2019

Circus Aurora: End of Project Report

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Summary:

The following report presents an overview of data collected throughout the final year of the Circus Aurora project. This social circus project was funded by Spirit of 2012 (SO2012) and delivered by Streetwise Community Circus CIC, Belfast (SCC) over 3 years from 2015 to 2018.

The ethos behind the project was that delivering bespoke circus workshops that led to a series of public showcases working with vulnerable populations throughout Northern Ireland could have a beneficial impact on the following areas:

- The wellbeing of our participants
- The positive perception of disability amongst our audiences

SCC experienced several difficulties in establishing effective and meaningful methods of evaluation that reflected these themes of the project in the first two years. As such, and with the support of both SO2012 staff and input from the Behavioural Insights Team, SCC developed new methods for gathering data directly from our participants as well as from parents, carers and friends who attended showcases.

In short, we assert here that the project did have a positive impact in the two themes. Firstly with regard to the concept of wellbeing, we were able to collect feedback on the integrated strands that form a notion of wellbeing – from increased physical activity, to a sense of self-efficacy, higher levels of confidence and happiness and improvements in mood generally, stronger engagement with the project and the tutors delivering the workshops, and increasing social interaction with peers and others in our participants' communities.

We also collected data concerning the perception of disability amongst our audience members – many of whom were clearly very well informed as to the issues surrounding living with someone with a learning and/or physical disability. While 34% stated that they already had a positive perception of people living with disability, 54% of our audiences expressed the opinion that participation in this project has had a positive change on the way that they now perceive those living with disabilities in Northern Ireland.

Having access to data such as this is invaluable to Streetwise and will enable us to be in a much better position to communicate the positive impact of the work that we do to future partners and funders. For this we are continually grateful to all at Spirit of 2012 who have helped us over the past 3 years.

Thank You!

Participant feedback:

Following some difficulty in establishing reliable feedback from participants and/or their families and carers in years 1 and 2 of this project, and following consultation with SO2012 staff and the Behavioural Insight Team, Streetwise Community Circus developed two new methods to collect feedback from participants throughout the third and final year. These were a logbook to be filled in weekly by a selection of participants from each centre (see Appendix A), and a question and answer game that could be played by all participants across all of the centres at the beginning and end of each term.

The theory behind these two approaches was to identify any changes in self reported impacts on different areas of wellbeing. As such, the weekly logbooks sought to track levels of happiness and self-efficacy/levels of engagement; whilst the question and answer game enabled all participants to answer questions related to; enjoyment levels, discussing the project with others, whether the circus workshops were increasing physical wellbeing, etc.

The results from these two methodologies are presented and analysed here.

Q & A games:

The 'yes/no/maybe' game was designed to enable participants to communicate to us how they felt that the project was impacting upon their sense of wellbeing. We asked a series of questions that could be answered simply with a "yes", a "no" or a "maybe" and the room was divided into 3 areas representing these 3 answers. As one person called out the questions the participants moved to the area representing the answer that they felt was most appropriate. Staff were often on hand to help explain the question and assist participants to choose the answer if they needed help. In some cases, participants negotiated with staff and pointed out the 'grey areas' that each question could imply, but generally the answers were established without any discontent.

Each of the questions was designed to gather data on how the participants engaged with certain aspects of the project, so questions B1 to B4 asked about elements such as games or learning skills. Questions C1 to C4 focussed more on the impacts of the project, e.g. if doing circus made you happy, or move around more. Questions A1 to A4 were icebreaker questions and are not included here.

B: Questions about the project:

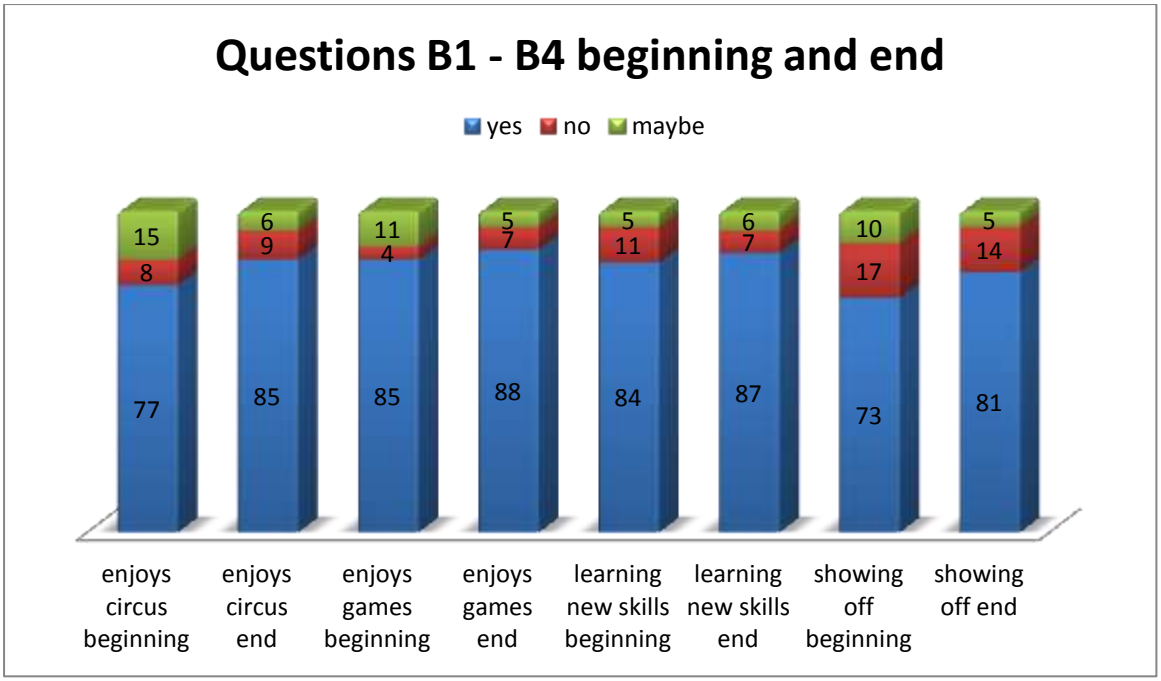
1. **I like doing circus**
2. **I like playing games in circus**
3. **I like learning new skills in circus**
4. **I like showing off my circus skills to friends**

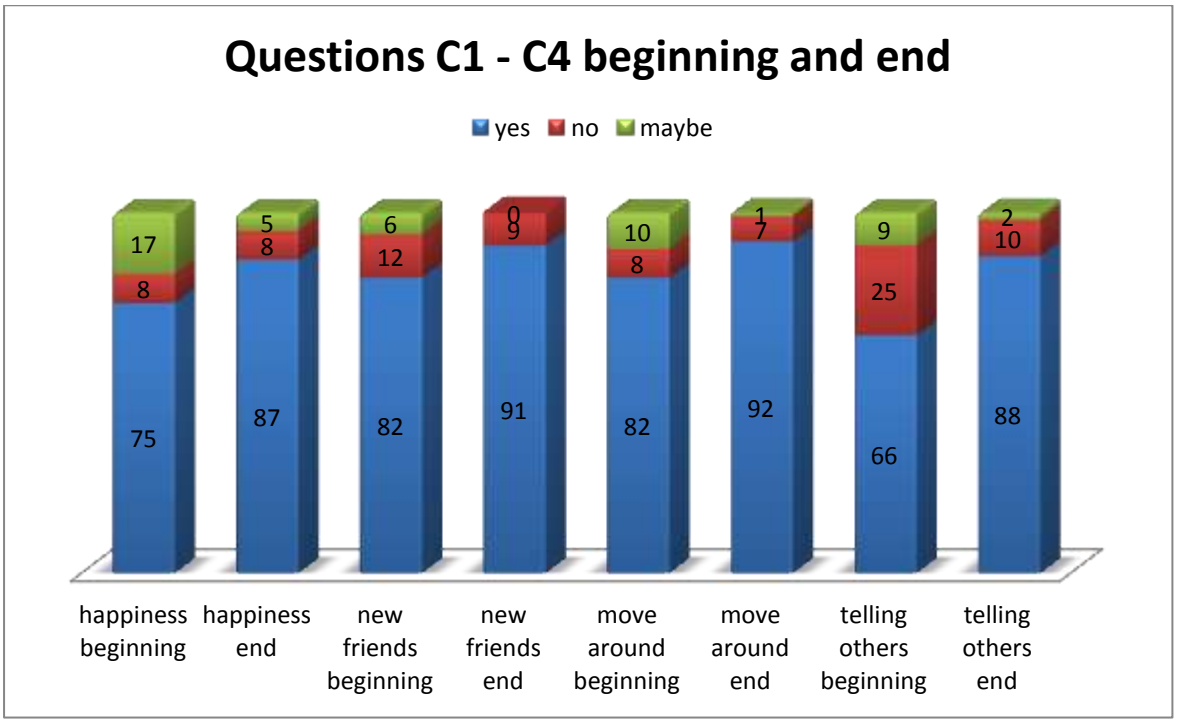
C: Questions about impacts of the project:

1. **Doing circus makes me feel happy**
2. **I make new friends in circus**
3. **Circus makes me move around more**
4. **I like to tell my friends and family about the things I do in circus**

Ideally this game was designed to be played 6 times at each centre, at the beginning and end of each term. However, this was not always the case across the board, and so the data here reflects the first time the game was played and the last time the game was played at 5 of the 6 centres. We feel that this reflects any progression in understanding the impacts of the project at the beginning and end of the year.

The combined results from 5 centres are summarised in the charts below and indicate that levels of engagement with the project and perceived improvements in all areas of wellbeing **increased** throughout the final year of the project, without exception:





The above charts show combined data from all 5 centres, and show how the percentage of positive responses to the questions increased for every question asked at the beginning and end of the year. E.g. Question C1 saw 75% stating that circus made them happy at the beginning of the year, this rose to 87% at the end of the year. Data for each question and for each of the centres is presented in the appendices.

Analysis of Q & A game data:

Overall it is clear that participants across all areas felt that their engagement with the project and their own sense of wellbeing was positively changed through the final year. Very high levels of positive responses across all of the questions, and a general trend for increasing the levels of positive responses from beginning to end suggests that the Circus Aurora project did what it set out to do in terms of impacting the elements of wellbeing defined at the earliest stages of planning this project (see SCC's 'ethos' document April 2015 and final development report Nov 2015) and refined at the end of year 2 (see SCC aurora evaluation report Dec 2017).

Data from questions B1 – B4 'about the project'

It seems clear that as our participants became more familiar with the nature of our work and the format form our workshops they became more comfortable with participating. As such a general increase in liking circus, playing games and learning skills was noted. Conversations and comments recalled during the Q & A game regarding these aspects included observations from the participants such as *'I like playing games if I'm in the mood'* and *'learning new skill is ok if it's going well, but sometimes it can be frustrating if it's not going ok'*. These are all very valid points and unfortunately there was often no way of recording these comments, when the aim of the exercise was to get as much comparable data from across high numbers of participants in any one workshop. In cases such as these it is often impossible to gather every individual perspective when not only the exercise needs to be completed but the actual project needs to be run as well!

However, by raising these questions we were able to have brief conversations with the participants about the nature of learning and how we as tutors and performers also often find these things frustrating, but the benefits of resolving these frustrations often outweigh the frustrations themselves – after all, successfully getting a trick that you've really worked hard for is a genuine achievement.

Perhaps the most rewarding improvement in this section for our tutor team is to Question B4; which suggests that by the end stages of the project participants were more willing to show off their skills than they were at the beginning of the year. This reflects the hard work achieved by SCC tutors and partner staff who enable as many of our participants as possible to be included in performances in a way that ensures they are happy to be on stage showing off their newly acquired skills. This approach was often noted in the audience feedback included later in this report and reiterates the value of working towards a showcase at the end of long term projects such as this.

Data from questions C1 – C4 'impacts of the project'

The questions asking how the participants felt that their levels of wellbeing were being impacted by the project showed an even greater increase in positive responses than the previous set of questions. Here we saw far more people (an increase of 12% to 87%) stating that circus made them happy; an increase of 9% to a very high score of 91% of people who said that they had made new friends through the project, and a 10% increase to 92% of participants who felt that doing circus made them move around more. And a massive increase of 22% to 88% of participants who felt that by the end of the project they were happy to tell family and friends about the activities they were taking part in as part of the circus project.

These factors of wellbeing – happiness, making new friends, getting active and discussing experiences with friends and family all improved according to the perceptions of the participants themselves. This has provided SCC with the confidence to continue what we do, and has provide us with a sound evidence base that we can draw upon and communicate to current and potential future partner organisations. Whilst we recognise that the data collected on this project may not meet the most stringent guidelines of a randomised control trial, we are confident that it is intellectually honest enough to support the idea that circus is good for you.

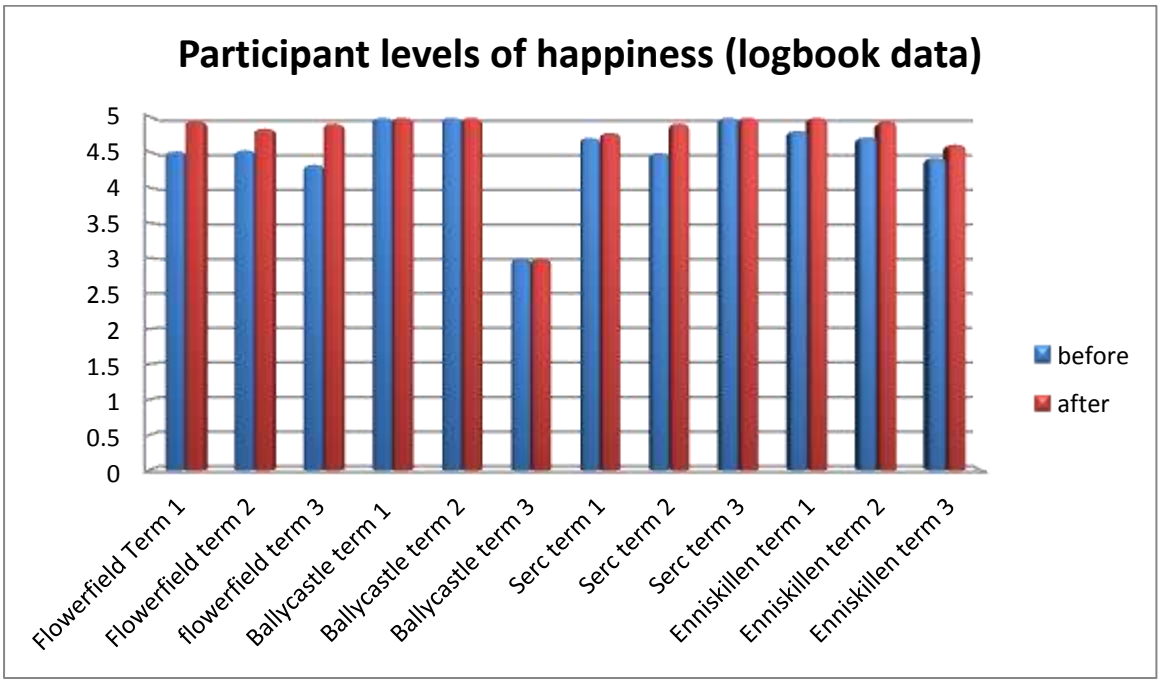
Logbooks:

The logbooks designed at the end of year 2 were created to track a selection of participants across each of the 6 centres. Data collected focussed on mood, self-efficacy and levels of participation in and enjoyment from the project. 19 participants were chosen at random (names in a hat) and were asked to spend a minute or two at the beginning and end of each workshop to answer a few simple questions.

In an ideal world, we would have had at least 24 sets of responses from all 19 participants, but various factors along the way (absent participants, rescheduling workshops, tutors forgetting to fill in the logbooks), resulted in a less than perfect amount of data. However, there is generally enough information that to enable us to garner a sense of whether this particular data collection method was useful, and what kind of data we found as a result of undertaking this exercise.

Happiness:

The following chart illustrates how perceptions of happiness generally increased after each workshop had been completed, the only exception being Ballycastle where happiness was maintained at a consistent level[1]. Happiness levels were never lower after a workshop had completed. This suggests that happiness increased as a result of participation, and there were several positive comments in the logbooks that support this theory.



[1] The scores for this chart were based on ascribing a value to each of the 5 pictographs representing mood with very unhappy = 1 up to very happy = 5. Totals for each logbook in each centre were then collated and the score divided by the number of weeks where data was collected. Specific data is presented in Appendix B.

Self Efficacy:

The next series of questions was designed to establish weekly levels of self efficacy and identify any changes across the life of the project. Participants were asked the following "yes/no/maybe" questions at the beginning of the workshop, and then again at the end:

a) Will you/did you take part in games
b) Will you/did you learn something new
c) Will you/did you have fun

The logic here was to identify the participants' belief that they would be able to engage across these three areas, and was based on the concept that self-efficacy is a key identifier of general wellbeing[2]. If we noticed any low levels of self efficacy at the beginning of the workshop (e.g. participants responding that they would not engage), could we see any changes by the end of the workshop? Furthermore, by monitoring this data across the year could we see changes that suggested that long term engagement with the project was having an impact in this area?

