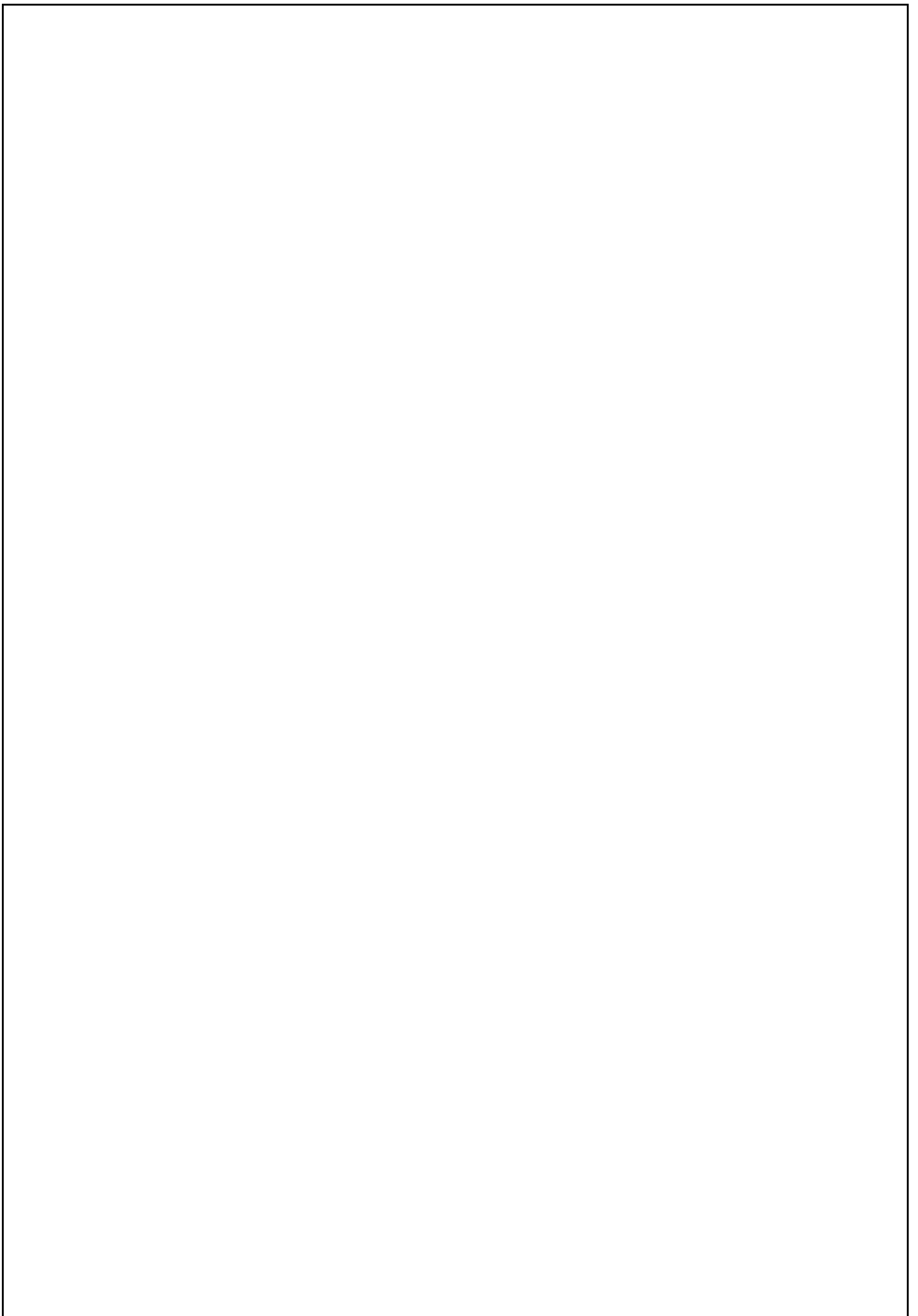




Plastered Evaluation

Part of It's Not OK!
Violence Prevention Education Programme



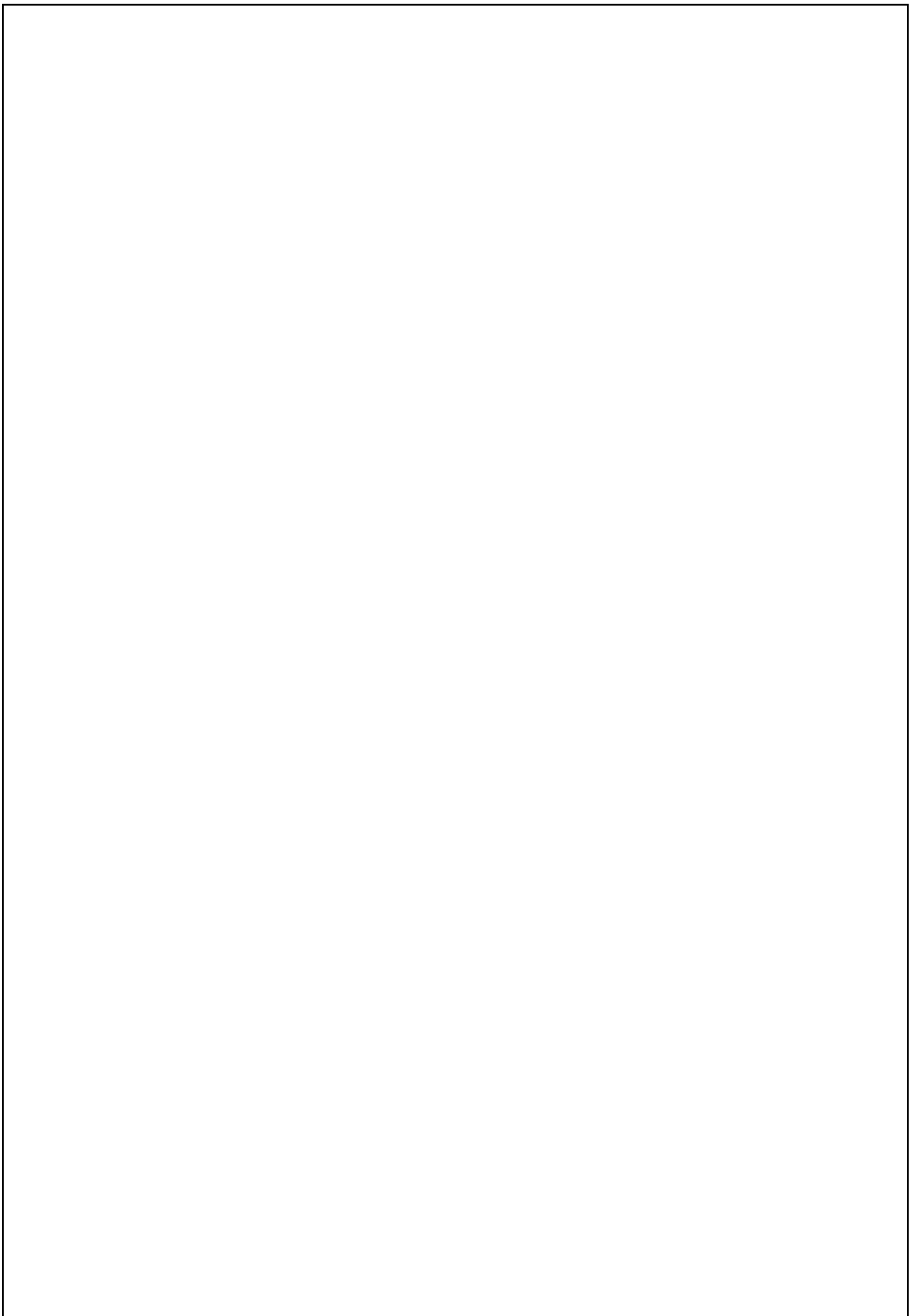
Introduction

The main aim of It's Not OK! is to achieve attitudinal change amongst young people and challenge the view that violence is an acceptable form of communication. This is undertaken as part of an initiative to "create safer and stronger communities".

This report focuses on a single project known as 'Plastered', which was delivered under the It's Not OK! banner. 'Plastered' is the name of a film that deals with issues relating to alcohol abuse amongst young people. A high quality learning resource was constructed around the film and the complete product was delivered to teachers, youth workers and other agencies through a series of training events. These teachers, youth workers and others then used the learning resource to engage young people in an assessment of their own behaviour.

This report has four main sections:

1. Report on the impact of 'Plastered'.
2. Record of the methodology used to develop and deliver 'Plastered'
3. SWOT Analysis
4. Recommendations



1. The impact of 'Plastered'

Sections 1.1 to 1.7 contain evidence of the different impacts made by 'Plastered'. These can be summarised as follows:

- When the complete 'Plastered' learning resource is used to deliver a structured learning programme there is a clear, measurable impact on young people's attitude to alcohol.
- Qualitative evidence shows that young people enjoy the process of learning offered by 'Plastered'.
- Feedback from teachers, youth workers and others demonstrates an enthusiasm amongst this important part of the 'Plastered' audience.
- The number of teachers, youth workers and others taking part in the Continuing Professional Development (CPD) offered with 'Plastered' is evidence of a willingness to invest time and other resources in a project of this type amongst a broad spectrum of organisations.
- The number of young people reached by 'Plastered' is in excess of 20,000.
- There are risks associated with just showing a film of this type if it is not part of a structured programme of learning.

The evidence set out in sections 1.1 to 1.7 was collected using a number of different evaluation techniques:

- Section 1.1 contains data that was collected by the Healthy Schools Co-ordinator in Knowsley who surveyed 89 young people's opinions before they took part in the project and then again after.
