



loudmouth
education & training through theatre

**SCREEN TIME : MEDIA LITERACY PROJECT
EAST BIRMINGHAM
2025**



Making
sense
of media

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Thanks and Acknowledgement

Thanks to Fay Lant, Senior Associate – Media Literacy, Ofcom, Danielle Antha, Media Literacy Manager, Ofcom, Tara Verrell, East Birmingham Programme Manager and Tim Bidey, Evaluation Adviser.

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Executive summary

“This work contributes to Ofcom’s ‘What Works’ approach to media literacy and we will use it to demonstrate the efficacy of community media literacy programmes”. – Danielle Antha, Media Literacy Manager, Ofcom

- East Birmingham was identified as an area of media literacy need and as a result Ofcom commissioned Loudmouth Education and Training to deliver media literacy education in local primary and secondary schools.
- Between March and July 2025, Loudmouth reached 3,012 participants across 64 sessions on media literacy. The programme, Screen Time, worked with 2,865 children and young people in schools Years 6 and 7, 72 parents and 75 teachers / members of the local community.

Increased Awareness of the Impact of Disrespectful Content Online

“I think that boys and girls should be treated equally and respectfully online because it's fair for everyone to be treated the same and that's what I learned today”. – Year 6, Chivenor Primary School

- There was an increased awareness of the impact of disrespectful content online. After the Screen Time, media literacy sessions, 80% of students strongly agreed that girls and boys should be treated equally and respectfully online.
- The content on misogyny and equality online were the elements most strongly recalled by the focus groups we ran a few months after the initial sessions with many pupils reflecting on how unfairly a character called KitKat, who faced online misogyny when streaming, was being treated.

Increased Confidence in Spotting Dis and Misinformation

- The programmes showed an increase in skills in making considered decisions about media engagement, sharing data and spotting signs of mis and disinformation.
- Those that rated their confidence in spotting whether something online is truthful or accurate online, as ‘Totally confident’ or ‘Very confident’ rose from 37% to 69%.
- In the follow up focus groups students could correctly define dis and misinformation as well as the using the questions ‘What?, Who?, Why?’ to identify unreliable online content and reported asking for help if they were unsure about something they saw online.

Increased Knowledge in How Online Content Can Affect Feelings and Health

“Brilliant! Cannot wait for my daughter to see! Thank you!” – Parent, Stanville Primary School

- Screen Time also increased awareness of smartphone use and mental wellbeing and the importance of making informed decisions about media engagement and balance with other activities. Knowledge of how online content can affect your feelings and health increased. The percentage of students who said that they ‘know quite a lot’ or know loads’ rose from 49% to 72%.
- 83% of students thought that the Screen Time session helps students to feel healthier, happier and safer online.

- 83% named parents / carers as a people they would talk to if they saw something that worried them online. Those that said that they would talk to Childline if they were worried about something online, rose from 2% to 25% as a result of the session.

Engagement and Approach

“Loudmouth provided me with good information in a drama play to make it easy to understand”. – Year 6, Topcliffe Primary School

- The use of theatre in education was praised as a fun and effective way to learn about media literacy. 92% of students, 99% of staff and 98% of parents said that they would recommend the Screen Time programme indicating a clear desire for the work to be repeated for students in the 25/26 academic year.
- 84% of teaching staff said that the Screen Time sessions had had considerable or high impact on the group.

Unintended Positive Outcomes

- In the follow up focus groups students shared how the session had helped them to feel less upset or jealous about social media posts now that they are aware that not all online content is true.

Lessons Learned / Recommendations

“I think ALL schools should work with Loudmouth so every child is aware of these issues”. – Parent, Chivenor Primary School

- There were some lessons learned that would help inform further delivery and tours of the Screen Time, media literacy programme:
 - **Prioritise Year 6 delivery:** Evidence from the evaluation responses suggests that this approach to media literacy should focus on Year 6 or in early in the school year for Year 7 to maximise impact and relatability to managing their first smartphone.
 - **Revisit parent engagement models:** While parents valued the sessions, the attendance for the parent sessions was low. Alternative approaches may reach more parents cost-effectively.
 - **Enhance follow-up and reinforcement:** Behaviour change was evident but some pupils in the follow up focus groups said that they reverted to old habits. More pushing of the use of the follow up lesson plans or further teacher training sessions / CPD could help embedded the learning more deeply.
 - **Simplify evaluation tools and build in follow up focus groups into the costs:** Simpler evaluation forms and more funding for follow up focus groups would help future tours.

Introduction

Loudmouth Education and Training

Loudmouth Education & Training was established in 1994 and is a theatre company that supports schools and other organisations with their Relationships, Sex Education and Health Education delivery (RSHE). 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 children and young people. Loudmouth use well researched drama with inclusive, trauma informed practice that uses drama as a safe way to explore topics that young people may face and help them to develop the skills, knowledge and awareness that can help prevent the issues or give people the tools to manage them. The company uses full time trained staff and a strong focus on safeguarding to ensure that the approach is safe, accessible and effective.

Ofcom and Making Sense of Media programme

Ofcom is the regulator for the communications services that we use and rely on each day. One of its duties is to support people, particularly vulnerable people, preventing them from getting scammed and from bad practices online.

Making Sense of Media (MSOM) is Ofcom's programme of work to help improve the media literacy of UK adults and children. MSOM's vision is for a UK where people have the media literacy skills and support they need. MSOM takes a 'what works' approach in improving people's media literacy knowledge and skills using action research to test and evaluate different models. This includes commissioning local area models to identify best-practice approaches to designing and delivering interventions, prioritising the voices of the people we aim to support and the experts who know them best.

East Birmingham was identified as an area of media literacy need, with a high volume of 'passive and uncommitted users' – those with access to the internet but don't use it often. Ofcom undertook research and worked with local community stakeholders to understand what support was already existing and concluded that support was needed to address digital citizenship and media engagement.

Ofcom has duties to promote media literacy, delivery media literacy activities and encourage the delivery of media literacy activities. The funding for this project was to support children and their parents in East Birmingham to improve their media literacy skills.

Ofcom worked with community stakeholders to understand what is already happening to support media literacy skills development in East Birmingham (Hodge Hill and Yardley constituencies specifically). Based on that understanding of the existing assets and the needs, Ofcom commissioned work to address digital citizenship and media engagement around the following outcomes:

- Behaving respectfully online, especially towards women and girls.
- Understanding online misinformation and disinformation.
- Understanding how platforms use our personal data.

Loudmouth were one of two successful projects that received funding to develop and deliver work to local schools on media literacy.

In July 2025 it was confirmed that media literacy, particularly dis and misinformation would form part of the new guidance for schools on Relationships, Sex Education and Health Education (RSHE). There was also an increased focus on online misogyny and mental wellbeing.

Project Overview

Local Need

The West Midlands Combined Authority states that 55% of Birmingham's most deprived wards are located in East Birmingham. Digital access can be uneven and cuts to local services can reduce the opportunities for digital upskilling. Ethnic and social segregation can reinforce 'echo chambers' and local incidents such as the bin strike, extremism and local inequality can lead to alternative narratives and misinformation. Young people may self-educate without strong critical filters. A lack of funding for schools can put pressure on teachers to keep up with fast changing misinformation trends around social media, misogyny and extremist content.

Children and young people are increasingly vulnerable to misinformation, which can distort their understanding of the world and influence harmful behaviours. This vulnerability stems from limited critical thinking skills and understanding of why misinformation is created. As a result they risk being manipulated, misinformed, and unknowingly compromising their personal data and well-being.

Local Media Literacy Strategy

Loudmouth worked with local partners to support media literacy being included as a strategic priority for East Birmingham. Loudmouth drew on 30 years of work in Birmingham schools and used local networks to ensure that the programme content reflected and pushed the local strategy around media literacy. This included a presentation at the start of the project to an East Birmingham school Head's forum to headteachers in local schools. This was used to raise awareness of the project and build on the previously funded media literacy work by Ofcom that had already happened in East Birmingham schools. This event also helped Loudmouth to understand and be able to allay some concerns that some schools had from the previous project where some schools felt that the time commitment needed had been too high. The Heads forum was used to consult with Tara Verrell, East Birmingham Programme Manager at Birmingham City Council and to recruit schools to sign up for the delivery and to be involved in the shaping of the programme content and reflect local need. Loudmouth consulted with local organisations who had already been delivering or contributing to local strategy. This included meetings with Birmingham Open Media and East Birmingham Levelling Up Zone and sending research surveys to all of the schools in East Birmingham and organisations including Digital Partnership Governance Board, Digikick and the Violence Reduction Partnership. Loudmouth built a relationship and provided regular updates to Tara Verrell at Birmingham City Council to ensure that the key messages were in line with the local strategy. The final programme was presented to the local community at a showcase event to allow residents of East Birmingham to have a say and to feed into the content. Loudmouth and Ofcom did invite local contacts and MPs to these events but they were unable to attend. Extracts from the Screen Time programme were also presented to key stakeholders at an event organised by Connect Futures who

were also commissioned by Ofcom to deliver media literacy work in East Birmingham. Tara Verell praised the Screen Time programme and ‘the reactions from the students in the audience, who had rapt attention and engagement’ as well as the overall ‘clarity of the lessons learned’ from the project. Tara also confirmed that it is a continued focus for the council ‘to support Ofcom in the proliferation of the learning and sustainment of media literacy support for children and young people.’

