



An Independent Evaluation of Actionwork

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July 2015

**EVALUATE
WITH
PLYMOUTH
UNIVERSITY**



BACKGROUND TO EVALUATOR

Julia Morgan has a PhD from the London School of Economics (LSE) and works as a lecturer in the Institute of Education, Plymouth University, United Kingdom. She has previously carried out a number of evaluations including an evaluation of the Barefeet Theatre Company of Lusaka, Zambia – an NGO which uses theatre and the arts to empower children who live and work on the street. She has an interest in childhood and participatory methods and has published in a range of peer reviewed academic journals. Some selected publications are:

- Morgan, J., (in press). Young people's views of engaging with a grassroots NGO in sub-Saharan Africa. *Children and Youth Services Review*
- Morgan, J & Sengedorj, T. (2015). 'If you were the researcher what would you research?': Understanding children's perspectives on research in Mongolia and Zambia. *Research and Method in Education*. 38 (2) 200-218
- Morgan, J., Leeson, C & Carter Dillon, R., (2013). How can schools support children with a parent in prison? *Pastoral Care in Education*. Vol 31, No 3, 199-210
- Morgan, J. & Gill, O., (2013). (eds). *Children affected by the imprisonment of a family member: A handbook for schools developing good practice*. London: Barnardos. ISBN: 978-1-907645-04-4. Available at: http://www.barnardos.org.uk/what_we_do/policy_research_unit/research_and_publications.htm

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ACKNOWLEDGEMENTS

Thank you to all those who took part in this evaluation.

BACKGROUND TO ACTIONWORK

Actionwork is a creative arts, social theatre and film company, based in Somerset, which provides creative and educational workshops focusing on a range of topics such as dealing with bullying, cyberbullying, discrimination and violence as well as workshops which support empowerment, respect, friendship, relationships and citizenship. Since 1990, Actionwork has offered a range of interactive specialist workshops, films, shows, training and resources on these topics and produced the world's first anti-bullying festival as well as Britain's first national anti-bullying conference for young people (please see appendix 1 and 2 for more detail). INSET training for teachers is also provided as well as training for staff and managers to ensure a healthier workplace (please see appendix 3). Their main audience, however, are schools and each year the organisation undertake an international anti-bullying roadshow which tours across schools all over the UK and many countries abroad; this roadshow coincides with Anti-Bullying Week (please see appendix 4).

As well as the UK, Actionwork has worked in countries such as China, Japan, France, Italy, Germany, Gibraltar, Mongolia, Zambia, Romania and Malaysia. Moreover, Actionwork is the official anti-bullying resource centre for the Glastonbury Festival and won the Anti Bullying Flame Award, for its work, in 2013. In terms of finances, Actionwork is part profit-making and part voluntary organisation. Actionwork has a child protection policy and all staff have a Disclosure and Barring Service (DBS) check. Staff are trained and supervised and are required to have read and follow Actionwork's child protection policy. Dr Andy Hickson is the Child Protection Co-ordinator for Actionwork. Actionwork's company policy outlines its commitment to equal opportunities and inclusion and states that its work is based on respect breaking down barriers and restrictive attitudes in people and societies that are disrespectful.

AIMS AND OBJECTIVES OF ACTIONWORK

The aims of Actionwork are:

- Promoting educative, entertaining and high quality theatre and film
- Showing the importance of action and groupwork activity in programmes of work
- Finding new styles of creative presentation and supportive activities
- Developing programmes of work in conjunction with parents and clients
- Being open and responsive to the views and aspirations of young people

METHODOLOGY

A participant-oriented model of evaluation was used to explore the views and experiences of schools about the workshops and services which were delivered by Actionwork. Questionnaires were sent out to 32 schools who had previously engaged with Actionwork. After follow-up, 14 schools returned the questionnaires (return rate of 44%). Semi-structured interviews were then undertaken with 10 schools (2 of the interviews were with schools who had previously returned the questionnaire whilst 8 interviews were carried out with schools that had not returned a questionnaire but preferred an interview). In total, therefore, 22 schools took part in this evaluation; a mixture of secondary and primary schools in England. Two members of Actionwork staff were interviewed as well as one collaborator who worked in conjunction with Actionwork on a number of projects. All interviews took place via skype, email or telephone and fieldwork was undertaken between December 2014 – July 2015. Analysis of Actionwork documentation including equal opportunities policy and records, including end of workshop evaluations, were also undertaken. Observations were also carried out at a number of workshops. Ten young people took part in individual discussions about their experiences of engaging with Actionwork.





