

BOX CLEVER

contemporary theatre for young people

THE HATE PLAY PROJECT

in

Tower Hamlets

November 2013

**Evaluation Report for the Aldgate and Allhallows
Foundation**



ALDGATE &
ALLHALLOWS



Box Clever Theatre Company is a registered charity (1054553)

www.boxclevertheatre.com

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THE PROJECT

Bullying, victimisation and hate crime appear to be licensed by an unwritten code of silence. Although the verbal and physical humiliation of the victim is often clearly visible, and shared through the means of social media sites, the victim often remains silent through shame and fear. More importantly the actions of the perpetrators also appear to be condoned by the silence of the majority in the community who are neither bullies nor bullied. The Hate Play Project aims, through powerful drama, interaction and creativity, to empower the students, to show them that they do have a voice and the means to effect real and positive changes in their community.

Since its inception, the play and the issues which it explores have become a key project in the Company's repertoire. Realising the strong impact of the play, Michael Wicherek's desire to sustain and extend that impact led to the development of the project in Tower Hamlets. Key to the project is the exploration of the issues through creative writing, a means of giving voice to the students' thoughts and feelings in a secure and supportive environment, and the subsequent sharing of that work between the students of different schools and different communities.

A central objective was to create and sustain a collective of young people from the different schools who would be able to meet and share their thoughts and ideas about bullying and hate crime in a creative environment. They would use writing as a tool of expression and empowerment, returning to their schools and communities to work for greater social cohesion.

Box Clever is very grateful to the Aldgate and Allhallows Foundation for their support for the company's work in the borough over the last three years, culminating in the Symposium.

THE HATE PLAY PROJECT STRUCTURE

STAGE ONE

Box Clever Theatre Company performed their innovative and dynamic production of *The Hate Play*, dealing with the key issues of bullying, hate crime and victimisation in each of the project schools.

STAGE TWO

Members of the company returned to each school to lead two workshops working with 20-25 students from Years 8 and 9 in order to explore the issues of the play through creative writing.

STAGE THREE

A Gathering was held at the Ideas Store, Whitechapel, in which 4-5 students from each school met to share and perform their work.

STAGE FOUR:

A Symposium was held at The People's Palace, Queen Mary, University of London at which representatives of the schools, the company, Aldgate and Allhallows Foundation and invited guests came together at the climax of the project.

In addition, Resource Packs containing a range of activities based on the play and using teaching strategies such as forum theatre and improvisation were sent to each partner school to extend the range and impact of the project.

STAGE ONE -THE HATE PLAY

THE SCHOOLS

A new production of *The Hate Play* toured to 8 secondary schools in the Borough of Tower Hamlets, giving 8 performances to a total of 1,310 students.

04/11/2013	Stepney Green Maths and Computing College	Year 8	180
04/11/2013	Central Foundation Girls' School	Year 9	240
05/11/2013	Mulberry School for Girls	Year 9	190
05/11/2013	Bishop Challoner Catholic Collegiate School	Year 10/13	70
06/11/2013	Bow School of Maths and Computing	Year 8	90
07/11/2013	Swanlea School and Business Enterprise College	Year 8	210
07/11/2013	St Pauls Way Trust School	Year 9	210
08/11/2013	Raine's Foundation School	Year 8	120

School	Age range	type	gender	SEN students	English not first language	Free school meals	Achieving A*-C grades 2012	Most recent Ofsted grading
Stepney Green	11-16	Comprehensive community	boys	6.4%	93.5%	60.7%	58%	Outstanding (2011)
Central Foundation	11-18	Voluntary Aided	girls	9.2%	59.3%	56.7%	68%	Good (2011)
Mulberry	11-18	Comprehensive community	girls	7.2%	96.7%	55.2%	74%	Outstanding (2013)
Bishop Challoner	11-18	Voluntary Aided	girls	6.8%	45.6%	30.2%	67%	Good (2011)
Bow School	11-16	Comprehensive community	boys	12.3%	75.5%	62.8%	51%	Good (2013)
Swanlea	11-18	Comprehensive community	mixed	15.5%	95.5%	59.4	57%	Outstanding (2013)
St Paul's Way	11-18	Foundation	mixed	11.2%	84.6%	67%	58%	Outstanding (2013)
Raine's	11-18	Voluntary Aided	mixed	7.2%	17.6%	38.8%	60%	Good (2011)

The activity in the schools was undertaken by the following members of Box Clever:

David Ajao, Miles Mitchell, Darrel Bailey, Asha Reid, OneNess Sankara, Matthew Rutherford, Maddie Kirby.

The activity was supported by the following members of Box Clever:

Iqbal Khan (director), Michael Wicherek (writer), Anna Bosworth (film-maker), Pip Thurlow (production manager) Sarah Booth (costumes) Callie Brown (evaluation)

Evaluation method- the students

After each production, a representative sample of students was interviewed by members of the creative team. The questions are designed to elicit information regarding the quality of the play and performance and also the impact that it has had on its target audience.