Project Aims

The project involved the development and delivery of a new theatre in education (TIE) resource on media literacy for schools.

The project drew on Loudmouth’s 30 years’ experience of TIE on other topics, building on their work on challenging misogyny, education on online safety and history of working with children, parents and teachers and 30 years of working in Birmingham schools.

Key Outcomes

The key outcomes were to show

- Increased awareness of the impact of disrespectful content online.
- Increased skills in making considered decisions about media engagement, sharing data and spotting signs of mis and disinformation
- Increased awareness of the importance of making informed decisions about media engagement and balance with other activities.
- Increased confidence about talking to others about life online.
- Increased confidence in being able to communicate about healthy screen time.
- Increased teacher knowledge of where to support and get help if concerned about online content.

Target Group

The main delivery element of the project was targeted at children and young people aged 10 to 12 across all schools in East Birmingham. The target age range was decided as this is typically when many children get their first smartphone, and to look at the positives and the challenges involved. The drama also explores the local issues identified around respect to women and girls, dis and misinformation and understanding personal data. There was an additional focus on child and parent communication to support of the types of messages that children and parents may find online and ways that children and parents can communicate and learn from each other to have healthy, happy and safe screen time.

The time between primary and secondary school can be important for children and young people. This may be when they get their first smartphone and start to develop more independence and want more freedom. Loudmouth conducted research sessions in 5 East Birmingham schools with students and had research surveys completed by 7 teachers and 8 parents. These suggested that children and parents may struggle to communicate about online content and see online activity differently. Adults may still think of having an online and offline world where they login online whereas young

people and children do not see a difference between the two as they are in both all the time. Children may be more savvy on things like privacy settings or passwords but may have less understanding of why dis or mis information may be used. There can be tensions between parents' desire to keep children safe and young people's desire to enjoy and contribute online.

Summary of Activities

The session for students consisted of a short performance that covered different aspects of media literacy. The activities that follow the drama included an interactive question and answer session with two of the characters, some recapping of key terms and signposting options and small group discussions to unpick the content. The small groups worked with approximately 15 students to 20-40 minutes to explore key skills in being media literate and spotting dis and misinformation, explore attitudes that may be displayed online such as misogyny and gain knowledge about online safety and protecting your data. The workshop also explored ideas to help children and parents communicate more effectively.

The activities also included awareness sessions and resources for parents. Most of these sessions were delivered live on the same day as the parent's children took part in the session. These included showing the live drama, talking through the workshop content and sharing ideas for how to talk to their children about the content at home.

Further online sessions were available for parents and training and support for teachers with extra lesson plans and resources to continue the teaching after the Loudmouth visit.

The programme is underpinned by a Theory of Change model which can be found in Appendix 1.

Engagement Overview

The project reached 3,012 participants across 32 schools. This included:

- 2,865 children and young people in 34 theatre in education sessions
- 72 parents, in 26 sessions
- 75 teachers / community members in 4 teacher training sessions

Schools were made up of 21 primaries, 5 secondary, 1 combined primary and secondary and 5 Special Educational Needs (SEN) venues.

A full breakdown of participating schools can be found in Appendix 2.

Evaluation Aims / Purpose

The overall aims of the evaluation were to explore 1) what impact the project had, if any, and for who; and 2) what worked well, less well or could be improved.

Evaluation Design and Framework

An evaluation framework was developed to clearly outline how each of the programme outcomes would be measured. This can be found in Appendix 3.

Key Evaluation Questions (KEQs)

The evaluation aimed to address the following questions:

- Were participants reached as intended?
- How satisfied were participants or stakeholders with the programme?
- Did the programme produce or contribute to the intended short-term outcomes?
- To what extent can observed changes be attributed to the programme?
- What is the potential for these outcomes to lead to medium-term impact?
- What unintended outcomes (positive or negative) emerged as a result of the programme?
- What worked well and less well about the programme – and why?

Data Sources and Samples

- 15 venues were evaluated with 266 fully completed pre and post evaluations from 10 primary schools, 3 SEN, 2 Secondary to reflect the split / ratio of bookings.
- 4 schools were randomly selected to take part in follow up focus groups. These took place 8 – 12 weeks after the students had taken part in the Screen Time sessions. These worked with, 27 students in 2 primary schools, 1 secondary school and 1 SEN venue.
- 57 parent evaluations were completed.
- 73 teacher evaluations were completed.

Methods / Data Collection

- The evaluation used a mixed method approach, combining both quantitative and qualitative data collection and analysis to provide richer insights than either method alone.
- An overall sample of 266 of the 2865 students who took part in Screen Time sessions was created. This was the maximum sample size with the time and resources available.
- Schools and pupils were selected to take part in the evaluation via a two-stage stratified cluster sample.
- We used a random number generator to select 15 schools (10 primary schools, 3 Special Educational Needs (SEN) venues and 2 secondary schools). This matched the overall ratio of school types. We then selected one class per school, where all students in this class completed pre- and post- surveys (where we worked with more than 1 class in a venue then we used a random generator to select the class). Students were asked to add a unique code to their pre and post evaluations noting their initials and the date of their birthday. This was then used to match their pre and post questionnaires.
- 4 schools were also randomly selected to take part in follow up focus groups. These took place 8 – 12 weeks after the students had taken part in the Screen Time sessions. These worked with, 27 students in 2 primary schools, 1 secondary school and 1 SEN venue. Students volunteered or were purposively selected to take part in the groups.
- Focus groups were checked on their recall and retention of key messages and to get feedback on the delivery. These took place 8 – 12 weeks after the original session and were run with small groups (average 7 students per session).

- In addition, 57 parent evaluations and 73 teacher evaluations were collected opportunistically. Every parent or teacher who attended a session, across the 32 schools, was given the chance to complete a form.
- A copy of the evaluation forms and key evaluation questions can be found in Appendix 4.
- Quantitative data was analysed using descriptive statistics to summarise patterns and changes across the sample. Qualitative data from focus groups and open-text responses was thematically coded to identify common themes and insights

Limitations

- Students may overestimate their knowledge before taking part in a session, which may result in skewed data in the pre questionnaire compared to the post questionnaire. Some students struggled with the instructions to code their forms resulting in forms that could not be matched.
- Random selection can throw up challenges if logistics change on the day e.g. the chosen class arrives late for the session and so misses some content.