- Section 1.2 is based on a series of one to one interviews that were conducted with 20 young people to collect qualitative information concerning what they felt they got from this project. This section should be read in conjunction with the CD which accompanies this report which contains recordings of the interviews.
Please note this CD can be obtained from Helen Paton at Ariel Trust by emailing helen@arieltrust.com.
- Section 1.3 contains qualitative information collected from teachers, youth workers and others who attended the training events. This was collected using simple questionnaires.
- Section 1.4 contains quantitative data that was collected at the 'Plastered' training events.
- Section 1.5 contains quantitative information collected through follow up interviews conducted with teachers who had used the pack in a school environment. Some of these interviews were conducted face to face, while others were conducted on the telephone.
- Section 1.6 contains data collected using the same technique as that which is described in section 1.1. However this was collected from a completely different group of 51 young people and they were shown the film only.

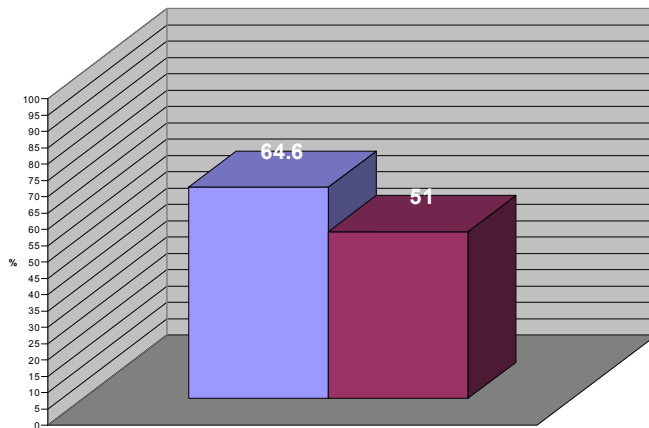
1.1 Quantitative analysis of changes in attitudes amongst young people who used the pack and the film in a structured programme of learning

This section contains a statistical analysis that attempts to quantify the impact of using the complete 'Plastered' resource on the attitudes of young people. The information was collected using a questionnaire, which is attached in appendix 1. The same questions were used before and after the young people's involvement in the project and the changes in responses were measured. The questions ask participants to rank their agreement with a statement on a scale of 1 to 10, ranging from 'not at all' to 'completely'. Further details of the methodology are included in section 2.7.

The data presented in the tables 1.1.1 to 1.1.9 was collected by the Healthy Schools Co-ordinator in Knowsley who organised a series of structured learning events for young people using the complete 'Plastered' resource. 89 of these young people completed questionnaires after they had taken part in this project. This data was collected in Knowsley only because of timing; 'Plastered' had been launched in Liverpool before an evaluation process had been put in place.

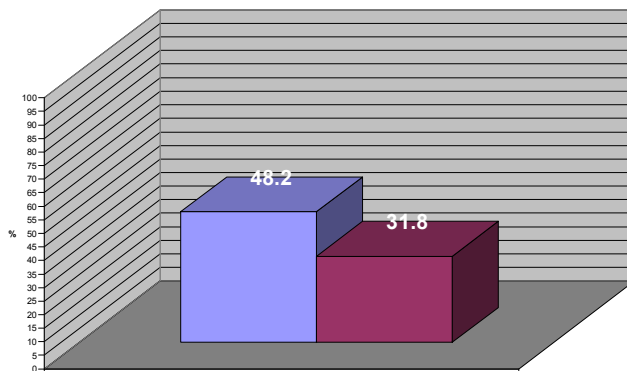
When reading the tables below it is important to remember that the column on the left (blue) reflects young people's attitude before taking part in the project, while the column on the right (purple) reflects their opinion after. A positive percentage change indicates increased agreement with the statement, a negative change a decrease in agreement.