[2] E.g. Caprara et. al. 2006 'Looking for adolescents' well-being: Self-efficacy beliefs as determinants of positive thinking and happiness' *Epidemiology and Psychiatric Sciences 15:1 30-43.*

Results:

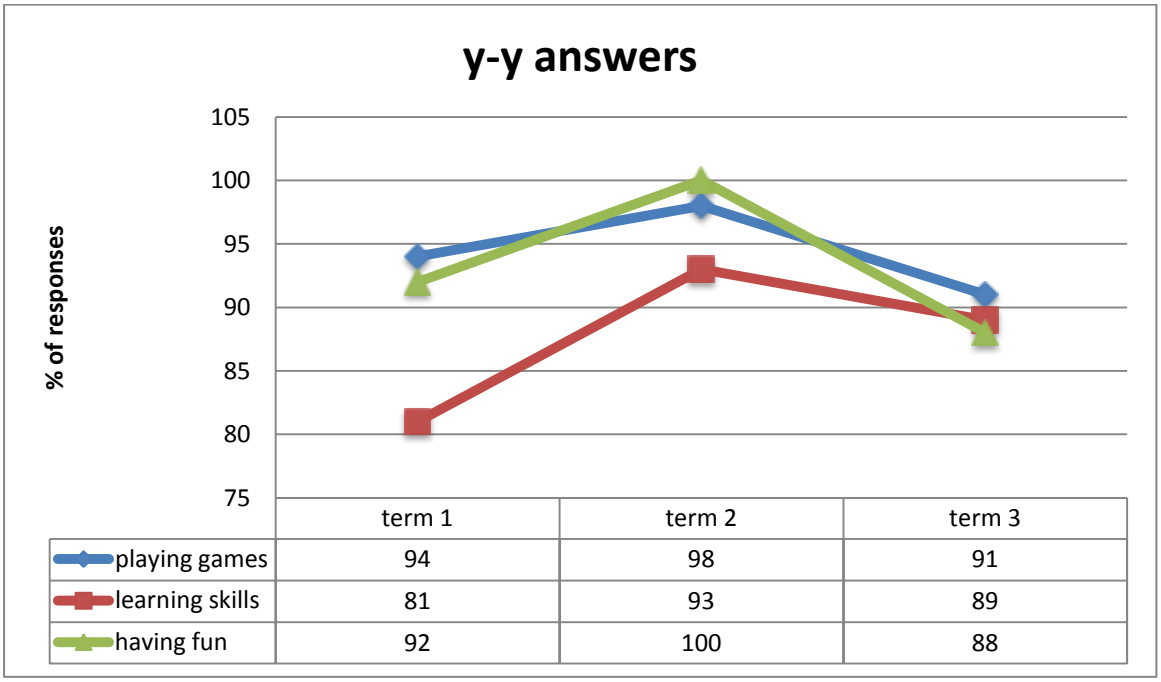
By asking three questions with three possible answers before and after each workshop we have the following before and after combinations:

1. Yes to Yes (y-y)
2. Yes to Maybe (y-m)
3. Yes to No (y-n)
4. Maybe to Yes (m-y)
5. Maybe to Maybe (m-m)
6. Maybe to no (m-n)
7. No to Yes (n-y)
8. No to Maybe (n-m)
9. No to No (n-n)

Of these we never saw any instances of 2, 5 or 8 which leaves us 6 remaining answers.

<u>1. Yes to yes:</u>

This was by far the highest recurring answer. This implies a high level of self efficacy amongst the participants suggesting that many of our participants were willing to engage at the beginning of each workshop and stated that they had engaged at the end of the workshop. For us to have had a positive impact on self efficacy we should see this number increase from the beginning to the end of year 3[3].



	term 1	term 2	term 3
playing games	94	98	91
learning skills	81	93	89
having fun	92	100	88

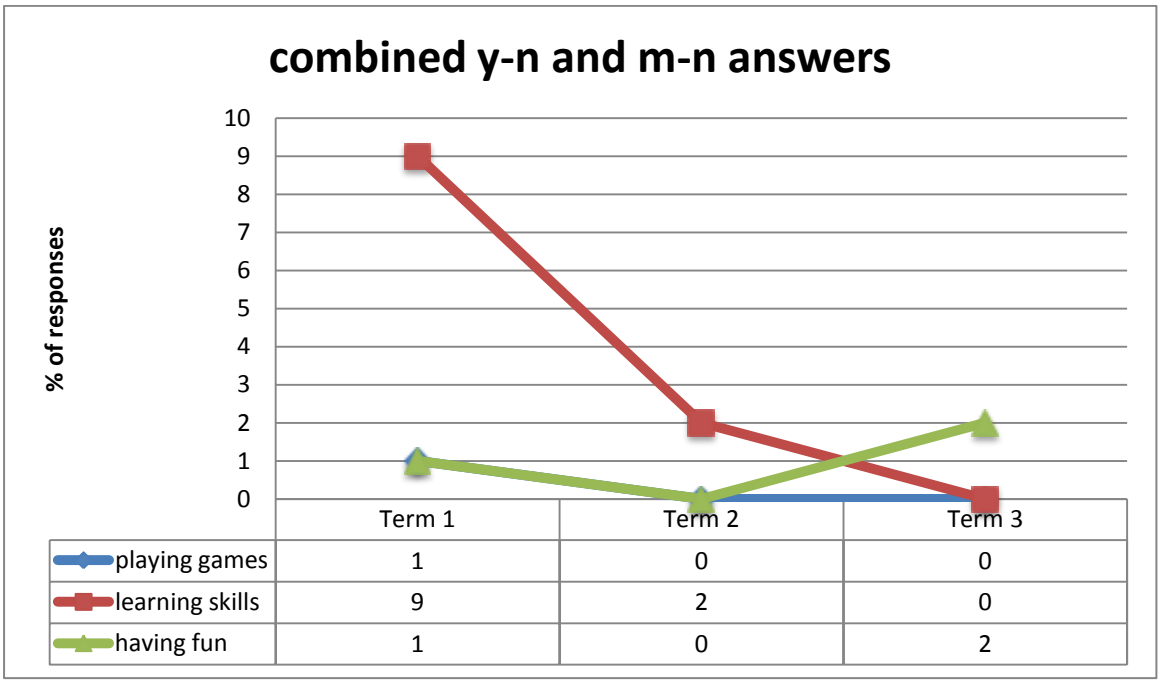
Despite numbers rising from term 1 to term 2, there is clearly a dip again in term 3; most notably in terms of having fun and playing games, where we see a decrease from beginning to end of year. One

[3] Figures used in the following charts are all based on data presented in the appendices. The percentages here were adjusted to exclude cases of incomplete data sets – e.g. where participants were present at the beginning of the workshop but were not present to complete forms by the end.

possible explanation for this is that the participants were feeling under some pressure to rehearse their skills for the end of project showcases, and perhaps saw the idea of fun and games as secondary to the aim of preparing for the shows. However, we should also reiterate that the overall levels of positive engagement are generally very high.

3. Yes to no and 6. Maybe to no:

People who answered this way suggest that they started with a high (y-n) or moderate (m-n) sense of self efficacy, but that this was challenged by a negative experience in the workshop (e.g. a person expected to have fun but did not). We would have hoped that this would not be the case, and that this number if it did occur, decreased over time.



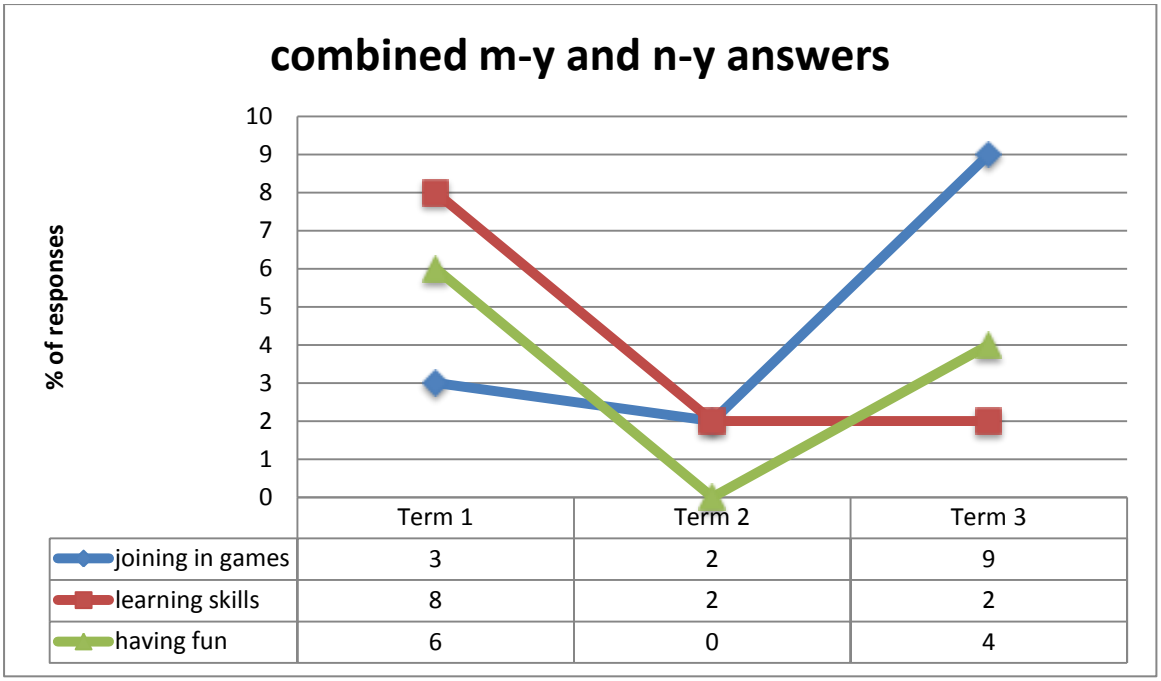
	Term 1	Term 2	Term 3
playing games	1	0	0
learning skills	9	2	0
having fun	1	0	2

Here we can see that the figures did drop for playing games and learning skills – which suggests that fewer participants had their initial high/moderate levels of self efficacy challenged in the workshops. However, once again, the concept of having less fun than expected in term 3 is a concern even though in this case it is represented by a single m-n response[4].

4. Maybe to yes and 7. No to yes:

This represents people who began the workshop with a moderate (m-y) or low (n-y) sense of self-efficacy to start with – suggesting that they are either potentially open to engagement with regards to joining in with games, learning new skills or having fun (m-y) or not expecting to engage fully (n-y). Whilst the end result is positive (i.e. they did engage in the workshop) we would have also liked to have seen these answers reducing over time, and being replaced by higher levels of self efficacy at the end of the year (i.e. y-y answers).

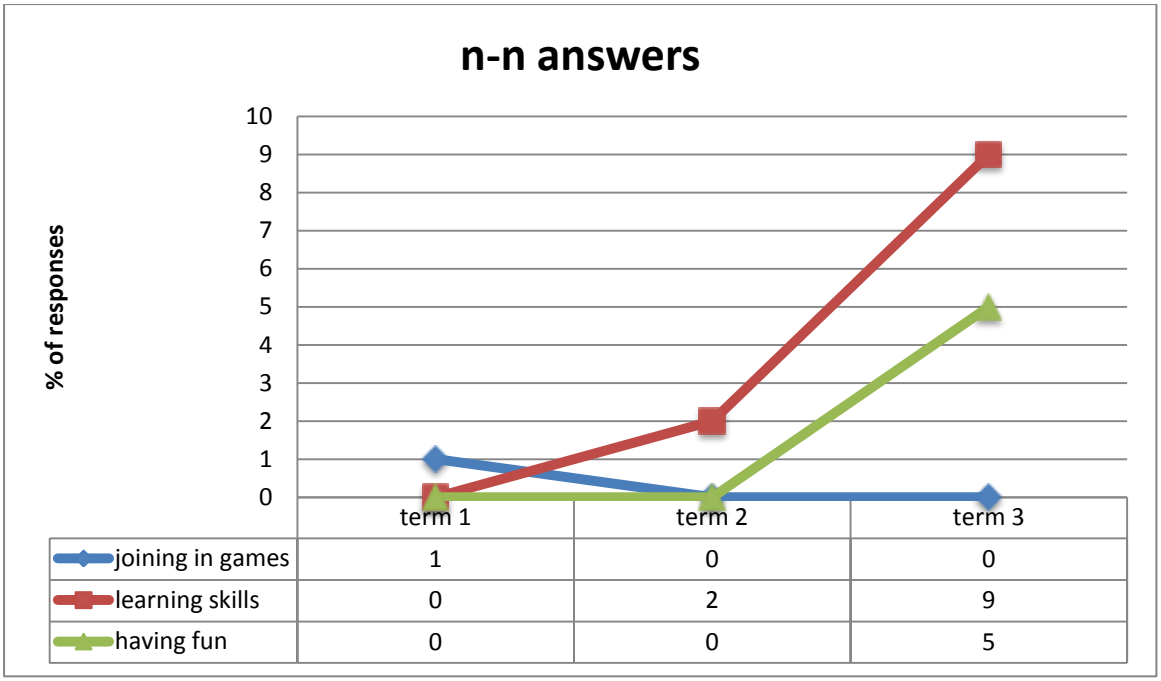
[4] In this case the respondent was an individual in Ballycastle who took great pleasure in giving negative responses to the questions posed to them. This was often done despite pointing out to them that tutors had seen them joining in games, having fun and laughing with fellow participants throughout the workshop. It is therefore not clear how to interpret this particular set of data with any accuracy.



Once again there is little clarity with regards to how to interpret these results. On the positive side, we do see a reduction over the year for those with low or moderate self-efficacy at the beginning of the workshop in terms of learning skills and having fun. But we also see a spike in term 3 for those who enter the workshop believing that they will not join in with games. However, these participants did end up joining in games –so we could interpret this as a positive result in terms of engaging in the workshop, even if it suggests that people are coming to the workshop with the idea that they will not be joining in games. Once again, with such small percentages it is uncertain how much of an impact we can infer here.

8. No to no:

This answer suggests that participants came into the workshop with a low sense of self efficacy and that this was reinforced through participation. This is clearly not an ideal answer, and we would hope that this would diminish over time.



	term 1	term 2	term 3
joining in games	1	0	0
learning skills	0	2	9
having fun	0	0	5

At first glance this chart is clearly the opposite of what we would like to see. Over time the number of incidents where low self efficacy is reinforced and leads to a lack of engagement increases throughout the project and peaks at the end of the year. However, on examination of the data we can see that there are just 3 individuals who are responsible for these negative responses. The first, as referred to above, was an individual who refused to answer many questions positively, despite discussing instances of positive engagement. The second was an individual who did not want to learn new skills, as they were very happy working towards the skills they already liked in preparation for the showcase. The third had a sore ankle which prevented them from playing games in one session in term 1, and so was simply being honest about their physical capabilities for that session. With these instances ruled out, we see a 0 score across all 3 terms in all 3 areas.

Logbook comments:

In addition to providing data which could be quantified and tabulated, the logbooks also provided space for more qualitative responses from the participants. Comments from the participants tended to be either general positive comments about the project, or remarks about the skills they were either intending to work on or had worked on in the workshops. As such, we have not thoroughly analysed these comments for themes or patterns, but have included some of them here as another avenue for our participants to communicate how they felt about the Circus Aurora project:

Term 1:

"*I feel great about coming and I was sad that I missed the first 2 weeks" ..."I like the chair juggling with the balls*" F1

"*I want to do the plates today, I like the circus it's my favourite, last week I didn't fill in the form because I wondered what it was for. Every day at the centre I say 'I want the circus'*" F2

"*I like doing the hats; I hope I do them today*" F3

"*In a really good mood and looking forward to the class*" F4

"*Next week I am going to throw and catch the diabolo*" F5

"*I'm enjoying unicycle and flowerstick" ... "I want to try juggling 6 rings like David did today*" B1

"I *probably won't take part but will enjoy watching*" SERC 2

"*My favourite part is the juggling there wasn't anything that I didn't like*" SERC5

"*What animal do you not play cards with, a cheetah*" E3

Term 2:

"In a good mood looking forward to the class" F3

"Happy to be here" ... "enjoyed today's session" F5

"*Looking forward to doing different things*" B1

"*Being here and doing circus makes me ecstatic" ... "I learned new juggling tricks*" SERC1

"*It's been a really good experience and I've got some tricks to show off at my friend's birthday party."... "It was great fun having a new experience with hoops and balls and speed and stamina getting better*" SERC 2

"*I'm so proud to take part in it, and the communication with the circus tutors*" SERC 3

"*If it's too easy then everyone could do it*" E2

"*Learnt new hat tricks, performed" ... "every time you look* [at me] *I don't get the trick*" E2

"*When my brother died, I'm just getting back into things*" E3

"*It was warm today*" E4

Term 3:

"*Glad to be here*" F4

"*make sure you bring the rings next week" ... "Nick should shut up more often, and no more days off" ... "bring different coloured balls and rings next time - ANY COLOUR JUST NOT THE SAME."* B2

"*I aim to get across the hall on stilts today" ... "I have improved on the stilt walking I went around the hall twice*" SERC1

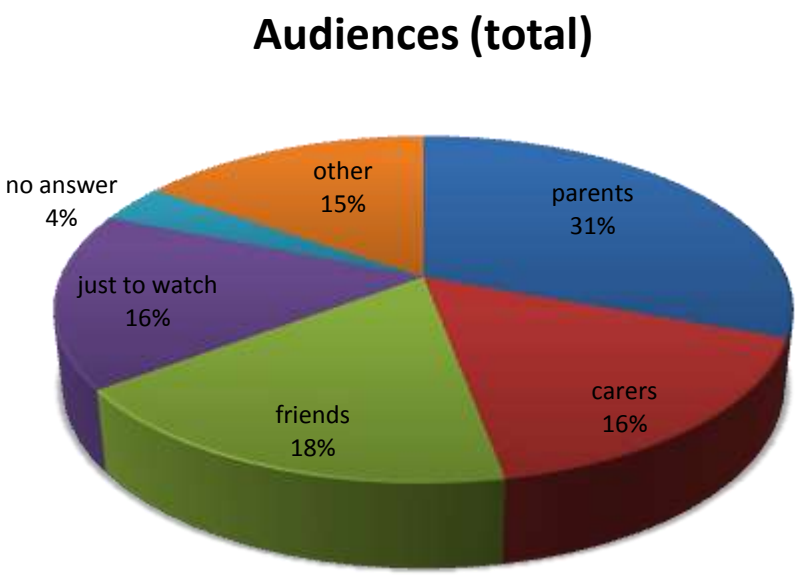
"A bit off of late, maybe a cold coming on! Thanks Dad!!"... "Today was awesome!" SERC2

Audience feedback from End of Project showcases:

Feedback from audiences at the end of project showcases was collected via surveys from each of the venues: Downpatrick (15 forms received), SERC (33), Omagh (16) and Flowerfield (21).

