

**Walsall Council Creative Development Team
Arts into Health
Feeling Good Big Lottery Wellbeing Project
CASE STUDY**

'How Are We.....Feeling Good?'



*Hello,
I'm Hanaa. My name
means happiness
and I can tell you all
about looking after
your wellbeing*

Compiled by Moya Lloyd and The Cultural Sisters July 2011



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1. Executive Summary

The Big Lottery funded Feeling Good Project was a three year health and wellbeing programme in Walsall offering physical activity, healthy eating, counselling and creative arts sessions. The programme was led by NHS Walsall with the broad aims to improve wellbeing and raise awareness around mental health, focusing particularly on the South Asian Community in the South of the Borough.

This case study was commissioned by Walsall Council Creative Development Team as part of a commission for Staffordshire University's Arts and Health Professional Development Programme to document the process and findings of the creative element of the project.

The Feeling Good creative sessions were delivered by Stoke based arts company, The Cultural Sisters (www.theculturalsisters.org.uk). This study examines the creative methods used to present the topic of mental health and wellbeing to young people and how, through a process of consultation and evaluation a set of wellbeing resources and evaluation tools have been developed.

The creative element of the Feeling Good project engaged a total of 823 young people, 320 of these were from Asian or Asian British background (including Indian (50), Pakistani (165), Bangladeshi (102) and other Asian background (3)). The majority of beneficiaries were female (564).

Ninety five creative arts sessions took place at various venues including; Joseph Leckie Community College, Aaina Women's Centre, Bluecoat Performing Arts College and Walsall College. The majority of these sessions were delivered as part of a health and wellbeing programme that also

included physical activity and healthy eating sessions delivered by Walsall Council's Sports Development Team. **During the creative sessions young people were encouraged to express their own thoughts about mental health and wellbeing and have been able to develop their arts and crafts skills with many hands on activities.**

Feedback from participants indicated that working with others in a group was important and that they felt relaxed enough to discuss issues affecting them during the sessions.

Their comments revealed that Feeling Good project sessions had contributed positively to their wellbeing and this included; building friendships, learning new skills, doing something relaxing and enjoyable and improving confidence and self- esteem.

Comments from young women attending Feeling Good sessions at Aaina Women's Centre:

I have enjoyed doing lots of new things and meeting new people. I would like the Cultural Sisters to come back again or come to my school Participant aged 18

This is the best lesson of the year
Year 11 pupil

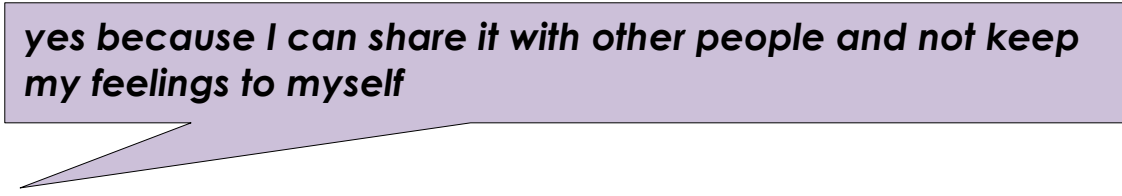
Below are comments by the GCSE Social Care group at Bluecoat Performing Arts College when asked; "Do you feel as though you have changed how you feel about looking after your emotional health and wellbeing, how?"

start to be proud of what I am and who I am

yes, I don't let depression affect me so much, instead I shouldn't let myself down



each time I do the activities it changes how you feel



yes because I can share it with other people and not keep my feelings to myself

The project has been underpinned by the New Economics Foundation's 'Five Ways to Wellbeing' message (www.nef.org.uk). A simple message that focuses on preventing mental health problems by building resilience through five simple actions; keeping active (Be Active), maintaining contact with others (Connect), appreciating the world around us (Take Notice), helping others (Give) and focusing on learning activities (Keep Learning). Ways of presenting this message creatively were explored, developed and tested by The Cultural Sisters. This has culminated in a set of 'Five Ways to Wellbeing' resources for use in schools and other youth settings and with the wider community in Walsall.

In total, six new resources were created. These consist of: a Mandala Set, Wellbeing Postcard set, banners, Hanaa – a life-size interactive tool for display, the Hanaa wallchart, and the Hanaa postcard set.

Finally the study highlights how the work has been sustained beyond the project. This includes the resources and tools for evaluation that continue to be used and new ways of working that have had an impact on participants, staff and arts-workers. Elements of the Feeling Good project have been incorporated into the Walsall TaMHS (Targeted Mental Health in Schools) programme and continue to be used by the group leaders involved.

2. Introduction

This case study focuses on the creative arts element of the Feeling Good project that was managed and developed by Walsall Council Creative Development Team as part of a 3 year partnership project funded from The Big Lottery. Its purpose is to provide a detailed visual record of the project and its development and to assess its impact on the participants and lasting legacy.

3. Context and overview

The Feeling Good Project was developed in order to raise awareness and present positive messages about mental health and emotional wellbeing to a target group in Walsall. The South Asian community was identified through research and needs assessment by Walsall teaching Primary Care Trust (tPCT) and Health Action Zone groups (1999-2006).

Nationally and locally it was identified that this community were less likely to seek help and support in relation to mental health issues, and traditionally stigma made it difficult to engage with families to discuss mental health. It has been identified that depression, suicide and self harm are seen as significant problems for South Asian women, particularly young women.