1.1.1 Drinking at 'house parties' is a laugh and a safe thing to do



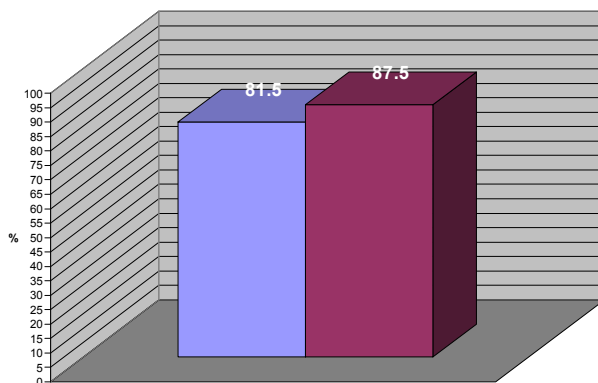
**Decrease of
13.6%**

1.1.2 If I see one of my friend's getting drunk I don't worry, they'll be OK



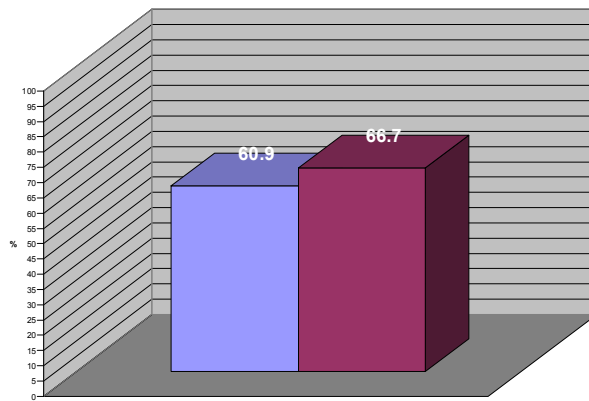
**Decrease of
16.4%**

1.1.3 Alcohol makes people do things they wouldn't normally do



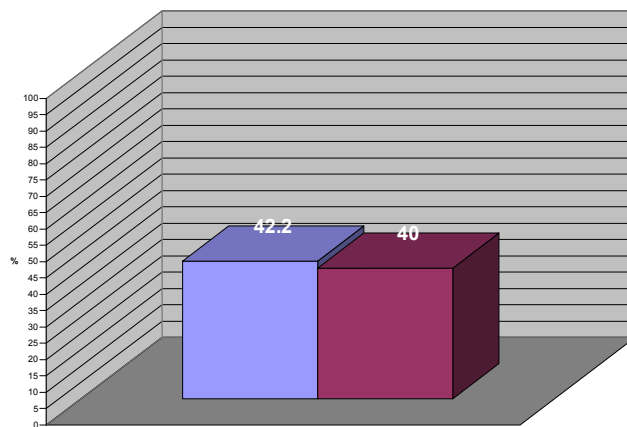
Increase of 6%

1.1.4 Alcohol is a drug



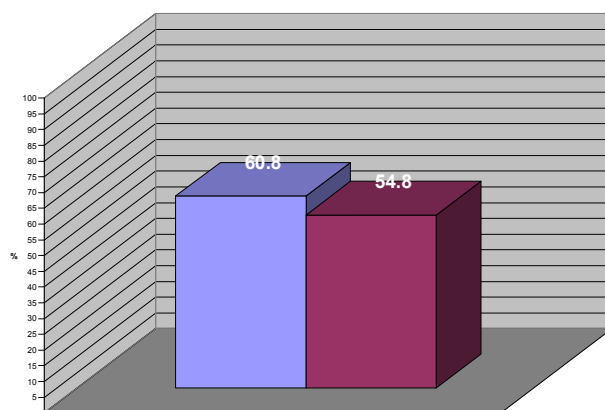
Increase of 5.8%

1.1.5 When you organise a party you don't have to worry about safety – things will be fine



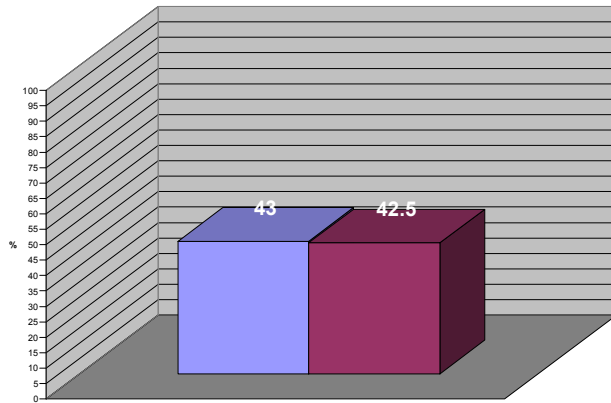
Decrease 2.2%

1.1.6 People always become happy when they drink alcohol



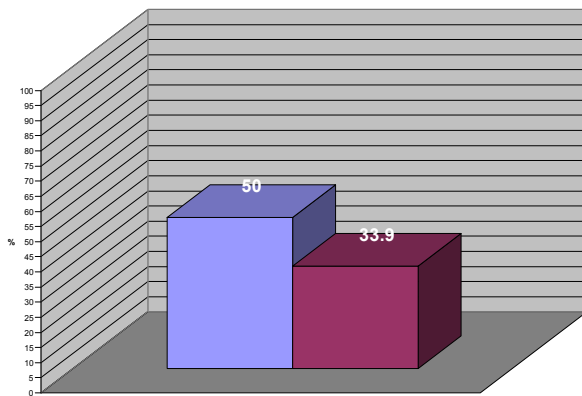
Decrease of 6%

1.1.7 Alcohol can make your problems go away



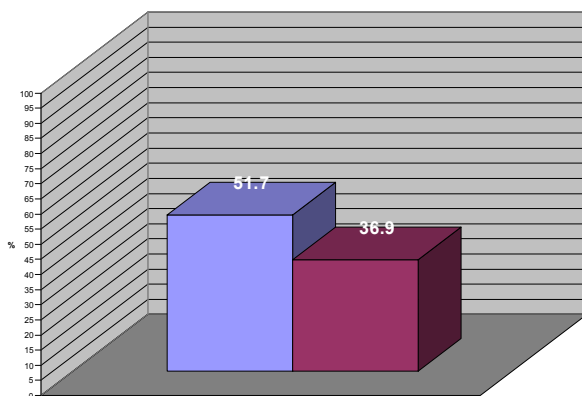
Decrease 0.5%

1.1.8 Alcohol doesn't affect your ability to look after yourself



**Decrease of
16.1%**

1.1.9 People still make good decisions when they have been drinking alcohol



**Decrease of
14.8%**

This data provides clear evidence of positive changes in young people's attitudes when the complete 'Plastered' resource is used in a structured way. However statistical data can never paint a complete picture of young people's attitudes, further research was therefore undertaken using a complimentary method.