Audiences

1) *Are you here today as a parent/carer/friend of one of the performers, or simply to watch the show!*



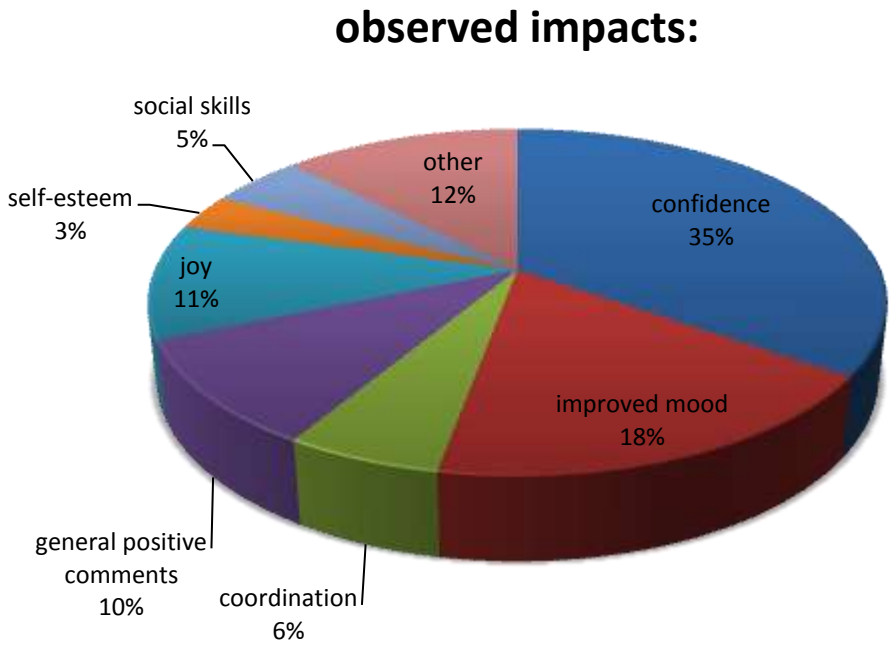
Despite the greatest category attending the showcases appearing to be parents, the makeup of individual showcases was quite varied. Whereas at SERC (a college setting) 42% were parents, in Omagh no parents were present, and in Flowerfield only 1 parent attended but several identified as friends. This suggests that the variety across the learning disabled community in Northern Ireland is as varied as many other communities. Each of the centres that we worked with across the length of the project had variations not just in terms of geography (e.g. some attracted participants from more rural communities), but also age, levels of independence, and commitment to the project.

The category of 'others' consists of individuals who identified as support staff or in some cases fellow performers who were watching the shows and wanted to fill out forms.

Perceived Impacts of the project on the participants:

2) If you are a parent/carer/friend, have you noticed any impacts on the wellbeing of the performers through their involvement in the circus project? E.g. increased confidence, positive mood etc.

We asked audience members at each of the showcases to describe what they saw as the impacts of the project on the participants that they knew. Answers were then collated into the following categories: Confidence, improved mood, coordination, general positive comments, joy, self-esteem, social skills and other. Many of the comments regarding the noted impacts contribute generally towards the key aim of the project as defined in earlier stages – that of having a positive impact on the wellbeing of the participants. For example, noting an increase in confidence, self esteem and joy supports the thesis that these areas of wellbeing have been improved upon through participation in the project.



Confidence:

Perhaps unsurprisingly the idea of increased confidence was represented well across all centres, and there are 2 reasons why this is so well-noted. Primarily the concept of showcasing skills learned is a process which involves gradually building levels of confidence in each of the performers to such a degree that they are not only comfortable performing in front of an audience, but are actually enjoying it. Building confidence in this way is at the core of what we do as a social circus organisation. In addition, the concept of confidence and increasing positive mood are given on the feedback form as examples that illustrate the type of data we are looking for. In many cases then, these were the two categories that were repeatedly mentioned in the responses.

Streetwise Community Circus works on the premise that increasing confidence amongst the populations that we work with is an important factor in promoting and developing an individual's wellbeing. Confidence is central to the ethos of social circus (see, e.g. Seymour & Wise 2017, Fournier et al 2014) and was one of the 6 tenets of social circus as outlined by Reg Bolton in his doctoral thesis regarding the impacts of comparable projects (Bolton 2004).The effects of this process through which confidence is nurtured by working towards a showcase was elaborated upon by several of the respondents:

"It was great to see the confidence of the participants" carer, DP

"Definitely increased confidence and a better mood" parent, SERC

"Kye has enjoyed every moment with the circus crew, he has so much more confidence and is always happy & has developed a wicked sense of humour!!" parent, SERC

"Increased confidence alongside a positive mental attitude towards tasks that Daniel thought he would never achieve" carer, SERC

"Much more confidence, trying things she would never have done before" parent, SERC

"My son has come really out of his shell" parent, SERC

"They have become more confident around people" carer, Omagh

"Amazing to see less able bodied have the confidence to perform" audience member, Omagh

"all the service users were smiling and confident I chatted with them after, they felt proud and full of achievement" carer, Flowerfield

Improved mood:

Using perceptions of mood to determine the impact of this project on the participants' wellbeing was crucial in understanding our levels of success. At the beginning of the project we drew from policy documents that referred to low levels of wellbeing amongst those living with a learning disability in Northern Ireland. As such we attempted to determine a baseline of happiness amongst our participants with our participant entry forms. Contrary to existing research, our own data suggested that almost all of our respondents already had high or very high levels of happiness. We were concerned that this may have been as a result either of acquiescence amongst our participants, or perhaps that those who were attending the project were indeed very happy to be attending and so were defining as 'happy' at that particular moment. However, by combining logbook data and feedback from

audiences we are better positioned to suggest that participation in this project has led to an observable increase in mood, and a more positive state of wellbeing amongst our performers:

"Yes, Ann is always in good form after her Wednesday class, she talks about everything she has learnt and even the other class mates. She really looks forward to her next class - mood is very happy and positive & gives her independence away from home and day centre - All good." Carer, Flowerfield

"Definitely increased confidence and a better mood" parent, SERC

"Yes, definitely see increase of confidence and more positive mood" employment officer, SERC

"Comes home happy" parent, SERC

"Great to see hard work paying off, good to see happy faces when receiving positive feedback" Support worker, Omagh

"Niall just loves his circus workshop time. Makes his extended family happier." Parent, DP

Coordination:

Comments regarding coordination suggest that our project had some impact on the physical wellbeing of our performers, particularly in the areas of gross and fine motor skills. Although this is not a specified area that we were monitoring throughout the project, it is a noted impact on other comparable projects (e.g. Maglio and McKinstry 2008) and it is worth stating that several respondents saw positive changes in these areas.

"Massive confidence and dexterity, coordination improvements" parent, DP

"Increased coordination" staff, SERC

"Very good for confidence and coordination" carer, Omagh

This is perhaps an area where Streetwise could develop a monitoring programme with researchers in this field in future projects.

Joy:

Measuring the impacts of this project in terms of 'happiness' amongst our participants proved troublesome – as explained above. However, feedback from our audiences referred to the sense of joy emanating from our performers both on stage and throughout the process. We have separated the concept of 'joy' from 'improved mood' as it is a more

specific category which reflects the work that went into developing an environment of fun and enjoyment – this work was clearly noted by our audiences:

"The participants exude a joyful persona from the stage" parent DP

"We can see Ceara really enjoy herself and this gives her increased confidence" parent DP

"Enjoyment, doing what she loves – singing" parent DP

"The enjoyment and enthusiasm practicing and taking part in the show" parent DP

Self-esteem:

Although related to the concept of confidence, self-esteem is a distinct value that –when positive – often leads to higher levels of confidence. In this regard we consider it to be a building block of positive wellbeing. It is not a concept that we had considered trying to monitor throughout the life of the project, so we are pleasantly surprised that it was referred to by some of our audience members:

"Yes self esteem through learning new skills and the social aspect of meeting new people. Being able to perform on stage in front of an audience" carer DP

"Increased self esteem, improved coordination, made them feel valued, Thank you :)" parent SERC

Social skills:

Increasing social skills through teaching circus is a valuable part of what we do as an organisation. By developing collaboration between individuals through games and the development of skills and performances we have noted that over time more individuals who would be less inclined to work as part of a group begin to show more enthusiasm for working together. This observation was reinforced by several of our audience members:

"Enjoys socialising a lot more" friend, DP

"Confidence, enjoyment, a way of building relationships with each other" employment officer, SERC

"Most of the group enjoyed watching, people that were involved increase their confidence and made them feel socially active and involved" facilitator visiting dementia group, Omagh

General positive comments:

Several respondents took the opportunity here to provide generally positive comments regarding either the show or the performers:

"Great performance lovely to see students' skills" carer DP

"Good fun, really enjoyed it" friend, Omagh

"Entertaining and impressive" audience member, Flowerfield

"Loved it" friend, Flowerfield

Other:

Other comments referred to the desire to do more shows, the sense of inclusion in the performers, and the skills/talent of the performers on display.

"Defiantly positive mood of inclusion" parent, SERC

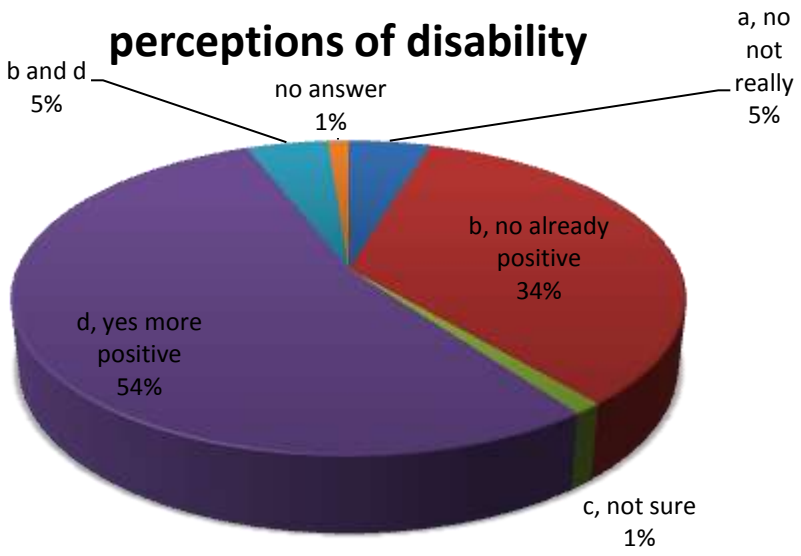
"Yes, it has changed their lives for the better" grandparent, SERC

Perceptions of disability:

3) Has watching the show had a direct impact on your own perceptions of disability?

a) *No, not really*
b) *No, my perceptions of disability were already positive*
c) *Not sure*
d) *Yes, I have a more positive perspective on the ability of the performers*

This question was designed with an informed audience in mind. The majority of our audiences consisted of individuals who were very familiar with our performers, and were therefore very aware of the issues around living with a disability. However, it is a key aim of Streetwise Community Circus to ensure that we reinforce positive representations of our participants even within communities such as this. For this reason, we were keen to understand whether these audiences did have a more positive perception regarding disability following the performances.



In this case 59% of respondents did state that they developed a more positive perception of disability as a result of this project, by answering either d or b and d combined, 34% stated that their perceptions of disability were already positive, and only 5% or 4 respondents saw no change in their own perceptions of disability.

Some respondents chose to include additional reasoning for their answers to this question:

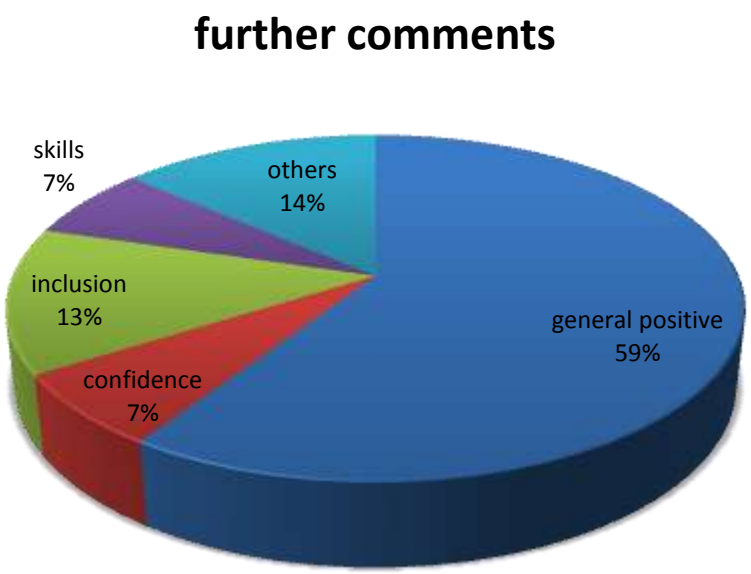
"B and d; always nice to have my perceptions reaffirmed by watching this show" parent, DP

"A; living with it on a daily basis" parent, DP

Further Comments:

4) What did you think of the show? (If you liked it please tell us why – if you didn't like it – please tell us why!)

Whilst most of the responses to this question were generally positive comments regarding the show, several people took this question as an opportunity to elaborate upon ideas raised in question 2 regarding impacts of the project.



<u>General positive comments:</u>

"Great story line, funny and enjoyable" parent, DP

"Fantastic show, very entertaining" friend, SERC

"Very entertaining, well done everybody involved" friend, SERC

"The show was fantastic, well done everyone" audience member, SERC

"Very good, I liked the juggling and the video was good." Audience member, Omagh

"It was entertaining and was beautiful to watch the joy on entertainers faces" carer, Flowerfield

Confidence:

"Interesting to see how confidently the performers acted" audience member, Omagh

Inclusion:

"Fantastic to see young adults being involved and not forgot about" *parent DP*
"I liked the show because all abilities can be involved. The participants exude a joyful persona from the stage. The streetwise team show patients (sic) and care while working with the performers on stage and off at 'practices' etc" *parent DP*

"Funny, good variety, heart-warming all inclusive interactive and a pleasure to watch."
Parent DP

"Everyone took part and enjoyed performing" *parent SERC*

Inclusion was at the heart of this project, in two distinct spheres. On a grand scale, the project was designed to work with those living with disabilities across the country; as such it sought to enable access to learning circus skills which may not have been possible for this population without the intervention of this project. Secondly within this community of learning disabled individuals there was a range of abilities and levels of independence. This was something that tutors recognised when planning workshops and performances in order to enable every degree of inclusion necessary to allow all the individuals in the project to have a chance to perform. Once again, it is a relief that this intention is both recognised and praised by the people who know these performers the best.

Skills:

"Yes, all performances were amazing and very talented. Hope to see more shows being performed" friend, SERC

"Absolutely amazing! To bring the abilities of all performers out in positive way" carer, SERC

"Fantastic, so funny and a lot of talent" parent, SERC

"Very good for folk to show what they have learned" carer, Omagh

"Fantastic, their skills were on point - you can really tell & see the hard work and effort they have made to give such a great performance & to see the smiles on the performers faces was what made the performance!!" Carer, Flowerfield

It goes without saying, and is therefore perhaps worth reiterating that this was a project based on learning circus skills and then performing them in front of an audience. The level of skills acquired across all of the centres that we worked with was fantastic, and all of our

participants rose to the challenge of learning new skills that many 'non-disabled' individuals are not able to do:

"Kieran loved telling me that he had learnt to spin plates. I didn't believe him at first as I'd had a go and found it really difficult! The look of pride when he spun the plate in the performance was something to behold." Parent SERC

<u>Others:</u>

"*I liked all the acts and the way the circus volunteers were so patient and had taken the time to get to know the students."* Employment officer, SERC

"*Really surprised by focus*" friend, Omagh

"I really liked the show, and it shows the caring and positive way the people who are tutoring the classes are" Parent, Omagh

"Great show, I liked it as I've taken a group to this before and see the impact of service users" Carer, Flowerfield

Concluding thoughts:

Summary:

By drawing upon a range of evaluation methods that sought to collect data from parents/carers/families and from the participants themselves we have been able to identify some of the ways in which the Circus Aurora project has had a positive impact on the two key themes of 'Wellbeing' and 'perceptions of disability'.

