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Evaluation of a community circus skills programme at Dargaville Primary School

Prepared by Rachael Trotman

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Executive Summary

This report presents the evaluation findings for an eight week community circus skills programme during May and June 2012, provided by Circus Kumarani to pupils of Room 17 at Dargaville Primary School. This is a class of 28 girls and boys aged from eight to ten years.

The aims of the circus classes were to teach the children new skills, build their confidence and self-esteem and improve their motor skills, social skills, fitness and body awareness. The programme also aimed to encourage teamwork, leadership, trust and friendships among the children. The classes provided a focus for the school's learning module for that term, which was about movement and the language of movement. The classes were provided free of charge by Circus Kumarani.

Seven circus skills classes of one hour and a half long resulted in the eighth week in a performance of the skills learnt to the whole school, with the families of the children invited to attend. Written consent for the children to take part in the programme was gained from parents, as well as parental permission to publish photos or DVD footage of their children doing circus skills.

Evaluation objectives are to identify the perceived benefits and impacts of the programme for the children and lessons for future school based circus programmes.

Evaluation methods were before and after ratings and assessment by the children against a range of elements such as coordination and confidence; feedback from the children halfway through the programme; photo based feedback where children took photos during the classes and then described the photos in words; a phone interview with the class teacher and a face to face interview with the Circus Kumarani teachers at the end of the programme.



Around half of the children had had no experience with circus before and 70 percent (20 out of 28) rated themselves as having low levels of circus experience. Learning circus skills was the main thing the children wanted from the classes when they began.

At the end of the programme, half of the 19 children who responded said that their communication with others had improved and around a third stated that their confidence, coordination, concentration, comfort in a group and balance had improved.

The words most commonly used by the children to describe their circus photos were concentrating, fun, movement, learning, balancing, watching, teamwork, smiling, happy, spinning and awesome.

All but one of the children wanted to keep doing and learning circus skills. What children liked the most from the programme was learning new skills, having fun, working as a team with their class mates, growing in confidence and improving their concentration.

Parents and the other children in the school loved the performance put on by Room 17 at the end of the programme. The nine parents responding all enjoyed the show, noting that they liked seeing the children having fun and enjoying themselves, testing themselves, participating, achieving, performing so confidently and having a good experience. Some parents noted that their child grew in confidence from the programme, had fun and loved trying new things and being a part of something. Parents expressed appreciation for the opportunities and experiences provided by the circus programme for their children and supported more of this kind of activity occurring.



Of the fifty children in the audience who commented on the show, the majority response was that it was 'awesome', entertaining, fun, well done and that many new skills had been learned. Forty (80 percent) of these children said that they would like to learn circus skills and 41 (82 percent) that they would like to take part in a show like this.

The class teacher Jo noted that the children in her class had grown in pride and confidence from the programme, had improved their coordination and motor skills and that teamwork and relationships among students had been enhanced.

The school reportedly supports having ongoing circus classes but the barrier to this is funding – without external funding circus classes won't continue, as the school won't ask families to fund it or use school funds that are tagged for other purposes.

The performance was considered a non-threatening way to bring families into the school, and some families attended who would not normally have come to the school. The classes reportedly broke down barriers among the children, provided a means for everyone to shine, made everyone feel important and got the class working together. Circus is now used as a reward for students in Room 17. The teacher notes that she has learnt the value of getting the children doing physical activity through circus and trying new things.

For the Circus Kumarani team, highlights of the programme were the benefits for the children in terms of confidence, having fun, their enthusiasm, the way the children

overcame fear and challenges, took risks, grew in fitness and coordination, supported each other, concentrated and learnt about how to stage and perform in a show. It also strengthened the relationship between the school and its community, by drawing parents to the school for the performance and enhancing the school's profile with parents and families.



The class teacher and school were considered great to work with and a safe and supportive environment was created for the children to try, succeed and fail at various skills. It was a challenge putting on a performance after only 7 weeks of classes and more practice time and a dress rehearsal would have helped, but everyone worked together to create a good performance.

In future the Kumarani team would ask parents and families to help and volunteer, add a dress rehearsal and seek a bigger and less noisy venue than the school's hall to have classes and the performance.



Overall, the programme was considered to have created good profile for the school in terms of being open, creative and progressive, created good profile for Circus Kumarani in the community, provided a positive way for families and the school to connect but most of all, to have led to good experiences and clear benefits for the children involved.

This evaluation indicates strong support from children, families and the school for more of these kinds of programmes to be provided, as long as appropriate funding can be found. Benefits for the children are immediate and clear and circus is also a positive means to connect families and schools and to raise the profile and reputation of schools in communities.

Introduction

This report presents the evaluation findings from a community circus programme provided by Circus Kumarani over eight weekly sessions to Room 17 at Dargaville Primary School, during Term Two (May and June 2012).

