



**loudmouth**  
education & training through theatre

# EVALUATION REPORT

Theatre In Education Tour  
of Secondary Schools

Subsidised by

**WOLVERHAMPTON MAST 8**

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HEALTHY  
HAPPY AND  
SAFE  
RELATIONSHIPS



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## **Introduction**

This summary report covers a theatre in education (T.I.E.) project in Wolverhampton. The project was delivered by Loudmouth Education and Training.

This project was funded by Wolverhampton MAST8 so the schools had the work completely free of charge. We would like to thank Elaine Higgins, MAST 8 Manager, for her role in the project.

Loudmouth Education and Training is a theatre company that helps schools and other organisations with their Personal, Social, Health and Economic (PSHE) education programmes. Loudmouth's aim is to help children and young people to have healthy, happy and safe relationships. The company uses drama, interaction and discussion to explore issues that affect young people. Loudmouth's education and training programmes and summer projects are proven to help learners to challenge attitudes, gain new skills and increase knowledge.

All of Loudmouth's work has been thoroughly researched and designed to contribute to Every Child Matters, Healthy School status and address the key concepts and processes in PSHE. More information on evaluation and learning outcomes can be found on our website [www.loudmouth.co.uk](http://www.loudmouth.co.uk).

The programme that was delivered is called 'Safe and Sound'. It is a safe and carefully structured theatre in education programme that helps young people aged 12 upwards to think about the quality of the relationships they develop. The programme raises their awareness of the abuse of power and control in intimate and close relationships and safeguard themselves against abusive relationships.



'Safe and Sound' includes a drama and interactive workshop. There are also a term's worth of online lesson plans that staff are advised to use to prepare for and follow up to Loudmouth's sessions. The training session for professionals and the presentation for parents each last 1 hour (staff training is also available as a half day and full day course).

The project took place in November 2012 – January 2013. Three secondary schools that had been targeted by Wolverhampton MAST 8 (Wednesfield High School, Heath Park School and Coppice Performing Arts School) were each offered interactive theatre in education performances and workshops of 'Safe and Sound' for their students, a staff training session, and a presentation for parents.

Students were asked to complete online pre and post evaluations to give their feedback on the programme and on what they felt they had learned and found useful. Their responses were used to measure the overall impact of the theatre sessions.

## **Executive Summary**

- A total of 380 students participated in the theatre workshops.
- 93% of students would recommend the 'Safe and Sound' programme for next year's students.
- 81% of students found the 'Safe and Sound' programme useful.
- There was a 93% increase in those who identified 'emotional abuse' as a form of abuse in relationships as a result of the 'Safe and Sound' programme.
- There was a 77% increase in those who identified ChildLine as an organisation that can support about teenage partner abuse and a huge six-fold increase in those who named Base 25.
- There was an increase in confidence in spotting signs of abuse in relationships as a result of the 'Safe and Sound' programme. 68% of students said that they felt confident or very confident about spotting signs of abuse in a relationship after the session compared to 53% before the session.
- There was an increase in confidence in discussing abuse in relationships as a result of the 'Safe and Sound' programme. 68% of students said that they felt confident or very confident about talking about of abuse in a relationship after the session compared to 53% before the session.
- 55% said that interactive drama and workshops was their preferred method of learning about teenage partner abuse.

***"I had been looking for an engaging and powerful method of delivering the subject of Safer Relationships for some time. Unfortunately as an integrated service, we very often work with victims of Domestic Abuse (young and old) and I wanted a universal strategy for early intervention and prevention work to raise awareness of the signs of abuse and grooming within a 'teen' context. I also felt it was important to include school staff and parents within the project to ensure there was continuing support for the young people at home and within the on-going area of PSHE".***

***The Safe and Sound Project was perfect, meeting all requirements above and beyond my expectations. I have rarely had such glowing reports freely expressed to me via schools with regard to a commissioned project. In this age of accountability, justifying expenditure and measuring outcomes, it was also a relief to be presented with such a comprehensive evaluation at the end. I will definitely be using Loud Mouth again if funding allows."***

**Elaine Higgins, MAST 8 Manager**

## Summary of Activity and Participant Numbers

School	Number of Performances and Students	Year Group	Date	Number of Staff Training Sessions and Participants	Date	Number of Parents' Sessions	Date
Heath Park School	1 performance to 100 students	10	29/11/2012	1 session for 164 x staff	20/11/2012	1 performance to 2 x parents	04/12/2012
Wednesfield High School	1 performance to 100 students	10	23/11/2012	1 session for 8 x staff	21/11/2012	0	n/a
Coppice Performing Arts School	1 performance to 180 students	9	21/11/2012	n/a	n/a	0	n/a

At each of the three schools, Loudmouth ran an hour long performance followed by a series of interactive workshops in smaller groups. A total of 380 young people attended the theatre in education performances and workshop sessions.