71 students in total returned completed evaluation forms.

Summary of the responses of the pupils

	DISAGREE STRONGLY	DISAGREE SLIGHTLY	NEITHER AGREE NOR DISAGREE	AGREE SLIGHTLY	AGREE STRONGLY
I thought <i>The Hate Play</i> was really good and I wanted to watch all the time. (engagement and concentration)		3%	7%	34%	56%
<i>The Hate Play</i> made me think and understand more about bullying. (learning and challenge)	3%	7%	7%	38%	51%
I felt involved with what was happening. (personal response and emotional connection)	4%	1%	20%	32%	37%
I found the whole experience really worthwhile (overall evaluation)			4%	31%	64%

The response of the students to the experience of watching the play was also assessed through a series of questions which asked them to comment at greater length on the content and themes of the play as well as their own intellectual and emotional response to what they had seen.

QUESTION ONE: What did you think was particularly good about *The Hate Play*? Think about the story, the characters, the way it was acted and how it showed what happened when someone was bullied.

RESPONSES

Stepney Green Maths and Computing College

Students showed a real engagement with the play and the characters. They commented on the dilemmas facing the characters, demonstrated an understanding of the potential impact of bullying and began to suggest ways in which to deal with the problem. *'I think it was good when the characters made the wrong decisions. This is because it helped us understand the wrong and right actions.'* *'The thing that was good was that it showed what is happening and how to resolve an issue.'*

Central Foundation Girls' School

The girls were impressed with the way in which the play reflected, through language, style and content, the reality of their lives. This increased the appeal of the drama for them and gave the play greater personal resonance. They also responded to the dramatic developments in the bullying of Vic and the way in which they, as audience members, were challenged to offer suggestions as to how the final outcome could have been avoided. *'I liked how they really understood how youngsters are nowadays.'* *'The actors were really good and the things that they were saying we could really relate to as they were words most of us use. It was great!! 😊'*

'The best bit was the way we were able to express how we would change things.'

Mulberry School for Girls

The girls were affected by the emotional content of the play. They felt that they understood more about bullying and the impact that it can have. They also valued the opportunity to become involved and to direct and change the course of the action through role-play.

'The play showed how much a person who gets bullied suffers and how to act towards bullying if you see it happen. The way the characters acted made the scene seem real.'

'I think it made you think that if you were in their shoes you would have gone to get help. I think the way they acted it was good because it involved us and showed us what we might do and could have done.'

Bishop Challoner Catholic Collegiate School

The students watching the play at this school were older, a mix of Year 10 and Year 13. They also commented on how important the audience participation was but chiefly highlighted the accuracy of the piece which brought home the full reality of bullying in secondary schools.

'It showed how bullying is actually like in secondary schools and the consequences.'

'The way Vic and Cal acted it wasn't forced at all. It seemed natural and you could understand their actions.'

'The audience was included throughout. It was interesting and thought provoking how the audience members were made to think independently.'

Bow School of Maths and Computing

The Bow students were fewer in number and also wrote less in response to the questions requiring a more detailed response. They highlighted the story of the play as something they felt was good but also said that they found that they couldn't be specific as they liked it all.

Swanlea School and Business Enterprise College

Students at Swanlea highlighted the opportunities for interaction between the actors and the audience. They felt that the characters were effectively portrayed, particularly because of the humour and depth of emotion that the actors brought to the piece. They engaged fully with the story and with the choices that the characters had to make.

'I think the way the actors stayed in character was really good and also the way they expressed their emotions was exceptional.' *'The situation was very realistic so made you think.'*

'I particularly liked the fact that we were asked how we would feel and what we would do if we were in Cal's and Vic's shoes.'

St Paul's Way Trust School

The use of contemporary language in the play attracted a lot of praise from the students as they felt that it not only added humour but also kept the mood going and added realism. They liked the characters (excluding Tan) and singled out the scenes involving Cal in particular, feeling that it was good to have someone in the middle, a person who had choices to make.

'I think that the fact that it was connected to real life was good.'

'I think the story was good that he had to deal with bullying the whole time. I also thought that Cal was a good character as a middle man.'

Raine's Foundation School

The emotional content of the play and the way in which this was expressed through the characters really made an impact on the students. They commented on the way in which bullying was depicted accurately, it was easy to relate to and made the consequences of bullying clear. They felt that the actors portrayed teenagers accurately and also related to the audience effectively. *'I liked the way in which the emotion was brought out through the characters.'*

'It showed how harsh bullying can be' 'I think it was very realistic which made it easy to relate to and to realise the consequences.'

QUESTION TWO: Do you think that the play showed what is it really like when bullying happens in school? Try to think about the characters and how the story develops and explain your answer to this question as fully as you can.

Stepney Green Maths and Computing College

One student felt that the scenes did not reflect what happened in his school and another thought that the victim would have told someone what was happening. The majority felt that the portrayal of bullying was accurate, especially in the way in which it escalated.

