



1 in 10 Project

Evaluation Report

Bitterne Park School, Southampton

25th February - 1st March 2019

Mental health problems affect about 1 in 10 children and young people. Alarmingly, however, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. – Mental Health Foundation



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1. Executive Summary

The *1 in 10 Project* is a week long theatrical residency for secondary schools. It aims to provide high quality, focused, drama-based intervention for young people aged 11 - 16, to explore mental health topics, increase understanding and encourage positive mental wellbeing.

Fluid Motion had received funding from the Youth Mental Health Fund to deliver five *1 in 10 Projects* in secondary schools across Hampshire between 2018/2019. Bitterne Park School chose to take part, having previously worked with Fluid Motion on a project in 2017. The school choose to select a mixture of Year 7 and 8 students across the whole week, something that we have never done before on this project. The students were either studying drama or had been chosen because taking part would be beneficial for their mental health.

The project was delivered with volunteer support which included one BA Drama student from The University of Winchester.

The project took place from the 25th of February to 1st March 2019, working with a different group of Year 7 and 8 students each day. We had 55 Year 7's and 27 Year 8's a total of 82 students. Each group focused on a different mental health topic chosen by themselves and created an 8 to 10 minute theatrical response.

The project culminated in a celebration performance to 140 people on Friday 1st March at Bitterne Park School and was attended by the Deputy Head Teacher, safeguarding lead, parents, friends and project partners.

Feedback has been hugely positive with data showing that the students knowledge of mental health and ability to talk more openly about it rose by an average of 25% across both year groups.

2. The Need

‘Young people’s mental health and wellbeing has never been so important’¹

Young Minds

Mental health problems affect about 1 in 10 children and young people.² The youth mental health charity Young Minds³ say that ‘mental health is a big issue for young people’. The statistics below show just how big the problem is for young people in the UK:

- 1 in 10 children have a diagnosable mental health disorder – that’s roughly three children in every classroom⁴
- 1 in 5 young adults have a diagnosable mental health disorder⁵
- Half of all mental health problems manifest by the age of 14, with 75% by age 24⁶
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)⁷
- In 2015, suicide was the most common cause of death for both boys (17% of all deaths) and girls (11%) aged between 5 and 19⁸
- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys⁹

¹ <https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

² <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

³ <https://youngminds.org.uk>

⁴ Green H et al (2005) Mental health of children and young people in Great Britain, 2004. Basingstoke: Palgrave MacMillan.

⁵ Green H et al (2005) Mental health of children and young people in Great Britain, 2004. Basingstoke: Palgrave MacMillan.

⁶ Kessler RC et al. (2005). ‘Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication’.

⁷ [ONS \(2016\) Selected Children’s Well-being Measures by Country](#); 3 CentreForum (2016) Commission on Child

⁸ [Office for National Statistics](#)

⁹ Brooks, F. et al. (2015) [HBSC England National Report 2014](#). University of Hertfordshire; Hatfield, UK

Young people need more support...

- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need¹⁰
- The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment¹¹
- CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others¹²
- Just 0.7% of the NHS budget is spent on children's mental health and only 16% of this is spent on early intervention¹³
- The cost to the economy of all-age mental health problems is estimated at £105 billion a year – roughly the cost of the entire NHS¹⁴

Bitterne Park School in Southampton is a larger than average mixed secondary school, catering for students aged 11 to 18. At the last Ofsted inspection¹⁵ it had 1679 children on roll. The proportion of pupils who have SEN and/or disabilities is above the national average. The school recognises the importance of looking after students welfare and their latest Ofsted inspection states *'Leaders call on a range of services to support pupils' welfare. A trained mental health professional provides counselling for the most vulnerable pupils. Representatives from other local charities and agencies work with groups of pupils to help them to cope with anxiety or to boost their self-esteem when necessary.'*

¹⁰ Green H et al (2005) Mental health of children and young people in Great Britain, 2004. Basingstoke: Palgrave MacMillan.

¹¹ Frith, E. (2016) CentreForum Commission on Children and Young People's Mental Health: State of the Nation

¹² Frith, E. (2016) CentreForum Commission on Children and Young People's Mental Health: State of the Nation

¹³ Frith, E. (2016) CentreForum Commission on Children and Young People's Mental Health: State of the Nation

¹⁴ <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

¹⁵ <https://files.api.ofsted.gov.uk/v1/file/2744295>

3. Why the Arts?

This report contributes towards Fluid Motion's aim of proving how the arts and specifically theatre can be beneficial in improving health and wellbeing, reduce stigma and support positive mental health.