Heath Park School participated in all three elements of the project. Wednesfield High School chose not to have a parents' session, and Coppice School opted for just the students' performance and workshops.

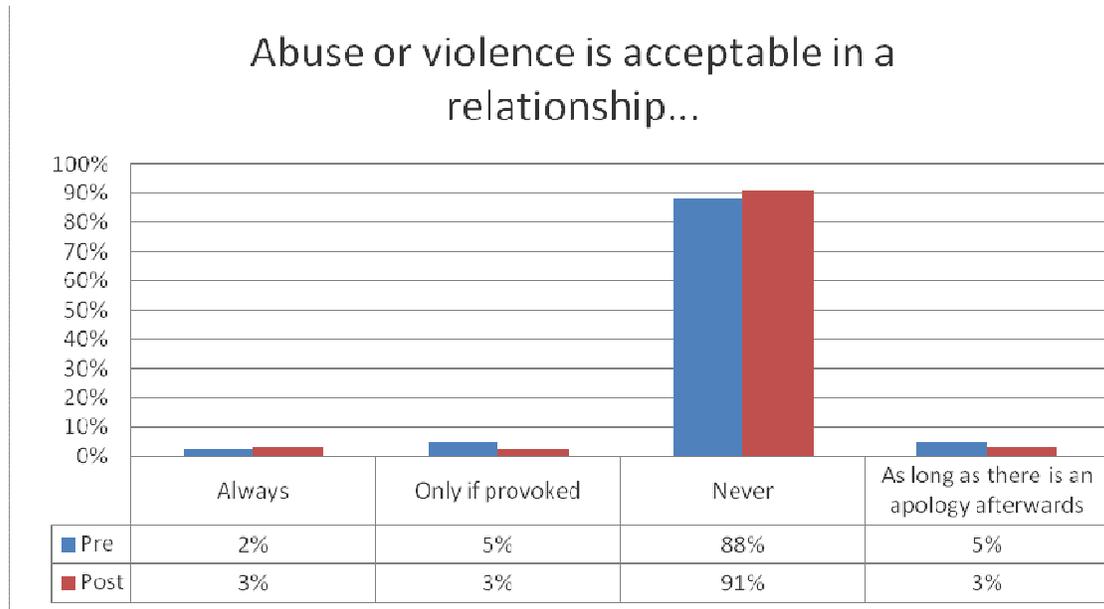
An hour long training session for staff was delivered at Heath Park School and again at Wednesfield High school. A total of 172 staff attended the training sessions.

A presentation for parents took place at Wednesfield High School, with a disappointing turnout of two parents. The school had anticipated that it would be difficult to engage parents to attend.

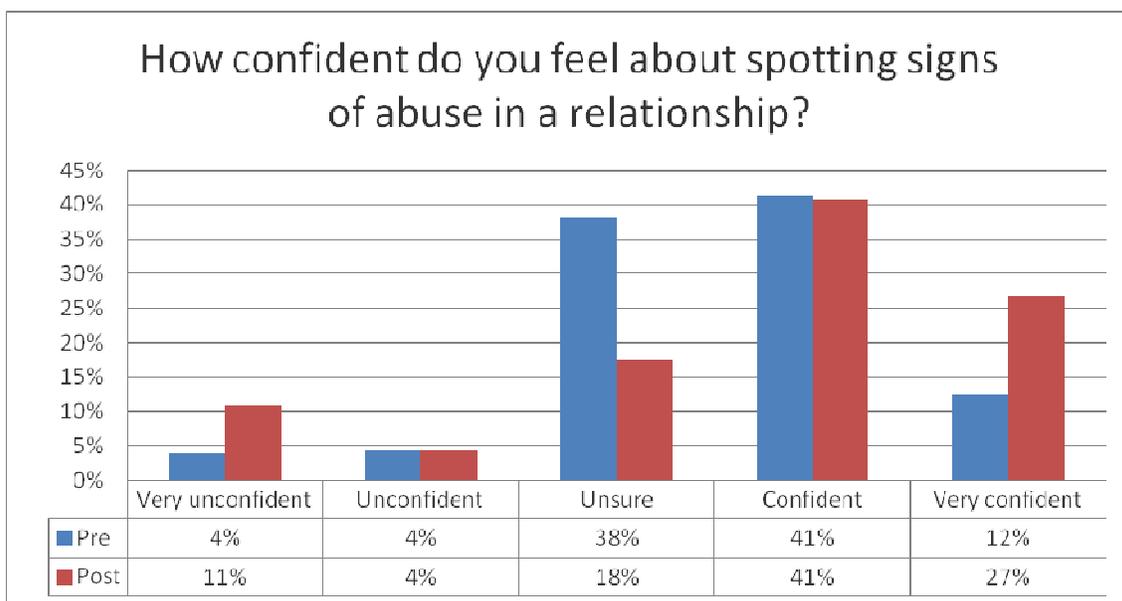
## **Evaluation Results: Students' Sessions**