'People do bully each other for minor issues. They also start small and then get serious.'
'If you carry on bullying someone at the end something bad will happen.'

Central Foundation Girls' School

The response to this question was again varied. Some students felt that no-one would be stupid enough to tamper with the brakes on a bike while another felt that the type of bullying shown in the play hardly ever happens. Others felt it was a realistic portrayal of bullying in schools and the effect that it can have on the people involved. *'It was realistic because the setting was a school and we were shown the emotions of people our age.'* *'Yes, because they showed how Vic got affected by getting bullied'*

Mulberry School for Girls

Although there was some feeling that the experience of bullying in an all girls' school involved less physical activity than that represented in the play, the general consensus was that the portrayal, particularly of the characters involved, was accurate. *'I agree that it did because some people can be really extreme and it showed how a person may feel stuck in between the friends.'*

'I think it did show what it is really like when bullying happens because the bully usually tries to make the person feel bad. It definitely showed how it happens in school because no one acts alone.' *'It showed how the person felt when he was being bullied and what he did because he felt as if he had no one to speak to.'*

Bishop Challoner Catholic Collegiate School

The students were unanimous in their agreement that the realities of bullying in school were portrayed accurately in the play. They were particularly aware of the way in which the influence of others can affect behaviour. *'Having suffered bullying, I can honestly say that it is really like that.'* *'It did because it wasn't exaggerated. You saw the reality in the performance and how the bullying really happens.'* *'I think so. It shows how the influence of people and bad friends can make you do the wrong thing.'*

Bow School of Maths and Computing

The students didn't elaborate on their answer but they all agreed that the play did accurately reflect the realities of bullying in schools.

Swanlea School and Business Enterprise College

The students agreed on the whole that the representation of school bullying in the play was accurate although one student felt that school bullying in reality could be more hostile. They liked the fact that the picture was rounded and that there was an escalation in the seriousness of events. *'The play was very convincing and showed very good examples of bullying.'*

'I think it was good because it showed the story from the point of view of both the bully and the victim.'

St Paul's Way Trust School

Although the majority agreed that it was an accurate portrayal, there were some opposing thoughts. One student felt that bullying was much more physical than that portrayed in the play and another felt that the school had a robust enough policy to ensure that events did not escalate in the way shown in the play. *'It did but school bullying is dealt with more actively once found.'* *'Yes, because I've heard lots of stories that are similar'*

Raine's Foundation School

The detail of the play and the realism of the characters impressed the students. They also felt that the way in which the situation was dealt with was realistic and that they had learnt from the play. *'The characters in the play were a bit like our generation and their reactions to the events were understandable.'* *'The play taught us how to deal with bullying'*

QUESTION THREE: Has the play made you think about bullying in a different way? Think about things such as the different people in the story, and whether you have learnt anything from watching the play.

Stepney Green Maths and Computing College

The play clearly had an emotional and intellectual impact on the students as can be seen from their thoughts below. *'The play made me think to make the right decision when someone is getting bullied'* *'What I learnt from the play was that if you see anyone getting bullied you should tell someone.'* *'Yes, it made me feel bad because they were picking on one particular child'*

Central Foundation Girls' School

For some, the play confirmed their awareness that bullying is bad and should not be tolerated. Others felt that it had deepened their understanding. *'It made me realise the consequences of bullying and that there isn't always a happy ending'* *'The play helped me realise that bullying can go to extreme levels'* *'I understand more about how it affects the victim'*

Mulberry School for Girls

Every student in the sample felt that the play had made a significant contribution to their understanding of bullying and the impact that it can have. *'It has made me more aware that even the slightest bit of hurting someone in different ways can cause a big issue'* *'It is not nice for those who get bullied. Everyone is human so treat them the way you want to be treated.'*

'I think it has because it showed the different options that you could have chosen which were good or bad as a consequence'

Bishop Challoner Catholic Collegiate School

The students already had strong feelings about how wrong bullying is but they felt that it was helpful to be reminded that it still goes on. The play also enlarged their understanding of what was involved and the effect that it had on those caught up in bullying. *'It made me think about what actually happens after your actions and I learnt that even the smallest actions hurt someone'* *'It made me realise that sometimes your 'friend' can be part of the bullying'*

Bow School of Maths and Computing

Once again there was no elaboration of their thoughts but they did agree that it had enlarged their understanding of bullying

Swanlea School and Business Enterprise College

The majority agreed that it had made them think more about the subject, particularly because of the way in which it portrayed not only the actions and their consequences but also the characters involved. *'It made me see that even a little thing which may seem a joke can turn serious and that you should think for yourself'* *'Yes, because many people thought that it's ok to join in situations like this'* *'Yes, because you can see that Cal is almost as guilty as Tan'*

St Paul's Way Trust School

The majority felt that the play hadn't affected their understanding of bullying although clearly they already felt that it should be eradicated. A couple of students developed their thoughts further: *'It has made me think differently about how I see and treat people'* *'Yes, because sometimes it can go too far and lead to consequences like we saw'*

Raine's Foundation School

A number of the students felt that they were already well informed on the subject and so their opinions hadn't changed. Others thought that the play had altered their perception in the ways expressed below: *'The play made me think what it is like to be bullied'* *'Since the story was really effective it has made me think about bullying differently'*

QUESTION FOUR: If you were in charge of stopping bullying in your school, what would you do? Has the play given you any ideas about what you could do or what you could organise in your school to help both those who are being bullied or the bullies or stop bullying from happening?