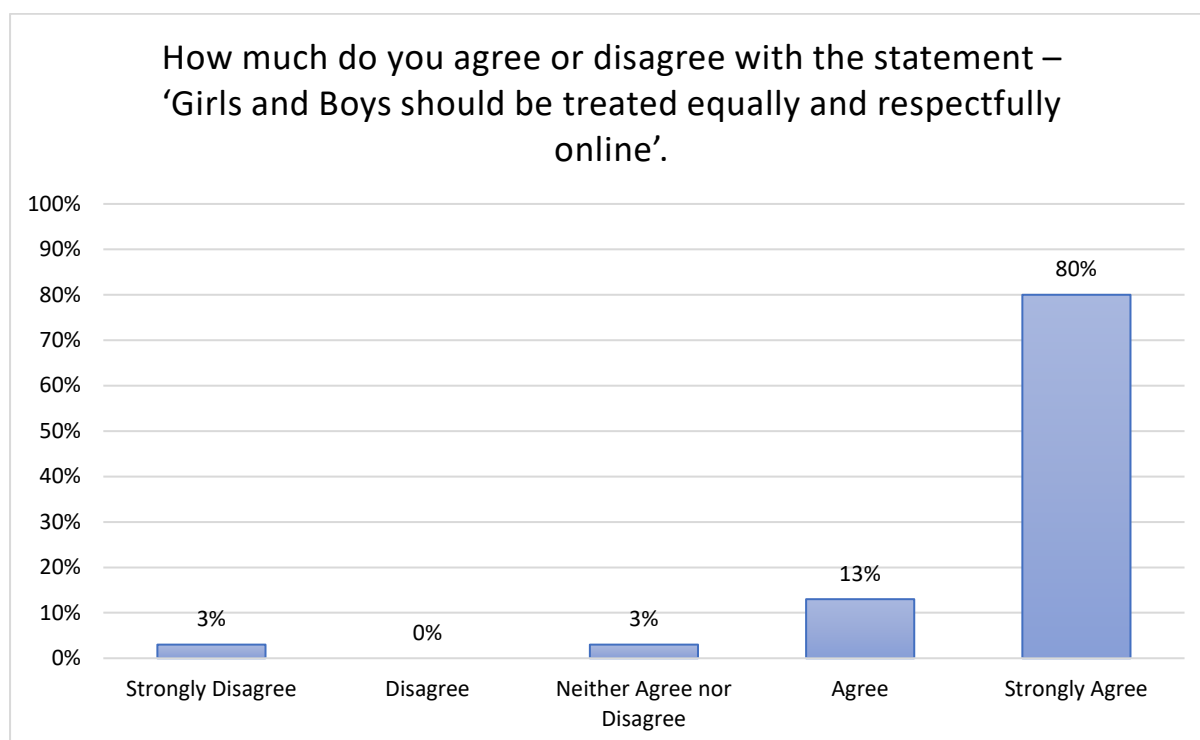
Key Findings / Outcomes

<p>Increased awareness of behaving respectfully online, especially towards women and girls</p>	<p>The Screen Time programme helped young people think more deeply about how girls and women are treated online, and why respect matters. At the end of the programme 93% agreed that girls and boys should be treated equally and respectfully online.</p>
<p>Increased confidence in spotting online misinformation and disinformation</p>	<p>Screen Time programme was successful in building pupils' knowledge and understanding of misinformation and disinformation. Confidence in identifying whether content was truthful or accurate rose markedly, with those feeling 'very confident' or 'totally confident' increasing from 37% to 69%. Many young people reported that they had learned new terminology and developed greater awareness of online risks.</p>
<p>Increased knowledge of how online content can affect your feelings and health</p>	<p>Screen Time was successful in building students' knowledge of the impact of online content on wellbeing. Those that said that they 'know quite a lot' or 'know loads' about how online content can affect feelings and health rose from 49% to 72%.</p> <p>83% of students thought that the Loudmouth session helps students to feel healthier, happier and safer online.</p>
<p>Increased confidence in talking to others about life online</p>	<p>Screen Time programme showed a small increase in confidence for students in talking to their parents / carers about being online, Those that said that they were 'Totally confident' or 'Very confident' rose from 61% to 68%.</p> <p>The number of students that said that they would talk to Childline, if they were worried about something online, rose from 2% to 25% as a result of the session.</p>
<p>Reduced anxiety and pressure from online content</p>	<p>Screen Time showed some examples where students described changes in their emotional responses to online environments. One young person commented that they used to feel jealous when comparing themselves to social media posts, but after the session they recognise that not all content is true and that they now feel "more grateful for what I have." This suggest a reduction in the negative emotional impact of viewing some content. Others explained that understanding the difference between misinformation and disinformation made them less likely to take online content at face value, with one stating: "It shows how to know if things are true".</p>

Increased Awareness of Behaving Respectfully Online, Especially Towards Women and Girls

The Screen Time programme helped young people think more deeply about how girls and women are treated online, and why respect matters. One of the main characters in the Screen Time drama, Mia, is a young girl who is affected by online misogyny she sees online and that she also sees repeated in her classroom.

After the session students were asked how much they agreed or disagreed with the statement – ‘Girls and Boys should be treated equally and respectfully online’. The results are shown below.



(n=262)

80% of students strongly agreed and 13% agreed with the statement. Most of those who gave a reason focussed on equality and that humans should all be treated the same.

“Because it doesn't matter what gender you are, you can still cook, game or play football”. –
Lyndon Green Junior School

Others focussed on the impact that disrespectful comments can have on children and young people.

“I agree because it will be not fair if anyone doesn't get treated equally and it can make you feel upset if you get treated different”. – **Year 6, Topcliffe Primary School**

One of the most memorable moments for students, from the drama, was a scene where a girl playing a game on a livestream received sexist comments, which her younger brother read aloud and started copying. Students remembered the character’s gaming name, ‘KitKat’ and details about the brother and the kind of comments made. This sparked a lot of reflection. Some pupils described

feeling upset, shocked, or angry at the comments, with one saying they felt “disrespected as a girl” that people can make those comments. Others said it made them think about what girls often have to put up with online.

Other students focussed on the fairness and kindness aspects, describing the behaviour as “mean” or “not fair”. While they didn’t always use words like “sexism,” they clearly recognised the behaviour based on gender as wrong and unfair. For many, the takeaway was about treating others with respect and kindness and thinking before posting things online.

Overall, the feedback from students showed and increased awareness of how negative and discriminatory behaviour can affect people emotionally and encouraged a stronger sense of empathy and fairness. For some, it opened up conversations about sexism directly, while for others it reinforced the importance of equality, respect, and kindness online. Together, these responses show that the programme gave young people valuable ways to think about respect for girls and women in digital spaces.

The impact was reinforced by the evaluation with teachers. A distinct theme across the feedback was the way the sessions highlighted the gendered aspects of online harm and prompted pupils to reflect on the treatment of girls and women in digital spaces.

One response noted that the performance was “delivered in a way that students understood the negative sides of the Internet and impact on girls. Got students to question what they are looking at”. This indicates that the material successfully linked online risks with the specific challenges faced by girls, while also encouraging pupils to interrogate online content more critically.

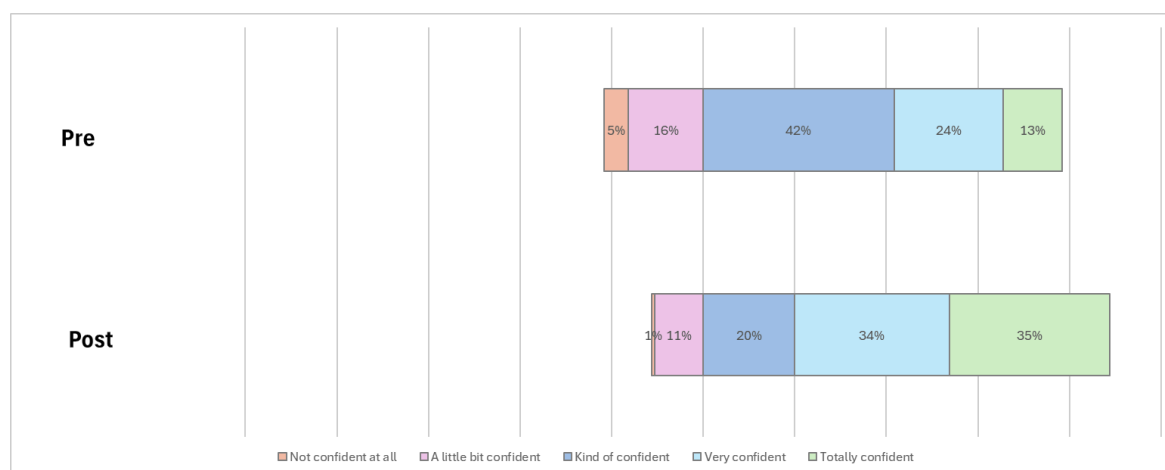
Teachers commented on the relatability to the character Mia and how this also played a role in raising awareness of the impact of online misogyny. One teacher highlighted that “children were able to relate to ‘Mia’ in the performance. Raised awareness of benefits and risks of online use”. By engaging with a female character’s experiences, children were given an accessible entry point to consider the pressures and inequalities girls face online.

Teachers reflected on how the workshops prompted pupils to think about the “negative impacts as well as the positives” of online interactions, and teachers observed that children began “considering the impact of what they do themselves”. These reflections suggest an emerging awareness of respectful behaviours and the consequences of online actions — particularly relevant for tackling misogyny and disrespect towards women and girls online.

Increased Confidence in Spotting Online Misinformation and Disinformation

The Screen Time programme was successful in building pupils’ knowledge and understanding of misinformation and disinformation, with many reporting that they had learned new terminology and developed greater awareness of online risks.

Confidence in identifying whether content was truthful or accurate rose markedly, with those feeling ‘very confident’ or ‘totally confident’ increasing from 37% to 69%.



Mean 3.23→3.92 (n=264)

Participants frequently recalled key concepts such as the difference between misinformation (shared by mistake) and disinformation (shared deliberately), and many were able to retain and apply practical frameworks such as the “What, Who, Why” questioning approach that was taught in the Screen Time workshops. This shows that the sessions not only introduced new vocabulary but also embedded a clearer understanding of how to assess online content.

“I learned about knowing what to believe online – I now know some people just want likes and views”. – Year 6, Ladypool Primary

“The session got students to question what they are looking at”. – Vice Principal, Small Heath Leadership Academy

The programme also encouraged pupils to think more critically about their online experiences and to reflect on their own behaviours. Many reported being more likely to question what they see, check sources, and ask trusted adults if something appears suspicious.

“I use what I learned when searching for things on Google and checking news sites. I saw something weird and asked my Nan if it was true. I wouldn’t have done that before”. – Year 6, Stanville Primary

“It shows the internet in a different perspective and shows the internet is a good place but it also shows there is bad things online”. – Firs Primary School

Some noted that they now stop to consider whether posts are genuine or motivated by likes and views, and a few even described sharing their learning with family or peers. In some cases, the content supported emotional resilience by helping participants recognise when social media is manipulative, reducing feelings such as jealousy and increasing gratitude.

“I used to feel jealous... now I am more grateful for what I have”. – **Year 6, Ladypool Primary**

Taken together, the findings indicate that the programme significantly strengthened media literacy in relation to misinformation and disinformation. Pupils not only demonstrated cognitive gains in knowledge and recall but also showed early signs of applying these skills in everyday digital life. With further development of interactive and visual elements, the approach could be enhanced even more, but the current evidence suggests clear progress in equipping young people with the tools to navigate online information critically and safely.



Increased Awareness About How Platforms Use Our Personal Data and Online Safety

The programme helped students to have a better understanding of managing risks and how “It taught me to be cautious online at all times and not share data”. And others said how it helped them understand privacy, “Because I know more about what happens online to your data”. Others said that it helps you to be safe whilst still being able to participate online, “because they help you to have social media but still be safe”.

Parents were very focussed on the support it gave to helping their children to be safer online. “It is a great way to help children understand the issues. The session provides knowledge to school pupils on how to stay safe online” and thanked Loudmouth for the support, “I’m happy to be here today, it was useful. I would like all parents to have this session”.