The sessions at each school were evaluated. A total of 223 pre-session evaluations and 122 post-session evaluations were completed.

Over the page is a breakdown of the evaluations and summary of responses for each venue that Loudmouth visited.



Here we can see a slight increase from 88% of young people to 91% of young people (although the vast majority of the group clearly thinking that it was not ever acceptable to be abusive or violent before they had seen the session).



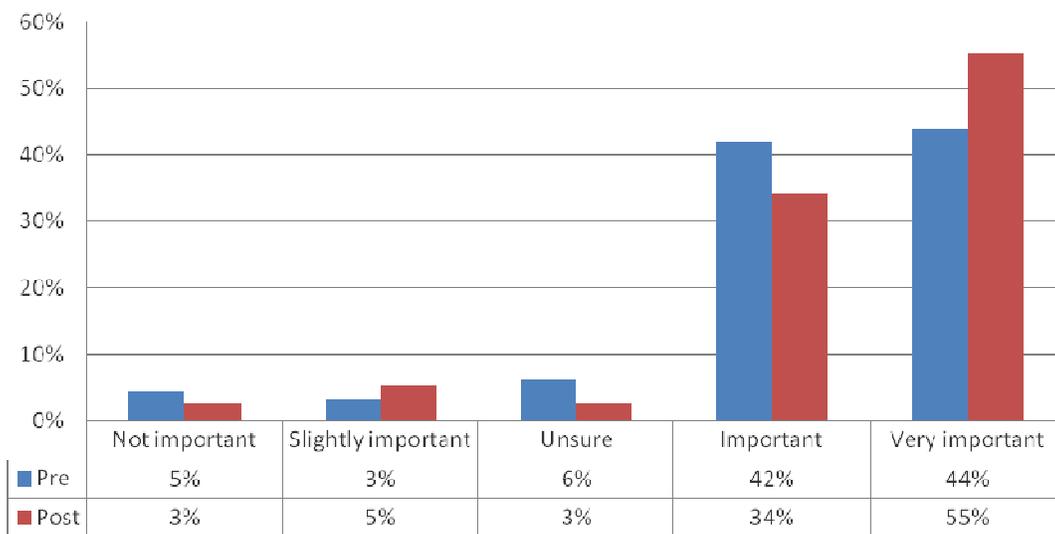
There was an overall shift in the young people’s confidence in spotting signs of abuse in a relationship. Before the session 53% of young people said they felt confident or very confident compared to 68% after the session, with the biggest change in those who said they were very confident after the session, more than doubling from 12% to 27%.

**Please list 3 types of abuse that might occur in a relationship?**

	<b>Pre</b>	<b>Post</b>
1	Physical abuse	Physical abuse
2	Sexual abuse / rape	Verbal abuse / shouting
3	Verbal abuse / shouting	Sexual abuse / rape
4	Mental abuse	<b>Mental abuse</b>
5	Emotional abuse	<b>Emotional abuse</b>
6	Cyberbullying	<b>Controlling</b>
7	Arguing	Racial abuse
8	Fighting	<b>Domestic violence</b>
9	Bad language / swearing	Cyberbullying
10	Abuse	Abuse

