

## Queens Park Primary School

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| <b>Project title</b>                    | The Time Capsule  |
| <b>Project dates</b>                    | 28 Feb – 17 April 2018  |
| <b>Wellbeing issue</b>                  | Group cohesion – there are lots of strong characters in the group who can find it difficult to work as a team, help each other and listen. The boys and girls don't really mix. There are children with additional needs and children who appear somewhat isolated. A few children can be very reactive. There are a couple of friendship groups that have regular fall outs. |
| <b>Age/Year group</b>                   | Year 5  |
| <b>Number of children participating</b> | 24 plus a roll out to the rest of year 5 x 48   |
| <b>Number of parents participating</b>  | 0   |
| <b>Lead Artists/Organisation</b>        | Sarah Bennett/Annis Joslin/Photoworks   |
| <b>Lead Teacher/s</b>                   | Corinne Peacock   |

### Project description

A photography project to support the development of stronger relationships, reciprocal respect, teamwork skills, resilience and reduced conflict amongst peers. The class produced a photographic time capsule documenting the individuals, community, environment and predictions for the future of Beetles class. Students took photos, created photo artworks, decided what they would like to go into the time capsule and how far into the future they would like to send it. In the process of creating the time capsule, they explored ideas about portraiture, ways of looking and seeing (including considering their environment through 'time travellers' eyes), considered how they would like to portray themselves collectively and develop photo collages visions of the/their future. This included ideas for inventions they believe will exist in the future. The project concluded with a ceremonial burial of the time capsule on the school site and a performance and exhibition for parents.

### Successes

Initially they were curious and eager and that brought about a desire to get along and to be kind, making a safe environment to be creative without criticism from peers. One child who can find it particularly difficult to work with those not in his close friendship group and can exclude individual children in the class, worked positively looking out for others. He's very experimental and flourished in this setting. Some children really grew within a group activity and we saw good working together. Their versions of what Beetles class is like were overwhelmingly positive, but they also acknowledged their challenges. At the sharing event, there was an open offer to speak with no guidance given about content. They all chose to say what they like about their class. This shared

pride, and a sense of achievement made them feel better about their relationships with each other. 2/3rds of parents came and loved the final work, one parent said, 'It's the best thing I've ever been to here'. Corinne felt the class really benefited from the project and the children demonstrated a greater respect for each other. One child loved the photography and now wants to be a photographer. Usually quite quiet, he came out of his shell and he has asked his parents for a camera.

Corinne thought Sarah engaged the class successfully, had great skills, and was able to adapt and be influenced by the progress of the project. She was well matched to the needs of the class and the partnership with Photoworks meant that a strong match was made between the needs of the school/project and the skillset of the appointed artist. Annis was an external person to reflect with throughout the project which significantly enriched the content and approaches.

### Outcomes

Results of children's evaluation at the end of the project:

#### How you were feeling

| BEFORE the project: |     | AFTER the project: |     |
|---------------------|-----|--------------------|-----|
| Very Unhappy        | 0%  | Very Unhappy       | 0%  |
| Unhappy             | 0%  | Unhappy            | 5%  |
| Neither             | 35% | Neither            | 15% |
| Happy               | 45% | Happy              | 20% |
| Very Happy          | 20% | Very Happy         | 60% |

#### How much you like the kind of person you are

| BEFORE the project: |     | AFTER the project: |     |
|---------------------|-----|--------------------|-----|
| Very Unhappy        | 5%  | Very Unhappy       | 0%  |
| Unhappy             | 0%  | Unhappy            | 0%  |
| Neither             | 25% | Neither            | 16% |
| Happy               | 30% | Happy              | 33% |
| Very Happy          | 40% | Very Happy         | 52% |

#### How well you coped with challenges or difficult situations

| BEFORE the project: |     | AFTER the project: |     |
|---------------------|-----|--------------------|-----|
| Very Unhappy        | 5%  | Very Unhappy       | 0%  |
| Unhappy             | 9%  | Unhappy            | 5%  |
| Neither             | 38% | Neither            | 20% |
| Happy               | 43% | Happy              | 45% |
| Very Happy          | 5%  | Very Happy         | 30% |