SCC now has two distinct and effective methods for collecting data from our participants, which is already being utilised across other projects. Having a format that allows for all of our participants to have a say and for a random selection to be able to elaborate on key themes has given us a way to collect information about how our participants engage with our work and what are the themes and topics of importance to them.

We are also now better equipped to understand how our work can change the perceptions of disability to our audiences, and this is an area that we will continue to investigate, and find ways of monitoring these perceptions over time.

However, things were not always plain sailing and there were a few issues or missed opportunities that with hindsight we appreciate that we could have maybe done better

Missing data:

We did not collect data across the board. For example, the Q & A game data for term 2 is very sparse. Terms 1 and 3 were pretty good, and so they do give us some degree of understanding from the beginning and end of the year. The data that is missing is due to a variety of reasons, schedule rearrangements, tutors not bringing the questions with them on the chosen weeks, or losing forms, and in some cases simply prioritising rehearsals over data collection. Despite best intentions, we also noted that relying on partner staff for managing the log books did not work as well as expected, and so from term 2 we decide that Streetwise Staff would take on this responsibility. This seemed to work better and has resulted in much more information being received.

One of the key things that the author was frustrated by was the lack of appropriate baseline data collected on this project. Our Primary concern was that the type of data that SO2012 was seeking, and the ways in which the questions were presented were often at odds with the ways in which our participants communicated. Although we did gather some data from parents/carers and from some of the participants, the nature of the project meant that for much of the early stages we were unsure whether the participants who joined us in years 1 and 2 would be the same as those developing skills for the end of project showcases in year 3. Thus, collecting baseline data from a participant who was not going to see the end of the project seemed pointless.

In addition by working in partnership with other organisations SCC was often unable to communicate with parents and carers directly. Relying on partner organisations to pass on messages or forms was often unfruitful.

However, by using audience evaluation forms we were able to collect an abundance of feedback from the parents and carers and friends of the participants who were able to attend, and the data

which we have collected with regards to wellbeing (in all its many components)as well as perceptions of disability has proven very useful indeed.

Acquiescence/recalcitrance:

One of the areas that we were concerned about was the potential for acquiescence amongst many participants; such as wanting to help out streetwise staff by providing the best answers, rather than the correct ones. This was minimised in the Q & A game by collaborating with partner staff and ensuring that all participants were given the chance to stick with their first answer, or after some reflection moving to a different answer. What we found was that in certain cases false responses were also offered as a result of recalcitrance. For example, the end data for SERC had to accommodate a case where 2 participants had had a serious argument in the days leading up to the workshop, and were intent on providing opposite answers from each other, regardless of how they may have truly felt. In addition, it is clear from the Ballycastle end data that 1 person out of 4 refused to provide a positive answer to any of the questions posed. This individual also ended up filling in the logbook data in Term 3 with very few positive responses, despite evidence being offered at the end of the workshop that supported a more positive outlook, e.g. they had learned a new skill or trick, and they had seemed to be laughing and joining in games and moving around more throughout the session[5]

Despite these variations, we are fairly confident that the overall patterns for improving wellbeing amongst our participants is still very strong, and would stand by the assertion that a well planned and well executed series of circus workshops has the potential to positively impact the wellbeing of the participants in ways that can be evidenced. We will therefore continue to use the data collection methods developed on the Aurora project in future projects across Northern Ireland.

[5] This particular individual ended up as part of the finale for the Flowerfield showcase pass juggling 6 rings, which is a technical feat that we have not had on any other comparable project. In addition the participant attended each workshop that he could, despite not being forced to attend or stay. We can assume from this that they did in fact enjoy the project more than they were prepared to state on the record!

Appendices:

Appendix A: logbook

Date:_____

Please complete this page before the workshop starts:

How happy are you feeling today?

Please answer the following questions with either Yes, No or not sure:

In Circus class today, do you think that you will;

Take part in games: _____

Learn something new: _____

Have fun: _____

Any other observations or comments:

(e.g. any reasons for mood being high/low,)

_____
_____
_____

Please complete this page after the workshop:

How happy are you feeling now?

Please answer the following questions with either Yes, No or not sure:

Did you;

Take part in games: _____

Learn something new: _____

Have fun: _____

What was your favourite part of the workshop today?

_____
_____

Was there anything that you did not like doing today?

_____
_____

Any other observations/comments

_____
_____
_____

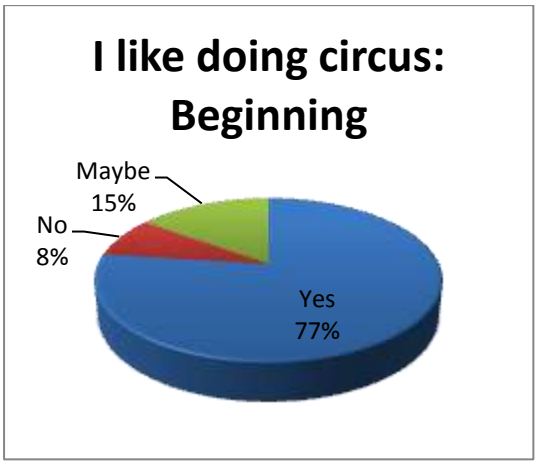
Appendix B

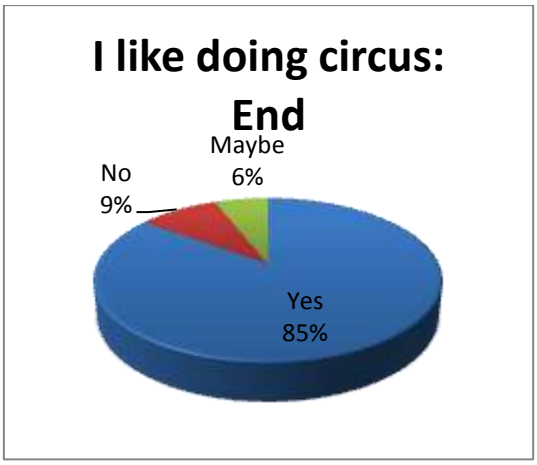
Question and Answer game data

B: Questions about the project:

B1. I like doing circus

Total across 5 centres:





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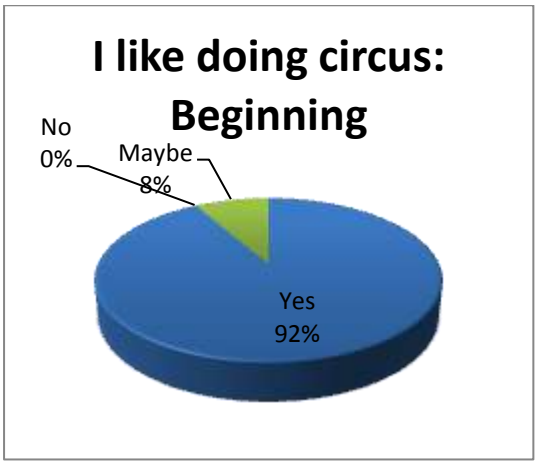

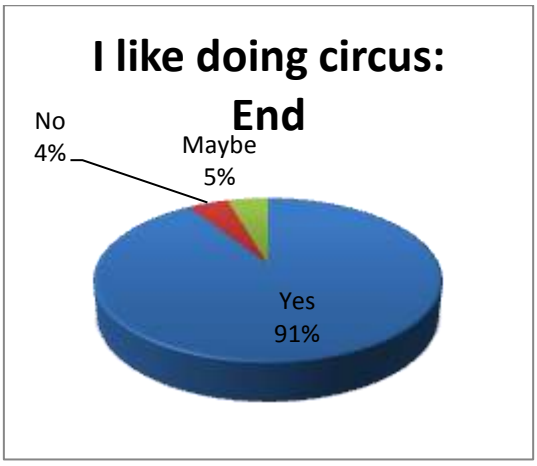

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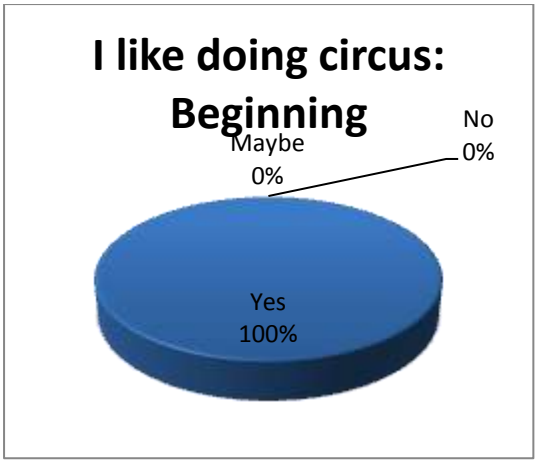
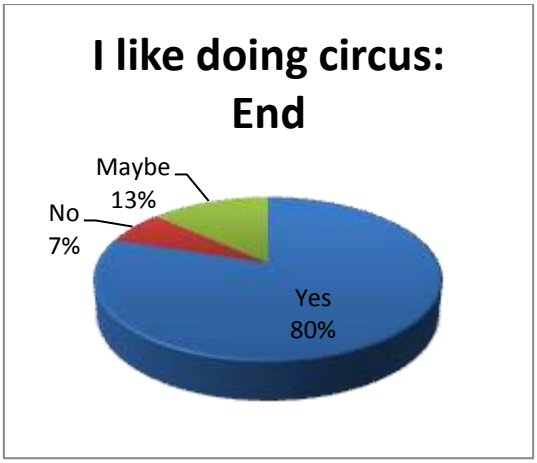
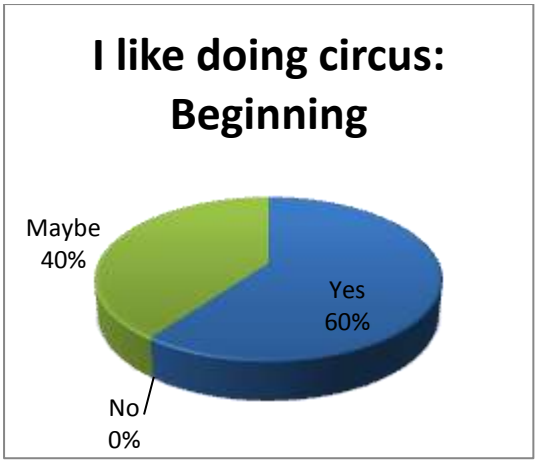
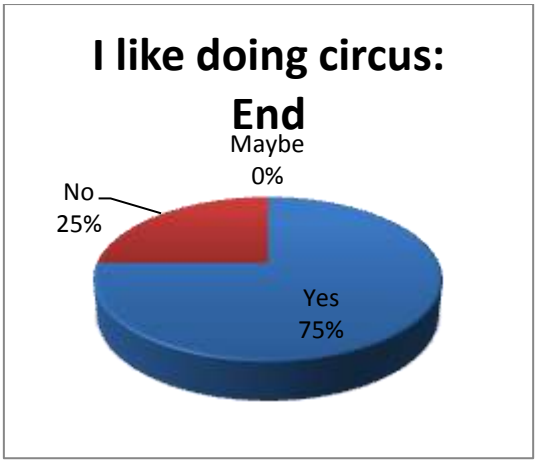


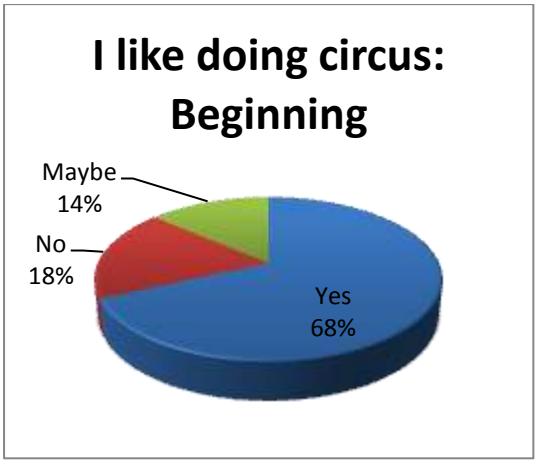


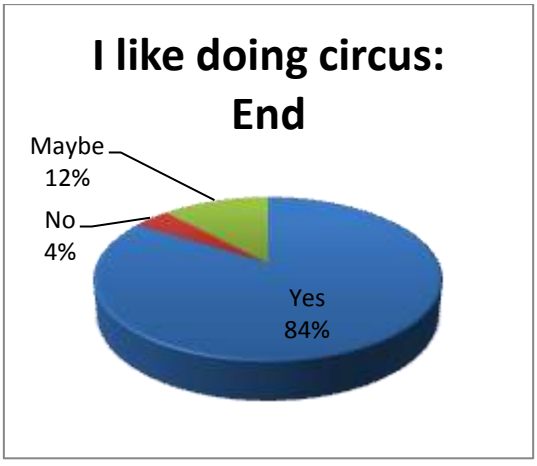
Ballycastle:



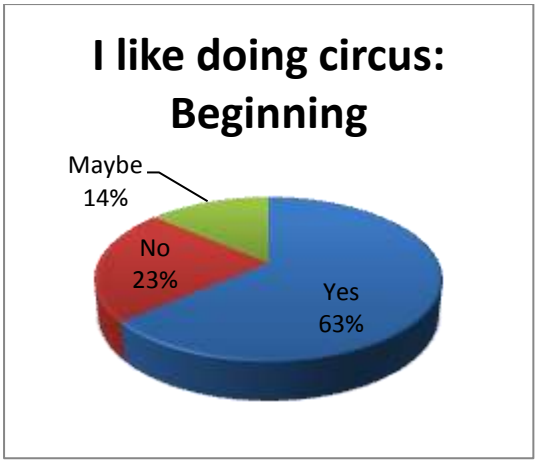


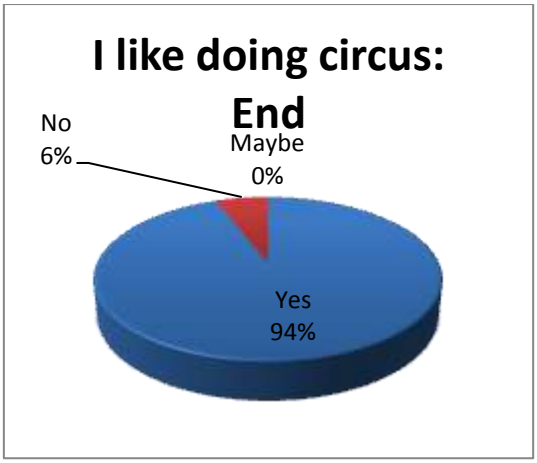
Downpatrick





SERC


I like doing circus: Beginning
Maybe 14%
No 23%
Yes 63%


I like doing circus: End
No 6%
Maybe 0%
Yes 94%

B2. I like playing games in circus

Total across 5 centres:

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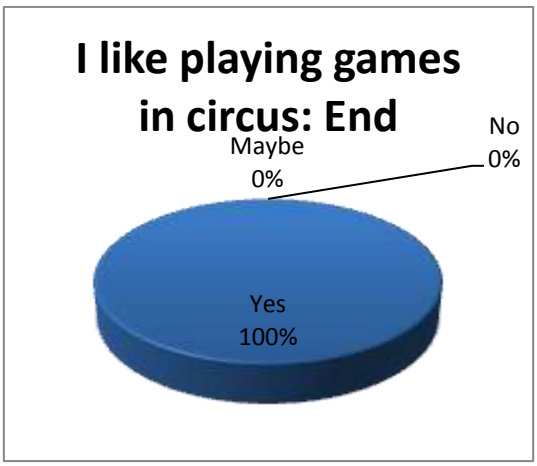
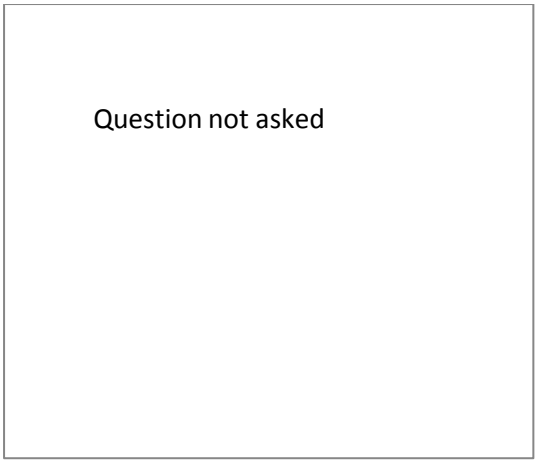


Flowerfield:

Ballycastle:

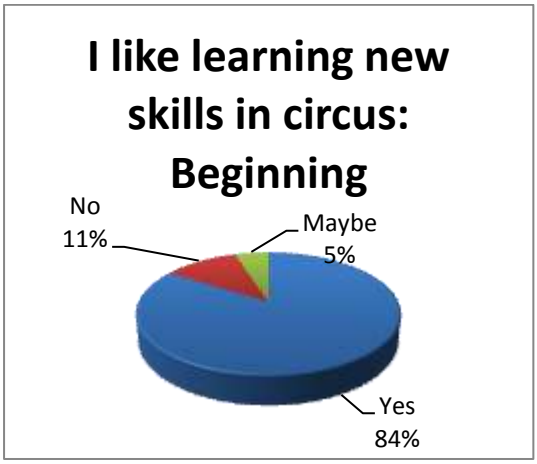
Downpatrick:

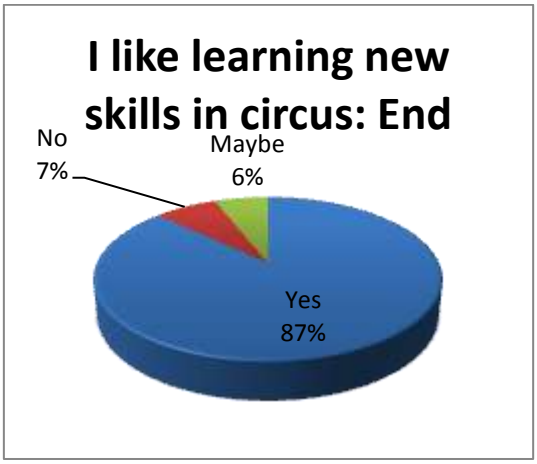


SERC:

B3. I like learning new skills in circus

Total across 5 centres:





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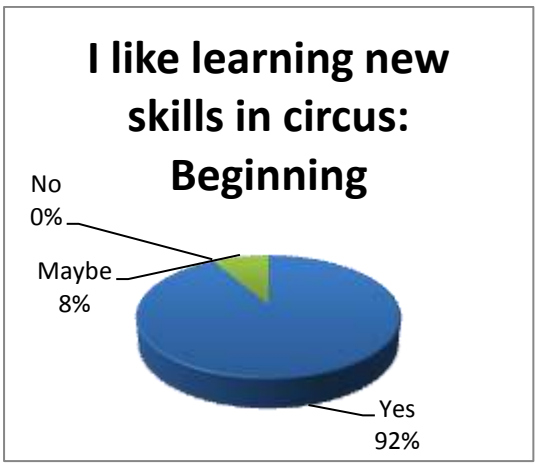

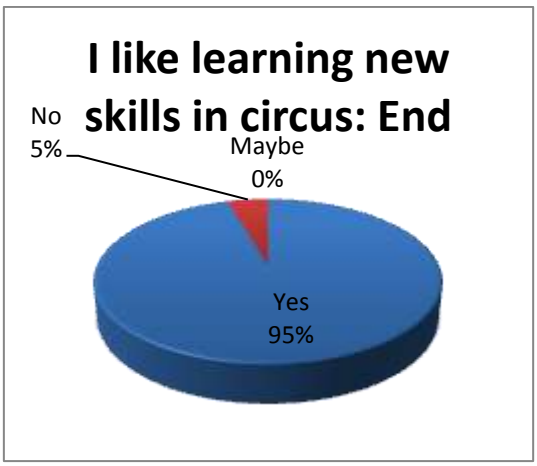

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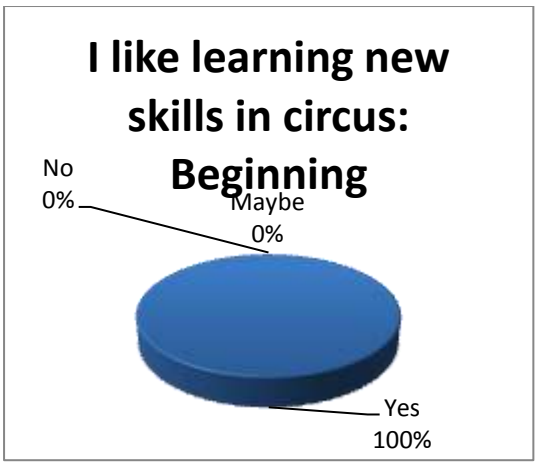
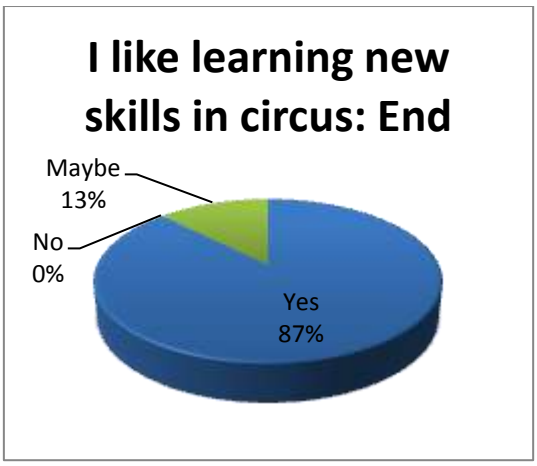
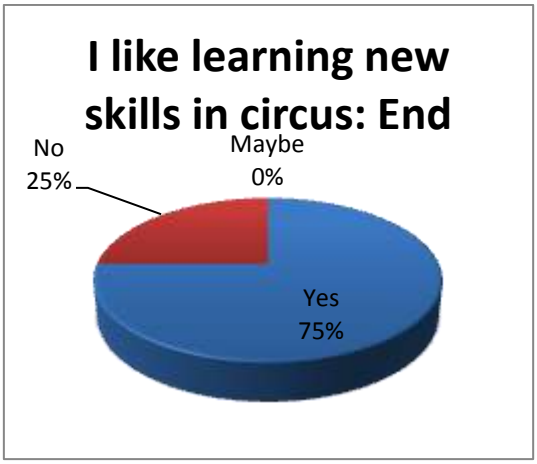




Ballycastle:



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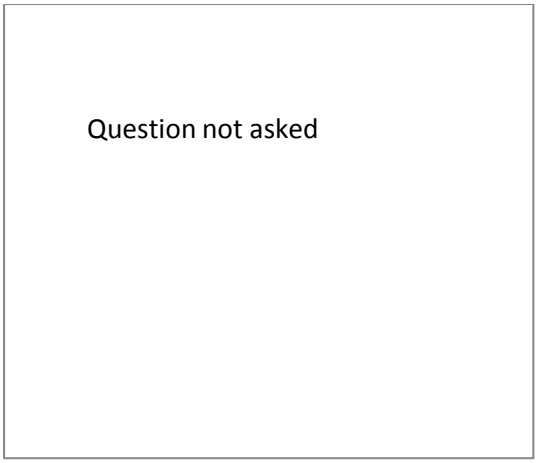

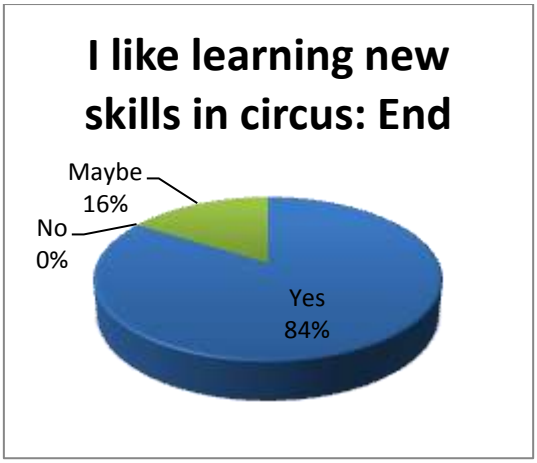

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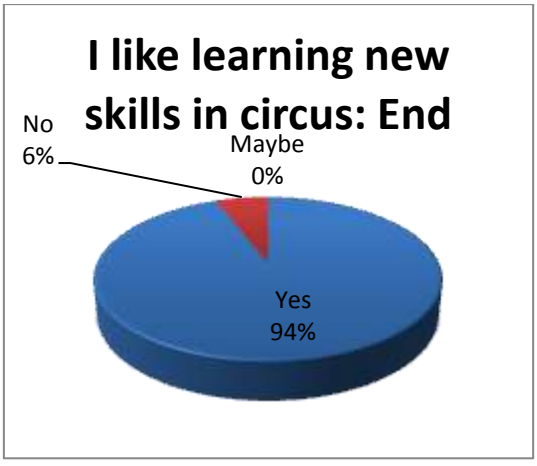
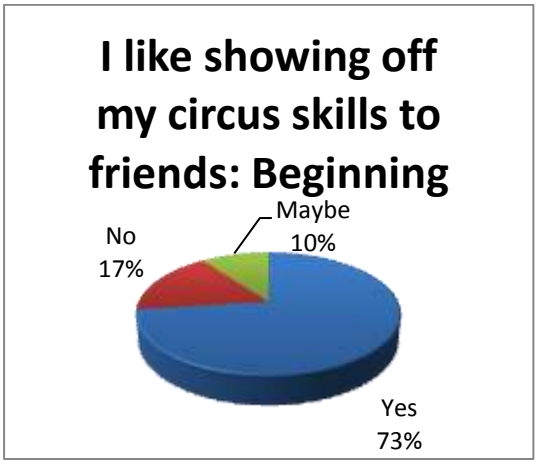
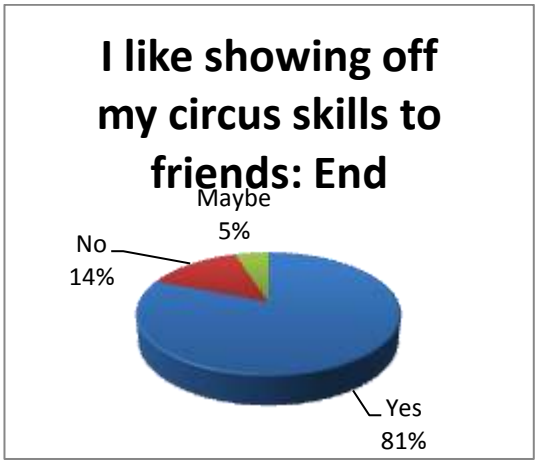


B4. I like showing off my circus skills to friends

Total across 5 centres:





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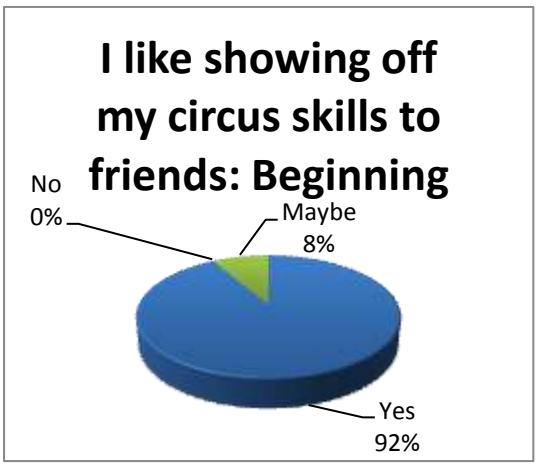

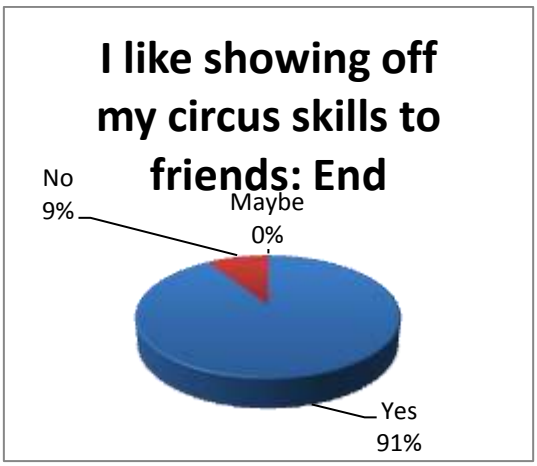

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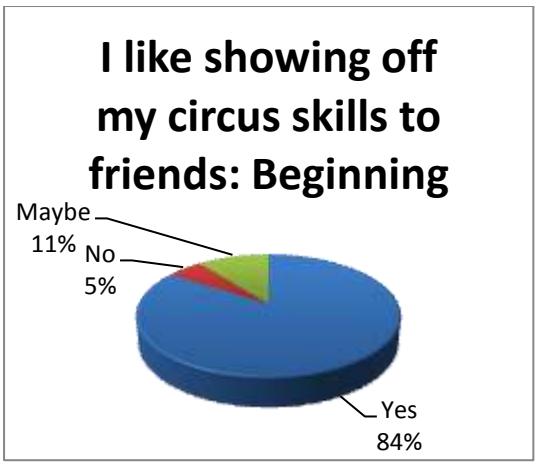
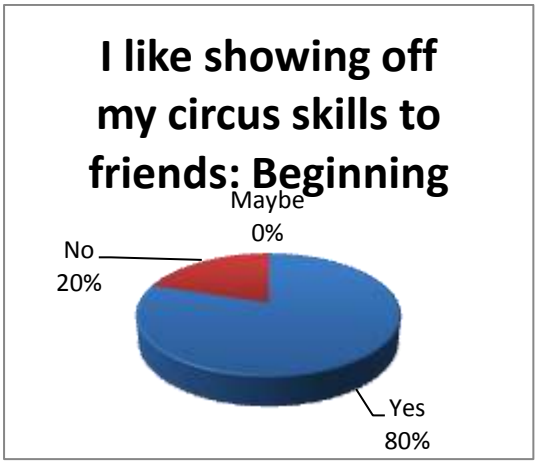


Ballycastle:



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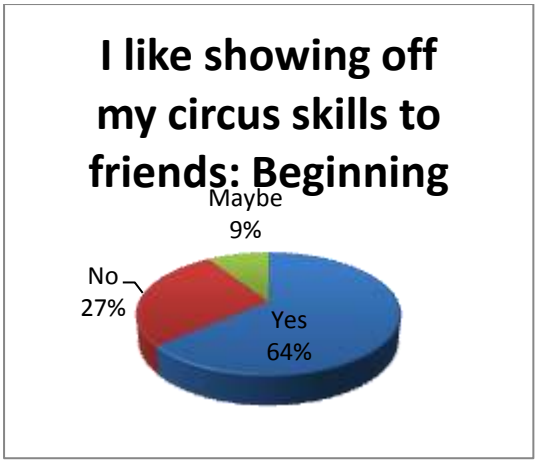

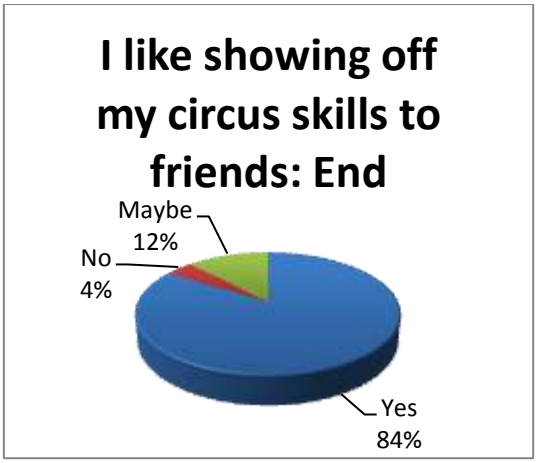

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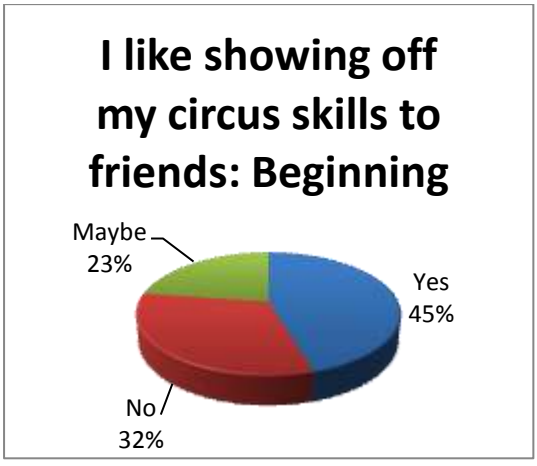
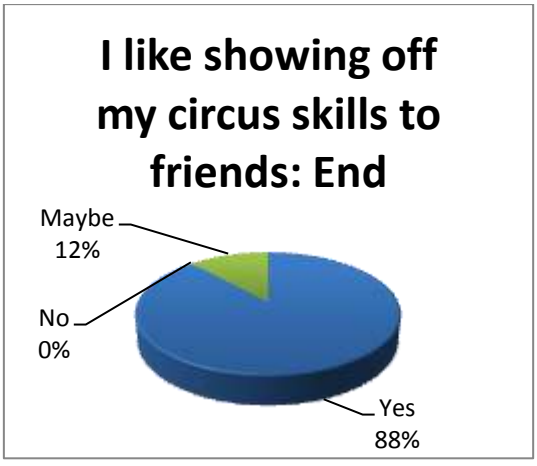
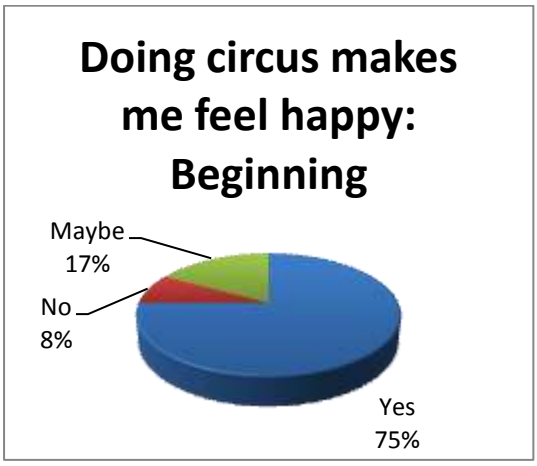