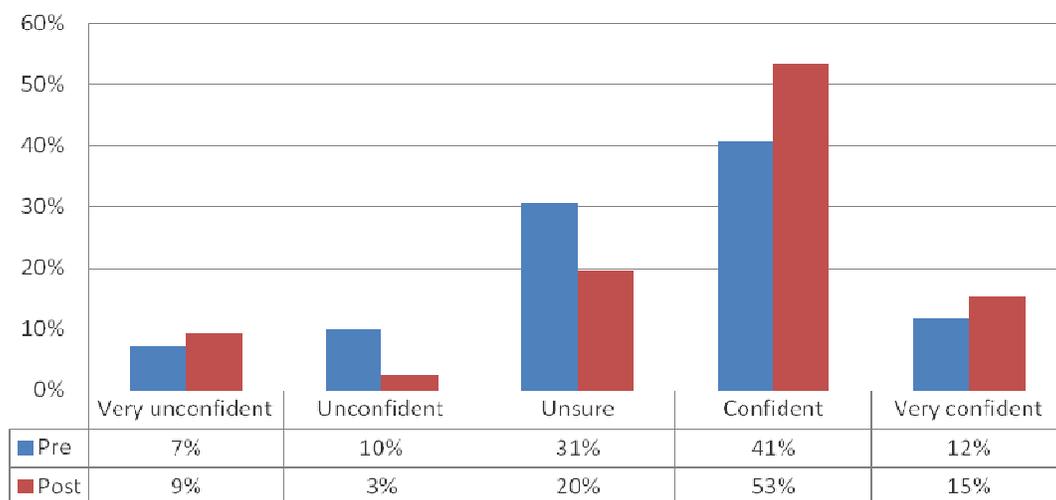
Whilst there was not a significant change in the order of the types of abuse the young people could identify that may occur in a relationship, in terms of popularity of response, there were clear increases in the number of students who named types of abuse that were covered in the drama. There was a strong increase in the number of people who answered ‘mental abuse’ (29% increase) and even more so with ‘emotional abuse’ (93%). Control did not feature in the pre evaluation responses but was the 6<sup>th</sup> most popular response in the post evaluation responses. There was also a strong increase in the number of people who named ‘domestic violence’ as a result of seeing the programme. Interestingly racial abuse came up in the post session list although this isn’t explored in the drama. This may be due to the fact that the actors in the drama were an Asian male and white woman although this is not referred to or discussed in the session.

## How important do you think it is to learn about safety and respect in relationships?



When asked how important do you think it is to learn about safety and respect in relationships there was an increase from 44% of young people to 55% stating it was very important..

## How confident do you feel about discussing abuse in relationships?



The young people showed an increase in confidence in discussing abuse in relationships as a result of taking part in the 'Safe & Sound' session, from 53% saying they were confident or very confident rising to 68% after the session.

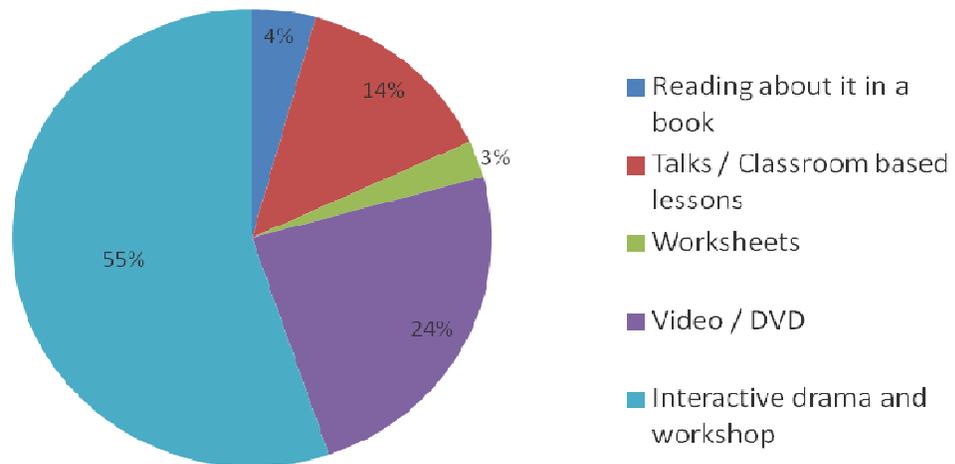
### List 3 organisations that can give advice, information or support about abuse in relationships.

Below are the top 10 organisations given by learners before and after the 'Safe and Sound' sessions.