WHAT ACTIONWORK STAFF SAID

Actionwork staff were enthusiastic about the workshops that they provided to schools and explained how 'creative approaches work well with a wide range of abilities and mixed groups both large and small' and that in their experience 'students engage well, have a lot of fun and are able to share with each other' during the workshops. The importance of creativity was stressed and it was explained to me that talking about a topic, such as bullying, often is not enough and the use of creative methods and interactive group approaches was seen as being a strength of Actionwork's programmes because of the experiential co-constructed active nature of learning:

'Students are part of the process, their thoughts and ideas are shared and valued, their voices are heard and listened to, they can speak and try out ideas, they are not talked down to and they get to see ideas from many different perspectives. The emphasis is on 'action' so they are doing and taking action on difficult issues in a variety of creative ways'

In term of impact staff felt that this was dependent very much on what the schools wanted to achieve from the experience. For example, it was stated that 'when schools book [Actionwork] to compliment existing practice or to build student skills that are then followed up by us or the school and are not just tick box exercises then the impact is much higher'. Examples were given of impact including the following:

'Last year we ran a 2 day peer mentor training course with 20 students. The impact was high as the school used the training to compliment a range of services in the schools. The students went on to deliver presentations in assemblies, work with other students and set up a peer mentoring service that other students could access in case of difficulty and for support'

'Over the years many schools have changed and updated their anti-bullying policies due to the input of Actionwork anti-bullying programmes'

'5-years ago a school developed a new transitions policy based on an Actionwork creative transition project that helped primary school children adapt in positive ways to their new secondary schools'



'4-schools in recent years have utilised Actionwork films of their students to promote school programmes and activities to parents, the local community and the student body themselves'

'Actionwork youth-based work has promoted a wide range of schools and other organisations to change the focus of how they interact and engage with student and youth voice. Examples include the formation of the National Young Anti-Bullying Alliance, the ipoweri youth management group and the development of various school peer support systems'

'Many schools have spoken about the high awareness raising of the importance of preventing and dealing with bullying following the production of Actionwork anti-bullying programmes'

Staff spoke about the individual impact on children and teachers highlighting that at almost every workshop there will be 'someone who approaches us during the day, explaining an issue of bullying they may have and how much they have got from our work'. Actionwork staff spoke about how students would say to them after the sessions 'I never knew that my behaviour was of a bullying kind....I'm going to stop' or 'thank you for showing me strategies that will help me to solve my bullying issues'. In relation to teachers it was felt that they also learnt a lot and 'it is incredibly common to have teachers come up to us at the end of the day and talk about how much factual information they had learntwe find too that teachers are often delighted to see the techniques we use with the students and often tell us that they are going to 'steal' them to use in their own teaching'. Thus, it would appear that the creative methods and techniques used by Actionwork, in addition to the information that is provided, have learning potential for school staff as well as pupils.

Actionwork staff spoke about how they developed programmes of work in conjunction with parents and clients.



'Our programmes are always designed in relation to response to feedback from previous programmes, reflection on the processes that we have undertaken, on-going training and research.'

'Some programmes are bespoke and developed with clients from start to finish. One example of a recent bespoke project developed with a client was the 'Dignity at Work' project that Actionwork ran with the Government of Gibraltar. This project took 3-months to create and consisted of Actionwork having repeated virtual meetings with staff from the Gibraltar government creating and fine-tuning a training programme for senior staff, CEO's and other staff working for or associated with the government of Gibraltar.'