(MIND factsheet: Mental health of the South Asian Community in Britain)

Walsall tPCT health promotion had successfully used the arts to deliver its' work over a number of years and during the 1990s a significant partnership and Service Level Agreement was formed between the tPCT and Walsall Council Creative Development Team (which was then called Walsall Community Arts Team). A legacy of creative projects gained recognition for their success in reaching marginalised groups and tackle difficult issues, this included promoting men's health in pubs, raising awareness around domestic violence

and work with young people around grooming and prostitution.

Feeling Good was a multi-agency project bringing together providers to offer an integrated programme including creative arts sessions, physical activity and counselling interventions. The programme was led by NHS Walsall in partnership with Walsall Council Creative Development Team, Walsall Council Sports Development, WPH Counselling and Palfrey Community Association. During the project development workers identified and worked with local community groups in order to access the target group. On-going evaluation took place and the project team were supported by GHK Consultancy Services (www.ghkint.com) in identifying and implementing evaluation tools.

Feeling Good reflects NHS priority to focus on a preventative approach and the department of Health's strategy 'New Horizons: a shared vision for mental health' - Flourishing people, Connected Communities - a framework for developing wellbeing. Its links with a move away from focusing on mental illness and towards challenging stigma by promoting positive messages for everyone in the community to take care of their mental wellbeing.

The three year timescale of this project has made it possible to pilot a variety of creative approaches as well as to develop and sustain this work. This has included consulting with participants and responding to their needs. A significant part of the project has been the development of a set of resources that can be used for years to come. These resources have been created and tested in close collaboration with the girls and young women taking part as well as the staff that work with them.

The 'Five Ways to Wellbeing'

During the first year of the project a link was made with a national initiative promoting Five Ways to Wellbeing. This set of simple actions fitted well with the aims of Feeling Good and were an accessible way of presenting a message about

wellbeing, some of the wording was changed to make it appropriate to children and young people. They have been developed by the New Economics Foundation and are based on scientific research. The Five Ways to Wellbeing are;

Connect...

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Be active...

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy; one that suits your level of mobility and fitness.

Take notice...

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are on a train, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Keep learning...

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Learn to play an instrument or how to cook your favourite food. Fix a bike. Set a challenge you will enjoy achieving. Learning new things will make you more confident, as well as being fun to do.

Give...

Do something nice for a friend, or a stranger. Thank someone. Smile. Join a community group. Volunteer your time. Look out as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and will create connections with the people around you.

www.neweconomics.org/projects/five-ways-well-being

4. How the project developed and its impact on the young people who took part

4.1 Joseph Leckie Community College

Feeling Good creative sessions led by the Cultural Sisters began at Joseph Leckie Community College in 2008. This commenced with an introduction to the project that took place outside at playtime, creating a spectacle that engaged pupils and staff.

After this a whole day of activities was programmed as part of the schools activities week at the end of term. Sessions included Bhangra dancing (delivered by Viyay Mehay of Nachda Sansaar), creating willow stars and costume with The Cultural Sisters. The sessions explored wellbeing, and as requested by the schools PSHE (Personal, Social and Health Education) lead linked to aspects of the schools SEAL programme (Social and Emotional Aspects of Learning).

Alongside these workshops, members of the Feeling Good project team chatted with young people about ways of dealing with issues that worried them. The table on page 11 illustrates who young people felt they would talk to if something was worrying them.

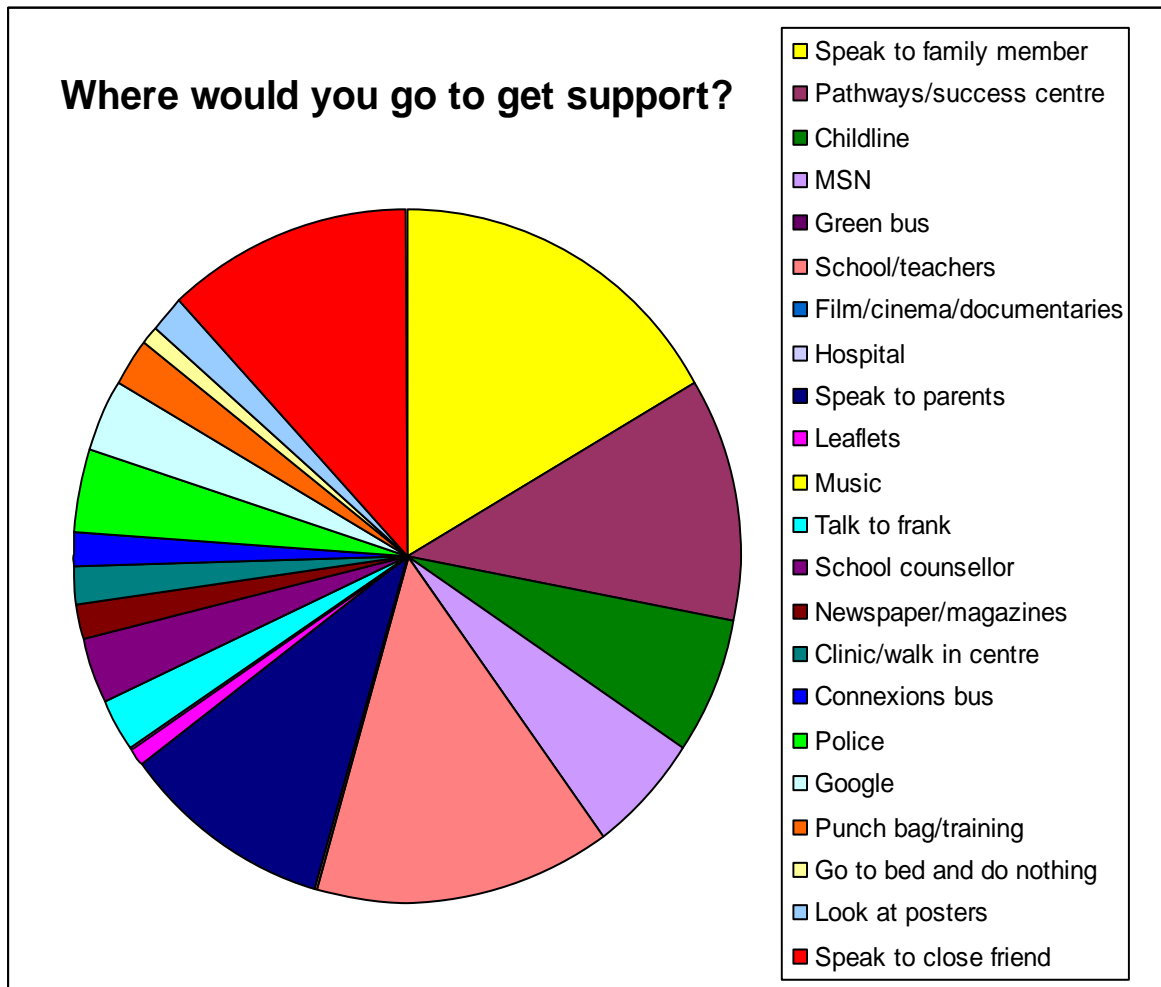
This was followed by a series of 'Feeling Good Fashion' sessions integrated with the schools Summer play-schemes and planned to combine with physical activity sessions led by project partners, sports development.