	<u>Pre</u>	<u>Post</u>
1	Childline	<b>Childline</b>
2	School	<b>Base 25</b>
3	Police	<b>Platform 51</b>
4	Don't know	<b>Respect</b>
5	Parents	School
6	Nspcc	Don't know
7	No-one	<b>Haven</b>
8	Website	NHS
9	NHS	Police
10	Social servers	Websites

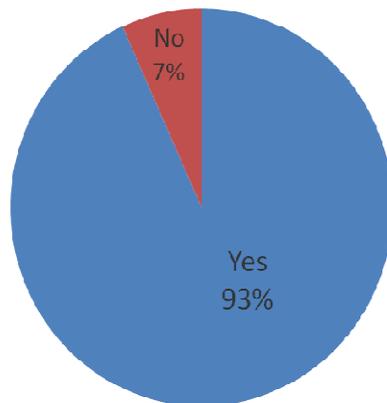
There was a 77% increase in the number of people who named ChildLine as a result of the 'Safe and Sound' programme. There was also a huge 653% increase in people who named Base 25. Nobody in the pre evaluation had named the key services such as Platform 51, Respect and The Haven yet these all appeared in the top 10 list in the post evaluation as a result of the programme.

There are lots of good ways to learn about teenage partner abuse. Which method do you prefer?



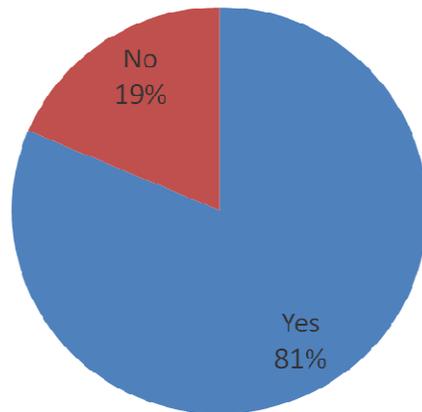
Over half (55%) of the young people said that they preferred interactive drama and workshops as a way to learn about teenage partner abuse. This compares to the next ranked option of video / DVD at only 24%.

Would you recommend 'Safe and Sound' for next year's pupils / students?



93% of the students would recommend the 'Safe and Sound' programme for next year's students and 81% found the session helpful showing a strong positive response to the programme from students.

Do you think the 'Safe and Sound' session was helpful?



**If yes then how?:** The consensus is that the programme helped people to spot early signs of abuse and know where to go for support. Below are a few illustrative responses. The full list can be found in the appendices at the end of this report.

### **It helped me to.....**

***"Understand more about relationships. It taught me how I can get help and who to talk to. Also it taught me what is right and wrong in a relationship."***

***"Spot the early signs of abuse."***

***"Realise the signs of controlling and I can get out a relationship like before I was with someone who made me delete Facebook and all my friends of BBM, but I told a lad I'm close with and he helped me get out and gave me advice and I decided it was best if me and him was just friends."***

***"Not stay with someone that is bullying."***

***"Realise that if I have got any problems in the future I know what to do and where to go."***

***"Understand how important telling people about it if you are getting abused."***

***"Know how to see the signs of abuse in a relationship."***

***"Understand more about violence in relationships."***

***"Understand what to do when in an abusive relationship and who I am able to go to."***

***"Support a close friend which has been going through what Sian did in the performance."***

## **Any other comments**

The main focus of these extra comments was once again on how much the young people learned from the session on spotting signs of abuse in relationships and how friendly and fun the Loudmouth actor / facilitators were and that they enjoyed the drama and learned about the issues. There was only one negative comment which was that it went on for too long.

Some examples of comments are shown below.

***"I have learned a lot about abuse in relationships. Matt and Jodi [Loudmouth actor/facilitators] engaged their audience well and were always smiling which made the workshop more enjoyable. They are very good actors and deserve credit."***

***"I really enjoyed watching the drama piece and would like to see it again."***

***"It was fun."***

***"It's a good thing that will make more teenagers aware of dangers and things that can help them."***

## **School Staff Responses to Students' Sessions**

***"Julie and Rupi [Loudmouth actor/facilitators] were excellent practitioners and acted/delivered the follow up sessions in a very professional manner. Verbal feedback to me from students – they "really enjoyed it!"***

Steve Clifton, Assistant Headteacher, Coppice Performing Arts School

***"Gave them [the students] the confidence and courage to know they can identify abuse and be in control in a relationship was clearly portrayed."***

