

**Find Your Talent Leicester Shire
Four C's Fund 2009-10**






Support for creative, cultural projects that promote opportunities for young people to become consumers, critics, creators and commissioners of arts and culture, as well as involving children and young people at every stage: planning, delivery and evaluation.

Final Evaluation Pack

Project title:	<u>Waterways Show</u>
FYT Project ID number:	
Your name/organisation:	<u>British Waterways</u>

1. Quantitative information

Money spent to date: Please give totals of all funding spent on the project so far, including any matched funding or funding in kind.	FYT: £4760		Other: £1000 from British Waterways
Total CYP engaged: This is the total number of children and young people who have been involved with your project.	As planners: 0-5: 5-11: 1 11-16: 3 11-19: 19+:	As participants: 0-5: 9 5-11: 13 11-16: 6 11-19: 19+:	As audience: 0-5: 5-11: 11-16: 11-19: 19+: Waterways Show comprised of approx 500 visitors to the Show alone, of mixed ages
Total education professionals : This is the total number of education professionals involved, inc. teachers, school / college support staff etc.	Teachers: N/A		Others: British Waterways Education Coordinator: 1
Total creative practitioners: Total number of paid artists, creative	Number of practitioners: Paid artist: 1 Workshop leaders: 5 Heritage expert: 2		Number of days / hours: 12 days Plus telephone conversations emails etc

<p>consultants, workshop leaders etc.</p>	
<p>Total volunteers:</p>	<p>Home Educated families: Parents: 20 British Waterways: Working Boat volunteers: 2 Foxton Locks Museum volunteers: 2 Habitats and Wildlife session: 1</p>
<p>Outputs:</p> <p>Please list all planning meetings with CYP, workshops, rehearsals, performances, exhibitions, DVDs, brochures etc produced during the project.</p>	<p>Planning meetings: Initial consultation Final Evaluation Waterways Show Rehearsal</p> <p>Workshops:</p> <p>Media: Waterways Show Film</p>  <p>Creative Arts: Printmaking & show banner</p>  <p>Canal Art: Roses & Castles plates</p> 

Costume: Rag-rugging



Habitats & Wildlife: Pond dipping & wildlife hunt



Creative Storytelling: Foxglove dilemma story

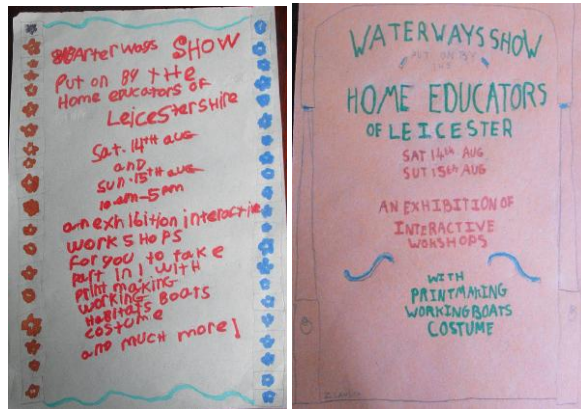


Read the Foxglove Dilemma online:
www.art-tracks.co.uk/?page_id=

Science in a Suitcase: fun learning



Waterways Show Festival posters:



Waterways Show Festival Weekend:





Online Blog:

Read this fantastic online blog: <http://waterways-show.blogspot.com/>

Facebook page:

Loan Boxes: please read on to see images of the loan boxes

The measures listed in this table are used by Find Your Talent to measure the outputs of our programme - please tick each measure you feel relates to your project.

P1 Increased participation in culture	✓
P2 Improved information and choice	✓
P3 Increased mix and range of cultural activities in a local area	✓
P4 New or improved partnership working	✓
P5 Enhanced engagement with CYP and families	✓

2. Qualitative information – Children and Young People case study

- Use the space below to describe a personal, cultural and / or learning journey experienced by a young person or groups of young people involved with your project.
- Please use it as an opportunity to give us detail about what's changed for that young person / group.
- Quotations are particularly useful. You could also make reference to any issues you have noticed emerging during the course of the project.

Remember to ask yourself 'so what?' It might help to think about the following questions:

- What difference has this made to their skills, awareness and learning?
- What impact has this made to their personal development, understanding of arts and culture and/or personal aspirations?
- Has it created any new opportunities? (learning/career/other)
- What publicity or promotion was achieved (eg press coverage, articles)

Use additional sheets as required.

Please attach any images taken during your project, along with relevant permission from young people, parents and carers.