Costume workshop at break-time in the playground at Joseph Leckie Community College 2008

Joseph Leckie – Summary of consultation findings.

If something was worrying you where/who would you go to get support?



This consultation revealed that talking to friends and family was an important source of support and that there was a difference between male and female response, with some boys favouring exercise and using a punch bag to let off steam, whereas girls mentioned that they would talk to friends or family if something was worrying them.

Initial workshops at Joseph Leckie Community College Issues

The Summer play-scheme targeted boys and girls aged 8 and above but many younger children were involved. It was also not possible to engage with a group of young people who returned each session as attendance varied. Therefore a low number of people from the target group were engaged.

Logistically there was no real link with the sports sessions and the creative workshops, as they took place in separate locations in the school.

Initial workshops at Joseph Leckie Community College Solutions

Identify a group of people that could attend a session each week.

Following this a more focused approach was used in order to specifically target young women particularly those from the South Asian community in Walsall. We also looked at different ways of delivery where arts and sports sessions took place at separate times.

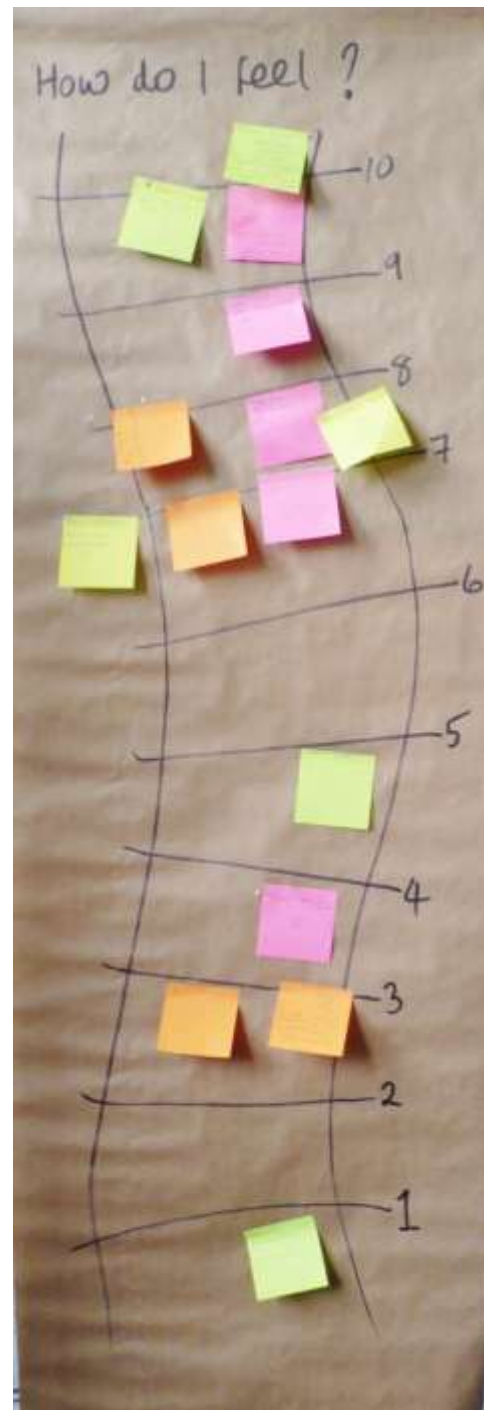
Tools used: **The Ladder**

One of the evaluation tools suggested by GHK Consultants was the use of a ladder to record the feelings of people taking part in a workshop at the start and end of each session. This concept was used creatively by the Cultural Sisters who used a large ladder displayed on the wall.