Genevieve Sylva, Teacher, Coppice Performing Arts School

***"This was an extremely powerful piece, tackling an extraordinarily difficult topic with sensitivity, hugely successful, thank you!"***

Shirley Demarco, Acting Headteacher, Wednesfield High School

***"The young people had heard of some of the [support] organisations but didn't realise what they were for, so now they are much more aware."***

Richard Telfer, Mentor, Wednesfield High School

***"I do not currently teach PSHE but would feel more confident if a pupil disclosed information regarding abuse."***

R Beazley, Head of P.E., Wednesfield High School

## **Staff and Parents' Sessions at Heath Park School**

18 parents (including 12 Governors) attended a presentation of 'Safe and Sound' on 4<sup>th</sup> December 2012. Representatives from The Haven also attended so that we could sign post to their services.

The session provoked a positive and emotional response from the parent, and Assistant Head Teacher stated during the session that she would be booking and paying for further sessions of 'Safe and Sound' for a different year group in the following term.

School staff showed an amazing response to the programme in the training session on 20<sup>th</sup> November 2012. They asked good questions and confidentiality was discussed as many staff didn't know the policy. Many staff gave positive verbal feedback at the end of the session and said how valuable this work was for their school, particularly as there has been inappropriate behaviour of young men in the school for their behaviour towards young women.

Sue Crook, Assistant Head Teacher at Heath Park Business and Enterprise College made the following comments on the training and young people's sessions.

***“‘Safe and Sound’ is a great forum for young people to explore appropriate and inappropriate behaviour. It started off unbelievable conversations. The young people may think before seeing the programme that teenage partner abuse is something that is only happening to them but the programme shows that it affects a lot of young people and that you can get support, not to be ashamed and that it isn't your fault.***

***There had been concerns [prior to booking Loudmouth] relating to inappropriate behaviour from pupils which may have led to serious consequences and 'Safe and Sound' gave the opportunity to highlight what is appropriate and inappropriate behaviour.***

***The staff training had a huge impact on our teaching staff. It raised an issue that we hadn't raised in school before. Many staff weren't aware that teenage partner abuse was a problem in the school. The staff training skilled up the staff so they are able to have conversations with the pupils on the issue. The statistics that Loudmouth shared on teenage partner abuse and the programme they deliver is very powerful.***

***After taking part in the training and watching the performance of 'Safe and Sound' as part of the training the staff insisted that the school bought in further performances/workshops for years 10 and 11 who hadn't had the work funded by MAST 8. The staff used Loudmouth lesson plans in their tutorial time to follow up the performance and workshops.”***

## **Staff Sessions at Wednesfield High School**

A training session was delivered for eight staff at Wednesfield High School on 21<sup>st</sup> November 2012. They responded well and all rated the session as 'excellent' on their evaluation forms. They liked the raw and hard hitting nature of the play and thought it would really work well with their pupils. Many of the staff didn't realise teenage partner abuse was a big problem so their awareness on the issue had considerably or greatly increased.

***"Straight to the point and kids will relate to this."*** - Teacher

(See Appendix C for summary of staff training evaluation comments)

## **Conclusion and Recommendations**

The feedback and evaluation to this tour has been very positive with strong demand for repeated sessions, clear evidence of the approach and that the programme increased young people's confidence in spotting signs of abuse and helped young people to know where to go for support, raising awareness of key local services.

This is the first time that Loudmouth had been commissioned to work in the Wolverhampton MAST 8 secondary schools. The tour was very successful in that the 'Safe and Sound' programme was delivered to over 300 young people. The learning objectives of the programme were met, with the vast majority of the young people learning more about teenage partner abuse and voicing how useful they found the theatre in education sessions.

The staff at the schools that we visited were very pleased with the work Loudmouth ran with their pupils and highlighted that it increased their confidence in teaching about the issues.

It took a while to get the schools on board, being the first time Loudmouth had worked with them, however once the schools committed to the theatre in education programme, all the sessions were booked up and went ahead smoothly.

On the basis of this report we would recommend further work for next year's students using a drama based programmes such as 'Safe and Sound' to continue to keep young people in the MAST 8 area safe. We would recommend future funding at a lower rate, with schools paying a more significant contribution year on year, in order to encourage sustainability.