'Actionwork has also worked with a variety of local authorities. One recent example was Islington Local Authority where Actionwork was invited to design and deliver a drug misuse programme to all secondary schools in Islington. This project took the form of a show



complimented with skills training workshops. A script was developed in conjunction with Islington LA staff and research undertaken by Actionwork staff in Islington schools. Once the script had been written and signed off with Islington Council approval, Actionwork developed a series of workshops to compliment the show. This show and workshop series was then toured to all Islington secondary schools and other special education units.

Actionwork has also developed projects with parents on several levels. For example, they were contacted by some parents whose children had been bullied and were asked to visit these schools to deliver sessions that would be of benefit to the child and other children in the school. *'We have also developed smaller one-to-one and groupwork sessions where parents have wanted their children to develop skills or resilience to deal with issues of bullying and confidence. These smaller projects have taken the form of initial interviews and assessments following the development of a creative programme to suit specific needs.'*

Actionwork staff stated that 'young people are at the heart of the work of Actionwork' and explained how groups of young people had created youth management groups to help organise events, shows, workshops and other productions. They spoke about how:

'young people who participated in Actionwork programmes are encouraged to suggest ideas and ways of working either through one-to-one dialogue, anonymous comments slips, group sharing, via social media and email, via telephone and SMS and on film' 'young people are consulted before many of the programmes that Actionwork design and deliver; input includes a suggestion of activities, and an outline of needs, desires, wants, difficulties and problems. Young people are also involved in the creation of content including writing of film scripts, directing, performing, interviewing, editing and making music. In addition to this young people have been invited to present key note presentations at a variety of local, national and international conferences and events.'

In terms of challenges, Actionwork staff identified a few. One challenge was funding and it was felt that 'Funding from government or local authorities would enable us to do more prep work with schools including pre-session visits and help schools prepare for our visits in more detail. Additional funding would also help in allowing us to follow up the work, create a wider range of resource material and purchase higher quality equipment'.

Another challenge was documenting the longer term impact of their work as often 'schools are not really interested in getting back in touch, because they are busy, once the service has been provided'.

WHAT THE SCHOOLS SAID

All of the 22 schools who took part in this evaluation were very positive about their experiences of working with Actionwork. In relation to Actionwork staff the schools said:

'They were professional, enthusiastic and approachable creating a great rapport with the young people'
'The staff were very polite, friendly and professional. They were very creative and knowledgeable'

Schools explained how they had worked with Actionwork in the past and outlined how the work was child-friendly and collaborative aimed at empowering children and young people by including them in the group learning process:

'We have worked with them in collaboration as they worked with the students and used our site to film an anti-bullying gameshow and recently they held a training session at their offices for E-Safety with the school council'
'They get the children to participate, to learn through doing, they are very engaging. By exploring experientially the children and young people are more likely to take on board the learning'
'They get the children involved; the children do not just sit there and listen but are part of the process.'

The schools spoke about the impact that having Actionwork into their schools had on their pupils including increasing school wide engagement and understanding of bullying and E-Safety. Schools highlighted how awareness of these issues had been raised amongst staff and pupils and how children were better equipped to deal with bullying as a result of attending the workshops, were more likely to report incidences of bullying and understood how to support each other through it.

'When we have been talking about bullying later on, the pupils have used examples from the play to illustrate their points'

'The children were talking about the workshops for days afterwards'

'Had a great impact on the students, who loved the characters and the way that the play was presented and they were engaged in the whole process'



All the schools, who took part in the evaluation, spoke about the amount of new information that they had learnt, both teachers and pupils, as a result of attending the sessions. They said there is:

'Lots of factual information and the opportunity through the use of group-work for young people to discuss what they have learnt and put it into practice'

'The workshops had a significant impact on the knowledge of staff around E-Safety and bullying'

Schools also spoke about how the learning that took place in the workshops was utilised at a later date:

'Students thoroughly enjoyed the session and we took the learning back into school and discussed this issue further'

'As a result of Actionwork's workshops the School Council are better placed to understand issues and act as ambassadors for the school community'

'Students were empowered as a result of Actionwork's workshops to write their own anti-bullying policy'

A wide range of techniques such as role-play, creative games, character work, forum theatre, film-reviews, drama games, shows, quizzes, imagery, mirroring, layered patterns, empathy activities, reflection, dramatherapy, playtherapy, social theatre, maskwork, craft, performance, body language, blind games series and the theatre of the oppressed were used by Actionwork to engage with the schools and this was commented upon in all interviews.