Stepney Green Maths and Computing College

Nearly all the students had thoughts about what could happen in the school to deal with bullying. Breaking the tradition of silence came out as one of the key methods to deal with bullying *'Stop hate and show people that everyone should be treated with respect'* *'I would tell the teacher and help the person'* *'If I see a person being bullied I would always inform a teacher and make sure no-one is supporting the bullies.'*

Central Foundation Girls' School

Students came up with a number of strands of action to deal with bullying. They thought that early intervention was crucial, that teachers should be informed the minute bullying was spotted and that the bullies should be punished and that the victim should have someone to whom they could talk. One student also felt that it would be a good idea to show 'The Hate Play' to others *'I would have this play shown to show the effect of bullying'* *'Stop it myself or go to the teachers'* *'I would make sure students had someone to talk to'* *'I would make more people aware of the effects of bullying'*

Mulberry School for Girls

Mulberry students also had a number of practical ideas to offer in this section: *'I think I would make an older person aware and tell them about the situation'* *'I would show them 'The Hate Play!'* *'I would make sure that strong action was taken so that the pupil who had suffered felt safe'*

Bishop Challoner Catholic Collegiate School

While the majority of students looked to mount a campaign of awareness and support, one focused on her own relations with others as a starting point. *'I think I would ensure that I am someone people can trust. I think that is the most important thing.'* *'Communication is key: people just need to have anonymity provided.'* *'I would create posters, have more teachers working against bullying and get more people to do plays like Box Clever'*

Bow School of Maths and Computing

Students came up with two main ideas to try to resolve the problem: *'Create an anti-bullying website'* *'Put the bully in the exclusion room'*

Swanlea School and Business Enterprise College

Although expulsion was seen by many as the main way in which bullies should be punished, others did come up with alternative ideas: *'Set up an area where pupils could meet a teacher privately'* *'I would make it easier for students to speak to teachers maybe by having a teacher specialising in issues related to bullying'* *'I would make sure that we were all living in a loving atmosphere'*

St Paul's Way Trust School

Expulsion again was seen as a method of dealing with bullies and a number of students apologised for not being able to come up with any strategies. However other ideas were expressed as seen below: *I would step in and stop bullying. It has more to do with popularity now. Bullying could be stopped by reporting it straight to the teacher'* *'I would have a small team of people who hate bullying and who would report any sign of bullying'* *'I would punish the bullies to the full extent as bullying is disgusting. I also would make sure that the victim was treated better.'*

Raine's Foundation School

Although one student sounded a pessimistic note, *'Well, I don't think bullying can be stopped because people will always hate others'* other students felt that practical things could be done:

'I would create an anti-bullying team to spot and take care of the bullies' *'I would make the pupils always have someone to talk to who had experienced bullying'*

Evaluation -the staff

A total of 18 members of staff who watched *The Hate Play* completed evaluations forms. Not all completed all the sections and 3 failed to notice that there were questions on the reverse of the evaluation form.

Although most teachers were happy for their comments to be used for marketing or publicity purposes, a number wished to remain anonymous.

	DISAGREE STRONGLY	DISAGREE SLIGHTLY	NEITHER AGREE NOR DISAGREE	AGREE SLIGHTLY	AGREE STRONGLY
I thought <i>The Hate Play</i> was really good and held the attention of the students.					100%
I felt that the students were challenged to think about bullying and ways in which to combat it.					100%
I felt that the students were really connected with the subject and with what was happening.					100%
I found the whole experience really worthwhile					100%

QUESTION ONE: What did you think was particularly good about *The Hate Play*? Are there any aspects of characterisation, plot development, staging or audience interaction that you would like to mention in particular?

Stepney Green Maths and Computing College

The seating plan, the fact that it held the attention of the students and it was really engaging and totally funny.

T Uddin, HoF for ITC

It was exciting and entertaining to the students as well as conveying strong meaning and messages.

Central Foundation Girls' School

Great re-winding of scenes with student input to look at different ways of handling the situations

Provided a current language-appropriate, teenage-accessible play performed by youthful, vibrant, skilled actors who were able to entertain and also enlighten.

Christopher Catherine, Head of Performing Arts

Mulberry School for Girls

Relevant pupils recognised the behaviours.

The play was very powerful-our students clearly identified with the central character and sympathised with him! The live music was great-very effective- as was the 'warm-up'

Got the students' attention by building with the 'acting challenges' before getting into the plot. I have seen the play before and like the way the characters can be played by actors of any ethnicity/gender universalising the roles.