Lord Howarth of Newport, co-chair of the APPG on arts, health and wellbeing, says: *'The time has come to recognise the powerful contribution the arts can make to our health and wellbeing.'*¹⁶

The arts also help meet challenges in health and social care associated with ageing, loneliness, long-term conditions and mental health. Crucially they can also help save the care sector money¹⁷.

The arts are a way of forming, shaping and holding in front of your eyes something you feel internally. Theatre is a great way to share stories, it helps people develop a narrative of their lives and relate to their own experience in a new way and can help how they relate to others.

4. Why 1 in 10?

The *1 in 10 Project* has evolved out of various education projects and workshops that Fluid Motion has delivered since 2010. We found that young people engaged well in our sessions, responding positively to our devising and improvisation techniques and liked working toward a performance at the end of the day. We also found that capacity in secondary schools to take part in a longer project over several months was limited. We felt that a short, focused, high quality intervention was a better fit within the current educational climate.

The project is underpinned by three key factors:

1. The arts are reflective: The *1 in 10 Project* encourages young people to reflect upon their own thoughts, feelings and behaviours through their arts practice. This process may engender immediate internal and attitudinal changes which can subsequently contribute to harder outcomes.
2. The arts are personal: The outcomes of the *1 in 10 Project* often emerge as part of the creative process and can vary according to the students involved. Each young person's perspective and creativity can open new and different possibilities. Young people feel that they can open up

¹⁶ <https://www.theguardian.com/healthcare-network/2017/oct/11/contribution-arts-make-health-wellbeing>

¹⁷ <http://www.artshealthandwellbeing.org.uk/appg-inquiry/>

through arts based activities in ways that they maybe couldn't do otherwise.

3. The arts are performative: The theatre pieces that are produced through the project can be seen as giving the young people a voice and contributing to outcomes in their own right, from a sense of achievement and self-esteem to expressing unspoken emotions.

5. Aims & Objectives

5.1 Aims

The aims of this project were as follows:

- To create, develop and effectively deliver a week long drama residency at Bitterne Park School, working with students in Years 7 – 8
- To give young people the facts about mental health problems to help increase understanding and reduce stigma
- To provide a safe, nurturing environment where young people can be themselves, express themselves and be listened to
- To showcase how the arts can be beneficial in addressing difficult topics such as mental health
- To test out new ways of working, particularly the use of music as a way of stimulating material in rehearsals
- To work effectively with partners, establishing and maintaining a positive working relationship with Bitterne Park School

5.2 Objectives

We will endeavour to achieve these aims in the following ways:

- By using Fluid Motion's skills and expertise in creating theatre with young people and vulnerable groups to produce 8 to 10 minutes of performance per group
- By ensuring all information given to students about mental health issues is factual and from reputable sources
- By continually developing and improving the project model
- By making sure all teaching staff and project partners are involved in the planning at every stage
- Giving the University students the opportunity to lead elements of the project and take ownership of it
- To provide the teaching staff with regular updates throughout the delivery week

5.3 Success Indicators

We will measure success by:

- The delivery of the project on the dates and times agreed with the teaching staff and partners at the outset of the project
- Maintaining a reasonable number of student participants each day
- Student participants will have more of an awareness of mental health problems and an increased understanding of where to go to get help or advice if needed
- Student participants are able to talk about their own, or someone else's mental health with more understanding, compassion and confidence
- Participant satisfaction and appreciation of their own personal development whilst taking part in the project
- The delivery of a celebration event with at least 50 audience members

6. Collecting Evidence

6.1 Documenting the project

- The drama teacher kept a register of students who attended each day, which she shared with project staff
- The theatre director kept rehearsal notes, running orders and a list of exercises, which were used throughout the project and have been used to collate this report
- Photos of the sessions were taken of those who have permission for third parties to use their image as stated on their school consent form
- Videos of rehearsal and performance footage was only taken of those who have permission for third parties to use their image as stated on their school consent form
- Audio recordings will only be taken of those who have permission for third parties to use their image/voice recording as stated on their consent form as well as verbal agreement by teaching staff and the student

6.2 Monitoring

- Students were given a feedback form at the start and end of the day that captured changes in attitudes. An example copy of the form can be found in the appendix
- In addition to their feedback form the students were asked to name one thing they enjoyed about taking part in the workshop, what was their favourite part/least favourite etc at the end of the day

- Project and school staff, as well as volunteers were asked to complete an end of project feedback form which asked for qualitative feedback such as thoughts and opinions on how the project went, what could be improved upon etc

All of the evidence mentioned above has been collated by Fluid Motion and forms the basis of this final project report.