The evaluation of this programme was funded by the Lotteries Community Sector Research Fund, as part of a wider research project seeking to support the development of community circus in New Zealand. This research project is a partnership involving Circus Kumarani in Dargaville and researchers' Rachael Trotman and Alex Woodley.¹



¹ See the Circus Kumarani www.circuskumarani.co.nz and Auckland Community Circus www.communitycircus.co.nz websites for research findings to date. These relate to an online survey of the New Zealand community circus sector (2011) a literature review on community circus (2012), stakeholder interviews with national and international community circus experts (2012), and evaluations of three other circus programmes (2012).

Background

Circus Kumarani can see the benefits of providing circus skills programmes in schools and saw an opportunity to evaluate a schools programme as part of the Lotteries funded research project above. The local schools' social worker knew Circus Kumarani was looking for a class to approach and connected them with the teacher of Room 17 at Dargaville Primary School in March 2012, regarding the possibility of providing a circus skills programme for that class.

Dargaville Primary School was delivering a learning module during Term Two based on movement as part of its curriculum and a circus programme was considered to be a good fit with this learning module. Thus the School agreed for this class to take part in the programme.

Each Friday afternoon from 1.30pm to 3pm, from 11 May to 29 June 2012, a one and a half hour circus skills class for children in Room 17 at Dargaville Primary School, was provided by three Circus Kumarani community circus teachers. This class has 28 children aged from eight to ten years, with nine children in Year Four, nine in Year Five and ten in Year Six. Fifteen were male and 13 were female, with the following ethnic backgrounds:

Ethnicity	Number
NZ European	15
Maori	9
Tongan	2
African	1
British/Irish	1

The objectives of the circus classes were to:

- Teach the children some new skills.
- Build the children's confidence, body awareness, communication and social skills, motor skills, fitness, perseverance and self-esteem.
- Support the children to learn about teamwork, leadership and responsibility, and build trust and friendships among the children.
- Provide a focus on movement and the language of movement for the children, which was the school curriculum's learning module for that term.

The classes culminated in a performance of the skills learnt to the whole school on 29 June 2012, with families of the children invited to attend. The programme was provided by koha (gifting), with around \$160 raised through a gold coin entry for families to the performance.

Evaluation objectives

Objectives of the evaluation are to identify:

1. Perceived benefits and impacts of the programme, for the children.
2. Lessons from this evaluation for future school based circus programmes, including what could be improved.



Methods

Permission to take part in the classes was sought by letter to each child's parent, carer or family. This letter also sought permission to publish any photos or film footage taken of their child for the purposes of the research project, via the evaluation. DVD footage of the performance is accessible on the Circus Kumarani website www.circuskumarani.co.nz. The methods used in the evaluation were as follows.

Method	Description
1. Participation data	Attendance records for each class and the performance Information on gender and ethnicity
2. Baseline self-assessment by the children	At the first class each child was asked to complete the form attached at Appendix One. This asked the children to rate the level of past experience they have had with circus skills, one thing they would like to get out of the classes and to rate themselves from one to ten against a range of elements such as confidence, persistence, concentration and coordination
3. Group discussion part way through the programme	Small group discussion with the children on: <ul style="list-style-type: none"> ■ what they like about the classes so far ■ what they are learning ■ what they want to get better at in terms of circus skills ■ how to improve the classes ■ the single best thing for them so far
4. Photo based feedback	At one of the classes the children were paired up, with each child asked to take a photo of the other doing circus skills. Then each child described their own photo in words and wrote this down
5. Audience feedback	Written feedback was sought from children and families watching the performance (see Appendix Two for the questions asked)
6. Key informant interviews at the end of the programme	Individual phone interview with the class teacher and a face to face group interview with the Circus Kumarani teachers

7. Participant assessment at the end	The children completed the form attached at Appendix Three at the end of the programme, which asked them to rate again the elements they were asked about at the start of the classes, plus the most important thing they gained and whether they would like to continue learning circus skills.
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The feedback above was collected by the circus teachers, the class teacher, Circus Kumarani Project Manager and the author, who collated and analysed the results.

Findings

Class attendance was almost 100%, with only three absences recorded due to illness. Note that the children did not always complete every evaluation question.

Rating of previous experience with learning circus skills

Figure 1: How much experience have you had learning circus skills?

1= None at all	2	3	4	5	6	7	8	9	10= Very experienced
12	3	1	1	3	1		1		1

Of the 23 children who completed this question, around half or 12 had no experience of learning circus skills before. Twenty of these children (87%) rated themselves as having low levels of experience (5 or less).

One thing they wanted to get out of taking part

The children were asked to share one thing they would like to get out of taking part in the circus skills classes. The responses all focused on learning or getting better at particular circus skills, with the most popular being juggling, learning to unicycle, diabolo ("the cup thing on a string"), gymnastics and tight rope walking. One child noted wanting to be more confident, two wanted better coordination and another stated that "I want to keep trying even when it is hard".