Many thanks to all the pupils and staff at the participating schools for their enthusiasm towards Loudmouth's work, we are very much looking forward to going back in next academic year.

## **Appendix A**

### **LEARNING OBJECTIVES FOR 'SAFE AND SOUND'**

#### **Attitudes**

- ✓ Young people have increased empathy for people affected by abusive relationships including domestic abuse and teenage partner abuse.
- ✓ Young people have an increased awareness of what makes a good and bad relationship.
- ✓ Young people have an increased awareness of their right to respect in a relationship.
- ✓ Young people have an increased awareness of their responsibility to give respect in a relationship.
- ✓ Young people have increased awareness of the importance of getting out of an abusive relationship.

#### **Skills**

- ✓ Young people have an increased ability to assess risk and identify abuses of power and control in relationships.
- ✓ Young people have an increased ability to identify a range of support networks or services that can provide support for those in abusive relationships or experiencing domestic abuse at home.
- ✓ Young people have an increased ability to identify a range of support networks or services that can provide support for those in abusive relationships or experiencing domestic abuse at home.
- ✓ Young people have an increased confidence in seeking support if they are in an abusive relationship or experiencing domestic abuse at home.

#### **Knowledge**

- ✓ Young people have increased knowledge of what local services can do to support young people affected by abusive relationships or Domestic Abuse i.e. Women's Aid, Brook, ChildLine.
- ✓ Young people have increased knowledge of the definitions of abusive relationships including teenage partner abuse and domestic abuse.

## **Appendix B**

### **Full list of responses to how the 'Safe and Sound' programme was helpful**

- "To understand and clearly know about all kinds of abuse in a relationship."*
- "Understand more clearly and know the signs of domestic abuse in a relationship."*
- "Understand more about relationships. It taught me how I can get help and who to talk to. Also it taught me what is right and wrong in a relationship."*
- "Spot the early signs of abuse."*
- "Spot the signs of abuse in a teenage relationship."*
- "Understand what teenage partner abuse is."*
- "Understand relationship abuse."*
- "Feel confident on discussing problems."*
- "Talk all about abusive relationships and I will always know there is someone there to help if I ever need them."*
- "Learn how to look for bad signs in a relationship."*
- "Understand that relationships can't have abuse."*
- "Realise what to look for."*
- "Understand what to do."*
- "Talk and question abuse in relationships."*
- "Recognise abuse before it gets too bad and where I can go for help if it ever occurs with me."*
- "See what abuse is in relationships and how I can stop it if it happens to me."*
- "Realise some of the events that occur in relationships sometimes are unhealthy."*
- "Understand abusive relationships and problems."*
- "Understand what is wrong in a relationship."*
- "Spot violence in a relationship."*
- "Dangers of a relationship."*
- "For awareness of bad relationships and domestic violence."*
- "Learn."*
- "Know and understand abused relationships."*
- "Realise how important it is to be in a healthy relationship."*

*"Understand about relationships."*

*"Understand."*

*"Because they help people overcome things."*

*"Know what is good and bad in a relationship and who to turn to when abuse happens in a relationship."*

*"Understand."*

*"I know what is like in an abusive relationship."*

*"To spot an unhealthy relationship."*

*"Know what is good and bad in a relationship and who to turn to when abuse happens in a relationship."*

*"Realise the signs of controlling and I can get out of a relationship like that. Before I was with someone who made me delete Facebook and all my friends of BBM, but I told a lad I'm close with and he helped me out and gave me advice and I decided it was best if me and him was just friends."*

*"Realise what is meant to happen and what's not meant to happen in a relationship, and what to do if something bad happens in a relationship and how to stop it."*

*"Understand what the problems are in a relationship."*

*"Understand the meaning of a relationship that isn't good. Because of the hitting and controlling. It's helped me understand that."*

*"Be more aware of abuse in relationships."*

*"It's helped me too spot violence in relationships."*

*"Understand how abuse can happen and what to do if I or someone that I know was being abused."*

*"Understand signs of abuse in a relationship."*

*"Be confident in talking about relationships, and to learn how to handle relationships."*

*"Realise when there is abuse in a relationship that's not right."*

*"Understand that you should tell someone if you're getting abused in a relationship."*