Very good acting, excellent interaction with the students and I also liked the stage arrangements

(comments not to be used in publicity or marketing material)

Bishop Challoner Catholic Collegiate School

I thought the narrator/MC was very strong. I liked the way in which there were different types and genres of music that the young people could relate to. I thought the plot was moving and very current and I enjoyed the alternative staging also. I loved the end spoken word poem.

Excellent characterisation. The character of Vic could have been any student, so was very relatable for many students. The staging was imaginative and involving. The forum theatre at the end was excellent and OneNess was so good at exploring what the students gave to her. Well done! Would love you to come again!

Bow School of Maths and Computing

I liked the way in which it was interactive and the students were involved. It was very relevant and wasn't too simplistic.

John Oram, Head of Year

The actors were great and the content relevant to what we deal with daily-bullying etc. Loved the background music.

Leonora Phillips, teacher

Swanlea School and Business Enterprise College

The staging was good and the interaction with the audience was highly effective. The play reflected the bullying that is in effect happening on a day-to-day basis. The whole experience was worthwhile.

Ripon Ali, Behaviour/Cover Supervisor

The forum theatre structure ensured the students were involved and connected. The writing of the dialogue, especially the rhyme was effective and relatable for the students.

Lucy Symonds Hall, Drama teacher

St Paul's Way Trust School

I thought the focus on the issue of cyber bullying was particularly important as it is an issue that has become much more prominent in the last few years. I think this issue was handled extremely well in the play.

Stephenjohn Holgate, English and Drama teacher

Very good: it reminded me of when I was at school. It's good to see changes and lots of support today.

Raine's Foundation School

An excellent play particularly in relation to audience interaction and plot development.

(comments not to be used in publicity or marketing material)

I really liked the use of a mixture of music and acting and then the opportunity at the end for the students to comment and participate. In particular, getting students up to perform with the actors worked really well and got them to engage more with the ideas/themes.

(comments not to be used in publicity or marketing material)

QUESTION TWO: Were there any aspects that you think could have been improved or presented differently? We are always developing and refining our work so will be interest to hear any suggestions that you might make.

Central Foundation Girls' School

It might be helpful to suggest non-confrontational ways of dealing with bullying for those who are not as confident. It was interesting to note the two quite aggressive responses to 'change the outcome' came from very confident characters within the school and who are dominant within the year group (and sometimes possibly the students who were the aggressors in similar situations)

When using forum theatre it would be really beneficial for the students to extend their contributions beyond the physical so that they offer more dialogue e.g. instead of just giving the hat back, the student could tell off the other characters, explaining why their actions are awful and so giving more reasoning behind the decisions.

Christopher Catherine, Head of Performing Arts

Mulberry School for Girls

The introduction was slightly long. It would have been helpful to have passed the microphone to the pupils when they made suggestions.

Not really. The play engages the students well and is well-paced.

Bishop Challoner Catholic Collegiate School

I was confused that the boy was 'mincemeat' and then only had a crutch. I think he should have died to have added more gravity. The girl playing Tan didn't vary her voice much so sometimes it was hard to hear her. I also thought rather than the headmistress dealing with the students it should have been the police.

Swanlea School and Business Enterprise College

Stage lights do make a play stand out so perhaps they could be used for different scenes etc.

Ripon Ali, Behaviour/Cover Supervisor

After the performance it would be great for the students to have some time to discuss in pairs in order to formulate valuable questions.

Lucy Symonds Hall, Drama teacher

QUESTION THREE: Do you think that *The Hate Play* provides an effective learning experience for your students? We would be interested to hear the reasons behind your answer to this question

Stepney Green Maths and Computing College

Totally.

T Uddin, HoF for ITC

Very effective. Great acting and themes.

Central Foundation Girls' School

Yes, because they're engaged with the characters-excellent build-up and time to respond to the actors and situations.

Mostly I would have liked the forum to have been a little deeper to evoke more student improvisation skills so that they are forced to explain/reason/argue

Christopher Catherine, Head of Performing Arts

Mulberry School for Girls

Yes, we will follow it up in PSHE

Absolutely. I know that lots of the issues portrayed throughout the piece are played out in schools/on the streets/online.

It will lead for more informed discussions on bullying and also some creative work in English

It is effective as they hear and see someone's feelings. Also it makes them realise the different aspects of bullying.

(comments not to be used in publicity or marketing material)

Bishop Challoner Catholic Collegiate School

Yes- I like how the focus was on friends doing nothing, encouraging them to think about what to do when they passively watch cruel behaviour. I also loved that forum theatre was involved.

Bow School of Maths and Computing

Yes, there was relevance and a lot of different issues.

John Oram, Head of Year

Yes – many pupils do not accept responsibility for their own actions and this play forces them to realise that they have to make choices and be accountable.