At the beginning of each session participants were asked to describe how they feel, giving a number from 1 – 10, one being feeling bad, very low and ten being feeling at their absolute best. These scores were marked on a drawing of a ladder that was put up on the wall. Participants were asked to say why they felt a 10, 1, 5 etc. and this information was recorded. Ladder scores were collected again at the end of each session.

As the weeks progressed the young women taking part got used to being asked, 'How do you feel today?' at the beginning of each session and it became a topic of conversation without being prompted by the workshop leaders.

The data collected was useful as an evaluation tool. Overall it indicated that taking part in the creative sessions improved participants' wellbeing. 80% of the ladder scores were higher at the end of the session indicating an improvement in mood. Others remained the same and a minority decreased.



As the Feeling Good project developed the ladder tool was adapted to incorporate text and visuals to convey the feelings of the participants. It was adapted and used in new ways.

4.2 Aaina Women's Centre

At the Aaina Women's centre a series of sessions took place with a group of girls attending an existing after school session. Creative sessions included jewellery making, friendship bracelets, tiaras, bag making and Mandalas.

All of the creative work was underpinned by the 5 ways to wellbeing message and this was reinforced each week through discussions and activities.

Physical activity and healthy eating sessions were also programmed to take place alongside the arts sessions.

The objectives of the Feeling Good sessions at Aaina were as follows;

- build self-esteem and confidence
- develop a sense of pride and achievement
- learn new skills
- create beautiful useable accessories and objects
- help recognise aspirations and qualities
- help focus on themselves and issues that are Important to them
- provide a safe environment for discussion and experimentation with materials
- recognise and express how they feel that day
- develop an understanding of mental health and wellbeing

Every session began with using the ladder tool as an icebreaker that asks the young people to say a number in between 1-10 that reflects how they feel today and asking them for a word too that represents how that feels.

Workshop sessions at Aaina Women's Centre Issues

There were logistical issues that affected the structure of sessions and continuity;

Some of the young women had to leave sessions early to attend the Mosque.

Several young people attended with their younger siblings who they were looking after.

Workshop sessions at Aaina Women's Centre Solutions

As a result session times were adapted to fit around Mosque times. In the holidays it was easier to run the sessions as the young women attended the Mosque at different times.

Though the younger siblings were below the target age group, they benefitted from improving their awareness of wellbeing and were able to learn alongside their older sisters.

Arts-workers identified that the wellbeing theme was relevant and accessible for under -11s too and that it could be an advantage for them to think about these issues before reaching secondary school.

I have enjoyed doing lots of new things and meeting new people. I would like Cultural Sisters to come back again or come to my school.

Participant aged 18

It feels great to just relax here making something special to give away!

Feedback from Aaina participants at the end of the programme:
What have you changed in your life over the last 12 months that links to the 5 ways to wellbeing?

More fit, eat healthy, more exercise

Listening well and making friends

Talk confidently

More confident – speaking to people more, ask more

Changed my fruit eating diet

Doing a bit of exercise

Connecting with other people

Tools used: **Emotion faces**

Young people were asked to draw simple faces to convey different moods and feelings, for example; happy, sad, angry, excited and anxious. The images created were then used at each session for participants to express how they felt, they were asked to choose 3 emotions that they had felt in the last week and talk about them if they wanted too.

The young people were happy to talk about their feelings during the sessions and seemed to enjoy the opportunity to do so. Arts-workers and youth leaders identified that being part of a group and feeling that the environment was safe was important to the young women.



The emotion faces created by young people and the arts-workers leading the sessions.



How have I felt this week?



How have I felt this week?



Tiaras and friendship bracelets created at the Aaina sessions



Cheerleading display at the Aaina celebration event

A final celebration event took place on the 28th May 2009 where young women displayed and demonstrated what they had achieved during the creative arts and the physical activity sessions. Family, friends and project partners were invited.

4.3 Feeling Good Sessions at Proffitt Street Youth Club

Workshop sessions at Proffitt Street Youth Club Issues

It was difficult to work each week with the same group of young people, attendance fluctuated and there wasn't continuity.

A particular family issue was taking place at the time of the series of workshops here and this had a negative effect on attendance as it affected young people from several families who attend the youth club.

Workshop sessions at Proffitt Street Youth Club Solutions

Despite the problems with attendance some valuable work was created by the young people including the Mini Me's which are illustrated and explained below.

Tools used: **'Mini Me'**

These are self portraits created using collages with fabrics, sequins and other accessories to form small characters. Speech bubbles are then added to express the thoughts and interests of the 'Mini Me'.

This tool helped the young people to think about what they liked to do that made them feel good. It promoted a positive message about wellbeing as it encouraged them to focus on positive aspects of their lives.



4.4 Feeling Good Sessions at Walsall College

Workshop sessions at Walsall College Issues

It was difficult to work each week with the same group of young people. We worked with a group studying childcare who had placements on alternate weeks. At the college attendance was a problem, although the plan was to integrate the sessions to meet course requirements, numbers were low at some sessions and two sessions were cancelled.

Workshop sessions at Walsall College Solutions

After consultation with staff teaching on the A level Health and Social Care course the group taking part in the sessions was changed as they felt the Wellbeing theme fitted perfectly with their existing curriculum.