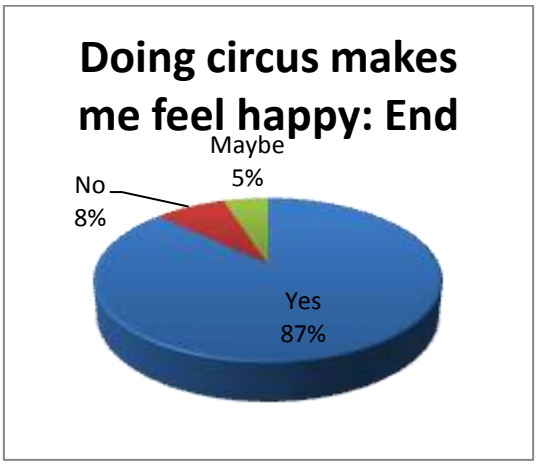


C: Questions about impacts of the project:

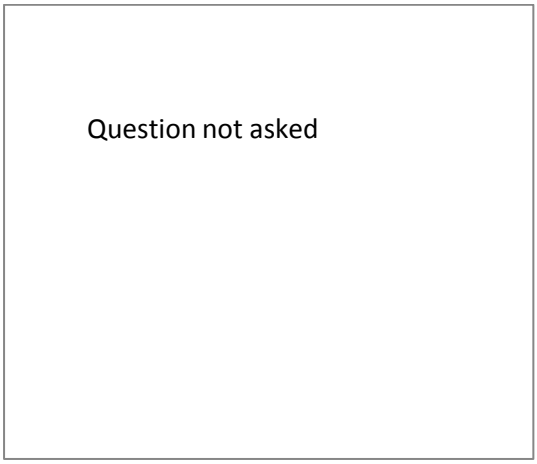
C1. Doing circus makes me feel happy

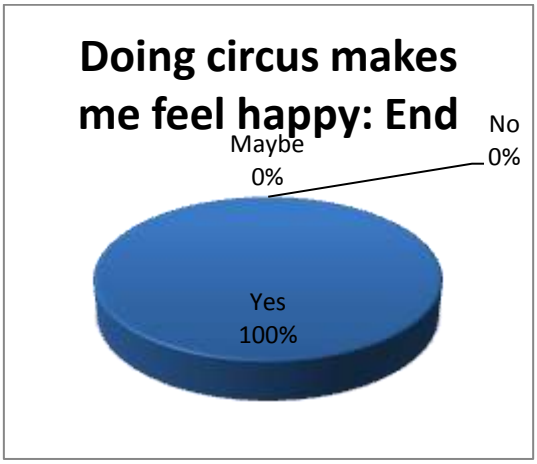
Total over 5 centres:



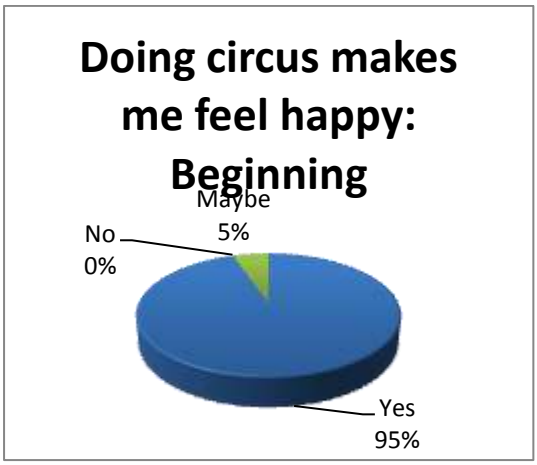


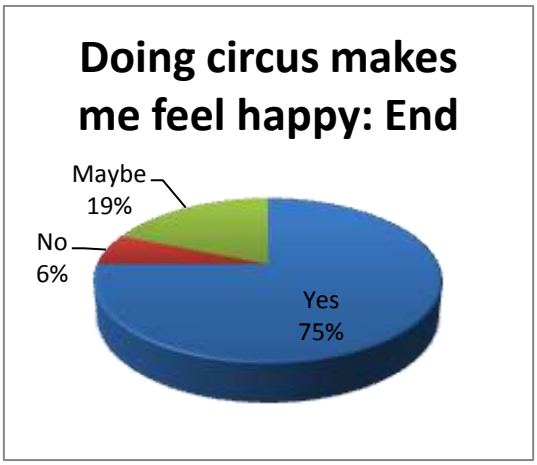
Enniskillen:



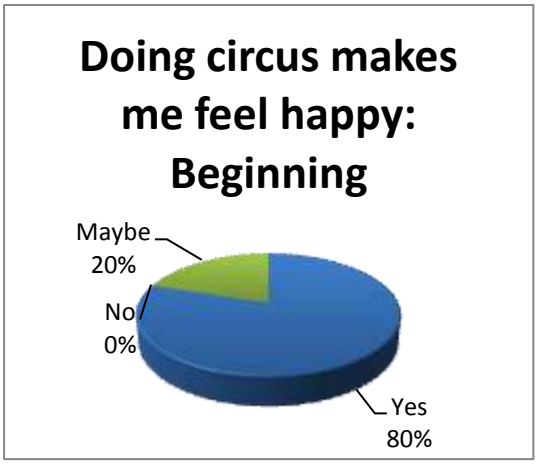


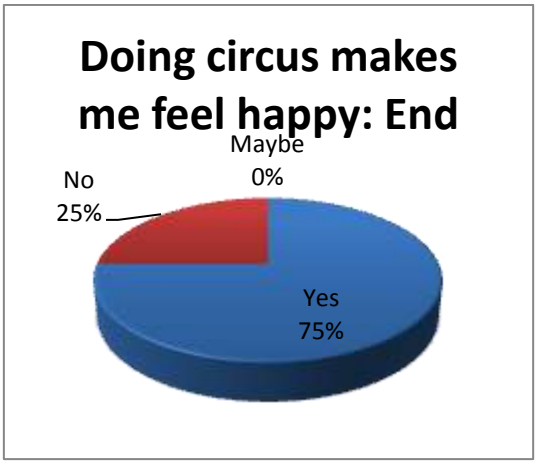
Flowerfield:



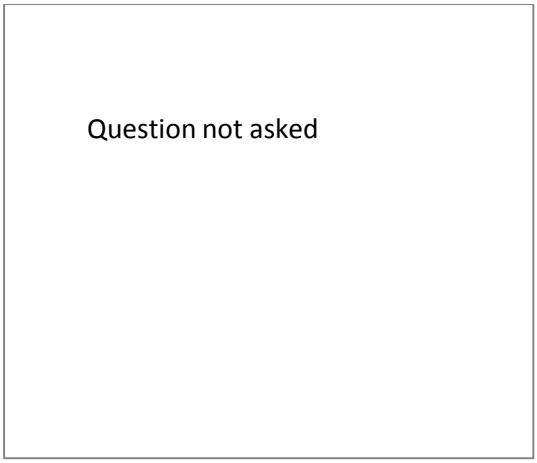


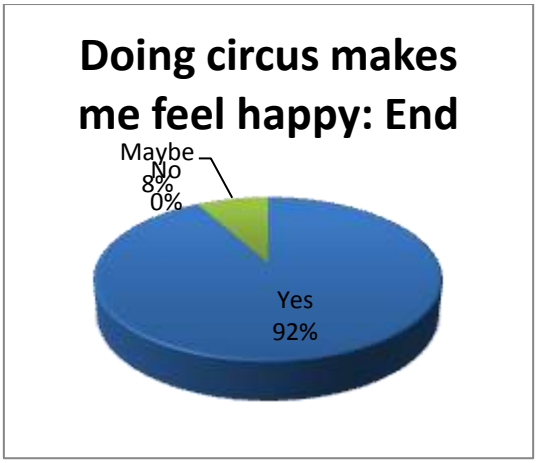
Ballycastle:



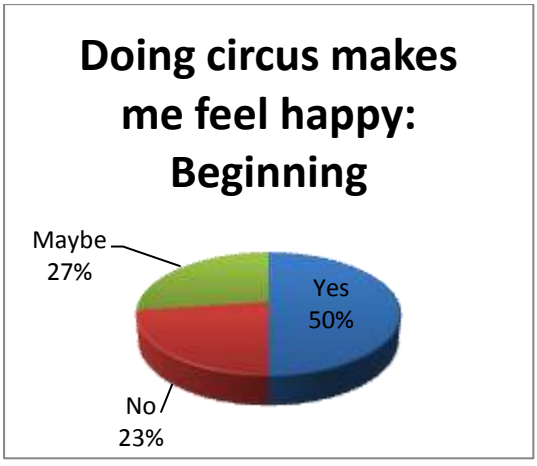


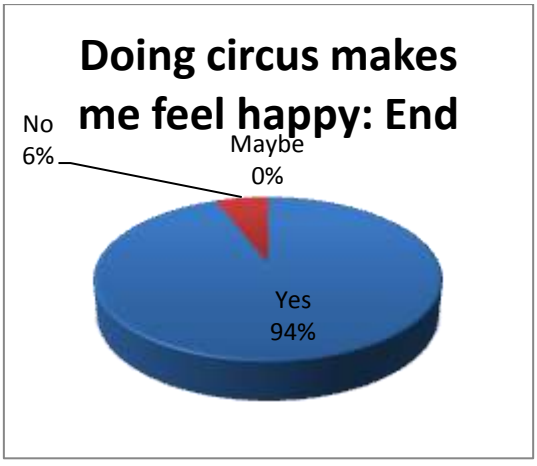
Downpatrick:





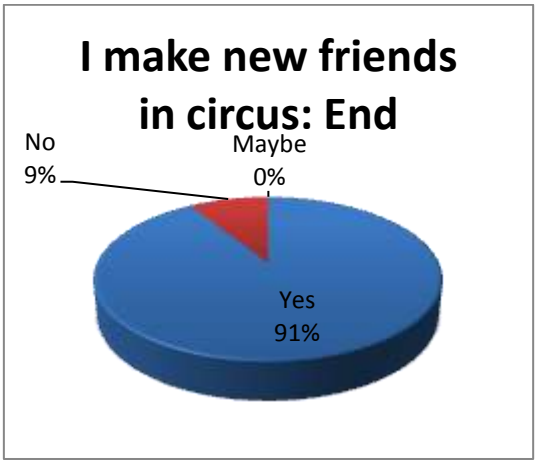
SERC:



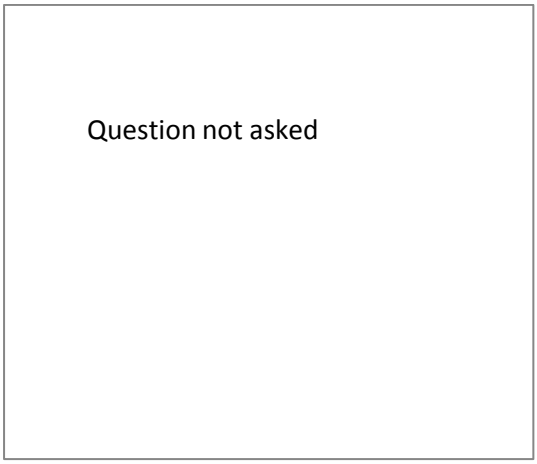


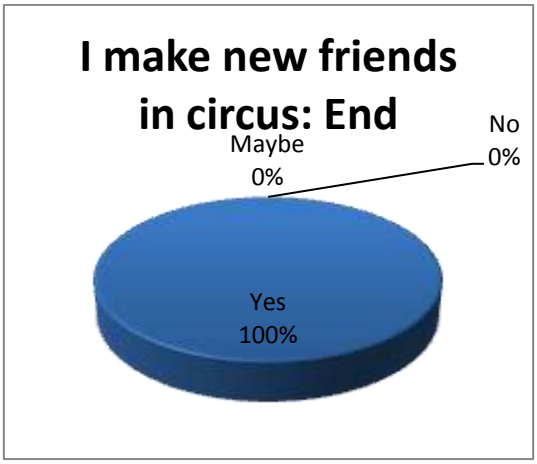
C2. I make new friends in circus

Total across 5 centres:

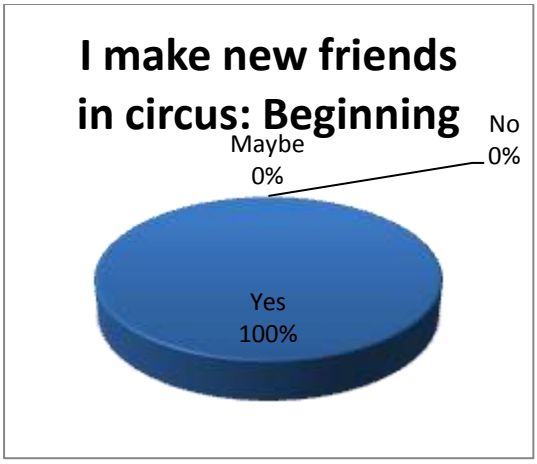


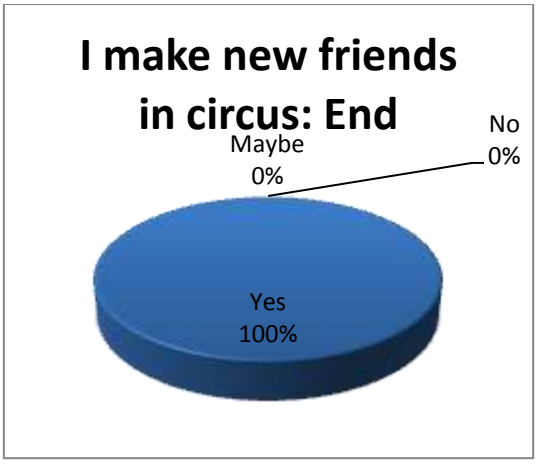
Enniskillen:



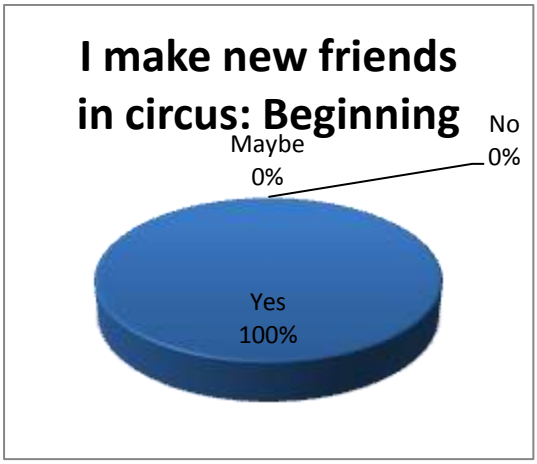


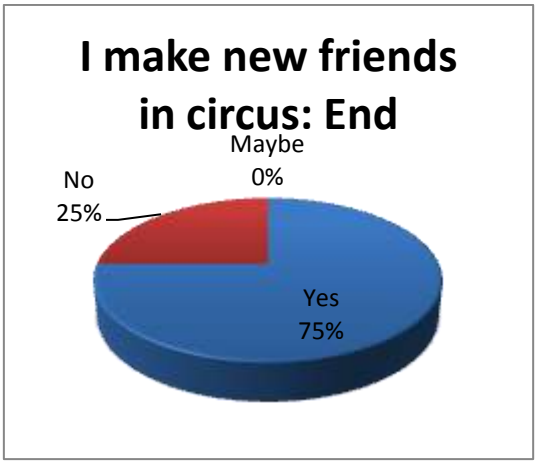
Flowerfield:



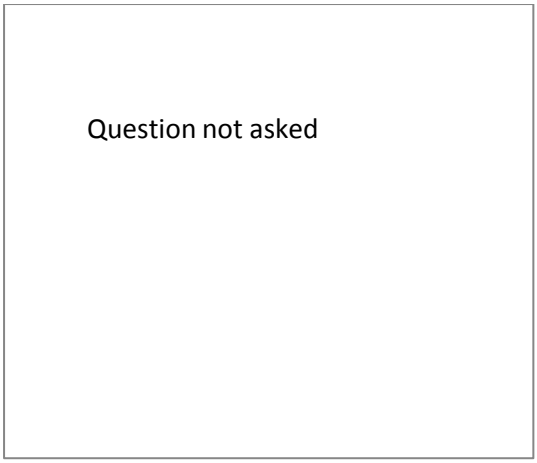


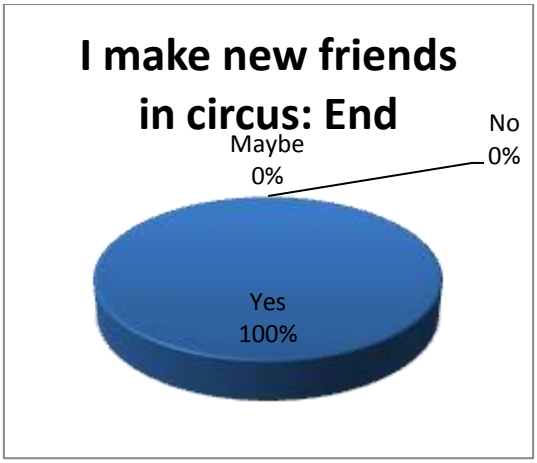
Ballycastle:



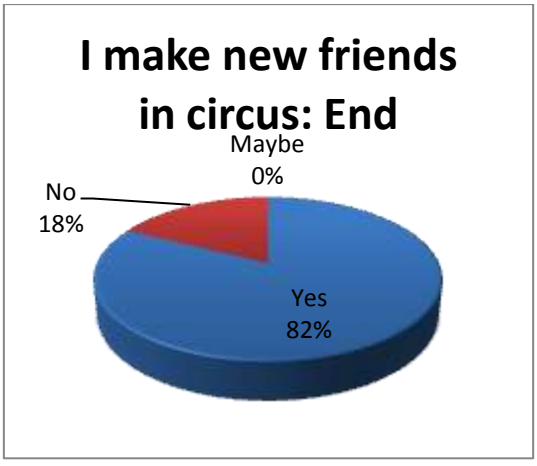


Downpatrick:



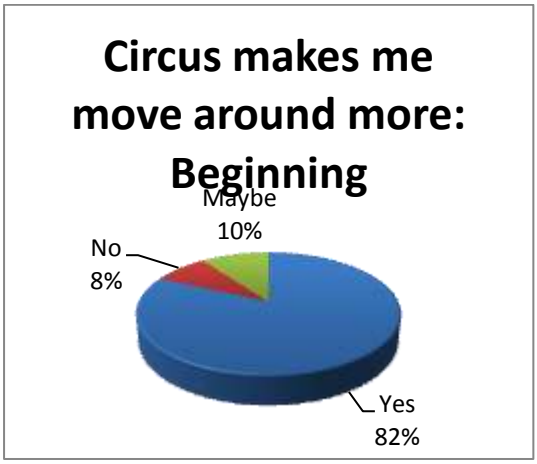


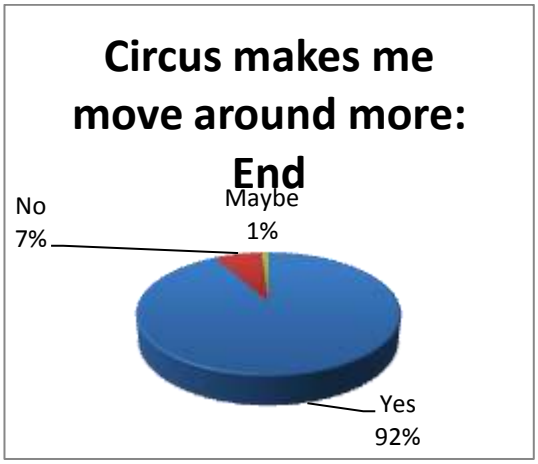
SERC:



3. Circus makes me move around more

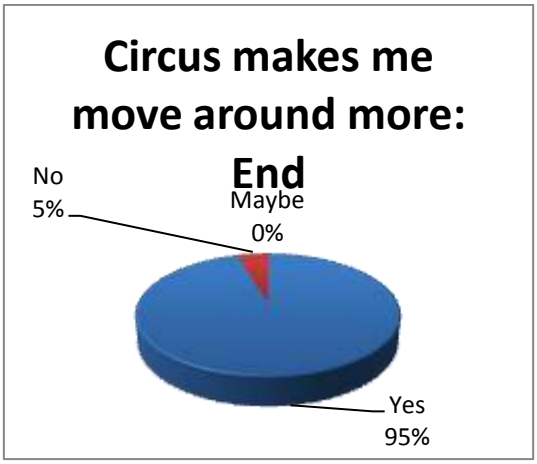
Total across 5 centres:



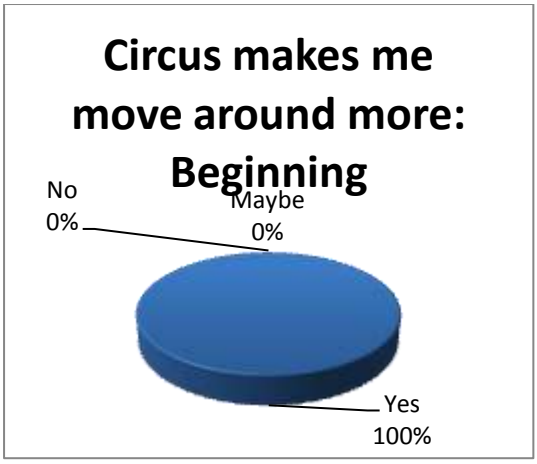


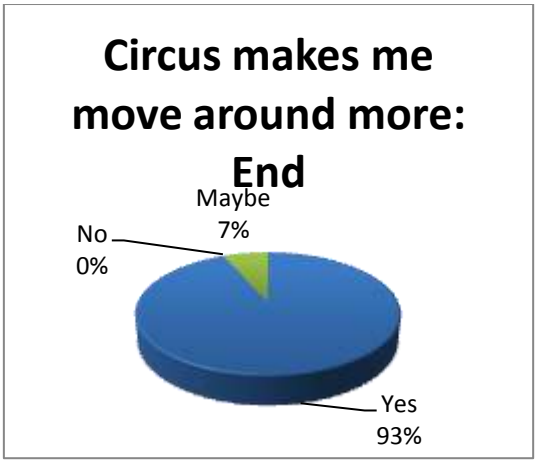
Enniskillen:

Question not asked

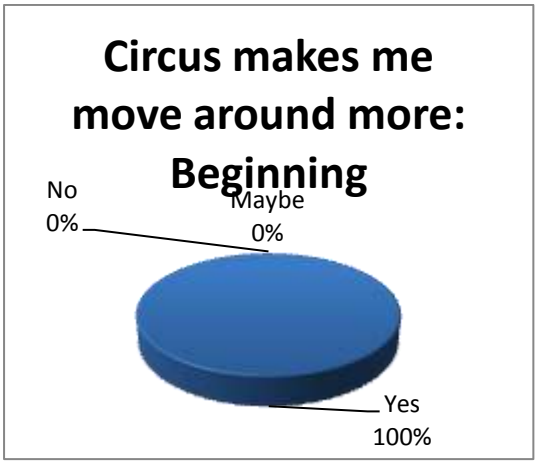


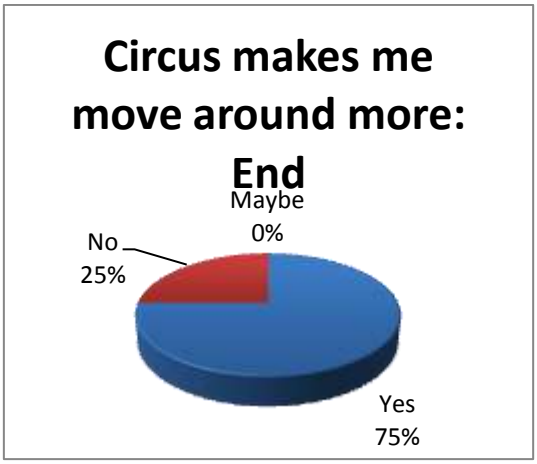
Flowerfield:



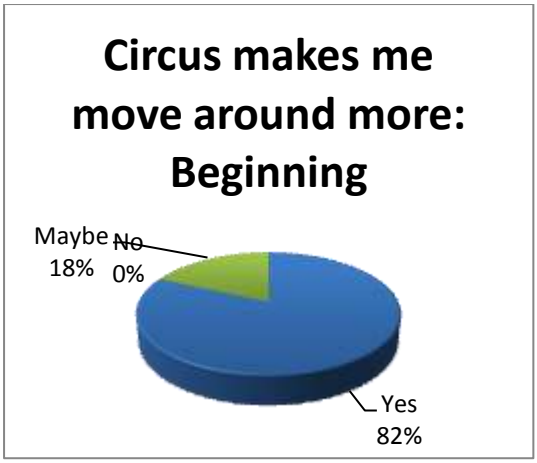


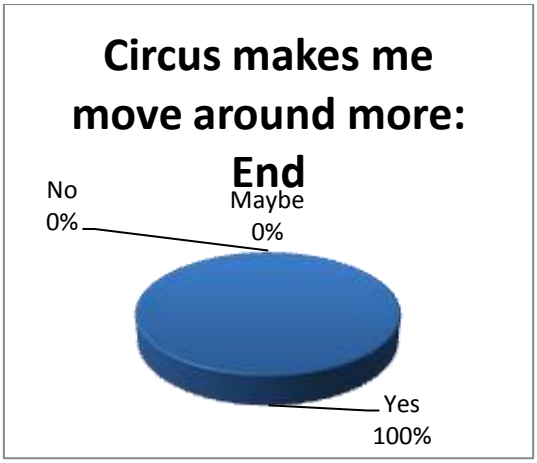
Ballycastle:



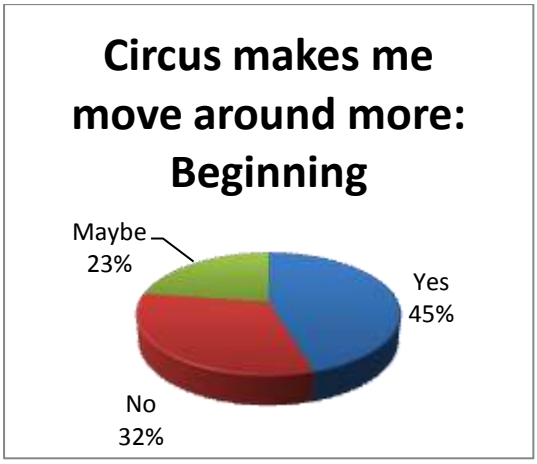


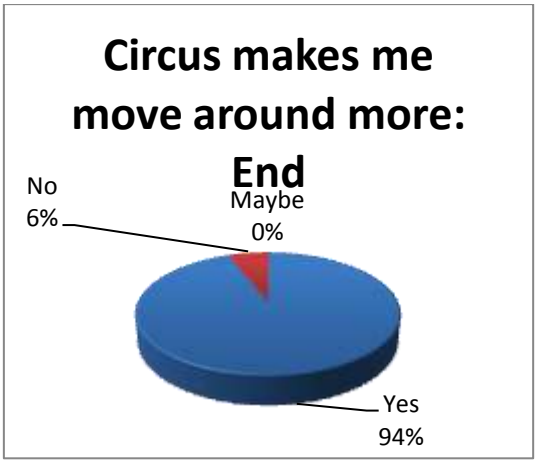
Downpatrick:





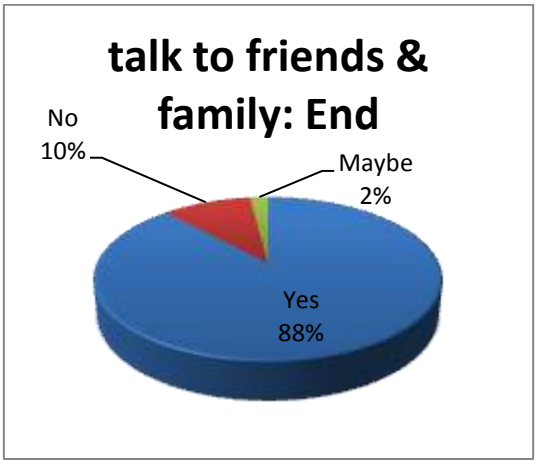
SERC:





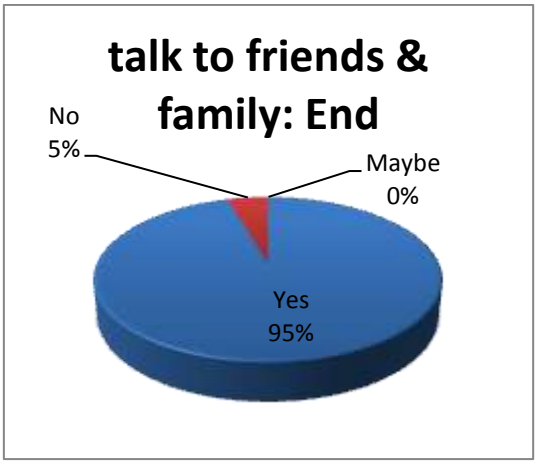
C4. I like to tell my friends and family about the things I do in circus

Total across 5 centres:

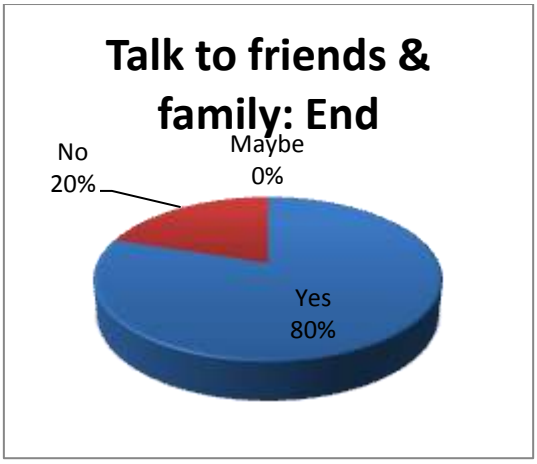


Enniskillen:

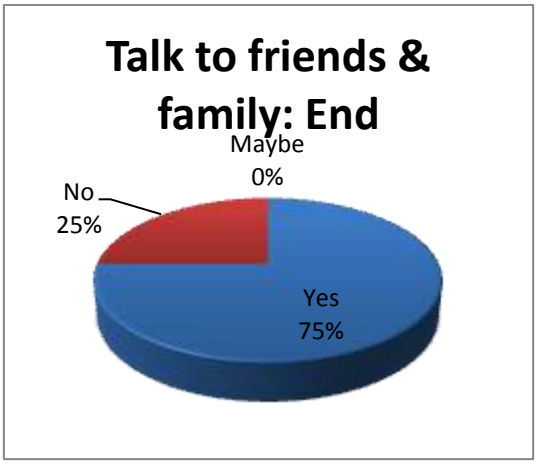
Question not asked



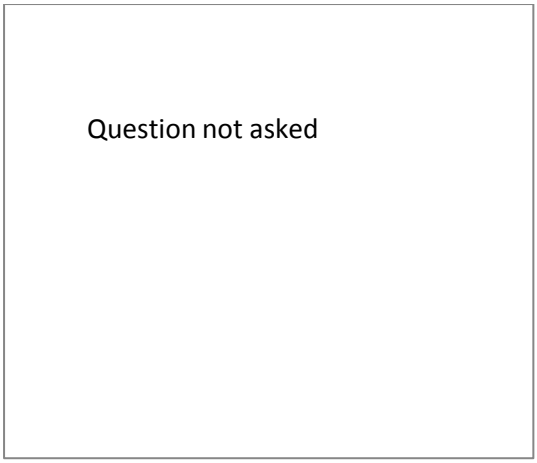
Flowerfield:

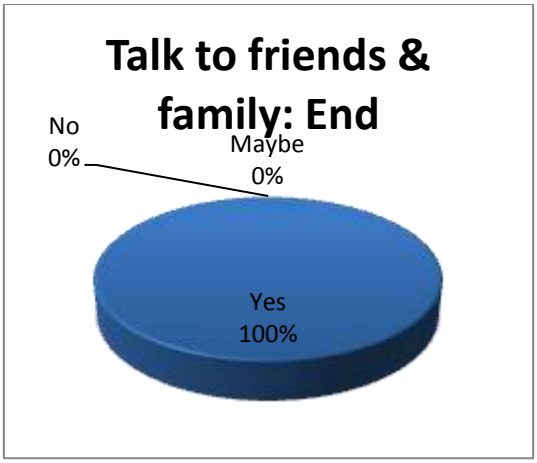


Ballycastle:



Downpatrick:





SERC:

logbook data

Happiness:

Year 3 T1:

Flowerfield	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
F1					5	5	3	5
F2					4	5	4	4
F3			5	5	5	5		
F4			5	5	5	5		
F5			5	5	5			

Flowerfield	Wk5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
F1							5	5
F2					4	5	5	5
F3	4	5	4	5	3	5	5	5
F4			5	5	5		5	5
F5			5	5	5	5	4	5

Maintained happiness: 14/23

Improved happiness: 7/23

Decreased happiness: 0/23

Lack of matching data: 2/23

Overall happiness before: 4.524 (95/21)

Overall happiness after: 4.952 (104/21)

Ballycastle	Wk1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
B1	5	5	5	5	5	5		
B2								

Ballycastle	Wk5	Wk 5	Wk 6	Wk 6	Wk 7	Wk 7	Wk 8	Wk 8

	beginning	end	beginning	end	beginning	end	beginning	end
B1	5	5			5			
B2								

Maintained happiness: 4/5

Improved happiness: 0/5

Decreased happiness: 0/5

Lack of matching data: 1/5

Overall happiness before: 5.000 (20/4)

Overall happiness after: 5.000 (20/4)

SERC	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
S1	5	5	5	5			5	5
S2	5	5					5	5
S3	4	4					4	4
S4								
S5	5	5	5	5				