“It helps children to understand the importance of staying safe online and protecting their data. Also ensuring they only use age appropriate apps”. – **Teacher, Adderley Primary School**

Increase in Awareness of the Impact of Online Content on Health and Wellbeing

- The project showed an increase in knowledge of how online content can affect your feelings and health. Those that said that they 'know quite a lot' or 'know loads' rose from 49% to 72%
- 83% of students thought that the Loudmouth session helps students to feel healthier, happier and safer online.

Students reflected on how the Screen Time sessions allowed them to think about their own habits and how best to manage the amount of time they spend on their phones with one adding that "too much screen time can affect you physically, mentally and emotionally". Many commented on sleep habits and the use of phones before bedtime. One student commented that if people are on their phone at night that this can be an issue as "otherwise people old and young will have a hard time sleeping" and another observed that "If you stay on it all night it will affect your mental health". Another pupil focussed on how the session "helps people to not stay up on their phones too late".

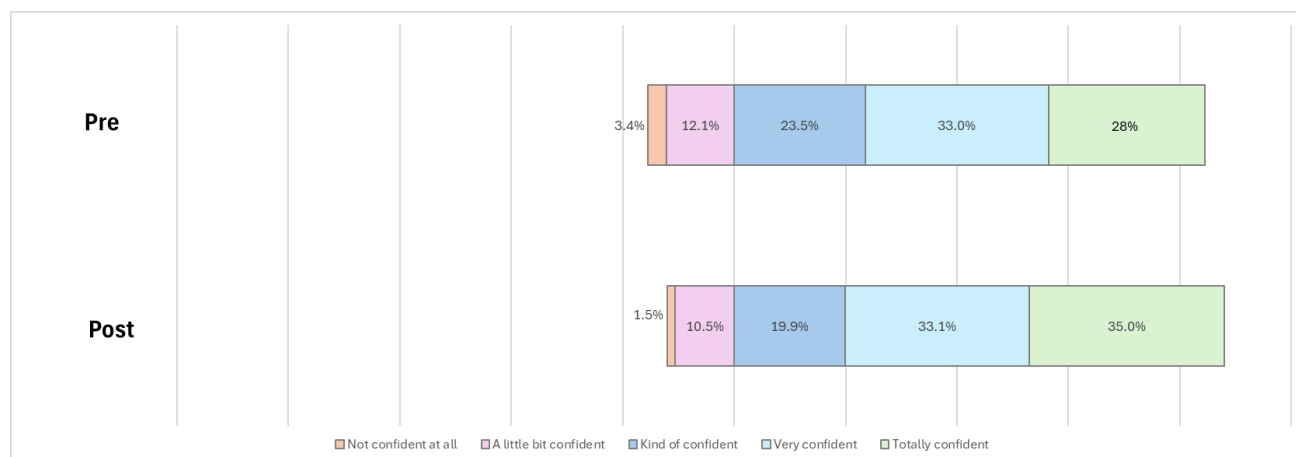
Students also reflected on how managing their screen time can help their mental wellbeing with one student reflecting that, "Now I feel safer and happier online and I feel like I should come offline more".

Many students mentioned feeling more confident, happier, and able to deal with challenges after the session including comments such as "It gives confidence" and "I feel more confident, happier and safer". Others felt supported as they felt it recognised that people can feel upset about things they see on their phones. "It explains it is okay to be sad about things online and it helps children express their emotions".

A few comments recognised the role in how someone's own behaviour can impact others with a focus on the need for respect and kindness. One pupil said that "I now know you shouldn't be mean to others online". Whilst another said that "We should have fun and not be mean to others".

Increased Confidence About Talking to Others About Life Online

The Screen Time programme showed a small increase in confidence for students in talking to their parents / carers about being online. Those that said that they were 'Totally confident' or 'Very confident' rose from 61% to 68%.



Mean 3.7→3.91 (n=264)

Students were also asked to name who they can talk to if they saw something online that made them feel uncomfortable or worried. Those who named parents was surprisingly high in both the pre and post surveys with 83% of pupils naming parents after the session (84% in the pre). Loudmouth conducted 5 research consultation sessions prior to creating the Screen Time programme. In these sessions, students strongly stated that they would not be likely to speak to parents about what they did online and so it was unexpected to see the pre level so high. The post session level remained almost identical although a small number of students who had named parents named other sources such as Childline rather than parents in the post session survey.

96% of parents who attended think that it is important to have sessions for parents although the parent sessions were poorly attended with an average of only 3 parents per session and many with 0 participants and so questions remain about how cost effective or viable these are for future tours.

These were difficult to arrange and have knock on effects as when arranged, it then means that we can't fit in multiple sessions in a day. Other online methods may be more cost effective even if they lack some of the impact as they could reach more people.

- 94% of parents thought that it was very important for children to have sessions like this to learn about the issues covered in Screen Time.
- 100% of parents thought that Loudmouth's Screen Time programme is a good way to explore the issues.
- 98% of parents would recommend that their school continue to use Loudmouth.
- 96% of parents who attended think that it is important to have sessions for parents.

The surveys also shows that the sessions were not only informative but also powerful in strengthening communication between parents and their children. A key outcome was that parents gained greater awareness of the fast-changing online environment, giving them confidence to start

conversations at home. Many reflected that technology “moves so fast” and that the sessions helped them to “know what our children are accessing” and “see what our child is seeing”. This improved understanding of children’s online worlds allowed parents to open up discussions with their children, ask questions, and share perspectives.

Parents also emphasised the protective and supportive role that the sessions enabled. By learning more about online risks such as bullying, harmful content, and device overuse, parents felt better equipped to guide their children and talk to them about difficult issues. For some, this meant being able to discuss emotions with comments such as, “I can understand what feelings they have”—while others noted practical conversations about screen time, phone use, and managing anger. These insights suggest the sessions not only gave parents tools for monitoring and protection but also encouraged a more empathetic and open dialogue with their children.

Another important theme was bridging the generational gap in online knowledge. Parents acknowledged that children often have a more direct experience with technology, while adults may be “20 or more years older” and less familiar with online risks. The sessions offered a shared reference point, allowing families to discuss the same content and for parents to learn from how children are taught in school. This helped create a common language between generations, making conversations about online behaviour and safety more natural and less confrontational.

Finally, the sessions built a sense of community and shared learning. Parents valued hearing from others, recognising that their challenges were similar, and learning practical strategies they could apply at home. This peer reassurance supported parents in feeling less isolated and more confident in continuing conversations about online safety with their children. Overall, the sessions not only improved parental knowledge but also created the conditions for open, supportive, and ongoing communication within families.

Who would you talk to if you were upset or worried about something you saw online?	%
1. Parents	83%
2. Teacher	58%
3. Family	42%
4. Friends	26%
5. Childline	25%
6. Trusted Adult	16%
7. Loudmouth	3%
8. Other	2%
9. Police	1%
10. NHS	1%

Changes in Behaviour

- 84% of teaching staff said that the Screen Time sessions had had considerable or high impact on the group which was echoed in the comments from the students who took part.

Students retained key elements of the session and remembered the storyline and characters and some of the key models and strategies that were covered.

The programme generated clear evidence of behavioural change in how pupils navigate online content. Several students reported adopting new strategies to check the reliability of information, including recalling the model taught in the session of using questions such as “*What, Who, Why*” to deduce whether to trust a post. One primary pupil explained that after the session they now “search for it elsewhere or check who posted it before believing it,” while another noted that they had started to ask their grandparent about suspicious content online: These examples demonstrate that the critical evaluation skills taught were not only understood but had become part of the students’ daily media use. Retention of key terms such as dis and misinformation were strong for the primary and secondary schools and students recalled and engaged with the visual aids used in the discussion workshops.

Participants also described changes in their emotional responses to online environments. One young person commented that they used to feel jealous when comparing themselves to social media posts, but after the session they recognise that not all content is true and that they now feel “more grateful for what I have,” This suggests a reduction in the negative emotional impact of viewing some content. Others explained that understanding the difference between misinformation and disinformation made them less likely to take online content at face value, with one stating: “It shows how to know if things are true”.

The sessions also encouraged pupils to consider their behaviour towards others online, particularly in relation to respect for girls and women. Secondary pupils reflected that the livestream bullying scene made them think about “what girls have to put up with online” and that the comments that the character saw left them feeling “disrespected as a girl,” while others described being “shocked” at the sexist comments shown. Younger pupils, although less likely to use the word ‘sexism,’ recalled the scenario as “bullying for being a girl on a live stream” and emphasised the unfairness of the treatment. These reflections suggest a broadening of awareness that is likely to influence peer interactions in digital spaces.

Finally, there were signs of knowledge being shared beyond individual participants. Some primary pupils reported giving advice to others after the sessions, for example: “*I can give advice to others*”. This indicates that the programme’s influence extended into pupils’ peer and family networks, multiplying its impact on online behaviours and norms.

More General Impacts on Staff/ Teachers/ Schools/ Parents and the Wider Community

- 75% of teaching staff said it had considerable or high impact on the staff.
- 100% of parents said the Screen Time sessions are a good way to explore the issues.

The Screen Time programme had a strong impact on the pupils and staff. Teachers noted that the programme helped to back up the messages that they were already teaching around media literacy and how the content “Aligns with what we teach at school” and “reinforces what we do in school” how the programme complemented the curriculum and gave staff further reference points for lessons. Teachers appreciated that they could “reference back to this workshop and build upon this moving forward”.