*"Understand that you should always tell someone you trust."*

*"It helped because it was okay."*

*"To spot abuse in a relationship."*

*"Recognise abuse."*

*"Realise that when a person is being abused that there is someone there."*

*"Understand the signs of an abusive relationship."*

*"Recognise abuse easier."*

*"Understand what happens in a bad relationship."*

*"Not stay with someone that is bullying."*

*"Realise that if I have got any problems in the future I know what to do and where to go."*

*"Understand abuse in relationships."*

*"Know what happens in some relationships."*

*"Understand how important telling people about it is if you are getting abused."*

*"Know the different types of abuse that can occur in relationships."*

*"Realise more about relationship abuse."*

*"To understand how to behave in a relationship."*

*"To realize how important safety is."*

*"Understand how important it is."*

*"Identify abuse in a relationship."*

*"I know who I can talk to."*

*"Know how to see the signs of abuse in a relationship."*

*"Realise it actually happens and to what extent."*

*"Tell someone if I have any problems."*

*"Feel more confident about relationship abuse."*

*"See signs of abuse in a relationship and to report anything unusual in a relationship."*

*"Understand just how abuse in real relationships occur."*

*"Understand how it affects people."*

*"Understand when things go wrong in a relationship."*

*"Understand the life of young teenagers."*

*"Understand more about violence in relationships."*

*"Know violent relationships."*

*"To know when abuse isn't acceptable in relationships."*

*"Understand what to do when in an abusive relationship and who I am able to go to."*

*"Not be inappropriate when being in a relationship."*

*"Understand more."*

*"Support a close friend which has been going through what Sian did in the performance."*

*"Learn about abuse in a relationship."*

*"Understand abuse."*

**Full list of responses to 'Any other comments?'**

*"Very good."*

*"I have learned a lot about abuse in relationships. Matt and Jodi engaged their audience well and were always smiling which made the workshop more enjoyable. They are very good actors and deserve credit."*

*"I thought that the two actors (Matt and Jodi) did very well and taught me a lot of things. They got us involved well and made sure it was fun for us."*

*"The actors Jodi and Matt were very smiley."*

*"It was very good and everyone was very nice and smiley."*

*"Thank you. :D."*

*"It was great and I want to do it again."*

*"It went on for a long time people started to get bored."*

*"It was a good session."*

*"Thank you for coming in."*

*"It was fun."*

*"This is fun."*

*"I really enjoyed watching the drama piece and would like to see it again."*

*"It's a good thing that will make more teenagers aware of dangers and things that can help them."*

## **Appendix C**

### **Staff Training Evaluation/Feedback**

*"I'm impressed and grateful this work is going on in a way the teenagers can access. Great work!"*

*"You engaged me in a way few do- so much better than reading off a power point! It was most apparent that this was a professionally prepared and researched piece of drama. [Trainers were] knowledgeable and engaging without being patronising. Well pitched. It was interesting for all staff to know what the students will do. It's also pleasing as it is becoming clearer that this is a real issue in the area."*

*"I would feel very confident if I had to tackle this issue with students now."*

*"The theatre approach allows students to directly see the effects of abuse and consider it from both angles."*

*"I will now be able to direct students to the support services (as I was not previously aware of them.)"*

*"More interesting/interactive, excellent delivery. Different approach to the norm."*

*"This training has greatly increased my knowledge of partner abuse. It also made me think about my own children."*

*"Engaging, informative, I feel the students will find it illuminating and highlights issues in a way that will get them talking eagerly and with purpose."*

*"I think all year groups from Year 9 – 13 would benefit from this workshop."*

*"It has helped me understand how some teenagers react to relationships and what they may be feeling and to be sensitive to their issues."*

*"It made me aware of the growing issue of domestic abuse in young people especially locally and made me aware to watch out for signs in the young people."*

*"Will recommend to friends who teach elsewhere."*

*"Much more aware now and will do a better job if put in this situation."*

*"It has broadened my thinking and response skills greatly...it was perfect."*

*"I didn't really think it was a big issue but now I know it is. In teaching PDC I now have more knowledge to be able to identify controlling situations."*

*"Concise, effective, powerful, purposeful, realistic and offered advice and support for teachers and how to use."*

*"I thoroughly enjoyed the training session. Increased my awareness of yhe fact that partner abuse happens to younger people and should be addressed early 9targeting Year 9.)"*

*"Students empathise and are engaged when learning this way. The same can be said for the staff today, fantastic. I wasn't aware of the figures (how high they were) until today."*

*"Now I know there are agencies who deal with the situation."*