Leonora Phillips, teacher

Swanlea School and Business Enterprise College

'The Hate Play' resented the common form of bullying that is experienced within a school setting. This experience will stay with our students and is a learning curve to make better decisions.

Ripon Ali, Behaviour/Cover supervisor

Yes. As a school we do a lot to tackle bullying but having outside agencies delivering new and exciting ways of getting the message across is always valuable.

Lucy Symonds Hall, Drama teacher

St Paul's Way Trust School

Yes. It allows our students to explore a sensitive subject in a way that will stay with them.

Stephenjohn Holgate, English and Drama teacher

Do you have any other comments or suggestions?

Stepney Green Maths and Computing College

Amazing performance, very engaging for the students.

Central Foundation Girls' School

Thank you-appreciate. Hope you found the suggestions above of use.

Christopher Catherine, Head of Performing Arts

Mulberry School for Girls

Thanks-we look forward to the follow-up workshops.

Bishop Challoner Catholic Collegiate School

I loved the boys' physicality. I wanted there to be a scene in maybe a nightclub/McDonalds-outside a school environment- where they could have expanded their characters-maybe a dance scene in a nightclub. The students would have loved that.

Swanlea School and Business Enterprise College

Excellent examples of bullying

Ripon Ali, Behaviour/Cover supervisor

The question-time and reflection at the end really allowed the students to explore themes and ideas. Well done!

Lucy Symonds Hall, Drama teacher

St Paul's Way Trust School

An excellent production that has entertained our students and given them lots of things to think about.

Stephenjohn Holgate, English and Drama teacher

Finally, how many stars would you give the attitude and organisation of the company?

*	**	***	****	*****
			19%	81%

STAGES TWO AND THREE: THE FOLLOW-UP WORKSHOPS AND THE GATHERING

The Workshops				
11/11/2013	1	Stepney Green Maths and Computing College	Yr 8	23
11/11/2013	1	St Paul's Way Trust School	Yr 9	21
12/11/2013	1	Mulberry School for Girls	Yr 9	20
12/11/2013	1	Bishop Challoner Catholic Collegiate School	Yrs 10/13	25
13/11/2013	1	Bow School of Maths and Computing	Yr 8	22
13/11/2013	1	Central Foundation Girls' School	Yr 9	24
14/11/2013	1	Swanlea School and Business Enterprise College	Yr 8	25
15/11/2013	1	Raine's Foundation School	Yr 8	20
18/11/2013	2	Stepney Green Maths and Computing College	Yr 8	23
19/11/2013	2	Mulberry School for Girls	Yr 9	20
19/11/2013	2	Bishop Challoner Catholic Collegiate School	Yr 10/13	25
19/11/2013	2	St Paul's Way Trust School	Yr 9	21
20/11/2013	2	Bow School of Maths and Computing	Yr 8	22
20/11/2013	2	Swanlea School and Business Enterprise College	Yr 8	25
22/11/2013	2	Raine's Foundation School	Yr 8	20
22/11/2013	2	Central Foundation Girls' School	Yr 9	24
28/11/2013	The Gathering	Idea Store, Bow	Yrs 8-9	30

Although Bishop Challoner participated in the workshops, they were, unfortunately, unable to attend the Gathering and so did not complete evaluation forms.

30 students completed evaluation forms at the end of the project.

	DISAGREE STRONGLY	DISAGREE SLIGHTLY	NEITHER AGREE NOR DISAGREE	AGREE SLIGHTLY	AGREE STRONGLY
I really enjoyed being part of the workshops and the Gathering.				20%	80%
Writing creatively about the issues involved in bullying and hate crime was really helpful and interesting			10%	36%	54%
I enjoyed sharing what we had all done with the other schools and hearing their work.				16%	84%
I found the whole experience really worthwhile				27%	73%

QUESTION ONE: What did you think was particularly good about the workshops and the gathering? Think about what you enjoyed the most, what you got out of the sessions and whether they have made you feel differently about bullying and what can be done to stop it.

Stepney Green Maths and Computing College

'The fact that we met people from other schools' 'The good aspect of the workshop was how they blended drama to explain the complications to bullying. Moreover, hearing other people's work has shown me how differently people think and how different people's personality affects the work they produce.'

Central Foundation Girls' School

'I liked the fact that it was humorous as well as informative. I also liked that we shared ideas and were able to get inspiration from others' 'I enjoyed listening to other people's work. It was really inspiring and very worthwhile' 'I enjoyed being part of the workshop, writing creatively and sharing ideas with other schools'

Mulberry School for Girls

'I saw how other people expressed their feeling about bullying in their poems' 'I liked reading other people's poems and pieces of writing. It made me think about hate and also love. Some touched me more than others. I really enjoyed it.' 'I enjoyed using my imagination to actually write a poem. I'd been thinking about writing for a while, and this workshop was a really big motivation and push. I also learned that in the case of bullying, an adult needs to be informed immediately in order to avoid escalation.'