Others felt that the sessions helped staff’s own professional development and confidence with one teacher describing how the sessions helped “uplevel staff knowledge in these areas [misinformation and disinformation]” and another how it “empowers staff to feel more comfortable speaking about topics covered”. The interactive format provided “other approaches to opening the conversation” and “illustrates how drama/role play can be used to teach ideas and concepts”. For some, it sparked reflection on safer internet lessons and offered “ideas to discuss media/online risks in an engaging way”. Teachers also gained new information themselves about media literacy. One noted that they gained “lots of valuable insight” and commented on how the programme “made me think about the ways to spot mis/dis information to teach children in the future”. This highlights the dual role of the programme in educating pupils while also providing staff CPD.

It also provided teachers with new insights and awareness of children’s online experiences. Staff found the sessions useful in revealing what pupils encounter online and how they feel about it. Feedback included “Clearly evidences the struggles that young people experience online,” and “positive in that we have a clear understanding of what they use the internet for and issues that may arise”. The sessions offered staff insight into children’s perspectives, which could then inform safeguarding responses and future teaching.

The programme also provided support for parents and the wider community with ideas on how to talk to children around media literacy. One parent commented on how the programme allowed them to have some common ground as a basis for further discussion noting “We can see what our child is seeing so we are able to talk about it with our child to get their feedback and discuss issues they are worried about”. Others highlighted how the programme ‘helps to start discussions at home’ with one parent planning to use the session saying that it would be “useful to talk to my son later”.

Programme Satisfaction

- 99% of staff said that they would recommend the programme for future years.
- 98% of parents said that they would recommend that the school continues to use Loudmouth.
- 92% of students who took part in the evaluation would recommend the Screen Time programme for next year’s students.
- 75% of staff rated the session as Excellent and the remaining 25% as Good.

Strengths of the Use of Theatre in Education for Media Literacy

Loudmouth Education and Training’s programme aligns closely with findings from [Ofcom’s Children and Parents: Media Use and Attitudes Report 2023](#). Ofcom’s Making Sense of Media programme seeks to help children build more realistic confidence in their ability to critically evaluate online media, and to develop the skills to use, understand and create media safely and productively.” This was shown in the feedback of the Screen Time programme with students in East Birmingham reporting that after taking part that they had learned to identify “what is real and what is not” and to spot dis and misinformation—core media literacy outcomes highlighted by Ofcom.

The Screen Time sessions used a theatre in education model. This approach has been used in schools for over 50 years and its effectiveness is shown in reports including *‘It Opened My Eyes: Using Drama Theatre in Education to Deliver Sex and Relationship Education’*, Fiona Sawney et al 2003.

Media Literacy is an important issue for schools. There are lots of debates around the use of smartphones in schools and media literacy including dis and misinformation will become part of the compulsory RSHE curriculum from September 2026.

Loudmouth has been delivering theatre in education for over 30 years however this is the first time that Loudmouth had created work to directly address media literacy and so the approach was designed in line with Ofcom’s evidence on what works.

The use of theatre was consistently highlighted by children, parents and staff as a highly engaging and memorable medium for teaching about media literacy. The entertainment value, humour, and strong performances were highlighted as ways that allowed the sessions to be enjoyable and easy to follow. The positive feedback on the use of theatre in education was consistent across primary, secondary and SEN venues.

The humour and entertainment elements provided a hook for pupils to learn about media literacy. Pupils described the sessions as “very funny and engaging,” and noted that the “humorous nature of the performance, yet a serious message was given”. This balance of fun with seriousness made the lessons on media literacy stick. One parent noted that “It’s a good way of learning information which could be boring in other ways”.

The quality of the delivery was also noted with Professional and believable acting. Teachers praised the “high quality drama” and “believable characters,” emphasising that the acting drew pupils in and sustained their attention.

Ofcom’s **‘What works in delivering media literacy activities, 2024’** report highlights that ‘facilitated workshops were an effective approach to supporting media literacy, and high-quality activities and resources were essential for ensuring sessions were engaging and impactful with children and young people. Interactive sessions that used fun, gamified and kinaesthetic activities worked best with children and young people’. The students who took part in the Screen Time performances and workshops described them as “fun and educational,” and valued how the use of drama and interaction made the lessons memorable. This experiential approach reflects best practices in digital education highlighted across Ofcom’s media literacy research.

Parents liked the gentle approach and said the sessions felt like “a fun story for kids” and “relatable and enjoyable”. Young people identified with characters which strengthened recall and empathy.

Pupils recalled specific dramatic scenes particularly around the topic of disrespect to girls and women online (e.g. the character of 'Kitkat' when gaming) and facing online abuse during a livestream, the concerns on this by the worried and overprotective dad. These concrete examples were remembered and showed that the relatable drama aids long-term retention.

Ofcom's report **'Teens on screens: Life online for children and young adults revealed, 2023'** highlights the benefits that older teenagers gain from taking 'a deliberate break from social media apps' or deleting apps to 'avoid spending too much time on them'. Pupils after taking part in the Screen Time programme commented that they now understand how excessive screen time can affect mental and physical health, "too much screen time... affect you physically, mentally and emotionally" and the value of taking breaks. This demonstrated how the Screen Time programme addressed digital wellbeing as central to online safety and wellbeing.

The performance element was highlighted as a powerful way to learn about media literacy and could be more effective or work well to enhance other teaching methods. Parents reinforced that "theatre is often more powerful than a standard class teaching session," with one commenting, "They show the children through performing which is brilliant for them to see and understand".

Overall, theatre provided an active, emotional, and visual form of learning that enhanced traditional classroom teaching. One student said that the session was "better than PowerPoint," and another that it was "like a movie". The workshop elements and style of facilitation were also key strengths with schools reporting on how their pupils participated through the hot-seating and interactive discussions. One teacher noted on how the session captured the attention of their whole year group observing how "120 children were fully engaged throughout".

The facilitation style and delivery were consistently praised for capturing attention, making complex media literacy issues clear, and creating a safe space for discussion. The use of interaction, particularly in the hotseat where the audience can talk to the characters from the drama, were highlights for many.

Staff also valued how the programme handled potentially challenging material in an age-appropriate way. One teacher noted how, "sensitive topics such as online bullying, misinformation, and screen time were handled with clarity and care", while safeguarding concerns were thoughtfully embedded. One teacher felt that Screen Time, "sensitively educates children on what they may experience as they grow up".

The Screen Time programme was also praised for the amount of content it covered and how this was relayed and reinforced through the session with one teacher noting how, "In a short period of time pupils remembered so much". Teachers valued that the sessions were both enjoyable and practical, giving children "useful skills" and strategies to stay safe online and empowering them to ask questions they might not otherwise raise. "Students are more likely to interact/question with actors in character". As one teacher summed up: it was "a different way to teach the students" that was "funny but informative" and left a lasting impact.

Loudmouth do not use freelance delivery staff and so the quality of delivery and consistency of approach helps to maintain the safe approach to the work. One teacher commented on how "a potentially tricky subject area is addressed in a safe and comfortable way". Whilst another commented on how the delivery "is done in a safe and healthy way". Parents also valued this warm and sensitive and friendly approach with one parent stating that they found the session a "Brilliant way to engage and educate young people in a fun and light-hearted way".

Improvements / Developments

There were some suggested improvements. One teacher at a SEN venue felt that the session could be made shorter for pupils with SEND. In the follow up focus groups some children said that they had changed their behaviour as a result of the session but had reverted to old habits and so refresher sessions or reminders could be useful. Some staff felt that further CPD on media literacy could help as due to limited staff in the room during the session that some missed out on the content or were more focussed on monitoring the group than engaging with the content themselves. One primary school pupil suggested that there should be more opportunities for pupils to act in the drama however this is not part of our approach due to the trauma informed approach, as it can put a lot of pressure on some pupils. Some secondary school pupils felt that they already knew a lot of the content. As many of the Year 7 sessions were later on in the academic year when they were close to Year 8, it may be that the session is more suited to those in Year 6 or early Year 7.

Simpler evaluation tools may be needed in future or more funding and time needed to make these work. The evaluation methods used were useful in being able to match individual pre and post survey answers, however the logistics of working in so many schools and randomising groups were challenges. Logistics on the day could make it difficult to work with the group that the number randomiser had chosen as the chosen group may have been late to the session and missed content or where the numbers attending were low or the school had had to reduce the length of that particular workshop. Students struggled with the approach of adding a code to enable us to match their pre and post sessions. This resulted in some data being ineligible for use in this report.

The evaluation also took much longer to do than had been budgeted for. The scope of the requirements and changes to Loudmouth's standard evaluation approach and the need for follow up focus groups resulted in more work than had been costed. This would need to be addressed for any future tours.



Lessons on Teaching Media Literacy Through Theatre in Education

"I loved it! The impact on the young people was clear to see. They were engaged and inquisitive, there were some great discussions in the two groups. The groans of recognition from the audience stick with me!" – Danielle Antha, Media Literacy Manager, Ofcom

The use of theatre in education to teach media literacy worked well in all of the venues Loudmouth visited in East Birmingham and the live element allowed for small adjustments to be made to suit each group. The approach used for the programme is easy to scale and repeat and replicate and adapt to different areas.