1.2 Qualitative analysis of changes in young people's attitudes who had used the pack and the film in a structured programme of learning

A series of one to one interviews were conducted with 20 young people who had used 'Plastered' as part of structured Personal, Social and Health Education (PSHE) projects in 3 schools; Childwall Comprehensive, Oakfield PRU and Bluecoat. These interviews were recorded using best practice from the Broadcast Industry. A freelance reporter, who works for The Marcher Radio Group, was employed to conduct the interviews. The recordings that he compiled are contained on the CD reference in section 1, to obtain a copy of this CD email helen@arieltrust.com.

The interviews were not bound by a strict question structure in the way that the questionnaires were. They provided young people with an opportunity to discuss their response to 'Plastered' in a fairly open way. The young people's opinions are quoted below and contained on the CD referenced in section 1.

"It is good because it makes you understand the affects of alcohol"

"It has changed my views on alcohol"

"I didn't know alcohol could do that much harm"

"It was good and scary in a way"

"It is realistic"

"It is as if we have been there before, even though we haven't, if that makes sense"

"It showed what drinking can do"

1.3 Qualitative feedback from teachers, youth workers and others

In addition to the research that was undertaken with young people an effort was made to collect a response from teachers, youth workers and others who have used 'Plastered'. These represent an important part of the audience for this project, without the support of these people 'Plastered' will sit on a shelf.

The mobilisation of teachers, youth workers and others to raise the issue of alcohol abuse must be considered a key part of the 'Plastered' methodology. 'Plastered' cannot change young people's attitudes by itself, it will only work when these people use the resource to deliver a structured programme of learning. Their response to the resource is therefore critical.

Of the 31 PSHE co-ordinators who undertook CPD in Liverpool, representing 25 schools, 2 Further Education (FE) colleges and 3 other organisations 62% felt very confident about using the pack in school, while 38% felt fairly confident and 0% felt unconfident.

Below are a series of comments made by people who attended the CPD events from across Merseyside that were designed to mobilise people who might use 'Plastered' in their work with young people:

"Extremely relevant to young people today."

Kathy Ormesher – Fazakerley High School

"Great tool kit and look forward to the next one."

S Vaughan – Knowsley Community College

"The film was very good – held attention well. Well paced and realistic. Modern situations young people readily identify with."

Paddy Logan – Toxteth Sports Centre

"Young people using story boards makes the work visual."

Tony McGlynn – Liverpool Youth Service

"The CPD was in-depth and useful. The group discussion raised various important issues."

Anfield Detached Youth Project

"Enjoyable and informative CPD event"

Karen Buchan – Connexions

"An excellent resource which I think will inspire pupils."

N. O'Neill – Parklands High School

"Excellent resource."

Hazel Cheung – LJMU

"Good resource that would provide a substantial unit of work on this topic."

Chris Carson – Notre Dame Catholic College

“Easy to read photocopiable resources.”

Emma Speed – Holly Lodge Girls College

“Excellent resource”

J Julian – St. Julie’s High School

“Superbly put together ready made resource.”

Barbara Pope – Merseyview

These comments are typical of those made by professionals attending the CPD events. They provide evidence that an important part of the ‘Plastered’ audience was engaged through the programme of CPD that was delivered.

1.4 Quantitative information concerning the number of professionals attending CPD events

Though the participation of teachers and youth workers has been an essential part of the ‘Plastered’ methodology, it should not be assumed that the delivery of this participation is straight forward. Teachers have to work in the context a highly structured timetable and their release from this is expensive.

To date 13 of these CPD events have been delivered to a total of 222 teachers and youth workers, details of these events are presented in the table below. For audit purposes we have include the name of the contact that organised the event and collected evaluation questionnaires from participants, where possible.

Date	Location	Event	Contact	Attendees	No
<i>Feb 7/06</i>	<i>LACE Ullet Road</i>	<i>Liverpool Healthy Schools</i>	<i>Sue Brennan Healthy schools co- ordinator Liverpool City Council</i>	<i>PSHE Co- ordinators in Liverpool schools</i>	<i>31</i>
<i>March 6/06</i>	<i>MYA Hanover St</i>	<i>MYA</i>	<i>Jackie Jones Senior youth worker MYA</i>	<i>MYA Youth Workers</i>	<i>52</i>
<i>June 13/06</i>	<i>Crowne Plaza Hotel</i>	<i>South Sefton Healthy Schools</i>	<i>Gill Perry Healthy Schools Co- ordinator Sefton</i>	<i>PSHE Co- ordinators in Sefton schools</i>	<i>6</i>

			<i>Borough Council</i>		
<i>June 15/06</i>	<i>Croxteth Hall</i>	<i>Liverpool Special Schools Conf</i>	<i>Mary Kelso English Advisor Liverpool City Council</i>	<i>English Co-ordinators</i>	<i>7</i>
<i>June 23/06</i>	<i>Croxteth Hall</i>	<i>Speaking & Listening Conf</i>	<i>Mary Kelso English Advisor Liverpool City Council</i>	<i>Heads of English in Liverpool schools</i>	<i>6</i>
<i>July 18/06</i>	<i>LACE, Ullet Road</i>	<i>Connexions PAs network</i>	<i>Christie Mutch Connexions Officer</i>	<i>Youth Workers</i>	<i>30</i>
<i>Sept 8 and 15/06</i>	<i>Gostins Building</i>	<i>Addaction staff training programme</i>	<i>Keith Williams Team Leader Addaction</i>	<i>Substance misuse advisors and volunteers</i>	<i>16</i>

<i>Nov 21/06</i>	<i>Weatherhead</i>	<i>Wirral Health Promoting Schools</i>	<i>Pete Matthews Wirral Health Promoting Schools</i>	<i>PSHE Co-ordinators</i>	<i>11</i>
<i>Nov 20/06</i>	<i>Bootle High</i>	<i>South Sefton teachers network</i>	<i>Pete Carroll Deputy Head Bootle High School</i>	<i>PSHE Co-ordinators</i>	<i>7</i>
<i>Dec 11/06</i> <i>March 26/07</i>	<i>Pride Centre</i>	<i>Knowsley Healthy Schools network</i>	<i>Jayne Rostance Healthy Schools co-ordinator</i>	<i>Knowsley LEA</i>	<i>56</i>

Getting teachers out of the classroom for half a day is not straightforward; often this will require cover to be provided. The attendance of 222 teachers, youth workers and others at the training events is evidence of the popularity of 'Plastered'. It demonstrates that 'Plastered' is valued by important groups of

professionals who are willing to invest half a day of their valuable time to learn about how the resource can be used.