Bow School of Maths and Computing

'I really liked performing with other people and don't think anything could have been improved, it was all good!' 'I liked everything especially working together and working with other schools' 'I liked how we shared our expressions and views'

Swanlea School and Business Enterprise College

'The best was meeting other people and making new friends and also talking about what other people thought about 'The Hate Play'. 'I enjoyed the Gathering at the Idea Store because I was able to interact with other people and I saw a lot of my old friends' 'I strongly disagree with bullying and 'The Hate Play' workshops have really helped me to understand the many ways people could bully'

St Paul's Way Trust School

'I liked reading my poem out and recording it' 'I enjoyed it when everyone sang and then all of the poem came together' 'I think I enjoyed listening to the other schools because then you get to know what and how others think. I also enjoyed meeting other people'

Raine's Foundation School

'I enjoyed the fact that we got to share our points of view on bullying' 'I liked the fact that we got to experience what other people thought on this topic' 'I have enjoyed making new friends and taking part in reading poems'

'

QUESTION TWO: Would you like to meet up with the people from the other schools again to share your work and perhaps ideas on how you might stop the bullies and help the people who are being bullied?

Stepney Green Maths and Computing College

*'Yes, because violence is not the answer' 'Yes, because bullying needs to be stopped'
'Yes, it would be very exciting and build my confidence'*

Central Foundation Girls' School

'Yes, because I feel that bullying is a really important issue and it needs to be stopped' 'It would be great to meet up with them again. There are many strong characters in our group and I would like to get to know them more' 'It would be good if all schools got to meet up again and talk about our ideas on bullying'

Mulberry School for Girls

*'Yes, because it's good to share our ideas with other people and it helps us boost our confidence'
'Yes, because you can get inspired to help people deal with bullied. Also we can share our ideas with other schools and it helps us boost our confidence.'*

Bow School of Maths and Computing

'Yes, obviously' 'Yes, it would be fun and enjoyable' 'Definitely'

Swanlea School and Business Enterprise College

'Yes, because they are really helpful and made me more confident' 'I would like to meet up with the other schools and talk about how to stop bullying' 'I would love to meet everyone again, and sharing ideas would be amazing.'

St Paul's Way Trust School

'Yes, I have enjoyed it. I've made new friends and expressed my feelings out'

Raine's Foundation School

'Yes, because we could learn more about each other and help out' 'Yes and no. People felt more confident in their year group but it was nice to see other people's views' 'Yes, because it was a fun experience'

QUESTION THREE: After seeing the play and being part of the workshops and the Gathering, do you have any ideas on how people in your school community can live and work together with mutual respect?

Stepney Green Maths and Computing College

*'Yes, because we can stop bullying' 'Yes, people in the community need to treat people equally'
'Yes, I can see how some ideas can be used'*

Central Foundation Girls' School

'If we spread the word on bullying and help others, we can get through bullying if we work together' 'I think more needs to be done on social networking sites and how people communicate with others' 'Make sure we respect each other'

Mulberry School for Girls

'Everyone should learn to accept their differences and similarities by getting together at various events' 'To help those who are bullied we should have things like counselling, because they might have their own problems and need to express their feelings'

Bow School of Maths and Computing

'By not judging anyone by their looks, background, ethnicity or anything else' 'By giving respect to others and by not being anti-social'

Swanlea School and Business Enterprise College

'If you see anything strange or people bullying other people, immediately tell an adult about it'

'If I see someone getting bullied I would try to stop it instantly and help the victim' 'As I have mentioned, the workshops were amazing and really helpful'

St Paul's Way Trust School

'Yes, because I have enjoyed being part of this and the school will benefit' 'We need to work together, understand the consequences of bullying and learn how to respect each other'

'We can live and work together with mutual respect by giving respect to each other and getting respect back'

Raine's Foundation School

'Treat people in the way that you want to be treated' 'I think people should help each other more often and work together'

Two students from this school, out of the 30 questioned, were more pessimistic in their response

'People will always dislike somebody, no matter what' 'To be honest, no matter what we do, people will always bully people'

Have you noticed any changes in yourself, in the way that you think, or write or behave, from being part of this project?

Stepney Green Maths and Computing College

Only one of the students questioned felt that they had changed, but didn't specify in what way.

Central Foundation Girls' School

'Being part of the project made me more aware about the issues and made me communicate with others and people I'd never met before' 'I think I've improved in my writing and I am more aware of what's happening behind 'closed doors' 'I think that I can write poems or a piece of creative writing after listening and reading other people's work. It inspires me'

Mulberry School for Girls

'Yes, I've thought about how people are treating others and how I am treating others. It has opened my eyes' 'I think I've become more creative and broadened my imagination. I've also become slightly more confident' 'When I'm writing I express myself as I usually hide my problems'

Bow School of Maths and Computing

'I have changed a lot' 'Yes, I'm much more confident since I've been working with people from other schools' 'Yes, I am more serious about bullying and how it affects those involved'

Swanlea School and Business Enterprise College

'Yes, because it has made me think more about bullying and how bad it is. I was always against bullying but the workshop really made me think and opened my eyes and think that bullying is serious' 'I have found a better understanding of what to do when someone is being bullied'

St Paul's Way Trust School

'Yes, I have learnt how to respect each other by meeting new people'

Raine's Foundation School

'I am more aware and more creative' 'Yes, it has made me realise what people go through'

Evaluation -the staff

A total of 7 members of staff who watched *The Hate Play* completed evaluations forms. Out of those 7, only 2 had evaluated the play performance

Although most teachers were happy for their comments to be used for marketing or publicity purposes.