There are some interesting challenges with using drama to explore media literacy. Theatre in education typically needs to be flexible and affordable for schools which tends to mean simple sets and use of technology. This does present some challenges in being able to represent the digital world and current online trends on stage. The pace of change can happen quickly and so memes and references that were topical and would land with students at the start of the tour had changed by the end. This resulted in a need for faster updating of the material than with some other topics to keep the script fresh and relevant.

There were a few threads that came through strongly from these sessions that we then focussed on in the writing of the script and workshop material for Screen Time. These included a need to support children to improve their knowledge around how data is used and their confidence in spotting dis and misinformation, exploring respect and equality / misogyny online and improving an understanding how mental wellbeing can be affected by the things we see and do online. These topics came up a lot in the sessions and the evaluation results broadly echoed what we had expected to see.

There were a few elements of the evaluation results that were interesting. In the creation of the programme Loudmouth ran a series of research sessions with young people to gauge their knowledge and confidence levels. One element of this explored how likely young people said they were to talk to their parents about what they look at online. The young people, who took part, were clear that they did not, and would not, speak to their parents. They knew that parents and trusted adults were people you *should* speak to, but there were concerns that telling parents, if they were worried about things that they saw online, may mean phones being taken away or restrictions placed on their use. Some said that they may speak about some things with their mums but not their dads.

This research informed the narrative of the main drama where a young woman and her dad gradually learn to understand each other's perspectives about using their smartphones and start to talk more about what they do and see online. We had expected in the pre-evaluations to see very low levels of pupils who named parents as someone they *would* go to discuss what they had seen online and for this to increase significantly as a result of the session in the post-evaluations. We also expected to see a big increase in confidence in talking to parents as we covered lots of ideas on how to start conversations and explored the benefits of talking and getting support.

It was surprising therefore to see in the *pre-evaluations* that 83% named parents as people they would talk to and 61% said that they felt very or totally confident about talking to parents. These were much higher baselines than expected and made increasing these levels more challenging than we had anticipated. We tried many different adjustments but the confidence and naming parents as a source of support was strong across the board before the session. The numbers stayed pretty similar in the post evaluation and so the work we did to build parent and child communication did not play out as we had expected from the research.

Interestingly, the result of the Ofcom's '**Children and Parents : Media Use and Attitudes Report, 2025**' report, echoed the Screen Time experience with 92% of 8-12s who would report worrying or nasty content, saying that they would report what they saw to their parents. This report was published after the Screen Time programme research was conducted and so this raises questions about whether the focus on talking to parents is needed in future as a core driver in the programme in future as already high and why there was a difference in the Loudmouth initial research sessions.

There was also a challenge in keeping the discussions from fixating on online safety. The focus of the sessions had been on behaving respectfully online, especially towards women and girls, online misinformation and disinformation and understanding what happens to personal data. There were further messages about online safety but these had less focus in the drama and workshops. However, it was interesting to observe that these were the topics that the children mostly asked questions about and commented on. It was a challenge to move children's thinking from being safer online means 'stopping or reducing your time online' to 'having skills that you can use to feel safer when you are online'. The programme evolved during the early part of the tour as we found ways to steer discussions to the core media literacy themes and introduced more interactive and visual elements to the workshops to enhance the content on dis and misinformation.

Some students especially those in Year 7 felt that they already knew the content so maybe some more advanced lesson plans and follow up material could have been provided. Some teachers in SEN venues suggested that further differentiated content or shorter sessions could help in future.

Conclusions

The Screen Time programme demonstrated strong evidence of impact in line with its intended outcomes. The project, covered in this report, booked and delivered all of the funded sessions working in 32 schools and reaching over 3,000 students, parents and teachers. The evaluation showed strong satisfaction across all participants with high ratings and the Screen Time programme was recommended for future years by all audiences.

The project successfully raised awareness, built skills, and prompted reflection on key areas of media literacy: respect and equality online. It aided students' understanding of dis and misinformation, recognising the role of personal data, and safeguarding wellbeing.

- After the Screen Time session, 80% of students strongly agreed that girls and boys should be treated equally and respectfully online.
- The programmes showed an improved confidence in spotting whether something online is truthful or accurate online - Those that said that they were 'Totally confident' or 'Very confident' rose from 37% to 69%.
- Screen Time also showed improved knowledge of how online content can affect your feelings and health – Those that said that they 'know quite a lot' or know loads' rose from 49% to 72%.
- 83% of students thought that the Screen Time session helps students to feel healthier, happier and safer online.

Evaluation results show that pupils not only increased their knowledge but also began to apply new skills and behaviours in their daily lives with examples of students using what they had learned to question sources of online information. Others reflected on how they had reconsidered their emotional responses to social media, and recognising disrespectful behaviours toward women and girls. The creative theatre-in-education model was central to this success, engaging children in memorable ways and providing relatable narratives that encouraged critical thinking and empathy. Teachers and parents consistently reported that the programme aligned well with PSHE and RSHE curriculum priorities, reinforced school-based teaching, and offered new insights into young people's digital experiences.

At a systemic level, the programme has demonstrated that interactive, drama-based approaches to media literacy can have both cognitive and emotional impact, supporting Ofcom's "What Works" agenda by showing how locally tailored interventions can shift knowledge, attitudes, and confidence in navigating online environments.

The project met the short-term immediate outcomes and showed evidence of how this would then lead to the intermediate outcomes with students reflecting on changes in their online habits and how they had started to question and check online content. Students directly referenced key scenes and teachings from the session and so this alongside the quantitative data suggests strong potential for the learning from the short-term impact of the sessions to contribute to longer term changes.



There were particular successes in increasing confidence in spotting dis and misinformation, knowledge of the impact on health and wellbeing and attitudes towards equality and respect to girls and women online. The use of theatre in education was successful as a model and showed strong engagement and helped participants to relate to the content and retain key messages and teachings.

There were some positive unintended changes from the Screen Time sessions. Students reflected on how they felt less jealous or anxious about social media as they now understood that not all content online is accurate. There were some unexpected results around confidence in talking to parents. The level of confidence was already high and part of the session was designed based on an assumption, from the research sessions, to help build confidence and skills. This aspect may need revisiting. There were significant challenges around attendance for parent sessions and questions remain around the feasibility of the model used moving forward.

In summary, the Screen Time programme has met its priorities and met the stated outcomes by equipping children, parents, and educators in East Birmingham with the skills, confidence, and strategies they need to navigate an increasingly complex digital landscape.

Recommendations for Future Tours / Funders

- **Prioritise Year 6 delivery:** Evidence from the evaluation responses suggests that this approach to media literacy should focus on Year 6 or in early in the school year for Year 7. The programme resonated most strongly with Year 6 pupils as they related more closely to the storyline of getting your first smartphone. Future tours should prioritise Year 6 or early Year 7 to maximise impact.
- **Revisit parent engagement models:** While parents valued the sessions, the attendance for the parent sessions was low. Alternative approaches—such as online webinars, flexible drop-in formats, or embedding content within existing school events—may reach more parents cost-effectively.
- **Enhance follow-up and reinforcement:** Behaviour change was evident however some pupils reverted to old habits. More pushing of the use of the follow up lesson plans or further teacher training sessions / CPD could help the learning achieved in the Screen Time sessions to be retained and embedded more deeply.
- **Simplify evaluation tools and build in follow up focus groups into the costs:** The evaluation forms could be simpler to help students to understand the questions and to reduce the number of forms that could not be matched. The follow up focus groups provided rich data to show the impact and so should be costed in for future tours.

Implications for Schools and Local Area

- **Embed within PSHE/RSHE curriculum:** Teachers highlighted the programme's alignment with existing curriculum content. With more direct references to dis and misinformation and misogyny in the new RSHE guidance means that schools should integrate the Screen Time model into their RSHE or PSHE planning, using the lesson plans and resources to extend impact beyond the initial visit.
- **Support teacher CPD:** Teachers valued the programme for building their own confidence in discussing disinformation and online wellbeing. Future funding should include provision for structured CPD to ensure staff can sustain learning after the external input.
- **Further adaptation for SEN settings:** Feedback from SEN schools suggested shorter or modified sessions may be more effective. Further developing a tailored strand of the programme would help ensure accessibility across all settings.