'They offer a variety of techniques to open the group up to a discussion around bullying'

'I thought the workshops were excellent as they had a good balance of techniques which immediately engaged the students in the topic'

'Very creative and they use lots of innovative methods which are interactive'

All schools reported that the workshops were inclusive, appropriate to the child's age and child/young person focused.

'The workshops were well pitched to the age groups of our pupils'

'The characters were appropriate and were the kind that our pupils would relate to'

'The team were very mindful of the students with additional needs that I had previously highlighted to them.....a great show which was sensitive to individual children's needs'

All of the schools said that they would 'recommend Actionwork highly to other schools'.



Key words from feedback about Actionwork workshops, training sessions and plays. Taken from end of session evaluation forms completed by schools.

EXCELLENT	FUN	INFORMATIVE	ENJOYABLE	GREAT STAFF	ENTHUSIASTIC
CHILD-FRIENDLY	EFFECTIVE	ENGAGING	EXCITING	EDUCATIONAL	BRILLIANT
HARD HITTING	AMAZING	HELPFUL	INSPIRING	INTERESTING	AGE APPROPRIATE
SCENARIOS REALLY RELEVANT	LEARNT LOTS	WELL ORGANISED	VERY CURRENT	INFLUENTIAL	WONDERFUL PERFORMANCE
EYE OPENING	INSIGHTFUL	ENTERTAINING	THOUGHT-PROVOKING	MOVING	WELL SUITED TO AGE RANGE
EXTRAORDINARY	WATCHABLE	TREMENDOUS SHOW	ENERGETIC	PROFESSIONAL	SUPERB
DELIVERS A CLEAR MESSAGE	TEAM WERE FLEXIBLE	TEAM WERE EXCELLENT	INTERACTIVE	TALENTED PERFORMERS	WELL PUT TOGETHER PERFORMANCE
CHILDREN LOVED THE SHOW	MEANINGFUL	MEMORABLE	WELL-PITCHED	APPROPRIATE	LIVELY
TEACHERS THOROUGHLY ENJOYED THE SHOW	STIMULATING	FANTASTIC APPROACH TO BULLYING	CHILDREN WERE ENGAGED FOR THE WHOLE TIME	WELL INFORMED	WELL IMPACT ON OUR ANTI-BULLYING CURRICULUM
POIGNANT	GREAT LEARNING TOOL	COVERED A WIDE RANGE OF SUBJECTS	ORIGINAL	COLOURFUL	GREAT SPRINGBOARD FOR ANTI-BULLYING WEEK



WHAT YOUNG PEOPLE SAID

Young people spoke about how Actionwork 'helps you', 'supports people who are bullied', 'listens to young people' and 'provides strategies for use to overcome bullying'. One eleven year old girl stated that 'it makes you realise what bullying can do and helps me realise why bullies do it and what things you can do to stop it and how people who are being bullied feel'. Others spoke about how it was 'empowering' working with Actionwork and one person who had been bullied stated that:

'it gives people a message....even when you think that you have no control it shows that you do have power to do something about it ...it shows you how you can use the power to overcome difficulties.'

Another spoke about how being involved in Actionwork had:

'given me a massive confidence boost.....something to live for and helped me to discover music as a lifestyle'

Young people spoke about how the staff were 'approachable, easy to talk to and listened to you.' Sessions were described as 'fun, important, empowering and informative'.

The young people spoken to were highly positive about Actionwork and highlighted how the organisation developed trust and confidence and made dealing with enormous hurdles possible.