40 young people took part in the final session at the college with the Health and Social Care Group. The session included using the Mandala and gathering feedback about the wellbeing cards.

Participants found the creative sessions particularly useful as it related to their coursework. Themes discussed included isolation, friendships, issues concerning their clients and exploring their personal wellbeing.

4.5 Feeling Good Sessions at Bluecoat Performing Arts College

At Bluecoat Performing Arts College, The Cultural Sisters worked with two groups studying GCSE Social Care in years ten and eleven. The groups were selected by development workers as it was largely female and 90% of the young people were from minority ethnic communities including South Asian.

The work with Bluecoat School was successful due to support from Health and Social Care teacher Yvette Saunders and continued funding. This made it possible to sustain work over two academic years. This enabled many ideas to be developed including creative consultation enabling the development of the Feeling Good resources – Hanaa, the wellbeing cards and the Mandala set.

During creative workshop sessions Bluecoat pupils learnt about a vast range of creative techniques and collated a rich body of work that reflected their own thoughts and feelings about wellbeing. This included making Mandalas, jewellery, wellbeing bags and 'Five ways to Wellbeing' banners.



GCSE Social Care Pupils at Bluecoat with their 'Wellbeing Bags'



Creating Wellbeing Mandalas using the stamp set

They used 'Mini Me's' to explore the Five Ways to Wellbeing with their clients. Having a client, usually a close family member who they support is an essential element of their course. These collages illustrate what their clients are doing under each of the Five Ways Headings.



Samples of the 'Mini-Me's'



Workshop sessions at Bluecoat Performing Arts College Issues

The workshop sessions took place over a whole term, but only once per month, so there were long gaps.

Workshop sessions at Bluecoat Performing Arts College Solutions

The timing of the sessions worked well despite the gap between sessions. This was because the creative wellbeing workshops integrated with the Health and Social Care Curriculum and worked well alongside coursework requirements.

This is the best lesson of the year. Year 11 pupil

*Are they (The Cultural Sisters) coming to do the project with us today?
YEEESS.... I feel that there is no point being depressed any more
Year 11 pupil*

What have you changed in your life over the last 12 months that links to the 5 ways to wellbeing?

Bluecoat group

I have become more active and am spending more time with family and friends

I connect more with people

I have started to become more sociable

I concentrate on the important things in life (education)

Nature

Being more nice to people

Exercise more

I have started to take notice more than I used to

Start to take notice of nature

Listen more

Give more people and time

I have become more active and I don't get bored because I create things. I also look at everything in a positive way

I have involved myself in activities and listened to people's thoughts and feelings

Do you feel as though you have changed how you feel about looking after your emotional health and wellbeing, how?

Yes. I've tried not to let people who want to hurt my feelings or put me down get in my way

Yes because I have control of what I do

I think I have. I started understanding how I feel more and can calm down easily if I'm angry.

Yes. I know the things that can affect your emotional health, e.g. colours, activities

I feel better at times about my emotional health and wellbeing

Yes, I think I can control it more

[I am] Nicer to other people

Yes, I'm more aware of how I should feel and that it is ok that I can be happy

[I have] started to be proud of what I am and who I am

Yes, I don't let depression affect me so much, instead I shouldn't let myself down

Each time you do the activities it changes how you feel

Yes because I can share it with other people and not keep my feelings to myself

5 Developing the Feeling Good Project Resources

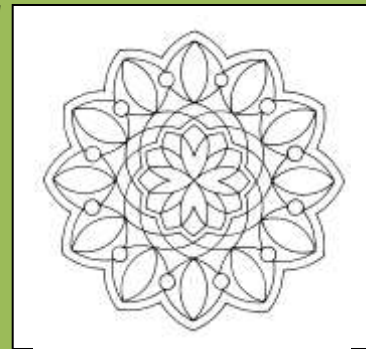
5.1 The Mandala Resource

The Cultural Sisters developed this resource after being asked to create a Mandala for another project (around breastfeeding awareness) where they developed a set of rubber stamps using different motifs.

The Mandala and stamping idea were both accessible (easy to do) and enjoyable and were developed to enable participants to make beautiful pieces of reflective and calming printed art.

What is a Mandala?

-A symbolic circular figure representing the universe in various religions



The word "mandala" is from the classical Indian language of Sanskrit. Loosely translated to mean "circle," a mandala is far more than a simple shape. It represents wholeness, and can be seen as a model for the organisational structure of life itself--a cosmic diagram that reminds us of our relation to the infinite, the world that extends both beyond and within our bodies and minds.

Describing both material and non-material realities, the mandala appears in all aspects of life: the celestial circles we call earth, sun, and moon, as well as conceptual circles of friends, family, and community.

This circular pattern has significance in a number of different religions including Buddhism, Hinduism, Catholicism and Islam. It is symbolic of the celestial circles – the earth, sun and moon as well as of the family, the community and microscopic organisms in nature.

When using the Mandala in workshops with young people arts-workers found they have a calming influence, encouraging contemplation and focus. The group at the Aaina Centre were particularly enthusiastic about the Mandalas. As a result of this, the idea was developed to link to the 'Five Ways to Wellbeing'. Young women at Aaina and Bluecoat School worked with the Cultural Sisters to develop their own motifs to express things that they enjoyed doing. The prototype motifs were then created using rubbers and lino cutting tools.