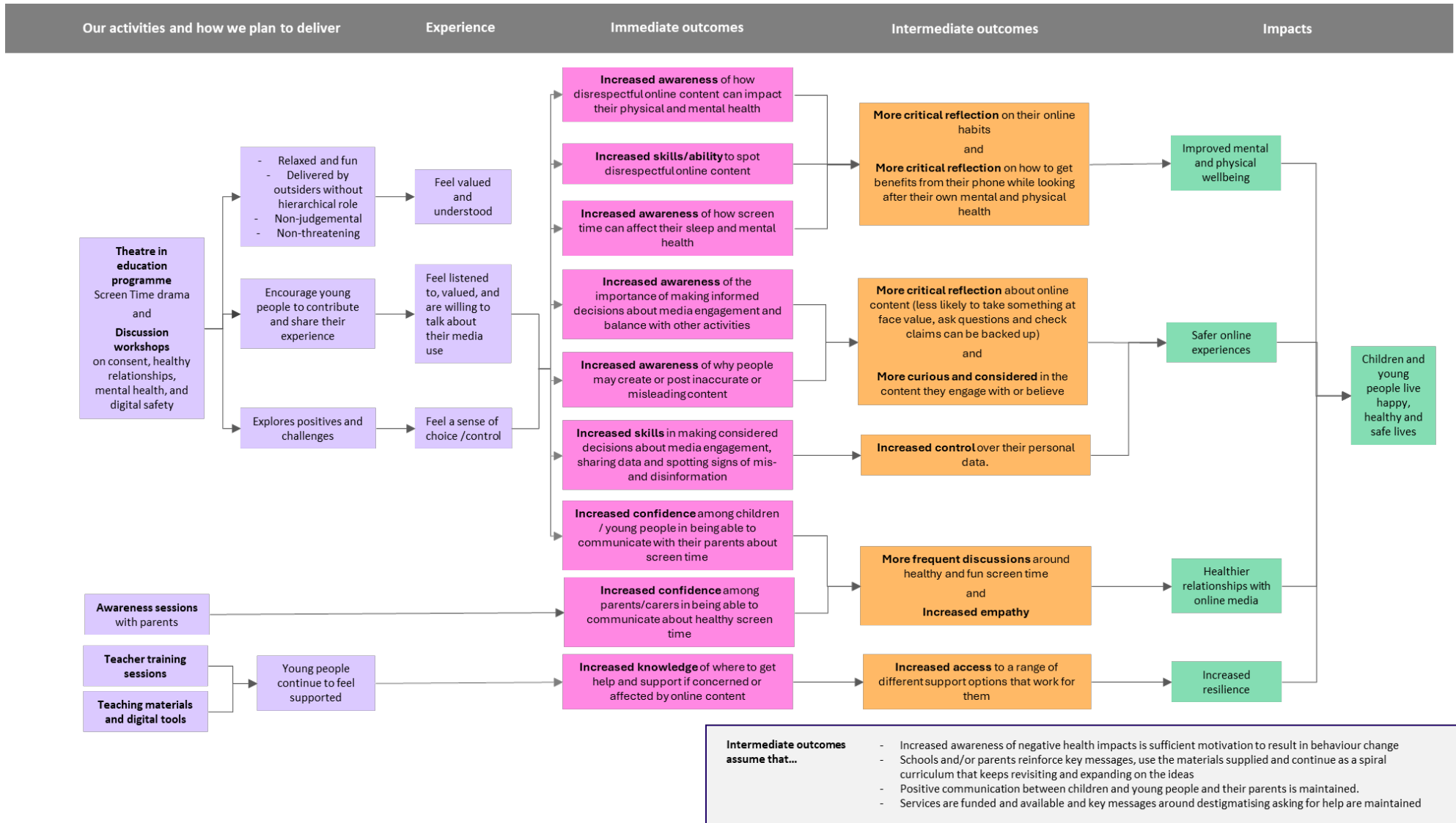
Broader Systemic Lessons

- **Scalability and sustainability:** The theatre-in-education model has proven adaptable, memorable, and impactful. With modest investment in script updates and facilitator training, the programme could be scaled to other localities facing similar digital literacy challenges.
- **Responding to pace of change:** Online trends shift rapidly, and references that resonate with young people at the start of delivery may become outdated within months. Building in resources and capacity for regular script refreshes is essential to maintaining relevance.

Final Recommendation

Given the strong demand from teachers, parents, and students, and the clear evidence of positive outcomes, there is a strong case for continuing and expanding this approach to media literacy. With refinements to parental engagement, integration into local curriculum strategies, and ongoing support for teachers, the Screen Time model can provide a sustainable and scalable approach to building media literacy in Birmingham and beyond.

Appendix 1 : Theory of Change



Appendix 2 : Breakdown of Sessions

Date	School	Area of East Birmingham	Type of Organisation	Year Group	Number of Students	Number of Sessions
07/03/2025	St Gerard's Catholic Primary and Nursery School	Castle Vale	Primary School	6	38	1
13/03/2025	Stanville Primary School	Sheldon	Primary School	6	30	1
31/03/2025	Firs Primary School	Bromford & Hodge Hill	Primary School	6	26	1
01/04/2025	Greenwood Academy	Castle Vale	Secondary School	7	200	1
07/04/2025	Hodge Hill College	Bromford & Hodge Hill	Secondary School	7	250	1
08/04/2025	Ladypool Primary School	Sparkbrook & Balsall Heath East	Primary School	6	35	1
10/04/2025	Rockwood Academy	Alum Rock	Secondary School	7	190	1
28/04/2025	Leycroft Academy	Glebe Farm & Tile Cross	Special School	6	21	1
29/04/2025	Timberley Primary School	Shard End	Primary School	6	76	1
01/05/2025	Silver Birch School	Shard End	Special School	KS 3 - 4	9	1
02/05/2025	Queensbury school	Gravelly Hill	Special School	Year 7-9	22	1
02/05/2025	Queensbury school	Gravelly Hill	Special School	KS5	25	1
07/05/2025	Lea Hall Academy	Glebe Farm & Tile Cross	Special School	6 & 7	20	1
08/05/2025	Washwood Heath Academy	Ward End	Secondary School	7	275	1
19/05/2025	Audley Primary School	Glebe Farm & Tile Cross	Primary School	6	120	1
20/05/2025	Somerville Primary School	Small Heath	Primary School	6	96	1
21/05/2025	Lyndon Green Junior School	Sheldon	Primary School	6	93	1
22/05/2025	Topcliffe Primary School	Castle Vale	Primary School	6	26	1
23/05/2025	Brownmead Primary Academy	Shard End	Primary School	6	28	1
02/06/2025	Washwood Heath Academy	Ward End	Primary School	6	30	1
03/06/2025	Hodge Hill Primary School	Bromford & Hodge Hill	Primary School	6	118	1
06/06/2025	Chivenor Primary School	Castle Vale	Primary School	6	42	1
10/06/2025	Lea Forest Primary Academy	Glebe Farm & Tile Cross	Primary School	6	60	1
11/06/2025	Colebourne Primary School	Bromford & Hodge Hill	Primary School	6	60	1
12/06/2025	Yardley Primary School	South Yardley	Primary School	6	120	1
13/06/2025	Braidwood School	Bromford & Hodge Hill	Special School	7	29	1
17/06/2025	Adderley Primary School	Alum Rock	Primary School	6	77	1
20/06/2025	Thornton Primary School	Ward End	Primary School	6	100	1
23/06/2025	Stechford Primary School	Yardley West & Stechford	Primary School	6	60	1
24/06/2025	St Benedict's Primary School	Small Heath	Primary School	6	60	1
25/06/2025	St Thomas More Catholic Primary School	Sheldon	Primary School	6	60	1

26/06/2025	Small Heath Leadership Academy	Bordesley & Highgate	Secondary School	7	230	1
03/07/2025	Highfield Junior and Infant School	Alum Rock	Primary School	6	109	1
17/07/2025	Tile Cross Academy	Glebe Farm & Tile Cross	Secondary School	7	130	1
					2,865	34

PARENT SESSIONS

Date	School	Area of East Birmingham	Type of Organisation	Number of Parents	Number of Sessions
07/03/2025	St Gerard's Catholic Primary and Nursery School	Castle Vale	Primary School	8	1
13/03/2025	Stanville Primary School	Sheldon	Primary School	4	1
31/03/2025	Firs Primary School	Bromford & Hodge Hill	Primary School	0	1
08/04/2025	Ladypool Primary School	Sparkbrook & Balsall Heath East	Primary School	7	1
28/04/2025	Leycroft Academy	Glebe Farm & Tile Cross	Special School	2	1
29/04/2025	Timberley Primary School	Shard End	Primary School	0	1
01/05/2025	Silver Birch School	Shard End	Special School	1	1
02/05/2025	Queensbury school	Gravelly Hill	Special School	5	1
07/05/2025	Lea Hall Academy	Glebe Farm & Tile Cross	Special School	0	1
19/05/2025	Audley Primary School	Glebe Farm & Tile Cross	Primary School	3	1
20/05/2025	Somerville Primary School	Small Heath	Primary School	11	1
21/05/2025	Lyndon Green Junior School	Sheldon	Primary School	3	1
22/05/2025	Topcliffe Primary School	Castle Vale	Primary School	0	1
23/05/2025	Brownmead Primary Academy	Shard End	Primary School	5	1
02/06/2025	Washwood Heath Academy	Ward End	Primary School	0	1
03/06/2025	Hodge Hill Primary School	Bromford & Hodge Hill	Primary School	0	1
06/06/2025	Chivenor Primary School	Castle Vale	Primary School	2	1
10/06/2025	Lea Forest Primary Academy	Glebe Farm & Tile Cross	Primary School	0	1
11/06/2025	Colebourne Primary School	Bromford & Hodge Hill	Primary School	2	1
12/06/2025	Yardley Primary School	South Yardley	Primary School	7	1
17/06/2025	Adderley Primary School	Alum Rock	Primary School	4	1
20/06/2025	Thornton Primary School	Ward End	Primary School	4	1
23/06/2025	Stechford Primary School	Yardley West & Stechford	Primary School	0	1
24/06/2025	St Benedict's Primary School	Small Heath	Primary School	3	1
25/06/2025	St Thomas More Catholic Primary School - Birmingham	Sheldon	Primary School	0	1
03/07/2025	Highfield Junior and Infant School	Alum Rock	Primary School	1	1
				72	26