SERC	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
S1	5	5			5			
S2	5	5			5	5		
S3	3	4			5	5		
S4								
S5								

Maintained happiness: 13/15

Improved happiness: 1/15

Decreased happiness: 0/15

Lack of matching data: 1/15

Overall happiness before: 4.714 (66/14)

Overall happiness after: 4.786 (67/14)

Enniskillen	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
E1			5	5			5	5
E2			5	5			4	5
E3			5	5			5	5
E4								

Enniskillen	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
E1	5		5	5	5	5	4	5
E2	4	5	5	5	5		5	5
E3	5	5	5	5	5	5	5	5
E4								

Maintained happiness: 13/18

Improved happiness: 3/18

Decreased happiness: 0/18

Lack of matching data: 2/18

Overall happiness before: 4.813 (77/16)

Overall happiness after: 5 (80/16)

Term 2

Flowerfield	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
F1								
F2								
F3	5	5	5	5	4	4	4	4
F4	5	5	5	5	5	5	4	5
F5	4	5	4	5	4			

Flowerfield	Wk5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
F1								
F2								
F3							5	5
F4			5	5			4	5
F5								

Maintained happiness: 9/14

Improved happiness: 4/14

Decreased happiness: 0/14

Lack of matching data: 1/14

Overall happiness before: 4.538 (59/13)

Overall happiness after: 4.846 (63/13)

Ballycastle	Wk1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
B1	5		5	5	5		5	5
B2								

Ballycastle	Wk5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
B1							5	5
B2								

Maintained happiness: 3/5

Improved happiness: 0/5

Decreased happiness: 0/5

Lack of matching data: 2/5

Overall happiness before: 5.000 (15/3)

Overall happiness after: 5.000 (15/3)

SERC	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
S1							5	5
S2							5	5
S3							5	
S4							4	5
S5							4	5

SERC	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
S1	5	5			5			
S2	5	5				5		
S3	5	5			5	5		
S4	1	4			5	5		
S5	5	5			5	5		

Maintained happiness: 9/15

Improved happiness: 3/15

Decreased happiness: 0/15

Lack of matching data: 3/15

Overall happiness before: 4.500 (54/12)

Overall happiness after: 4.917 (59/12)

Enniskillen	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
E1					5	5	5	5
E2					5	5	4	5
E3					5	5		
E4					5	5	5	5

Enniskillen	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
E1	5	5	4	5	5	5		
E2	5	5	5	5	5	5		
E3			3	4	4	5		
E4	5	5	5	5	5	5		

Maintained happiness: 14/18

Improved happiness: 4/18

Decreased happiness: 0/18

Lack of matching data: 0/18

Overall happiness before: 4.722 (85/18)

Overall happiness after: 4.944 (89/18)

Term 3:

Flowerfield	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
F1								
F2								
F3	4	5	4	5			4	5
F4	5	5	5					
F5	5	5	5	5				

Flowerfield	Wk5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
F1								
F2								
F3							5	5
F4			4	5	4	4		
F5			4	5	4	5	4	5

Maintained happiness: 5/13

Improved happiness: 7/13

Decreased happiness: 0/13

Lack of matching data: 1/13

Overall happiness before: 4.333 (52/12)

Overall happiness after: 4.917 (59/12)

Ballycastle	Wk1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
B1								
B2	3	3	3	3	3	3		

Ballycastle	Wk5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
B1								
B2			3	3	3	3		

Maintained happiness: 5/5

Improved happiness: 0/5

Decreased happiness: 0/5

Lack of matching data: 0/5

Overall happiness before: 3 (15/5)

Overall happiness after: 3 (15/5)

SERC	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
S1	5	5	5	5	5	5		
S2	5	5	5	5	5	5		
S3								
S4	5							
S5			5	5				

SERC	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end
S1			5	5				
S2								
S3								
S4								
S5			5	5				

Maintained happiness: 9/10

Improved happiness: 0/10

Decreased happiness: 0/10

Lack of matching data: 1/10

Overall happiness before: 5 (45/9)

Overall happiness after: 5 (45/9)

Enniskillen	Wk 1 beginning	Wk 1 end	Wk 2 beginning	Wk 2 end	Wk 3 beginning	Wk 3 end	Wk 4 beginning	Wk 4 end
E1	4	5	5	5	5	5	4	4
E2	4	5	5	5	5	5	5	5
E3	3	3	4	4	4	4	4	4
E4								

Enniskillen	Wk 5 beginning	Wk 5 end	Wk 6 beginning	Wk 6 end	Wk 7 beginning	Wk 7 end	Wk 8 beginning	Wk 8 end

E1	4	4	4	5	4		4	5
E2	5	5	5	5	5	5	5	5
E3	4	4	4		4		5	5
E4								

Maintained happiness: 17/24

Improved happiness: 4/24

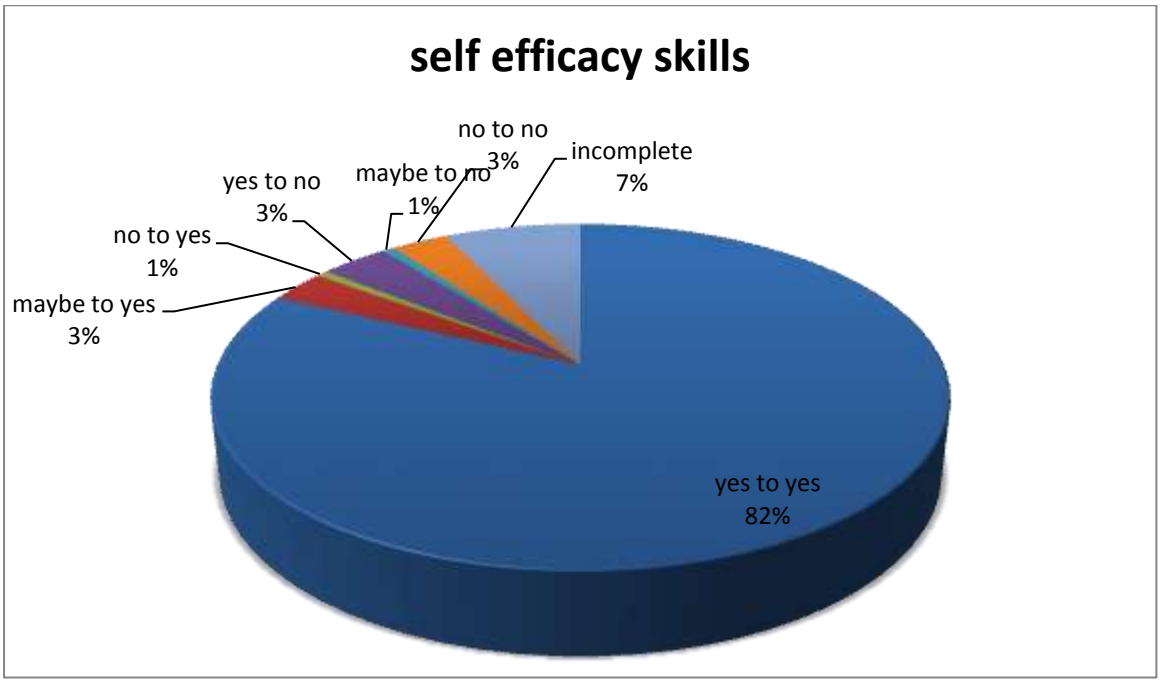
Decreased happiness: 0/24

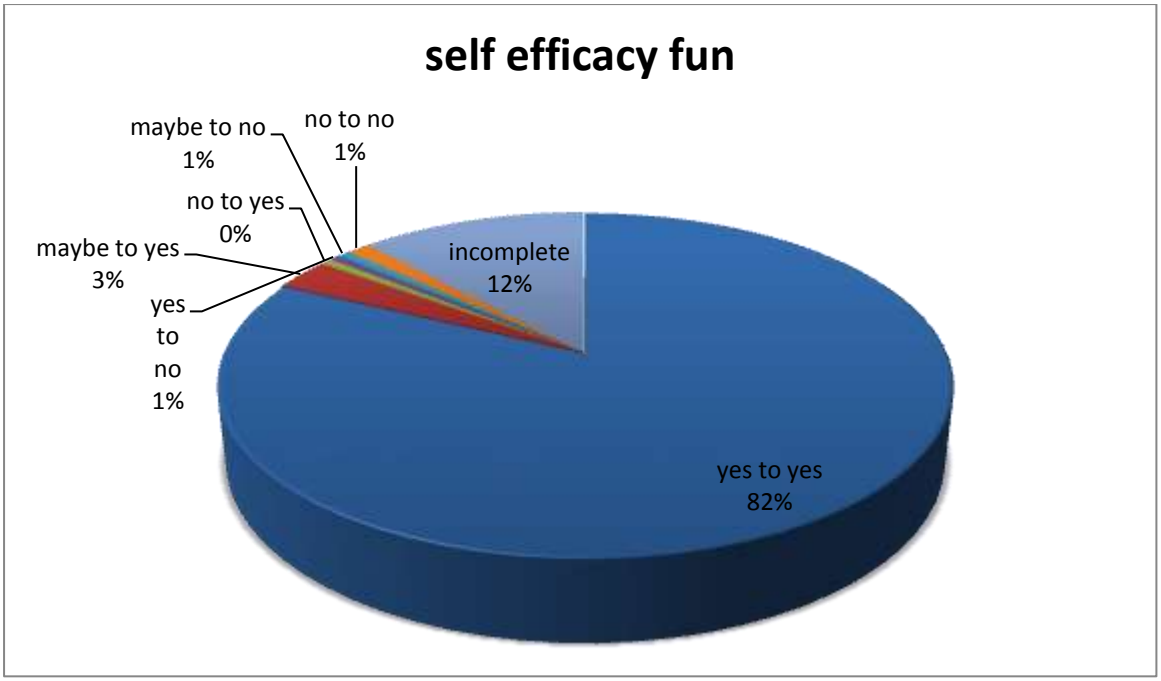
Lack of matching data: 3/24

Overall happiness before: 4.429 (93/21)

Overall happiness after: 4.619 (97/21)

Logbook self efficacy:





Term 1:

F1

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3	Y	Y	y	Y	y	Y
4	Y	Y	y	Y	n	Y
5	Y	Y	y	Y	y	Y
6						
7						
8	Y	Y	y	Y	y	y

F2

week	Before			After		
	Games	New skill	fun	games	New skill	fun
1						
2						
3	Y	M	y	y	y	Y
4	Y	Y	y	y	y	y
5						
6						
7	Y	M	y	y	n	y
8	Y	Y	y	y	y	Y

F3

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4						
5	Y	Y	y	Y	y	Y
6	Y	Y	y	Y	y	y
7	Y	Y	y	Y	y	y
8	Y	Y	y	Y	y	Y

F4

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4						
5	Y	Y	m	Y	y	y
6	Y	Y	y	Y	y	y
7	Y	Y	y	Y	y	Y
8	Y	Y	y	Y	y	Y

F5

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4						
5	Y	Y	y	Y	y	Y
6	Y	Y	y	Y	y	Y
7	Y	Y	y	Y	y	Y
8	Y	Y	y	Y		

B1

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	Y	Y
2	Y	Y	y	Y	N	Y
3	Y	Y	y	Y	y	Y

4						
5	Y	Y	y	Y	y	Y
6						
7	Y	Y	Y			
8						

SERC 1

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2	Y	Y	y	Y	y	Y
3						
4	Y	Y	y	Y	y	Y
5	Y	Y	y	Y	y	Y
6						
7	Y	Y	y	Y	y	Y
8						

SERC 2

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	Y	Y	y	Y
2						
3						
4	M	Y	Y	N	n[6]	y
5	M	Y	Y	Y	y	y
6						
7	n[7]	Y	Y	N	n	n
8						

SERC 3

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2						
3						
4	Y	Y	y	Y	m	y
5	Y	Y	y	Y	y	Y
6						
7	Y	Y	y	Y	y	Y
8						

SERC 5

[6] Participant had sore ankle
[7] Participant unwell

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2	Y	Y	y	Y	y	Y
3						
4						
5						
6						
7						
8						

E1

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	Y	Y	y	Y	y	Y
3						
4	Y	M	m	Y	y	Y
5	Y	Y	y	Y	y	Y
6	Y	Y	y	Y	y	Y
7	Y	Y	y	Y	y	Y
8	Y	Y	y	Y	y	Y

E2

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	M	Y	y	Y	y	Y
3						
4	Y	M	m	Y	y	Y
5	Y	Y	y	Y	y	Y
6	Y	Y	y	Y	y	Y
7	Y	Y	y			
8	Y	Y	y	Y	y	Y

E3

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2	Y	M	y	Y	y	y
3						
4	Y	Y	m	Y	y	y
5	Y	Y	y	Y	y	Y
6	Y	Y	y	Y	y	Y
7	Y	Y	y	Y	y	Y

8	Y	Y	y	Y	y	Y

O1

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3						
4	Y	Y	y	Y	y	y
5						
6						
7						
8						

O2

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3						
4	Y	Y	y	Y	y	Y
5						
6						
7						
8						

O3

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3						
4	Y	Y	y	Y	n	y
5						
6						
7						
8						

Term 2

F3

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4	Y	Y	y	Y	y	Y
5						
6						
7						
8	Y	Y	y	Y	y	Y

F4

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4	Y	Y	y	Y	y	Y
5						
6						
7						
8	Y	Y	y	Y	y	Y

F5

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y	Y	y	Y
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y
4						
5						
6						
7						
8						

B1

week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1	Y	Y	y			
2	Y	Y	y	Y	y	Y
3	Y	Y	y	Y	y	Y

4						
5						
6						
7						
8	Y	Y	y	Y	y	Y

SERC 1

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3						
4	Y	Y	y	Y	y	y
5	Y	Y	y	Y	y	Y
6						
7	Y	Y	Y			
8						

SERC 2

Week	Before			After		
	Games	New skill	fun	Games	New skill	fun
1						
2						
3						
4	Y	Y	y	Y	y	Y
5	M	Y	y	Y	y	Y
6						
7				Y	Y	Y
8						

SERC 3

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3						
4	Y	Y	Y			
5	Y	Y	y	y	y	Y
6						
7	Y	Y	y	y	y	Y
8						

SERC 4

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3						
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	y	Y
6						
7	Y	Y	y	y	y	Y
8						

SERC 5

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3						
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	y	Y
6						
7	Y	M	y	y	Y	y
8						

E1

week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3	Y	Y	y	y	y	Y
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	y	Y
6	Y	Y	y	y	y	Y
7	Y	Y	y	y	y	Y
8						

E2

week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3	Y	Y	y	y	y	Y
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	y	Y
6	Y	Y	y	y	y	
7	Y	Y	y	y	y	Y

8						

E3

week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3	Y	Y	y	y	y	Y
4						
5						
6	Y	Y	y	y	y	Y
7	Y	Y	y	y	Y	
8						

E4

week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2						
3	Y	Y	y	y	y	Y
4	Y	Y	y	y	y	Y
5	Y	n[8]	y	y	n	y
6	Y	Y	y	y	n[9]	y
7	Y	Y	y	y	y	Y
8						

[8] Participant did not want to learn anything new as they wanted to rehearse their chosen favourite skill
[9] See previous footnote

Term 3:

F3

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3						
4	Y	Y	y	y	y	y
5						
6						
7						
8	Y	Y	y	y	y	Y

F4

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3						
4	Y	Y	y	y	y	Y
5						
6						
7						
8	Y	Y	y	y	y	y

F5

week	Before			After		
	games	New skill	fun	games	New skill	Fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3						
4						
5						
6	Y	Y	y	y	y	Y
7	Y	Y	y	y	y	Y
8	Y	Y	y	y	y	Y

B2

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	N	N	m	y	y	y
2	Y	N	m	y	n	N
3	N	N	n	y	n	n

4						
5						
6	N	N	n	y	n	Y
7	N	N	n	y	n	n
8						

SERC 1

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3	Y	Y	y	y	y	Y
4						
5						
6	Y	Y	y	y	y	Y
7						
8						

SERC 2

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3	Y	Y	y	y	y	y
4						
5						
6						
7						
8						

SERC 5

Week	Before			After		
	games	New skill	fun	games	New skill	fun
1						
2	Y	Y	y	y	y	Y
3						
4						
5						
6	Y	Y	y	y	y	Y
7						
8						

E1

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	y	Y
3	Y	Y	y	y	y	
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	y	Y
6	Y	Y	y	y	y	Y
7	Y	Y	Y			
8	Y	Y	y	y	y	Y

E2

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	Y
2	Y	Y	y	y	Y	
3	Y	Y	y	y	Y	
4	Y	Y	y	y	y	Y
5	Y	Y	y	y	Y	
6	Y	Y	y	y	y	Y
7	Y	Y	y	y	y	Y
8	Y	Y	y	y	Y	

E3

week	Before			After		
	games	New skill	fun	games	New skill	fun
1	Y	Y	y	y	y	y
2	Y	Y		y	Y	
3	Y	Y	y	y	Y	
4	Y	Y	Y			
5	Y	Y	y	y	y	y
6	Y	Y	Y			
7	Y	Y	Y			
8	Y	Y	y	y	y	y