

1 in 10 Project Evaluation Report

Costello School, Basingstoke

25th – 29th July 2018

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* was created in 2017 as a response to the change of direction in our *2017 - 2020 Business Plan* and company aims to focus solely on mental health. The project seeks to provide quick, focused, drama based intervention for young people aged 11 - 16 to explore mental health topics and increase understanding.

We received funding from the Youth Mental Health Fund to deliver five 1 in 10 projects in schools across the County in 2018, and Costello in Basingstoke expressed a desire to take part. The school choose to select a mixture of students from each year group who were either interested in theatre and performance or had been chosen by their head of year as taking part would be beneficial for their mental health.

The project was delivered with volunteer support from The University of Winchester who provided ambassadors to work alongside the theatre director each day. Queen Mary's College in Basingstoke also provided a work experience student for the week.

The project took place from the 25th - 29th June 2018 working a different group of students each day across years 7 - 10, a total of 90 students. Each group focused on a different mental health topic chosen by the students and created a 10 minute theatrical response.

The project culminated in a celebration event to 112 people that took place on Friday 29th June at Costello School and was attended by parents, the Headteacher, other school staff 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 20% across all year groups. Data also highlighted the need for further intervention amongst older students.

2. The Need

Mental health problems affect about 1 in 10 children and young people.¹ They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives.

Alarming, however, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age.

Costello School in Basingstoke is a larger than average mixed secondary school, catering for students aged 11 to 16. The school has around 64 pupil premium students (below the national average). At the last Ofsted inspection in April 2018² it had 1109 children on roll. The Ofsted inspection marked the school as 'requires improvement'. However it did state that:

"Leaders ensure that pupils who are found to have emerging mental health issues are supported to get help quickly."

Head of Drama Sarah Walls said *'There is a strong need for children in our school to understand how mental health problems may affect them, their friends or members of their family. Many of our students come from homes where poor mental health is prevalent and therefore find it hard to express their feelings. In just one day this project gave my students more of an understanding about the different types of mental health problems as well as the opportunity to explore how they felt.'*

3. Why the Arts?

This report goes towards Fluid Motion's aim of highlighting how the arts and specifically drama can be beneficial in engaging a range of issue areas, from mental health, to education, employment and the community. The arts have shown positive hard outcomes in crime rates, literacy and entry into employment, education or training, as well as soft outcomes such as increased self-esteem, increased dialogue and raised aspirations.

¹ <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

² <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138287>

This project, although only a week in length, demonstrates a strong capacity to bring hard and soft outcomes together in project delivery and the project is underpinned by these three key factors:

1. The arts are reflective: This 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.
3. The arts are performative: The theatre pieces that are produced through 1 in 10 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.

4. Aims & Objectives

4.1 Aims

The aims of this project were as follows:

- To create, develop and effectively deliver a week long drama residency at Costello School in Basingstoke, 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 work effectively with partners, establishing and maintaining a positive working relationship with Costello School and the University of Winchester

4.2 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 10 minutes of performance per year 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 ambassadors 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

4.3 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 (min 20)
- 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
- 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

5. Collecting Evidence

5.1 Documenting the project

- The drama teacher kept a register of students who attend each day, which she shared with project staff
- The theatre director kept rehearsal notes, running orders, list of exercises and 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 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 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

5.2 Monitoring

- At the end of each day the theatre director chaired a brief meeting with school, project staff and volunteers to share how the day went and if there are any problems or safeguarding issues to flag up
- 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.

6. 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 Costello 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 and project staff.

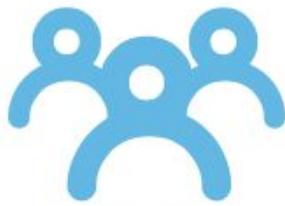
2. Exploring topics

The group were divided into four 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.

7. The Project in Numbers



90

Students



35 Hours Delivered



4 Performances



● 22 Year 7's ● 24 Year 8's

● 24 Year 9's ● 20 Year 10's



1 Professional Theatre Director



3 University Ambassadors



1 Work Experience Student



112 Audience Members

8. 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. An example form can be found in the appendix.

8.1 Overview

In total there were 90 forms completed by all 90 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 18%.
- The students knowledge of mental health issues rose by an average of 22%.
- The students understanding of where to go for support or advice increased by 17%.

8.2 By Year Group

Year 7 - 22 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by an average of 20%.
- The students knowledge of mental health issues rose by an average of 25%.
- The students understanding of where to go for support or advice increased by 24%.

Year 8 - 24 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by an average of 21%.
- The students knowledge of mental health issues rose by an average of 20%.
- The students understanding of where to go for support or advice increased by 14%.

Year 9 - 24 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by an average of 16%.
- The students knowledge of mental health issues rose by an average of 20%.
- The students understanding of where to go for support or advice increased by 13%.

Year 10 - 20 Completed Forms

- The students ability to talk about their own or someone else's mental health rose by an average of 13%.
- The students knowledge of mental health issues rose by an average of 22%.
- The students understanding of where to go for support or advice increased by 15%.

8.3 Conclusions

These statistics confirm 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 could be concluded that the Year 7's were the least informed at the start of the project and therefore got the most from it and went on the furthest journey. It could also be suggested that as students get older, their ability to talk about their own or someone else mental health can be more difficult.

Based on these statistics we feel there could be a need for expanding the project to primary schools, working specifically with Year 6's to help raise awareness around mental health more early on. In addition more intervention with Year 10's could be beneficial in helping students feel more comfortable in talking about mental health.

9. What we have learned

- That young people understand that mental health problems can affect anyone
- That young people do not want to say what they think aloud, for fear of getting it wrong
- That Year 10 (14-15 year olds) feel less able to express their thoughts and feelings whilst amongst their peers
- That not all students knew where to go for advice or support if needed
- That having 25 students in one group is too many to ensure everyone is heard respectively and positively

- 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 in talking about their own experiences of mental health if done so through a creative process
- That working in partnership with Universities is hugely beneficial and the University ambassadors provided valuable volunteer support

9.1 What we would do differently next time

- Continue to train and skill up project staff and volunteers in mental health awareness to ensure the ongoing quality of the project
- Plan the celebration event further in advance in order that it can be publicised to the wider community and attract press attention
- Try to recruit volunteers with some arts or drama experience so that they feel comfortable in supporting students

10. 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 to all project partners (Costello School, The University of Winchester, Basingstoke Borough Council and the Youth Mental Health Fund - HIWCF).

We will tell, amongst others, Basingstoke Borough Councillors, Basingstoke MP Maria Miller, Artsworld, Hampshire Cultural Trust and Hampshire County Council.

11. Appendix

1. Template 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*