	DISAGREE STRONGLY	DISAGREE SLIGHTLY	NEITHER AGREE NOR DISAGREE	AGREE SLIGHTLY	AGREE STRONGLY
I thought that the workshops were really good and helped to build the students' confidence in themselves and their writing					100%
I felt that the students were encouraged to think very carefully about the impact of bullying and hate crime				14%	86%
I felt that the students were really connected with what was happening.					100%
I found the whole experience really worthwhile					100%

QUESTION ONE: What did you think was particularly good about workshops and the Gathering?

Stepney Green Maths and Computing College

They were really inspiring and confidence-building. There were good ideas for group work to be used in other workshops and there was a lovely and fun atmosphere.

School librarian

Central Foundation Girls' School

I thought that the play was a wonderful springboard for the workshops. The actors and singer really provided the sessions with novelty value, inspiration and role-models for our young performers as well as 'punch' and humour. It allowed the students to see their work in action.

Comments not to be used in marketing or publicity material

Mulberry School for Girls

Whilst I wasn't present in the two initial workshops, I have been truly impressed today with the standard of the students' work and their willingness to share it in performance.

English teacher

Bow School of Maths and Computing

I really liked the creative writing, the confidence building and the group work

Year Learning Assistant, KS3

Swanlea School and Business Enterprise College

The schools mixing together and the encouraging atmosphere were great.

Head of Drama

St Paul's Way Trust School

I thought the play in school was particularly good and in the workshop how the students were encouraged to join in.

Pastoral Co-ordinator, Year 9

Raine's Foundation School

The communication between students was particularly good as was learning about other people's experiences

QUESTION TWO: Have you noticed any changes in the students who have been part of the project? These may relate to their confidence/articulacy/relationships with others and/or their perception of bullying.

Stepney Green Maths and Computing College

The students are more confident in interacting with other people and in speaking out. They also have greater confidence in performing

School librarian

Central Foundation Girls' School

Our SEN student loved the project and produced her first piece of English homework. The students produced good writing and were enthused by being part of the project. They too said that they would have liked a faster pace for the chatting/instruction phases.

Comments not to be used in marketing or publicity material

Mulberry School for Girls

I don't teach the students I accompanied but was impressed that, despite initial shyness at the beginning of the session, the Mulberry girls volunteered to be on the panel at the Symposium.

English teacher

Bow School of Maths and Computing

They became very confident and built bonds with older students.

Year Learning Assistant, KS3

Swanlea School and Business Enterprise College

The students built up confidence talking and interacting with new people

Head of Drama

St Paul's Way Trust School

Yes, the students were more positive

Pastoral Co-ordinator, Year 9

Raine's Foundation School

The students seem to be growing in confidence and seem happy to share their experience of the project

QUESTION THREE: Do you think that the work done in the project (and that includes anything that you may wish to use from the resource pack) can feed back into your school and help combat bullying in the long term? If so, what do you think has been the most effective part of the project?

Stepney Green Maths and Computing College

The most effective part of the project has been the students from different schools working as a group.

School librarian

Central Foundation Girls' School

Yes, we will feed it into English and Drama classes

Comments not to be used in marketing or publicity material

Mulberry School for Girls

I think the interactive part of the initial 'Hate Play' performance was very powerful and raised important issues

English teacher

Bow School of Maths and Computing

The most effective parts of the project have been the play and the mentoring

Year Learning Assistant, KS3

Swanlea School and Business Enterprise College

The play really connected with the students

Head of Drama

St Paul's Way Trust School

No comment recorded

Raine's Foundation School

Yes, it could be used in an assembly to promote discussion about the issue of bullying

QUESTION FOUR: Do you have any other comments or suggestions?

Stepney Green Maths and Computing College

I was really impressed with how actively the students participated

School librarian

Central Foundation Girls' School

I felt the sessions were sometimes very slow-paced-too much adult talking- it needs to be more student-centred. Once the actors/singers/students were working though the pace picked up and more was accomplished

Comments not to be used in marketing or publicity material

Mulberry School for Girls, Bow School of Maths and Computing, Swanlea School and Business Enterprise College, St Paul's Way Trust School

No comment recorded

Raine's Foundation School

The creative team seemed work well with the students and engage them in the activities.

Finally, how many stars would you give the attitude and organisation of the company?

*	**	***	****	*****
			14%	86%