Creating a Mandala



The 'Five Ways' Mandala motifs

To create the final Mandala resource a set of five symbols for each of the five ways were selected and these were made up into rubber stamps and presented in a box along with a set of inks and teachers resource pack.

The Mandala resource tool has now been distributed to community groups and can be purchased by contacting Walsall Council Creative Development Team Tel: 01922 6531 14 or Email: artsintohealth@walsall.gov.uk or parkerr@walsall.gov.uk



'Five ways' Mandala sample

The colour selected for each way to wellbeing is based on a set of postcards produced by the New Economics Foundation. This colour coding has been used throughout the project;



Be Active	Blue
Connect	Red
Take Notice	Green
Keep Learning	Orange
Give	Purple

The Mandala Resource

Feedback from group leaders who have used this resource;

Good as an icebreaker for other activities, gets people talking

Good because you don't have to be artistic to do it, there's no right or wrong

A therapeutic activity.

It's a good thinking aid

I'm going to use it with my team as part of team training, it will contribute to wellbeing and timeout for the staff. (Team manager at Surestart)



The wellbeing cards are presented in a box illustrated above.

The idea of creating wellbeing cards came from young people at Aaina and Bluecoat who took part in the creative sessions. They suggested a visual prompt that could be displayed to help young people remember the 'Five ways' and identify their own ways of looking after their emotional health and wellbeing. These can be used in the classroom to develop discussion and also in conjunction with Hanaa and the Mandala resource. The pack of wellbeing cards contains 25 cards, 5 of each way to wellbeing. These are decorated with the Mandala stamps and colour coded in the same way. On the reverse of each postcard is a positive message about health and wellbeing in a famous quote followed by a wellbeing tip from the young people who took part;

Samples of the wellbeing cards

Give

'Think of giving not as a duty but as a privilege'

*John D Rockefeller,
American oil magnate & philanthropist*

Tip! One way to improve your emotional health and wellbeing

Smile at people you meet

Keep learning

'We all take different paths in life, but no matter where we go, we take a little of each other everywhere'

*Tim McGraw,
American country singer & actor*

Tip! One way to improve your emotional health and wellbeing

Are there any after school or local classes you could attend?

Be Active

**'If you set a goal for yourself
and are able to achieve it,
you have won your race'**

Dave Scott, American triathlete

Tip! One way
to improve your
emotional health
and wellbeing

Dance when you clean up
your room and laugh as
much as possible

Connect

**'One of the greatest things
about being a teenager is the
sharing, the closeness and
the great times you have with
your friends'**

Tip! One way
to improve your
emotional health
and wellbeing

Listen to those
you love

Take notice

**'Art does not solve problems
but makes us aware of their
existence. It opens our eyes to
see and our brain to imagine'**

Magdalena Abakanowicz, Polish sculptor

Tip! One way
to improve your
emotional health
and wellbeing

Be curious, remark on
the unusual & savour
the moment

At the end of the project the postcard packs were distributed to the young people involved in developing them as well as to other project partners. Dawn Hodges-Adcock, youth worker at the Aaina Centre has developed a further activity using the packs, inviting young people to create new postcard designs based on the pack expressing their personal inspirations and thoughts that can be added to the set.

5.3 Hanaa- Linking the 'Five ways to wellbeing' with different parts of the body

During workshop sessions The Cultural Sisters examined various creative ways of getting across the 'Five Ways' message. As part of another project, (a creative consultation with schools about emotional health and wellbeing) they devised a system of linking each way to a part of the body. Using this, a simple visual representation could be created which helped everybody to remember the 'Ways to Wellbeing'.

Keep Learning was represented by the head – specifically the hair.

Take Notice was represented by the whole face – reflecting how taking notice can involve sight, sound, taste and smell.

Give was symbolised by heart shape on the body.

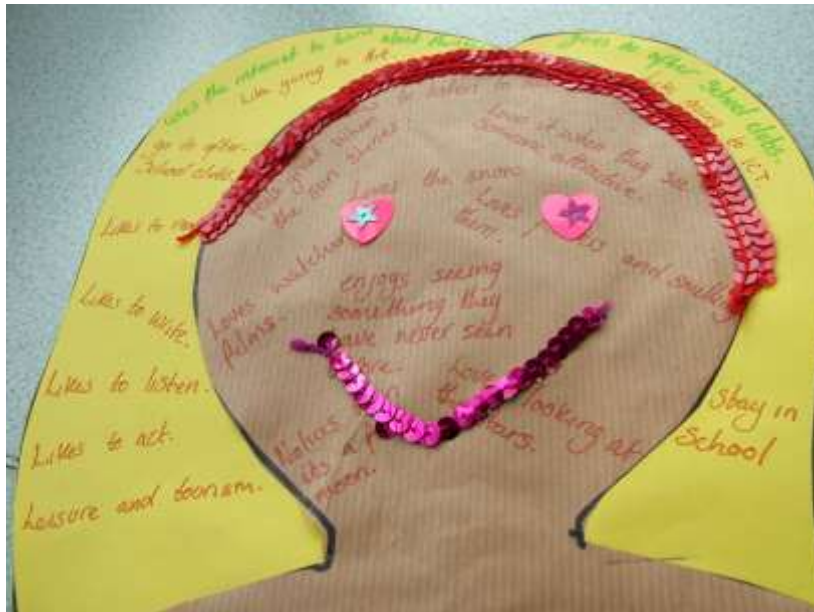
Connect was indicated by the arms and hands.