1.5 Quantitative information in relation to the number of young people using the pack

It is estimated that over 20,000 young people have been engaged in 'Plastered'

Because it is a distance learning resource that is used in a wide variety of settings it is inherently difficult to accurately track the number of end users. In order to come up with a reasonable estimate a small number of people who attended CPD events were followed up. Eight schools were contacted by telephone and four took part in evaluation meetings. The figures below therefore represent a very small proportion of the total but they give a sense of the numbers of pupils in each school who were involved.

<i>Date (2006)</i>	<i>Source of contact/ interviewee</i>	<i>Tracking method</i>	<i>No of teachers spoken to</i>	<i>Number of Pupils participating</i>		
				<i>Yr 9</i>	<i>Yr 10</i>	<i>Yr 11</i>
<i>w/c May 1</i>	<i>LACE Healthy Schools, Liverpool</i>	<i>Phone</i>	<i>8</i>	<i>444</i>	<i>316</i>	<i>138</i>
<i>July 12</i>	<i>Susan Clark, Broadgreen High School</i>	<i>One to one meeting</i>	<i>1</i>	<i>250</i>	<i>250</i>	<i>250</i>
<i>July 13</i>	<i>Kathy Ormesher, Fazakerley High School</i>	<i>One to one meeting</i>	<i>1</i>	<i>200</i>		
<i>July 17</i>	<i>Andrew Chambers, PSHE Co- ordinator, Shorefields</i>	<i>One to one meeting</i>	<i>1</i>	<i>203</i>		
<i>July 19</i>	<i>PSHE Co- ordinator, Childwall Community Comp</i>	<i>One to one meeting</i>	<i>1</i>	<i>220</i>		

1.6 Identification of an important area of risk

The 'Plastered' learning pack is designed to be a structured programme of learning and section 1.1 shows how, when it is used in this way, it delivers positive change in young people's attitude. However it is tempting to show the film in isolation, but the evidence suggests that this is much less effective. A Knowsley-based Youth Worker collected 51 sets of questionnaires, which were collected separately from the questionnaires that are analysed in section 1.1. Young people who had been shown the film only, in a youth club setting, completed these questionnaires. This data is set out below.

When reading the tables below it is important to remember that the column on the left reflects young people's attitude before taking part in the project, while the column on the right reflects their opinion after. A positive percentage change indicates increased agreement with the statement, a negative change a decrease in agreement. This data was collected using the questionnaire attached in appendix 1.

Statement	Before	After	%age change
Drinking at 'house parties' is a laugh and a safe thing to do	4.4	4.8	+3.8
If I see one of my friend's getting drunk I don't worry, they'll be OK	3.2	3.6	+4.1
Alcohol makes people do things they wouldn't normally do	8.5	8.8	+2.5
Alcohol is a drug	8.0	8.6	+6.3
When you organise a party you don't have to worry about safety – things will be fine	3.2	3.8	+6.1
People always become happy when they drink alcohol	4.3	4.8	+5.0
Alcohol can make your problems go away	3.6	4.0	+4.3
Alcohol doesn't affect your ability to look after yourself	2.7	3.6	+8.7
People still make good decisions when they have been drinking alcohol	3.4	4.1	+7.2

In this case the changes in opinion are clearly less marked than in section 1.1. In some cases it appears possible that the film may have reinforced a negative view rather than changing views as intended.

These results highlight the importance of a structured programme of learning and the importance of teachers, youth workers and others in ensuring the messages of the film are communicated and put into context. Educational films in isolation are not an effective way of ensuring learning and of changing young people's attitudes. What is necessary is a process of discussion and reinforcement that ensures the messages are put into context and that the wider consequences are thought through.

This process of learning requires that those using the resources are confident about the content of the film and the issues that may be raised and that they have the tools needed to respond in a positive way to these challenging issues. This supports the role of CPD and briefing sessions as an integral part of the roll out strategy associated with these resources.

2. The 'Plastered' Methodology

An important aim for the It's Not OK! partnership is to "develop an agreed, shared methodology that demonstrates the impacts of cultural investment" in relation to the development of safer and stronger communities.

Section 2 of this report describes the shared methodology that emerged as the learning resource known as 'Plastered' was developed. Though Plastered is only one project in the It's Not OK! portfolio it is an important one and involves innovative methods for engaging young people.

This methodology is now being replicated to develop a series of additional learning resources. The first of these is being delivered in partnership with Merseyside Fire and Rescue Service and is called Street Heat. The one after that is being delivered in partnership with Children's Services in Liverpool and is called 'Senseless'. Senseless deals with racial harassment and racial attacks.

2.1 History of the project

When seeking to understand the methodology that underpins 'Plastered' it is important to note that elements of that methodology predate It's Not OK! 'Plastered' is made up of two major elements, a film and a learning pack. Prototypes for both of these were being produced before Liverpool became Capital of Culture in 2008.

In 2004 LA Productions produced a film called 'Pez' using some of the production methods that would later define 'Plastered'. LA Productions worked closely with Connexions to identify a group of young people who would be at the heart of the production process. These young people took part in a series of workshops to identify key issues for the script and then went on to act in the film. The participation of young people means the film deals with real issues and features the voices of real young people. The power of 'Pez' comes from its realism; it is a film about young people facing real problems on the streets of Liverpool.

Similarly Ariel Trust developed a learning pack in 2004 based on Liverpool's bid to become Capital of Culture. Ariel worked with partners at Liverpool City Council to develop this pack including Colin Hilton, who was then Director of Education and Howard Cooper, the Assistant Director. This learning pack asked young people to write a radio commercial promoting Liverpool's bid to become Capital of Culture. The pack was mapped against the national curriculum, it contained a range of creative activities for young people, it was presented using edgy graphic design and it was rolled out through a process of CPD for teachers. These all became essential characteristics of the 'Plastered' methodology.

The work of LA Productions and of Ariel Trust became part of the 'Plastered' methodology partly because both organisations actively promote their work to

public agencies. On the other hand this happened partly because the It's Not OK! steering group actively sought to build a partnership with organisations capable of developing innovative cultural practice to engage young people.

The real strength of the 'Plastered' methodology is that it was of born of a real partnership between a steering group committed to the strategic development of innovative cultural practice and a number of organisations committed to delivering that practice on the ground.

2.2 Role of the steering group

The It's Not OK! steering group was developed in response to issues raised by the Liverpool City Council Community Safety Team. The Creative Communities Team of Liverpool Culture Company alongside Liverpool Children's Services Alcohol Development Group drove forward the development of the steering group. The It's Not OK! steering group was formed when Alcohol Development Group as part of its business decided to priorities and support the roll out of Plastered to maximise its impact. Prior to that It's Not OK! had no strategic links with schools and youth service.