7. Project Delivery

The 1 in 10 format allows Fluid Motion to work with one year group (max 25 students) per day. This allows us to deliver the project to a section of the entire school over the course of a week.

Each day at Bitterne Park School was divided into three sections:

1. Understanding the facts

The students were introduced to the most common mental health problems in young people through simple fact sheets. The whole group then had the opportunity to discuss their findings with their peers as well as asking questions to their teacher(s) and project staff.

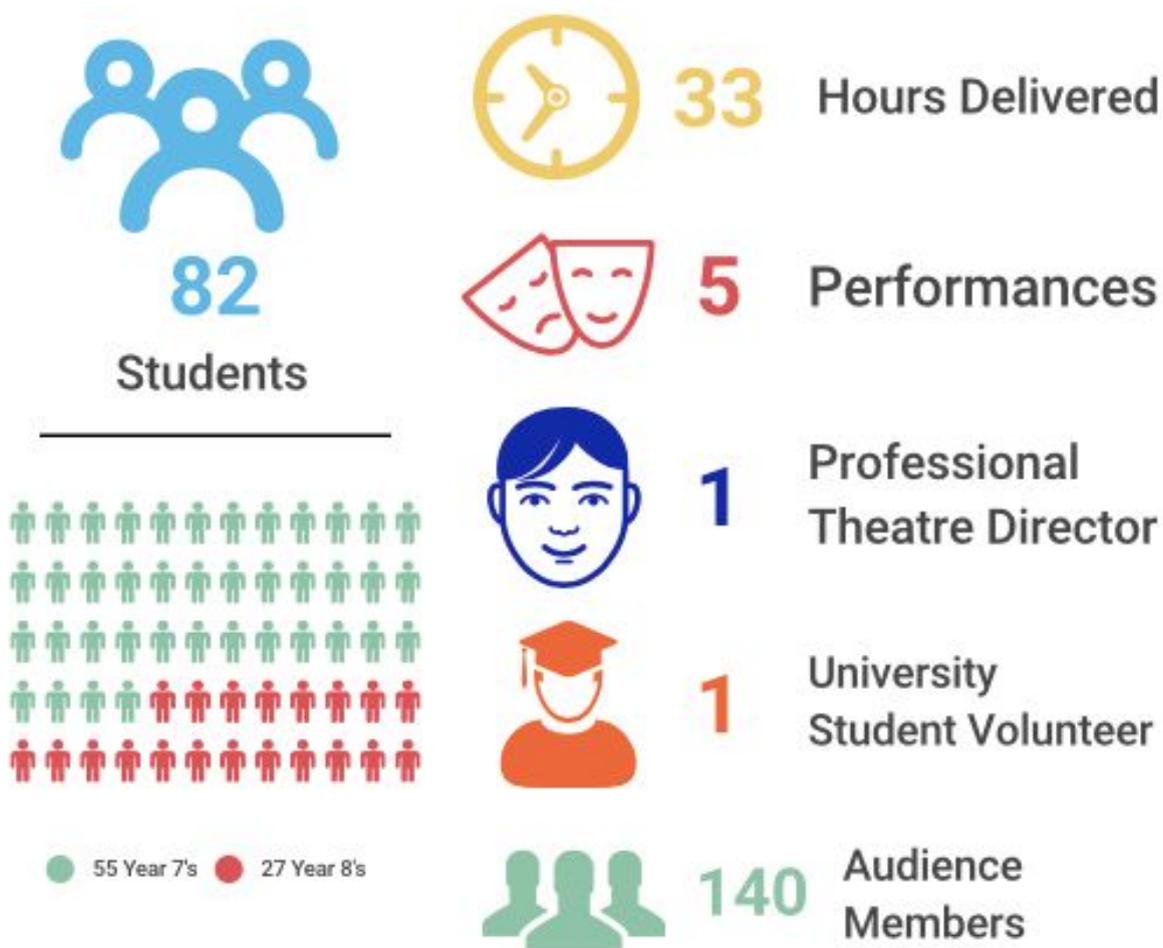
2. Exploring topics

The group were divided into smaller groups and given a mental health topic to explore theatrically. The groups then created short scenes using a range of drama techniques and methods (freeze frame, slow motion, mime etc) to present their topic back to the rest of the group.