Appendix 3 : Loudmouth Evaluation Framework

Increased awareness of the impact of disrespectful content online	Proportion of students who agree or strongly agree that girls and boys should be treated respectfully and equally online	Student post-survey	After the session 8-12 weeks after the session	Facilitator Facilitator
	Student descriptions of why respectful/equal treatment online matters	Student post-survey	After the session	Facilitator
Increased skills in making considered decisions about media engagement, sharing data and spotting signs of mis and disinformation.	Proportion of students who self-report feeling 'confident' or 'very confident' in spotting whether content is truthful or accurate online	Student pre- and post-survey	Before and after the session	Facilitator
	Whether students can correctly define dis- and mis-information	Student focus group	8-12 weeks after the session	Facilitator
	Whether students can use the questions 'what?', 'who?' and 'why?' to identify unreliable online content	Student focus group	8-12 weeks after the session	Facilitator
Increased awareness of the importance of making informed decisions about media engagement and balance with other activities	Proportion of students who self-report awareness of the impact of online content on their mental and physical wellbeing	Student pre- and post-survey	Before and after the session	Facilitator
Increased confidence about talking to others about life online	Proportion of students who self-report feeling 'confident' or 'very confident' about talking to parents / carers if they saw something that worried them online	Student pre- & post-survey	Before and after session	Facilitator
	Proportion of students who can correctly identify a recognised source of advice (e.g. Childline) if they saw something that worries them online	Student pre- & post-survey	Before and after session	Facilitator
Increased confidence among parents / carers in being able to communicate about healthy screen time	Parent knowledge of platforms and online content	Parent evaluation form	After the session	Facilitator

Increased teacher knowledge of where to support and get help if concerned about online content	Teacher knowledge of mis- and dis-information, platforms and online content	Teacher evaluation form	After the session	Facilitator
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To what extent does the programme address an identified need?	Teachers report the session enhances existing RSE and Health Education delivery	Teacher evaluation form	After the session	Facilitator
	Students report the session covered topics that feel relevant or important to their real-life experiences	Student focus group	8-12 weeks after the session	Facilitator
	Proportion of parents that think it is important or very important for young people to learn about the issues	Parent evaluation form	After the session	Facilitator
How satisfied were participants or stakeholders with the program?	Proportion of teachers that rate the session 'Above average' or 'Excellent'	Teacher evaluation form	After the session	Facilitator
	Proportion of young people that would recommend the programme to the next year group	Student post-survey	After the session	Facilitator
	Proportion of young people that would recommend the programme to the next year group	Teacher evaluation form	After the session	Facilitator
	Proportion of young people that would recommend the programme to the next year group	Student post-survey Student focus group	After the session and 8-12 weeks after the session	Facilitator Facilitator
What unintended outcomes (positive and negative) were produced?	n/a	Student focus group	8-12 weeks after the session	Facilitator
What worked well and less well about the programme – and why?	n/a	Student focus group	8-12 weeks after the session	Facilitator
		Teacher evaluation form Parent evaluation form	After the session After the session	Facilitator Facilitator

Appendix 4 : Evaluation Tools

BEFORE THE SESSION FORM

SCREEN TIME

Identifier. This helps us to match the pre and post session forms	School/Centre			
	Date		Year Group	
	1st Initial e.g. Joe=J		2nd Initial e.g. Brown =B	Date you were born e.g. 28 th = 28

This survey is about the Loudmouth Screen Time session. Taking part is your choice. Your answers are anonymous and will help us understand the impact of the session. The survey takes around 2 minutes. By continuing, you agree to take part.

1. How confident do you feel about spotting whether something online is truthful or accurate online? (Please only tick ONE answer)				
Not confident at all <input type="checkbox"/>	A little bit confident <input type="checkbox"/>	Kind of confident <input type="checkbox"/>	Very confident <input type="checkbox"/>	Totally confident <input type="checkbox"/>

2. How confident do you feel about talking to your parents / carers about being online? Please only tick ONE answer)				
Not confident at all <input type="checkbox"/>	A little bit confident <input type="checkbox"/>	Kind of confident <input type="checkbox"/>	Very confident <input type="checkbox"/>	Totally confident <input type="checkbox"/>

3. How much do you know about how online content can affect your feelings and health? (Please only tick ONE answer)				
I don't know anything <input type="checkbox"/>	I know a little <input type="checkbox"/>	I know some things <input type="checkbox"/>	I know quite a lot about this <input type="checkbox"/>	I know loads about this <input type="checkbox"/>

4. Who can you talk to if you see something online that makes you feel uncomfortable or worried?				
1.				
2.				
3.				



Thank you!

AFTER THE SESSION FORM

SCREEN TIME

	School/Centre			
	Date		Year Group	
Identifier. This helps us to match the pre and post session forms	1st Initial e.g. Joe=J		2 nd Initial e.g. Brown =B	Date you were born e.g. 28 th = 28

This survey is about the Loudmouth Screen Time session. Taking part is your choice. Your answers are anonymous and will help us understand the impact of the session. The survey takes around 5 minutes. By continuing, you agree to take part.

Please tick if you completed an evaluation form like this BEFORE the Screen Time session?

1. How confident do you feel about spotting whether something online is truthful or accurate online? (Please only tick ONE answer)									
Not confident at all	<input type="checkbox"/>	A little bit confident	<input type="checkbox"/>	Kind of confident	<input type="checkbox"/>	Very confident	<input type="checkbox"/>	Totally confident	<input type="checkbox"/>

2. How confident do you feel about talking to your parents / carers about being online? Please only tick ONE answer)									
Not confident at all	<input type="checkbox"/>	A little bit confident	<input type="checkbox"/>	Kind of confident	<input type="checkbox"/>	Very confident	<input type="checkbox"/>	Totally confident	<input type="checkbox"/>

3. How much do you know about how online content can affect your feelings and health? (Please only tick ONE answer)									
I don't know anything	<input type="checkbox"/>	I know a little	<input type="checkbox"/>	I know some things	<input type="checkbox"/>	I know quite a lot about this	<input type="checkbox"/>	I know loads about this	<input type="checkbox"/>

4. Who can you talk to if you see something online that makes you feel uncomfortable or worried?				
1.				
2.				
3.				

5. How much do you agree or disagree with the following statement – 'Girls and Boys should be treated equally and respectfully online'? (Please only tick ONE answer)									
Strongly Disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither Agree or Disagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>
Why?									

6. Do you think the Loudmouth session helps students to feel healthier, happier and safer online?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Unsure / Don't Know	<input type="checkbox"/>
Why?					

7. Would you recommend the Loudmouth session for next year's students?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Unsure / Don't Know	<input type="checkbox"/>



Thank you!

PARENT / CARER / GUARDIAN FEEDBACK FORM

This survey is about the Loudmouth Screen Time session. Taking part is your choice. Your answers are anonymous and will help us understand the impact of the session. The survey takes around 5 minutes. By continuing, you agree to take part.

Date					
Venue					
In what capacity have you come along today?					
Parent / Carer	<input type="checkbox"/>	Teacher	<input type="checkbox"/>	Interested professional	<input type="checkbox"/>
				Other (Please state)	<input type="checkbox"/>

1. How important do you think it is to have sessions like this for parents/carers/guardians?					
Not important	<input type="checkbox"/>	Slightly important	<input type="checkbox"/>	Moderately important	<input type="checkbox"/>
				Important	<input type="checkbox"/>
				Very important	<input type="checkbox"/>
Please explain your response?					

2. How important do you think it is for children to learn about these issues?					
Not important	<input type="checkbox"/>	Slightly important	<input type="checkbox"/>	Moderately important	<input type="checkbox"/>
				Important	<input type="checkbox"/>
				Very important	<input type="checkbox"/>
Please explain your response?					

3. Do you think that using Loudmouth's programmes is a good way of exploring these issues?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Unsure / Don't Know	<input type="checkbox"/>
Please explain your response?					

4. Would you recommend that your school continues to use Loudmouth?					
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Unsure / Don't Know	<input type="checkbox"/>
Please explain your response?					

Thank you!



SESSION EVALUATION FORM FOR TEACHERS

This survey is about the Loudmouth Screen Time session. Taking part is your choice. Your answers will be kept anonymous (unless you give your permission) and will help us understand the impact of the session. The survey takes around 5 minutes. By continuing, you agree to take part.

Name _____ Date _____
 Job Role _____ School / Centre _____
 E Mail _____

1. How would you rate the Loudmouth session overall?

Very Poor <input type="checkbox"/>	Poor <input type="checkbox"/>	Neutral <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>
Please explain your response?				

2. Would you recommend this Loudmouth programme to other schools or organisations?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure / Don't Know <input type="checkbox"/>
Please explain your response?		

3. What impact do you think the Loudmouth session has had on **the group**?

No change <input type="checkbox"/>	Slight impact <input type="checkbox"/>	Moderate impact <input type="checkbox"/>	Considerable impact <input type="checkbox"/>	High impact <input type="checkbox"/>
Please explain your response?				

4. What impact do you think the Loudmouth session has had on **staff**?

No change <input type="checkbox"/>	Slight impact <input type="checkbox"/>	Moderate impact <input type="checkbox"/>	Considerable impact <input type="checkbox"/>	High impact <input type="checkbox"/>
Please explain your response?				

5. Please complete the following sentence

I feel the Loudmouth session will add value to the school's Relationships and Health Education by.....

Are you happy for Loudmouth to use your comments and attribute them to you in future publicity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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THANK YOU!