OBSERVATIONS

Ten workshops delivered by Actionwork were observed. The workshops and plays were engaging, fun and the actors/facilitators developed a rapport with the audience. Elements of forum theatre were utilised during the plays with a facilitator freezing the action and asking a member of the audience how the actor could change his or her situation in relation to bullying or being bullied. The actors would then act the scene out again according to the audience suggestions and in many cases the audience member would become part of the process and act the scene out themselves. This meant that the final outcome was co-constructed by the audience members in collaboration with the facilitator and the actors. Discussion also took place around the suggestions and how the situations could be improved as well as why it was a case of bullying. At other times games such as 'pass the power' and 'trust' games took place and this provided an opportunity for some active learning around empowerment and power. All of the creative workshops built on each other in clear and coherent ways starting with warm-ups and trust activities, mind mapping of the essential themes, targeted games exploring specific angles, avenues, paths, actions, issues and other related ideas, through to practicing strategies, expanding ideas, checking for alternative forms of action or learning, reflection, cool downs and question and answers. Actionwork staff have invented and developed many of the games and activities it uses, in addition staff utilise a wide range of techniques from the theatre of the oppressed, psychodrama, drama therapy, play therapy, art therapy, music therapy, social theatre, show rehearsals, groupwork theory and practice, and all of the arts including theatre, music, dance and film. The learning was participatory, active and supportive and Actionwork staff were conscious of ensuring inclusivity.

CONCLUSIONS

It was evident throughout the interviews and during the observations that children and young people as well as school staff enjoyed the workshops and sessions which were provided. The sessions were age appropriate, inclusive and participatory and Actionwork staff were supportive and professional. Actionwork as an organisation are innovative and creative using a wide range of techniques to support learning across schools. Their focus on empowering children and young people was achieved through the sharing of knowledge, information and strategies to enable the young people to keep themselves safe and to deal with issues such as bullying and safety online in an effective way. Children and young people were very much listened to and were part of the process.

Actionwork provide educative, entertaining and high quality workshops which utilise theatre, arts and film. Their work is grounded in action and group-work and all schools, who took part in the evaluation, mentioned how Actionwork's workshops utilised learning through action and highlighted the importance of solving issues through group-work and group support. It was evident that Actionwork are innovative and use a number of creative methods and activities to facilitate discussion; and Dr Andy Hickson, the Director of Actionwork, has written a number of books on the use of creative methods in group work (please see appendix 5). Moreover, from the discussions I have had with Actionwork and the schools involved, it is evident, that programmes of work are designed in partnership with partners and parents and from talking to young people that Actionwork is respectful of young people's views and actively seeks out the views of young people and children.

As a result, I conclude that Actionwork meets its aims of:

- Promoting educative, entertaining and high quality theatre and film
- Showing the importance of action and group-work activity in programmes of work
- Finding new styles of creative presentation and supportive activities



- Developing programmes of work in conjunction with parents and clients
- Being open and responsive to the views and aspirations of young people.

For the future it would be good for Actionwork to focus on collecting data (over a longer time period) to show longer term impact. This would necessitate their return to schools to follow up what the schools have done with their learning. Moreover, it would be useful to work more in-depth with schools over a period of time as this will have the most impact on practice and policy within the school. This longer term work should be done in collaboration with groups of children and young people within the school as well as within the community. Other areas of work for Actionwork to potentially focus upon include residential homes for young people and secure units for young people. The securing of funding to achieve this is of the utmost importance.