### How much you felt liked by other people

| BEFORE the project: |     | AFTER the project: |     |
|---------------------|-----|--------------------|-----|
| Very Unhappy        | 0%  | Very Unhappy       | 0%  |
| Unhappy             | 11% | Unhappy            | 0%  |
| Neither             | 17% | Neither            | 12% |
| Happy               | 56% | Happy              | 47% |
| Very Happy          | 17% | Very Happy         | 41% |

### Did the adults who ran the sessions listen to you?

| Not at all | A little | A lot |
|------------|----------|-------|
| 0%         | 33%      | 67%   |

### Did you enjoy the sessions overall?

| Not at all | A little | A lot |
|------------|----------|-------|
| 0%         | 38%      | 62%   |

### Was it easy to talk to the artist you worked with?

| Not at all | A little | A lot |
|------------|----------|-------|
| 10%        | 38%      | 52%   |

### Did the artist and teachers know how to help you?

| Not at all | A little | A lot |
|------------|----------|-------|
| 0%         | 50%      | 50%   |

### Did you learn to do something new?

| Not at all | A little | A lot |
|------------|----------|-------|
| 5%         | 14%      | 81%   |

### What was the BEST thing about the activity?

Making the inventions x 8

Taking photos x 8

The printing x 8

The cameras x 4

Playing

I love everything that the artist did

I got the camera and I just wanted to use it so much that I didn't want to give it to anyone!

Possibly seeing other people's techniques of working as a team

Glitter bottles

The puzzle

Seeing the pictures of us

That we get to have our own ideas and we also got to have lots of fun!  
Everything  
You made us feel calm and helped us with our anger and it was really fun  
I loved working with Sarah, Annis and Nicole  
I was ok with working with new people  
Our ideas  
The soups  
The videos  
Working together and sharing  
It was really fun working with loads of people and leaning a lot of things.  
Finding out new things about other people

### **What was the WORST thing about the activity?**

Nothing x 11  
Working with people I don't know/ don't usually play with x 5  
Popping the balloon x 3  
When nobody would let me use the camera  
Printing  
It was amazing  
It was all fabulous  
Pretending we're inventors

### **Challenges**

It was hard to find time for Sarah to talk to Corinne throughout the project. A very tight schedule to plan in the lead was difficult, particularly as Corinne's role is a job share. Primary is not the usual age range that Sarah works with – she has been learning what is the appropriate level and was helped by working with Annis. As this was an intensive project about affecting change in a short space of time, artist facilitator Annis was appointed in a mentoring capacity to provide additional support to the project.

### **Learning**

The group went and worked outside which gave them more room to manoeuvre – it reminds Corinne that this might be more possible in future. It has been a reminder to give opportunities for freedom, to have a go at bigger things and to take creative risks. Also, to try to find opportunities for the children to be totally self-directing and trust they will deliver good results. Providing context or carefully chosen boundaries that don't limit creativity – for example time constraints rather than content constraints. Sarah couldn't have done this without Corinne's support and the good working relationship between teachers, TA's and artists, the extra staff ratio and volunteer support really made a difference.

This project has been the beginning of a new relationship between the school and Photoworks (who are a very local organisation to them). They will be able to borrow cameras and printers for the rollout to the year group, and Photoworks will support them to identify photography students and volunteers to increase the adult ratio in class as the project rolls out.

Working in the Hive and then bringing the last couple of sessions in the classroom would bring the atmosphere and approach back into their normal environment. While it is difficult for teachers to schedule, more contact time with the artists during the project to reflect and adapt would also have been helpful. Teachers don't plan to talk about wellbeing directly when they roll out to the other classes – they felt this was preferably not overt unless it was felt necessary. Perhaps less printing and more constraints on the number of images would make it less time heavy editing images for teachers. The school would like to keep the sharing event for the other classes as this was important for cementing their children's sense of pride in their work. We used inventions as the theme for this term to tie in with the curriculum - teachers will work with the Saxons theme next term using artefacts as inspiration. The school will borrow the cameras and printers from Photoworks and explore the option of Photoworks volunteers or University volunteers supporting the roll out and bringing a third person into the sessions.

The number of classes and children we rolled out to was - 2 classes (48 children).

The roll out went well but was tricky as meant two classes were doing one thing while the third (us) were doing something else (as we had already done it). Also doing it in the final term is always very difficult to fit things in. This year we will all do it at the same time. We will be doing it this year with the same project we did it with Sarah (Making the Modern World).