



1 in 10 Project

Evaluation Report

Cranbourne School, Basingstoke

8th - 11th July 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



Basingstoke
and Deane

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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 is in receipt of three year funding from Basingstoke and Deane Borough Council for its annual All in the Mind Festival. As part of the festival outreach programme Fluid Motion has been funded to deliver one *1 in 10 Project* per year in a Basingstoke secondary school between 2018/2021. Cranbourne School were approached and chose to take part and had never worked with Fluid Motion before. Due to the time of year we only worked with students from Year 7 - 10. The majority of these students had been chosen because taking part would be beneficial for their mental health with only a handful of students did drama in any capacity.

The project took place from the 8th to the 11th July 2019, working with a different year group each day. There were 16 Year 7's, 18 Year 8's, 15 Year 9's and 9 Year 10's a total of 58 students. Each group focused on a different mental health topic chosen by themselves and most created an 8 to 10 minute theatrical response.

The project culminated in a sharing of performances to around 60 people on Thursday 11th July at the schools awards evening and was attended by the Basingstoke MP Maria Miller, school staff, parents, carers and friends.

Feedback has been positive with data showing that the students' ability to talk about their own or someone else's mental health rose by an average of 40% in addition their knowledge of mental health issues rose by an average of 39%.

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

Cranbourne School in Basingstoke is an average-sized, mixed, maintained secondary school. The school amalgamated with Fort Hill Community School on the Cranbourne school site in September 2017. The school has a higher percentage of pupils who have special educational needs and/or disabilities than other schools nationally. However, the proportion who have an education, health and care plan is below the national average.

The last Ofsted inspection¹⁵ rated the school as 'requires improvement'. Ofsted also marked 'Personal development, behaviour and welfare' as requiring improvement however it does state that '*Staff maintain a clear focus on keeping pupils safe. They understand the issues that are most pertinent to the pupils in their care, such as anxiety and mental health.*'

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/2713023>

3. Why the Arts?

This report contributes towards Fluid Motion's long term 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

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

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

involved. Each young person's perspective and creativity can open new and different possibilities. Young people feel that they can open up 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 Cranbourne School, working with students in Years 7 – 10
- 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 train up a new member of staff to help deliver the project in the future
- To work effectively with partners, establishing and maintaining a positive working relationship with Cranbourne 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

- 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 Headteacher kept a register of students who attended each day
- The theatre director(s) 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 we added a section to the feedback form that asked students to name one thing they enjoyed about taking part in the project and what they learnt
- 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 Cranbourne 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