Alex is a young boy aged 12 who was very shy when we first met him; to talk to him now is like talking to a completely different person. He was part of the youth management team which he put himself forward for to gain self confidence. He has been the main driving force behind getting the Waterways Show online through Facebook and keeping a blog of all the sessions. We feel that although all project participants have learned a lot from this project, Alex has got the most out of this project, both personally and culturally. Here is his personal evaluation:

We enjoyed learning new things and acquiring new skills. It was great to be able to present those at the end, so everyone could see what we did. I would rate each workshop session a 10 apart from Creative Storytelling, which was good but not as good as the others. In Creative Arts we learnt different printing techniques, great for all ages; in Canal Art we learnt how to paint roses. Great fun! Media – this was a great session, the rest of the children and I really loved learning film techniques and seeing the finished

products! We made rag rugs and tried period clothing in the Costume workshop. The girls enjoyed this more. The children loved the pond dipping and using the binoculars – so did I! A lovely session using some of the objects in the museum. We all liked putting the story together and drawing our own cups. Science in a Suitcase was fantastic fun! Lots of hands on activities that the children could dip in and out of. They all loved it.

About the Waterways Show weekend: It was great to see people enjoying the activities we ran and complementing us on our hard work. It gave me a real sense of achievement helping to organise an event like that and managing to pull it off!

I would show other home educator families I meet with my media skills (photography and film), printing and painting, rag rugging, general knowledge about the Waterways, blogging, habitat information, co-operation! I would have liked to have done archaeology and computer game design but think I can start to learn some of it by myself.

All the materials and resources provided for the project workshops were good and suitable for the activities. I would also like to say that myself, and both my sisters as well as all the children, who are of different ages, really enjoyed the sessions and Waterways show.

Thank you!

Parents comment: The funding coming through so slowly meant that all the sessions had to be fit into a fairly small window of time. This caused some problems with scheduling, but they got a lot out of it and it's provided them with skills they can pass on. Many thanks for giving us this opportunity.

Being able to create their own programme of activities means that all involved gained new skills in an area that may not have been open to them, being home educated. Learning creatively and using Foxton Locks really fed well into the type of learning that suits groups like these very well – hands on and practical activities. This outdoor museum provides a continual learning environment which the children and young people were very engaged with, asking questions, looking, seeing, and smelling. Spending more time as a group, more than they would normally on a regular basis, has encouraged the older children to share their knowledge, skills and understanding with the younger children.

As Alex mentioned, it has made them more aware of co-operation amongst wider audiences like at the Waterways Show. Not only has Alex increased in confidence but also majority of the core group members. The creative workshops have encouraged them to explore more within the arts with most of the group visiting museums in London. The role of the Youth Management team has increased personal development in many through skills sharing, leadership, responsibility for blogs, Facebook; Alex has also been responsible for all the writing on the blog – a very interesting read.

He has an increased interest in film and photography as a direct result

of this project and would like to carry on with it in some form. Some of the group members are waiting until they turn 14 years old so they can start their Arts Award.

During the Waterways Show, the local Harborough Mail came along to take photographs of the working boat, led by a young person; unfortunately we do not have a copy of the image. On the British Waterways site, a press release was issued.

As a direct result of this project, the children and young people have opted for Education Resources Boxes for FREE loan to schools, uniformed groups and Home Educators, these are:

- Stay SAFE near water – includes 3 activities, plus resources and hanging items to learning how to stay safe on the waterways.
- Boating Families – includes hanging items, resource sheets, topic packs, poster and costumes to learn about how boating families lived and worked.
- Build a Canal – items include a miniature wooden canal set to learn how canals were built and why?
- Canal Art – items include painted demonstration panels showing how to paint the traditional of canal 'Roses & Castles'. Also includes brushes, resource sheets, miniature painted water can, book and video.
- Birds & Habitats – includes games, resources, poster, collecting pots and observation binoculars teaching where birds & creatures live near the waterways and what they eat.

All these education resources boxes are planned to be based at the Foxton Canal Museum, where they can be booked out FREE of charge, but with a refundable deposit when box is returned. Photographs of each of these are below:



Stay SAFE near water



Canal Art



Birds and Habitats



Build a Canal



Boating Families

All of this information will be treated **confidentially**; therefore names can be changed to protect personal identity. Find Your Talent may use this information to illustrate the positive benefits of young people's active engagement in arts and culture, either in print or online. All data storage and usage will comply with The Data Protection Act (1998)

3. Qualitative information – Organisation case study: What’s Changed?

Please use the space below to provide FYT with evidence of how your project team and / or your organisation worked differently / better with young people (and their families) as a result of this project.