Be Active was linked to the legs.

A simple body shape was used as a tool to develop discussions and ideas about the activities young people took part in that were good for their wellbeing.

Participants were invited to write, stick or draw pictures on the various areas of the body to represent how they learnt, gave, took notice, connected and were active.

They continued to develop and refine these ideas throughout the project.



The Hanca template - Keep Learning (the hair) and Take Notice (eyes)

Be Active (the legs)

What do you do to keep active?





Creating a character and discussing what their 'Five ways to wellbeing could be'

As a result of the success of this technique, The Cultural Sisters were asked to develop a further visual resource that could be used in workshops, training events and in the classroom to pass on the 'Five Ways' message. The result was a larger than life-size tactile figure.

She was named, 'Hanad' meaning happiness and is now used in classrooms and at conferences. She has been handmade in textiles incorporating rich colour, texture and pockets that can hold leaflets.



The final Hanada resource is now being used in 'Feeling Good' creative sessions in Primary Schools as part of TaMHS. Pictured here at Castlefort Primary School

5.4 Banners



Four of the 'Five ways to wellbeing' banners produced by social care students at Bluecoat School and displayed at Walsall Wellbeing Festival October 2010

The idea of creating banners was developed with young people from Bluecoat Performing Arts College. These again were colour coded and provided an eye-catching and bold way of presenting a message about the 5 ways. The banners were a way of conveying the Five Ways to Wellbeing message to a large audience in the school. They can be used in assemblies and for community events.

5.5 Postcards and Wallchart

The wallchart illustrated below was developed for classrooms as a prompt about the 'Five Ways'.

5 ways to well-being

TAKE NOTICE
Take Notice – Enjoy the world around you. Look at nature and the changing seasons.

KEEP LEARNING
Keep Learning – Try something new. Learning is fun and makes you feel more confident.

GIVE
Give – Do something nice for a friend or family member. Smile. Say thank you.

CONNECT
Connect – with the people around you, with family and friends, at home and at school.

BE ACTIVE
Be active – Walk to school, run about outside, play a game, dance.

Meet Hanac - her name means happiness!
 Use this wallchart to remember the 5 ways to wellbeing.

Walsall Council | Living Well | Pooling Good | NHS Walsall Community Health | West Midlands Regional Assembly | Lottery Funded | Walsall Arts & Life Health

The Hanac wallchart is part of a set of six items produced by Walsall Council Creative Development Team designed to explore wellbeing with young people. Other resources include a Mandala set, Hanac library tactile figure and postcard set. For further information and to obtain resources contact the team via telephone 01922 401114 or via email: creative@walsall.gov.uk

The postcard below has been developed to be used in workshop sessions for young people to record their own steps to wellbeing and to take it home and pin it up as a reminder.

What are your 5 steps to well-being?

Use this table to record the activities you are involved in for each of the 5 ways.













Walk to school,
run about
outside, play a
game, dance.



Connect with
the people
around you,
with family
and friends, at
home and at
school.

Finally a set of 5 postcards to send were created, the wording was adapted to make it appropriate to children. These were given out to workshop participants as a keepsake and prompt about the 'Five Ways'.

6 Feeling Good project launch

This took place on the 20th of October 2010 at the Forest Arts Centre in Walsall



The day included brief presentations from some of the project partners. This photograph shows Walsall Council Sports Development Officer Jo Cox demonstrating how much sugar is contained in various drinks.

Sixty people attended the event and this included project participants from Bluecoat School, Apner Ghar and Aaina Women's Centre.

The Five ways to wellbeing banners created by young people at Bluecoat school were displayed, alongside the new 'Hanaa' resource.

There was also an opportunity for everyone attending to create their own Mandala using the new Mandala resource



The day culminated with the creation of a “human mandala”. Shapes for this had been created by participants at Bluecoat, these were large motifs (inspired by the Mandala stamps) to illustrate the ‘Five Ways’. The concept behind this was to create a Mandala circle with people. Jo Cox from Walsall Council Sports Development Team choreographed the routine, inviting participants to move around and display a motif that expressed something they enjoyed doing. The ‘Human Mandala’ routine was tested again with a group at Walsall Wellbeing Festival in October 2010.







Using the Mandala set with participants from Apna Ghar Day Centre

7 Conclusion and legacy

7.1 Impact on project participants – young people

Based on the evidence gathered from the ladder scores, comments from young people taking part and the staff supporting the project this work succeeded in raising awareness of emotional health.

Changes that took place because of Feeling Good:

Change	Evidence
Young people being aware of and talking about their feelings more	Discussions in sessions. Group leader feedback. Emotion faces, ladder and mini me activities. Young people initiated discussions in sessions.
Improved mood	Increased ladder scores. Young people commented that they looked forward to sessions and that taking part in them improved their mood.
Confidence and self esteem	Comments from young people and group leaders Young people taking part in presentations and passing on information to families and clients.
Learning new creative skills	Jewellery, bags, Mandalas, mini-me's and banners created

Change	Evidence
Learning from the Five Ways to Wellbeing Message	Young people talked about having a more positive way of thinking, some spoke of 'combating depression'. Comments also revealed an increased awareness of healthy eating and the importance of regular exercise.

Young people enjoyed developing creative skills in a relaxed and enjoyable environment.

