc from the letter M you drew in the top left, over to the intersection of gridlines at the top right.		
5	Draw another arc from the top right intersection to the W that you drew at the bottom right of the page.		
6	Draw an arc between the two bottom W's, with the arc in the shape of an upside down rainbow.		
7	Draw the letter O in the center of the middle box on the left of the page.		
8	Draw an arc from the letter M on the left of the page to the tangent of the circle.		
9	Draw an arc from the letter W on the left side to the tangent of the circle.		
10	Draw an arc for the eye halfway between the M and the circle.		
11	Draw an arc for the mouth halfway between the W and the circle.	11.1	Must be a happy pig!
12	Draw the cursive letter "e" near the top of arc on the right side of the page, in the middle box.	12.1	The "e" should be touching the arc at one end
13	Draw two dots in the middle of the circle for the pig's nose.		

Instruction sheet 3