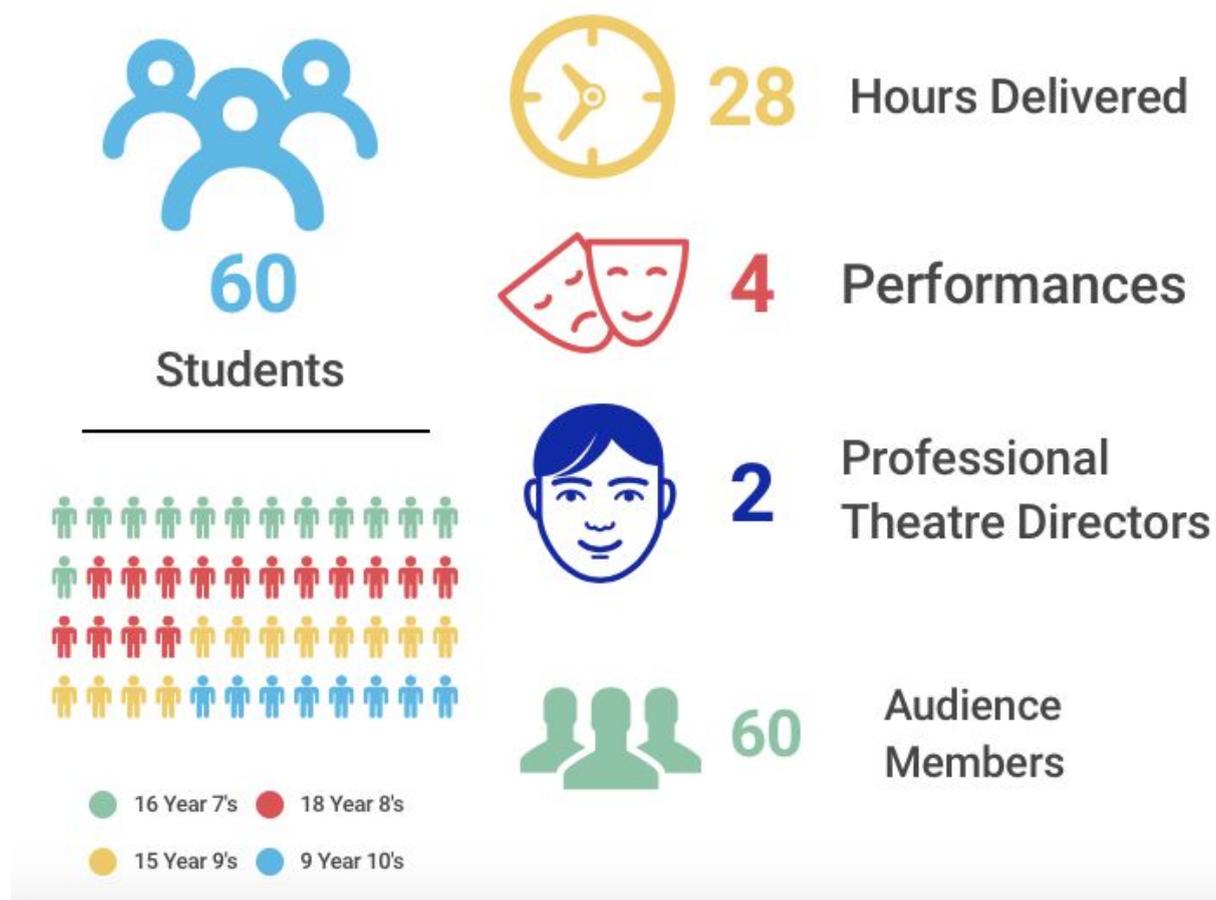
2. Exploring topics

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 uses a sliding scale and allowed us to track the changes in attitudes before and after the project and an increase in learning and understanding after our project has taken place.

9.1 Overview

In total there were 46 forms completed by the 58 students who took part in the project.

Overall 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 40%
- The students' knowledge of mental health issues rose by an average of 39%
- The students' understanding of where to go for support or advice increased by 27%

9.2 By Year Group

Year 7: 9 Completed Forms

- The students' ability to talk about their own or someone else's mental health rose by 4.6%
- The students' knowledge of mental health issues rose by 39%
- The students' understanding of where to go for support or advice increased by 29%

Year 8: 16 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by 77%
- The students' knowledge of mental health issues rose by 49%
- The students' understanding of where to go for support or advice increased by 28%

Year 9: 12 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by 29%
- The students' knowledge of mental health issues rose by 51%
- The students' understanding of where to go for support or advice increased by 58%

Year 10: 9 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by 22%
- The students' knowledge of mental health issues rose by 8.5%
- The students' understanding of where to go for support or advice increased by 9%

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. The positive statistics above clearly prove that the project has an impact on the young people who take part and increases knowledge and understanding.

We had some trouble with the Year 7's on the first day of the project. This included some bad behaviour and a lack of interest which is reflected in the

low percentage increase for the first question. We realised that this was primarily down to the fact that the students did not know they were taking part in the project and therefore didn't know what to expect. However their understanding of mental health topics and where to go for support did rise as a result of taking part in the project.

It is clear that Year 10 students have a good understanding of the different types of mental health problems already and know where to go for support or advice. The statistics showed that there was still some reluctance to talk about mental health at the start of the project.

The statistics show that the *1 in 10 Project* is extremely effective at increasing students overall knowledge of mental health issues. We are increasingly finding that students in Year 8 make the most progress of all year groups on the project.

10. Qualitative Feedback

'Fluid Motion were inspirational. They worked with students across four year groups, and their final performances were presented to parents on our rewards evening. One student commented to me that he had learned a lot about what it's like to suffer from anxiety and low mood. His friend, who was also part of the group had shared her experiences for the first time. He commented that he was more aware and able to support her now. We would definitely use fluid motion again.' - **Jane Aplin, Headteacher, Cranbourne School**

'I enjoyed working with people who I never talk to, they taught me things that I didn't know. I also liked that it was other people that taught us instead of teachers.' - **Year 8 Student**

'I know much more about PTSD and I am going to be more aware of what I say around people with mental health issues.' - **Year 8 Student**

'It was fun and inspiring and teaches more than we probably would have learnt in class' - **Year 9 Student**

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 young people need to be informed of their involvement in the project in advance, so they know what is expected and can be prepared
- 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

11.1 What we would do differently next time

- Find better ways of signposting professional support that exists outside of school
- Find more effective ways to explain the project questionnaire to students to ensure more accurate answers, but without influencing decisions
- Ensure that a member of staff is in the room (or nearby) at all times so that project staff are not responsible for behaviour
- 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 (Cranbourne School staff, Cranbourne School Chair of Governors, Basingstoke MP Maria Miller, Basingstoke and Deane Borough Council and Artswork).

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*

----- FOLD -----

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*