APPENDIX 1: EXAMPLES OF ACTIONWORK PROGRAMMES

2013 Anti Bullying Training in Malaysia
 2013 Anti Bullying Workshops in Brazil
 2013 National Anti Bullying Roadshow
 2013 National Anti Bullying Week Competition
 2012 National Anti Bullying Creative Workshop Tour
 2012 Development of Anti Bullying Adult and Workplace Bullying Training Courses
 2012 Anti Bullying Adventure to the Sahara for the Anti Bullying Alliance
 2012 Anti Bullying Training Tour in Zambia
 2011 Peer Support projects in Romania
 2011 Virtual shows and workshops in the Anti Bullying Village in Open Sim
 2011 National INSET Training Tour
 2011 National Anti Bullying Roadshow
 2010 Official Anti-Bullying Resource Centre for the Glastonbury Festival
 2010 National Anti-Bullying Workshop Tour
 2010 Virtual Anti-Bullying Workshops in the Anti-Violence Campus in Second Life
 2009 Anti-Bullying Roadshow tour (Cyber Scream) to over 100 schools across the UK
 2009 Anti Bullying and Racism (33 Skins) special tour of schools all over Dorset
 2008 Anti-Bullying Roadshow tour (Clash) to over 150 schools across the UK
 2007 Anti-Bullying Roadshow tour (Silent Scream) to over 100 schools across the UK
 2007 Japan-UK Peer mentoring project
 2006 South West Region Accreditation Scheme for Schools

2006 Consultant and organiser for Romania's first national anti-bullying conference
 2006 Dorset Youth Service Anti-Bullying Policy
 2006 Consultant for Walsall's anti-bullying conference
 2006 National anti-bullying music competition
 2005 National Anti-Bullying Conference for Young People
 2005 Evaluation of the nine regional 'Making The Difference' anti-bullying conferences for the DfES
 2004 London Anti-Bullying Alliance promotional video
 2003 Britain's first ever national anti-bullying conference for young people
 2003-2007 ipoweri Damilola Taylor Young Achiever of the Year Award
 1994-2007 15 National tours of our award winning show 'Silent Scream'
 1992 - 2010 Anti-Bullying consultants and facilitators to Local Authorities and Schools up and down the country

APPENDIX 2: WORKSHOPS

- Introductory anti-bullying workshops for large and small groups
- Creative cyberbullying workshops
- Peer mediation training
- Peer support workshops
- Updating your schools anti-bullying policy
- Anti-bullying teacher training
- Anti-bullying week and other themed workshops
- Ability, disability and working with bullying and special needs
- Racism, homophobia, sexual bullying, and faith based bullying
- Anti-bullying gameshow
- Self image
- Body language
- Eye contact
- Assertiveness
- Rights awareness
- Voice control
- Presenting ourselves

APPENDIX 3: ANTI-BULLYING TEACHER TRAINING

Actionwork has provided anti-bullying teacher training to teachers in the UK and abroad including:

- University of Sussex
- Livingstone School, Zambia
- Camden Borough Council
- Lewisham Borough Council
- Lancashire Youth Service
- Torbay Youth Service
- North Somerset Local Authority
- Luton Borough Council
- Stockholme International School, Sweden
- Dawn Center for Women, Kansai, Japan
- Bournemouth and Poole Primary Care Trust
- Worcester Local Authority

APPENDIX 4: ANTI-BULLYING ROAD SHOW 2015

In 2015 Actionwork toured 5 roadshows:

- Anti Bullying Roadshow for Secondary schools, colleges and adults. The roadshow is gritty, witty, powerful and interactive and does not preach or condescend. There is an element of humour and has a fusion of styles including science, song, dance, quiz, lightshow and wizardry. The roadshow explores bullying from many angles including cyberbullying, face-to-face bullying, violence, name-calling, special educational needs (SEN), anger management, friendships, survival, confidence and empowerment. There is an element of audience interaction. A new and original soundtrack has been produced for the show. The roadshow lasts for 60 minutes.
- Anti-Bullying Roadshow for lower end of Primary schools (years 3 and 4). The Roadshow for Primary Schools is geared towards meaning of bullying, friendships, caring for others and some basic strategies for dealing with bullying. There is an element of humour and has a fusion of styles including science, song, dance, quiz, lightshow and wizardry. The roadshow lasts for 60-minutes
- Anti-Bullying Roadshow for upper end of Primary schools (years 5 and 6)

- Anti Bullying Puppet show for the young ones (nursery, year 1 and 2's). The puppet roadshow is suitable for foundation stage and year 1 and 2 children (and some year 3's). In 2015 the Puppet Roadshow will look at friendship through storytelling using puppets. The show is great fun, engaging and draws the audience in on a creative journey of sharing and discovery. The puppet show has an interactive creative workshop element where audience members get the chance to talk to and ask questions of the puppets. Maximum numbers for the puppet show are 100.