The steering group were able to do a number of important things including:

Identifying strategic priorities

'Plastered' was made possible because a number of agencies were able to identify shared objectives in relation to alcohol abuse amongst young people. Merseyside Connexions, Merseyside Police, Liverpool City Safe, Liverpool Healthy Schools and Liverpool Culture Company worked together to advocate a joined up approach to alcohol abuse. 'Plastered' is a popular resource because these common objectives are central to its design.

Develop a network of delivery agencies

An essential element in the 'Plastered' methodology is the development of an active user base. Teachers, youth workers, community police officers and others are currently using the resource. Establishing a user base like this is problematic without people willing to be project champions. The steering group played this role and created a unique user base.

Attract investment from a variety of sources

It is also the case that a variety of partners invested their own resources in the development of 'Plastered'. The result is 'Plastered' is based on a higher level of investment than that which might have been invested by a single agency, including Primary Care Trust (PCT), Neighbourhood Renewal Fund (NRF) and Connexions.

Identify innovative cultural practice and maximise its value in a strategic framework.

It is true that LA Productions and Ariel Trust were producing films and making learning packs before working as part of the It's Not OK! project. However these products became significantly more effective when they became part of a single coherent initiative. The value of 'Plastered' is more than the sum of its parts.

Maintain strategic overview

The Plastered methodology is a process that can be broken down into a number of stages:

- Identification of need
- Development of cultural product in relation to that need
- Roll out of product to young people

The steering group has been able to maintain an overview of this process.

Political support

The support of other strategic fora including the Liverpool Association Secondary Heads (LASH) has been a feature of the 'Plastered' methodology. This has been delivered by the steering group.

2.3 Production of the film

Merseyside Police identified a problem in the Fazakerley area of Liverpool where young people were hanging around a park and drinking alcohol.

A proactive approach to this problem involved stopping young people in the park and referring them to Connexions. Connexions placed these young people on creative projects including the production of 'Plastered'.

8 young people undertook a series of writing workshops to develop the script for 'Plastered'. They also undertook a series of acting workshops to develop their confidence and communication skills. A number of these young people then went on to act in the film. The involvement of these young people in the development of the script means that the film focuses on issues that are real from their point of view.

The impact on the young people who took part in the project is undeniable. The young people themselves suggest that the film changed their aspirations, attitudes and helped them develop new skills and confidence.

Carl Nile said, "It helped me concentrate, before I didn't concentrate in school, when I got back into year 11 I got my course work done".

Chris Johnson said, “They gave us loads of support.”

Andy Makin said, “It was brilliant.”

In the documentary ‘The making of Plastered’, Ian Hart the Director said, “The journey of making it is the interesting thing and how the film turns out is secondary to me”. This suggests that he was focused on the educational experience that the film offered to the young people taking part in the production, while the value of the film as an educational tool was of secondary importance.

This raises an issue that there might not have been shared objectives or shared priorities throughout the project.

2.4 Production of the learning pack

The learning pack was commissioned after the film at a point when the film was already in production. This meant that the pack was developed in response to issues raised in the film, these issues had been identified through consultation with a group of young people referred by Connexions.

A further layer of consultation was added to the development of the pack, through a series of focus groups involving PSHE co-ordinators from 6 Liverpool schools. Ariel Trust produced a rough outline of the learning pack based on the issues raised in the film and presented this at the focus group meetings. The PSHE co-ordinators offered detailed criticism and made a series of recommendations for further development of the pack.

The contents of the pack were then further developed in response to the recommendations of the focus group and then re-presented to the same group of PSHE Co-ordinators. This cycle was repeated a number of times meaning that the development process looks like something this:

- Initial development based on issues identified by young people
- Presentation to PSHE Co-ordinators
- Analysis of feedback
- Further development of learning pack
- Re-presentation to focus group
- Further analysis of feedback
- Further development of learning pack

The consultation with the PSHE Co-ordinators guaranteed that the learning pack was mapped against the national curriculum. However an important strength of the learning pack is that it combines a rigorous educational structure with a clear understanding of the creative processes employed in the media industry. This combined approach has underpinned the work of Ariel Trust for 25 years and is reflected in the experience of the people who worked

on the pack; Paul Ainsworth, Maurice Bessman and Phil Cheeseman. Paul Ainsworth is an educationalist with 20 years experience of delivering media training. Maurice Bessman is a professional writer currently working in television, while Phil Cheeseman is a graphic designer. The complementary skills of these individuals are essential elements in the 'Plastered' methodology.

2.5 Rolling the pack out through Continuing Professional Development (CPD) workshops

The PSHE co-ordinators identified a number of key problems in relation to the roll out of any new learning resource. First of all school timetables are already full and teachers have high levels of demands on their time which makes it very difficult for them to read and digest new learning resources.

In order to overcome the issue of the crowded timetable it was decided to focus on year 9 pupils who do SATs at the end of May. This means that their timetable is relatively flexible during June and July. The learning pack was therefore mapped directly against the Key Stage 3 curriculum.

In order to make it easy for busy teachers to understand the contents of the learning pack and to plan how they might use it in the classroom a series of workshops were organised. The first workshops were delivered with support from Liverpool Healthy Schools as part of their ongoing Professional Development Programme (CPD).

These workshops were designed in order to empower teachers in relation to the use of the pack. They also gave teachers an opportunity to have a go at some of the exercise in the pack. In this way the workshops helped to give teachers a feel for how the pack might work. The number of people who attended these workshops is recorded above in section 1.4, while the comments of a number of these teachers are recorded in section 1.3.

Once a successful CPD model had been developed in Liverpool Ariel Trust used an existing relationship with Children's Services from across Merseyside to roll the pack out more widely. The success of the CPD programme lead to enquiries from a variety of agencies other than those involved in formal education including Connexions and Addaction. Additional CPD was delivered in response to the needs of these agencies.

2.6 Advertising and publicity for the pack

The Capital of Culture bid document described a radio advertising campaign, involving young people, which would promote It's Not OK! Ariel Trust was commissioned to deliver this project at the same time that LA Productions was commissioned to produce 'Plastered'. However these were commissioned as

discrete projects and although the advertising project delivered important outputs it was not organised in a way that promoted 'Plastered' specifically. The programmes and commercials that were broadcast as part of this project raised awareness of the issues associated with alcohol abuse in more general ways.