You might want to think about the following questions:

- Which part of the project’s design helped us to collaborate better with young people?
- What was the effect of the ‘Young Dragons’ process on our team?
- What did we do differently / better during this project?
- What effect has a different approach had on the organisation / team?
- What will we do differently in the future – how are we going to sustain this change?
- What did we find the most challenging and the most rewarding?

Use additional sheets as required. Please attach any evidence to support the case study.

- Which part of the project’s design helped us to collaborate better with young people?
Running specific workshop sessions as this created a structure
Set up of Facebook and Waterways Show website enabled us to see the creative side and enthusiasm of the young people
We are now much more aware of Home Educators and how they differ from education in schools. This enables us to provide more practical activities for groups such as these, at locations such as Foxton Locks.
We have and are still learning how to contact Home Educator Groups and how to get new information and educational resources out to them.
 - What was the effect of the ‘Young Dragons’ process on our team?
Direct contact and understanding of what the children and young people wanted out of the project and what experiences they could bring to enhance it.
Honest opinions and direct answers on how the project was run, how they could improve it and what they wanted out of it.
 - What did we do differently / better during this project?
Allowing plenty of time to get to know the children, their ideas, skills, abilities and focus for what they wanted out of the project. Being able to bring their talents to the surface by listening; practical consultations gave the group confidence to be open and honest about opinions related to project.
Learn the very different way’s Home Educators work and learn – improve on communication with both the Home Ed groups and the young people themselves.
 - What effect has a different approach had on the organization / team?
Realization of time restrictions – when working with Home Educator groups, they often need a wide variety of options for differing age groups and plenty of time to plan. Often more time for planning is required than for schools.
The importance of sticking to a plan & date – it is impossible to please everyone, especially when they are different ages, backgrounds, abilities.
Try to provide an educational experience focused on one topic e.g. Canal Painting, by using 2 or 3 activities aimed at the varying ages in the group.
As families the Home Educator’s bring children aged from babies in arms, up to 14 year olds. We learnt that the more practical the activity, the

easier it is to appeal to a wider age group.
Reaching out to new groups.

- What will we do differently in the future – how are we going to sustain this change?

Future projects will focus not only on School group visits, but also Home Educator visits.

We will stick to practical activities – e.g. Boat Trips, Canal Art Painting, Bird Spotting type activities – these are more inspiring and diverse for varying age groups and abilities.

We have produced 5 Educational Resource Boxes – for loan. These will provide an ideal opportunity for Home Educator groups and many others to use the hands-on artifacts and objects to create their own activities for the relevant age group. Example activities and leader notes will be provided as a guide to how to use the resource boxes. The boxes will be accessible from Foxton Locks for any educational group to loan in the Leicestershire area.

- What did we find the most challenging and the most rewarding?

Working with two separate groups, based on opposite sides of Leicestershire. Learning to work with groups who are less structured than schools.

Time required planning, contact all involved at every stage of the project, and allow plenty of time for replies.

Be prepared to change our ideas to enable the children and young people to lead the project.

Slight disappointment with the lack of numbers continuing to take part throughout the project – numbers dropped as time went on.

Most Rewarding – Seeing the children learn and love every minute of the workshop. Getting face – to face feedback from the children/ young people about what they had enjoyed.

Watching them teach other children what they had learnt through the project – passing on their skills, especially at the Waterways Show Festival when the whole purpose of the project came together.

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The measures listed in this table are used by Find Your Talent to measure the outcomes of our programme - please tick each measure you feel relates to your project.

P6 Enhanced awareness of what is on offer	<input checked="" type="checkbox"/>
P7 Enhanced awareness of one's own talent	<input checked="" type="checkbox"/>
P8 Enhanced knowledge and understanding of cultural forms	<input checked="" type="checkbox"/>
P9 Enhanced/shifts in perceptions and attitudes towards cultural activities	<input checked="" type="checkbox"/>
P10 Enhanced leadership characteristics in terms of identifying and supporting other young people	<input checked="" type="checkbox"/>
P11 Increased transferable skills/gaining new skills	<input checked="" type="checkbox"/>
P12 Enhanced 'personal skills' as denoted by Personal Learning and Thinking Skills	<input checked="" type="checkbox"/>
P13 Enhanced enjoyment in cultural participation	<input checked="" type="checkbox"/>
P14 Enhanced coherence in cultural offer	<input checked="" type="checkbox"/>
P15 Enhanced or improved co-ordination in the cultural offer	<input checked="" type="checkbox"/>
P16 Improved quality of the cultural offer	<input checked="" type="checkbox"/>