APPENDIX 5: RESOURCES

Secondary School Anti-Bullying Resource Pack
 Primary School Anti-Bullying Resource Pack
 Secondary School Anti-Bullying Resource DVD
 Primary School Anti-Bullying Resource DVD
 Hickson, A., (2011). How to stop bullying.

Available at:
<http://www.speechmark.net/shop/how-stop-bullying>
 Hickson, A., (2007). Creative action methods in group work.

Available at:
<http://www.amazon.co.uk/Creative-Action-Methods-Activities-Groupwork/dp/0863884075>

About



Actionwork is an award-winning international touring theatre, film and education organisation with over thirty years of experience in the field.

Actionwork helps educate and empower people through positive creative activities that increase skills, enhance knowledge, build confidence and strengthen expertise. Our shows and workshops take participants on entertaining, innovative and inspired adventures developing their personal, social and health education.

Themes and topics embrace a wide range of subjects including bullying, cyberbullying, e-safety, citizenship, relationships, disability, discrimination, friendship, peer pressure, communication and cross-cultural awareness.

We produce high quality programmes of work utilising leading professional practitioners and performers from around the world. No venue is too far away for us to travel to, as evidenced by extensive tours to Japan, Malaysia, China, Singapore, Zambia, Mongolia, Poland, Romania, Spain, France, Norway, Sweden and all over the UK. Actionwork promotes a culture of understanding and cooperation that helps develop positive and productive relationships, classrooms, communities and workplaces.

Actionwork has produced award-winning shows and workshops, the world's first international anti-bullying festival, the UK's first national anti-bullying youth conference, successful international tours to thousands of schools worldwide and a wide range of educative films and resources for schools and colleges. Actionwork has also worked with national governments, international organisations, NGO's and a wide range of companies.

Actionwork is a member of the Anti Bullying Alliance (ABA), the Society for Intercultural Education and Research (SIETAR), the International Anti Bullying Coalition (IABC) the Association of Children's and Young People's Theatre (ASSITEJ), London Drama (LD), the International Conservatory of Violence in Schools (IOVS) and is International Consultants to Hua Dan (China) and Creative Care (Romania).

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Winner of the Anti Bullying Flame Award

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Our passionate team will take participants on an innovative, exciting and often glamorous journey on how to safely, securely, healthily and responsibly navigate through the digital superhighway and identifying a range of positive proactive strategies for staying safe online including;

- DEALING WITH CYBER-BULLIES
- IDENTIFYING TROLLS
- LEARNING COMPUTER LITERACY
- BUILDING CONFIDENCE
- NURTURING EMPATHY
- REPORTING E-SAFETY PROBLEMS
- SPOTTING ONLINE SCAMS
- INCREASING CITIZENSHIP EDUCATION
- ACQUIRING INTERNET INTELLIGENCE
- FOSTERING DIGITAL SOCIAL AWARENESS



SCHOOLS IN EACH OF THE COUNTRIES WE VISIT WILL BE ABLE TO BOOK THE FOLLOWING:

- 2 PERFORMANCES AND 2 CREATIVE TRAINING WORKSHOPS FOR UP TO 1000 STUDENTS
- 20 STUDENT AND 5 STAFF DELEGATE PLACES FOR THEIR COUNTRY'S NATIONAL CONFERENCE

Shows and workshops will be multi-lingual, sensitive to local contexts and compliment existing educational practice and policy in the countries visited.

This international creative programme will be run in conjunction and in partnership with our sponsors.

The proposed touring countries are:

Australia, Malaysia, Bahrain, China, Spain, France, Monaco, Canada, Austria, UK, Germany, Hungary, Belgium, Italy, Japan, Russia, U.S.A., Mexico, Brazil and the United Arab Emirates.

Helping schools accomplish safe and secure virtual environments for our children, growing up as happier, healthier and smarter people.

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Dr Julia Morgan
Plymouth Institute of Education
July 2015