The Five Ways to Wellbeing message was a key part of this and the focal point for the development of the resources produced.

The length of the project made it possible to be very flexible during the programme to accommodate the needs of the participants. This included arranging workshops at appropriate times whether in evenings, holidays or within the school curriculum. On-going evaluation took place so at various stages of the project sessions were adapted and changed in order to make improvements. There was also time to develop and test the resources in consultation with young people and staff.

These comments from young women at Bluecoat reflect some of the positive impacts on their lives after completing the programme;

I take more notice of the outside world, such as nature. I enjoy spending time in the sunshine

I now appreciate my family and friends a lot more – I smile more! –I look at food labels and sugar and salt content – I'm more aware of nature and its beauty

Always smiling – making other people smile along. Connecting more with people, talking to them and making them feel better

I have become more active and I don't get bored because I create things. I also look at everything in a positive way.

7.2 Impact on project participants -staff and artists

The project has also had a lasting impact on the artists delivering the programme and the staff that have taken part;

I have become aware of the impact of 5 simple actions, it has impacted on the way I think about all of my projects
Deborah Rogers

We have incorporated the creative tools introduced by The Cultural Sisters into all of our work
Dawn Hodges-Adcock Aaina Women's Centre

The Feeling Good Project has left a lasting impression on the GCSE Social Care students. It has raised their awareness of emotional wellbeing and boosted their confidence. They are now using many of the techniques introduced with their clients.
Yvette Saunders Bluecoat School

7.3 Resource development

The project exceeded expectations in relation to its aim to create a tool or resource to help engage with young people around wellbeing. A total of 6 resources were developed.

The Mandala Set, Wellbeing Postcards, Hanaa figure and Hanaa Postcards and wallcharts have helped to make the 'Five Ways to Wellbeing' memorable for everybody taking part and are now used in Walsall Borough and beyond.

In particular the Mandala set has been used widely and reached a far wider audience than initially anticipated. Through feedback gathered with staff, artists and young people the following uses have been identified;

- A starting point which got young people talking about mental health and wellbeing (at Aaina, Bluecoat, Walsall College).
- For staff training in order to improve wellbeing in the workplace (Surestart Blakenall).
- As a drop in activity at health awareness events (Walsall Wellbeing Festival, Breastfeeding awareness events and Migrant Community Drop In).
- An activity to engage families and bring different age groups together (NHS Walsall Patient involvement).
- With mental health service user groups as part of a wider exploration of the Five Ways to Wellbeing (Telford Mind)
- As part of a gallery and museums programme exploring wellbeing and linking with collections (Shrewsbury Museum)
- As an evaluation tool during a project, in order to find out about changes improvements to wellbeing. For example ask participants to create a Mandala based on their personal

ways to wellbeing at the beginning of a project and then again at the end.

-At conferences and events as advocacy for an arts and health approach – helping to engage people (Praxis Regional Arts and Health Network and Big Lottery Wellbeing Living Well events)

-It uses simple imagery which can help to engage with groups without English as a first language, such as Migrant Communities and other minority ethnic living in Walsall (Apna Ghar Elders Day Centre)

7.4 New Ways of working

Partnership development

The partnership between Sports Development and the Creative Development Team at Walsall Council worked effectively to combine a programme of arts, physical activity and healthy eating sessions. Workers from both teams attended all the sessions which greatly enhanced their knowledge and helped to integrate the subject areas. As a result they have continued to work together to deliver a wellbeing programme in two primary schools in Walsall as part of the Walsall TaMHS initiative.

Evaluation tools and techniques

Evaluation methods and wellbeing indicators from the project such as the ladder tool and emotion faces continue to be used by the Cultural Sisters, the Creative Development Team and the Aaina Centre in other projects.

Sharing Good Practice

The creative ideas developed around the 5 ways to wellbeing and the new resources created have been

significant to the development of Arts into Health projects at Walsall Creative Development Team.

It has created a focus for Walsall Wellbeing Festival over the past 3 years. They have also inspired the development of the recent TaMHS work in primary schools and a new resource for key stages 2 and 3; an interactive CD Rom entitled, 'The Wheel of Wellbeing'.

Supporting Bid Development

Following the creative arts sessions at Aaina Women's Centre the Cultural Sisters were approached to design and deliver a bespoke consultation session to gather local community ideas around the development of a community garden space. The findings were used to inform a successful bid to Groundwork Big Lottery Grant. As a result a new garden at the centre has been planned.

Further Commissioning

As a result of staff being pleased with the results of the Feeling Good sessions at Bluecoat School, The Cultural Sisters were invited to deliver a peer mentoring programme at the school. These sessions planned in conjunction with the school were structured around the 'Five Ways to Wellbeing'. The aim of the scheme was to equip peer mentors with the skills and awareness to support their role.

Further funding through TaMHS has enabled a continuation of the work. New 'Feeling Good' programmes, bringing together creative workshops and physical activity and linking with the 'Five Ways to Wellbeing' have taken place at St John's and Castlefort primary schools in Walsall. During this project the 'Five Ways to Wellbeing' message has been adapted for a younger age group and the Hanaa Postcards and Wallchart have been developed to distribute in schools.

7.5 Further information and contacts

Walsall Healthcare NHS – Healthy Lifestyles (previously Walsall tPCT Health Promotion)

www.walsallhealthcare.nhs.uk

Walsall Creative Development Team

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