The agreed project objectives for the radio project are set below next to the actual project outputs:

Agreed objectives	Actual outputs
Engage a number of young offenders in radio training	19 young offenders
Deliver a number of hours of training in total	220 hours
Produce a number of radio commercials	8 commercials produced

Reach a number of people through the broadcast of commercials on Magic 1548	100,000 listeners
Produce a number of Radio programmes produced for Talking Toxteth (TTfm) (2 hour duration)	4 programmes
Reach a number of people through the broadcast Number of programmes on TTfm	1,000 listeners

This project led to the development of a partnership between Liverpool Culture Company, LA Productions and Ariel Trust. It is this partnership which made possible the development of the 'Plastered' methodology.

2.7 Film Premiere

The film was premiered at FACT, a city centre cinema. This was an opportunity to bring together key decision makers from across the city with young people who had been involved in the development of the film.

Local politicians, senior officers and a host of decision makers gathered in the foyer before the film. Then the young people who had been involved in the development of the film arrived in a limousine and made a Hollywood style entrance. This set an important tone for the evening putting young people centre stage.

In the theatre itself a number of people made small speeches:

- Gaynor Wright, Liverpool Culture Company
- Kieron Gordon, Greater Merseyside Connexions
- Colin McKeown, LA Productions

The film was shown and was well received, after which the young people who had been involved in its production were introduced to the audience and a few of them talked about the things they had gained from the experience. The response to these stories of personal development was particularly strong.

Toward the end of proceedings a group of young women from a Liverpool school performed an It's Not OK! song, which was again well received. After the performance many people stayed behind to talk about the project and build the network that surrounds the project. This event generated significant coverage in the local newspapers and engaged key decision makers in the 'Plastered' process.

2.8 The competition

In order to introduce a degree of interactivity to the learning pack a competition was organised. Young people using the pack were encouraged to write scenes for a new drama in which the characters make positive choices. The competition was organised with the support of Maurice Bessman a professional scriptwriter. The competition winners were offered an opportunity to work with Maurice and have their work professionally produced. The idea being that this would motivate young people to take part in the project.

However only a small number of schools chose to enter the competition including Childwall Sports College, Oakfield Pupil Referral Unit and Bluecoat School. Through discussion with teachers a number of reasons were identified for the low level of participation in the competition these include:

- High levels of literacy are required to enter a writing competition
- Pupils in school don't expect to do much writing in a PSHE lesson

- The scenarios that underpin the competition are useful to stimulate discussion and even role-play, these activities are more user friendly than a script writing exercise.

Interactivity has been built into subsequent projects in more sophisticated ways. 'Street Heat', the project developed in partnership with Merseyside Fire Service, includes a series of interactive games. These interactive games have proved more popular than a writing competition for engaging young people.

2.9 Evaluation

In order to measure changes in young people's attitudes data was collected through the use of a questionnaire that included a series of statements. Participants were asked on a 10 point scale to indicate the extent to which they agreed with the statement where 1 is 'Not at all' and 10 is 'Agree completely'.

Identical questionnaires were completed before embarking on the 'Plastered' programme of learning and at the end of the programme. The returned questionnaires were analysed to work out the average responses to each question. The 'before' and 'after' results were then compared and a percentage change was calculated. A positive percentage change indicates increased agreement with the statement, a negative change a decrease in agreement, these results are presented in section 1.1.

In addition to the quantitative data collected, a series of one to one interviews were conducted with young people who had used 'Plastered' as part of a structured PSHE project, they were pupils at 3 schools; Childwall Comprehensive, Oakfield PRU and Bluecoat. These interviews were recorded using best practice from the Broadcast industry. A freelance reporter, who works for The Marcher Radio Group was employed to conduct the interviews. The recordings that he compiled are contained on the CD that that is referenced in section 1.

As well as the research that was undertaken with young people an effort was made to collect a response from teachers, youth workers and others who have used 'Plastered'. Comments were collected using evaluation sheets that were filled in at the end of CPD sessions.

Because 'Plastered' is a distance learning resource that is used in a wide variety of settings it is inherently difficult to accurately track the number of end users. In order to come up with a reasonable estimate a small number of people who attended CPD events were followed up. Eight schools were contacted by telephone and four took part in evaluation meetings. This represents a response rate of 10% as 118 evaluation calls were made.

3. SWOT Analysis

3.1 Strengths

Representation on steering group from key agencies

Consultation of teachers in the production of the learning pack

The film was developed through a process of consultation with young people

High quality production values in the film

Imaginative design of learning pack

Pack mapped against the PSHE curriculum

Pack combines a sound educational structure with a detailed understanding of creative practice in the media industry

CPD for teachers, youth workers and others delivered to enable them to use the pack

The Healthy Schools co-ordinators in Liverpool, Sefton and Wirral supported the CPD programme

Participation of young people in the production of the film

Plastered is a sustainable resource that can be used in schools time and again

3.2 Weaknesses

Learning pack was commissioned after the film

The film premiere took place before the learning pack was complete

A number of partners moved on to the production of a second film before the roll out of 'Plastered' was complete

The roll out of the resource did not begin with a clear analysis of the target audience and was often opportunistic rather than strategic

Though many of the elements of a dynamic roll out were in place during 2006, they happened in a disconnected way; this had a negative impact of their effectiveness

Inadequate resource were dedicated to the roll out of the resource

The impact of 'Plastered' had a variable impact on young people's attitudes depending on how it was used

The timing of the radio campaign did not overlap with launch of the learning pack or the film

The structure of the radio ad campaign did not focus on the benefits of 'Plastered' as a learning resource

Partners had contrasting needs, sometimes conflicting

Partners on the steering group had different priorities and sometimes targets were not defined systematically enough

The evaluation of the project was not commissioned until six months after the learning pack had been launched, this made it difficult to track the total number of users

3.3 Opportunities

Central government continue to identify alcohol abuse as a priority

Area health authorities continue to identify alcohol abuse as a priority

The police continue to identify alcohol abuse as a priority

The development of an interactive CD ROM similar to that which has been developed for Street Heat would add significant value to Plastered and encourage teachers and youth workers to continue using 'Plastered' with new groups of young people

The development of a 'Plastered' website could be used to add value to 'Plastered' and encourage teachers and youth workers to continue using 'Plastered' with new groups of young people

There is ongoing demand for further CPD

Development of an advertising campaign could support the further role out of 'Plastered'

Interactive radio projects could be used to consult young people and identify their needs in relation to future projects

The 'Plastered' methodology can be applied to a variety of issues and is already being used on Street Heat and Senseless

3.4 Threats

Contrasting needs of partners could pull the partnership apart

Unauthorised copying of film and learning pack

Other organisations copying and exploiting the contents of 'Plastered'

Other organisations copying the 'Plastered' methodology

Lack of commitment to further development of 'Plastered'

Other projects have become the focus of many partners while the lessons associated with 'Plastered' have not been learned fully

4. Recommendations

4.1 If the objective is to produce a learning resource that will change young people's attitudes then it is essential to design a process that begins with an analysis of that audience at the start of the process.