3. Developing their performance

The whole group voted on which mental health topic they would like to present at the showcase event. They then developed characters, scenes and rehearsed a final performance that highlighted their chosen topic.

8. The Project in Numbers



9. Statistics

The following statistical data has been gathered using feedback forms given to each student once at the start of the day and again at the end. The form used a sliding scale and allowed us to track the changes in attitudes and learning before and after our project has taken place.

9.1 Overview

In total there were 74 forms completed by the students who took part in the project.

As a result of taking part in the *1 in 10 Project*:

- The students' ability to talk about their own or someone else's mental health rose by an average of 25%
- The students' knowledge of mental health issues rose by an average of 24%

- The students' understanding of where to go for support or advice increased by 13%

9.2 By Year Group

Year 7: 49 Completed Forms

- The students' ability to talk about their own or someone else's mental health rose by 28%
- The students' knowledge of mental health issues rose by 33 %
- The students' understanding of where to go for support or advice increased by 14%

Year 8: 25 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by 20%
- The students' knowledge of mental health issues rose by 15%
- The students' understanding of where to go for support or advice increased by 11%

9.3 Conclusions

These statistics confirm our view that drama can be beneficial when engaging young people in difficult topics, specifically mental health. It shows how theatre can be used as a tool for encouraging young people to express their thoughts and feelings.

It can be concluded that the younger the students, the more open they are to talking and engaging with mental health topics. It also highlights our ongoing view of the need for expanding the project to primary schools, working specifically with Year 6's to provide early intervention in helping raise awareness around mental health.

10. Qualitative Feedback

Sarah Moore, Head of Performing Arts said 'I was blown away by the maturity shown by our students in the mental health workshops and final performance. They tackled some very challenging issues with sensitivity and enthusiasm, and this shone through in the way they communicated problems faced by people living with mental health conditions in the final performance. Mental health is such an important issue in our school community, and Leigh did a fantastic job of inspiring and challenging our students to deliver a confident and engaging performance.'

11. What we have learned

- That young people understand that mental health problems can affect anyone
- That young people need to be given factual information so that they can make informed decisions and understand their own mental health, rather than based on assumption
- That not all students know where to go for advice or support if needed
- That creating and performing characters are an effective way for students to voice their own thoughts and feelings without feeling vulnerable
- That young people are generally more comfortable talking about their own experiences of mental health if done so through a creative process
- That working with university students is hugely beneficial to the creative process

11.1 What we would do differently next time

- Create an 'ideas pack' for each mental health topic that includes some stimulus text to make it easier to generate ideas if group are stuck or low on numbers
- Have some premade sound effects/music available for the students to choose from or the director to use, making it quicker to create work
- Find ways for Fluid Motion to increase its marketing presence at celebration events (flyers, banners etc)
- Allow people to make donations when signing up for celebration event tickets
- Expand the project evaluation form to include a qualitative question on what the project experience was like and what the students got out of it
- Continue to train and skill up project staff and volunteers in mental health awareness to ensure the ongoing quality of the project

12. Reporting and sharing

This report will be added to all other *1 in 10 Project* reports in order to help build up a body of evidence around the effectiveness of drama based interventions in schools to help increase understanding and raise awareness of mental health. We will share this project report and accompanying statistical data and project photos to all project partners (Bitterne Park School, University Students, Southampton City Council and Youth Mental Health Fund - HIWCF).

13. Appendix

1. Project Evaluation Form



Evaluation Form



FIRST NAME:

SCHOOL:

AGE:

GENDER:

At the start of the day:

1. How comfortable do you feel talking about your own or someone else's mental health?

Not at all 1 2 3 4 5 6 7 8 9 10 *Very much so*

2. How much do you know about mental health issues?

Nothing at all 1 2 3 4 5 6 7 8 9 10 *Everything*

3. Do you know where to go for support or advice if needed?

Haven't a clue 1 2 3 4 5 6 7 8 9 10 *I know everything*

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At the end of the day:

1. How comfortable do you feel talking about your own or someone else's mental health?

Not at all 1 2 3 4 5 6 7 8 9 10 *Very much so*

2. How much do you know about mental health issues?

Nothing at all 1 2 3 4 5 6 7 8 9 10 *Everything*

3. Do you know where to go for support or advice if needed?

Haven't a clue 1 2 3 4 5 6 7 8 9 10 *I know everything*