4.2 The analysis of the needs of the audience should be used to design a clear and systematic roll out. The roll out plan should be in place and agreed with all partners at the start of the project.

4.3 Adequate resources need to be set aside for the roll out process. 'Street Heat' is the film that followed 'Plastered' yet lessons have not been learned fully and there is still no clear plan for the roll out of 'Street Heat'.

4.4 The process of evaluation should be built in from the beginning of the process.

4.5 An independent third party should be employed to conduct any further evaluation.

4.6 'Plastered' can be used by teachers and youth workers time and again, it can continue to have a positive impact on young people for a number of years to come. In order to maximise this impact there is a need for on going development of the resource.

4.7 The development of a series of interactive games would add significant value to 'Plastered' and make it possible for the resource to continue changing attitudes among young people on Merseyside.

4.8 On going communication with the 'Plastered' user base would make it easy to offer up dates and share best practice.

4.9 On going communication with the 'Plastered' user base would make it possible to engage teachers and youth workers in the development of new products.

4.10 In order to support the ongoing development of It's Not OK! there is a need for a business development plan, capable of rolling the learning resource out on a national basis and generating an income.

4.11 A targeted advertising campaign in magazines aimed at teachers and youth workers could help move the learning resource forward in the national market.

4.12 The needs of different partners need to be considered and communicated more effectively.

Appendix 1 Alcohol Awareness Survey

Name

Age.....

School.....

Please look at the statements below and indicate to what extent you agree with them on a scale of 1 to 10, where 1 is 'Not at all' and 10 is 'Agree completely'.

1. Drinking at 'house parties' is a laugh and a safe thing to do

Not at all															Agree Completely
1	2	3	4	5	6	7	8	9	10						

2. Alcohol makes people more confident

Not at all															Agree Completely
1	2	3	4	5	6	7	8	9	10						

3. If I see one of my friend's getting drunk I don't worry, they'll be OK

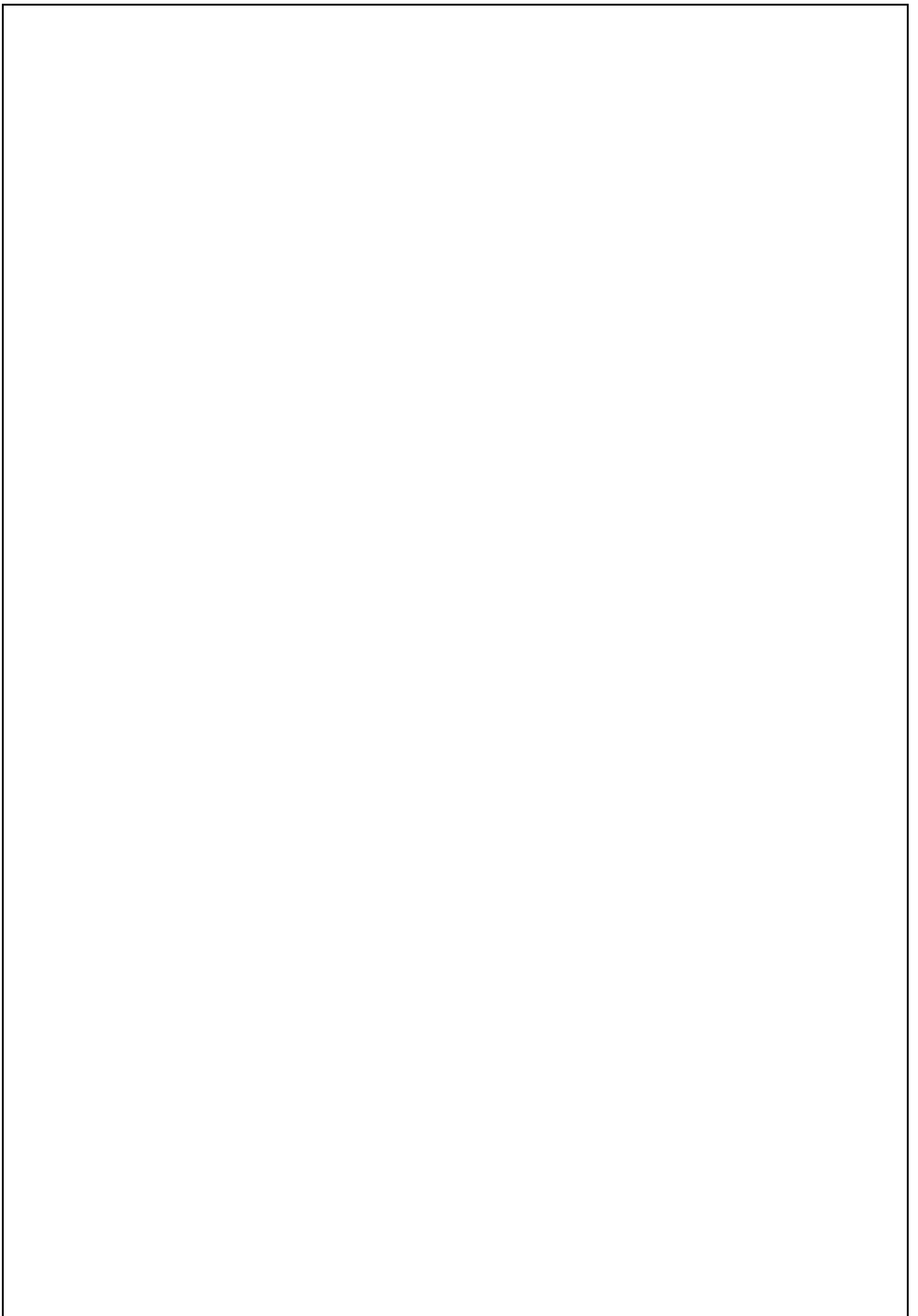
Not at all															Agree Completely
1	2	3	4	5	6	7	8	9	10						

4. Alcohol makes people do things they wouldn't normally do

Not at all															Agree Completely
1	2	3	4	5	6	7	8	9	10						

5. Alcohol is a drug

Not at all															Agree Completely
1	2	3	4	5	6	7	8	9	10						



For further information please contact:

Gaynor Wright, Creative Education Manager, Liverpool Culture Company
T. 0151 233 4125 E. gaynor.wright@liverpool.gov.uk
W. liverpool08.com

Paul Ainsworth, Director, Ariel Trust
T. 0151 707 8211 E. paul@arieltrust.co
W. arieltrust.com



OFFICIAL PARTNERS



MAJOR FUNDING PARTNERS