Before and after ratings

In the first class and after the programme ended students were asked to rate themselves on the following elements. Of the 19 students who completed both before and after ratings, the results are given below, presented in order of elements which had the highest rating in terms of improvements after the circus programme.

Aspect rated	Lower	Higher	Same
I communicate well with others	4	9	6
I am confident	1	7	11
I have good coordination	3	7	9
I can concentrate easily	6	7	6
I am comfortable in a group	1	6	12

I have good balance	4	6	8
I like to try new things	1	4	11
I work well with others	4	4	11
I keep trying even when it is hard	4	2	13

Half of the children responding said that their communication with others had improved after the programme. Around a third of the children said that their confidence, coordination, concentration, comfort in a group and balance had improved.

Conversely, a third of the children rated their ability to concentrate easily lower after doing the programme.

Group feedback halfway through the programme

As part of the session midway through the programme (28 May 2012), the children were asked for their feedback on the questions below.

What do you like about the class so far?

The most common responses here were “everything” (6 responses), that they are fun (4 – one child said the classes were “fun and scary”), learning new stuff (3), or learning particular skills such as diabolo, unicycle, spinning plates, tightrope and balance.

Other things the children liked were “Being in groups with people helping me”, “[The teachers] being nice to me” (2), “The way we [the class] work together”, “That they [the teachers] give up their time to teach us so we can learn more circus stuff every Friday”, “That we have the time to learn about their skills” and “I like it because I got better at a lot of stuff”.

What are you learning?

Most commonly mentioned things learnt were new specific circus skills, such as balancing (7), acrobatics (5), circus skills/new skills (5), how to ride a unicycle (5), juggling (4), spinning plates (2), diabolo (2) and the tightrope (2). Two children noted that they were learning to concentrate better.

Other things learnt were fun, safety, listening (2), how to be quiet and “How to be patient at working together”.

What do you want to get better at?

In order of highest mention children wanted to get better at unicycling (11), juggling (5), spinning plates (5), tightrope (3), diabolo (3), balancing (3), circus skills (2), acrobatics, rola bola and “everything”.

How can the classes improve?

The main comments here were the need for the children in the class to listen more (8 responses) and that the class rather than the teaching needed to improve (6):

"You are doing great it's us that needs to improve", "They [the teachers] can't improve they are at the max".

"The classes are amazing I think we need to improve".

One student mentioned the class could improve by "Teaching us technique and we can teach them English" (two of the teachers have French as their first language).

What is the single best thing for you so far?

"I appreciate what you are doing for us we love it".

In order of highest mention the single best things were spinning plates (6), diabolo (5), balancing on the tightrope (4), rola bola (2) and the globe, circus skills, balancing, unicycle, acrobatics, tightrope, juggling. Most students expressed appreciation:

"I appreciate all the encouraging and helping".

"I appreciate them teaching us different activities and they are good people".

Photo feedback

During one of the sessions children took photos of each other doing circus activities and each child was asked to share words that come to mind when looking at their own photo. These are the words that they put on their photos:



Words in order of highest mention were concentrating (12), fun (6), movement, learning, balancing, watching (4 each), teamwork, smiling, happy, spinning and awesome (2 each).

Post programme feedback from the children

What did you like most about the circus classes this term?

Most frequent comments here were “everything” (5), the things that we learnt and did (4), spinning plates (4), diabolo (4), that the classes were fun, working with my class and having fun, “That we got to do circus stuff” and “That you helped us”.



What did you like least about the circus classes this term?

Things people liked least were certain circus skills (juggling, spinning plate, unicycles “because they were hard”), that “everyone was loud”, “that they [the classes] stop”, and “when you tried to do something and you couldn’t do it”.

Please tell us the most important thing you got out of taking part in these circus skills classes

The most important things gained were new skills (8), fun and excitement (4), listening to the circus teachers (3), concentration, confidence, working with others, and meeting “cool people I like”.

Would you like to learn more circus skills (and if yes, please tell us why)?



All but one of the children said they would like to learn more circus skills, because it is fun (9), I want to get better (3), I like learning new things (3), I like to try new things (2), because I feel good doing it (2), you get to find your hidden talents and “I’d like to learn more circus skills because I love circus skills”.

Family feedback on the performance

Nine families provided feedback on the performance as follows.

Did you enjoy the show today?

All of the parents commenting enjoyed the show, with reasons given as follows in order of most mentioned:

- It was fun and the children enjoyed themselves
- I like to see kids trying new things and testing themselves
- All the children took part and achieved something
- These kids are so talented!
- It was great to see the children performing so confidently
- It was a good experience for the kids.



What did you like the most?

Comments here were "All of it!", the smile on the kids' faces, costumes, great atmosphere, spinning plates, tightrope, team, globe, hula hoops and diabolos.

What would you have improved?

Two people noted trouble hearing the MC and aspects of the show (one of the class children was the MC and having a microphone would have projected her voice to enable all of the audience to hear her).

Have you noticed any positive impacts on your child participating in this programme?

Eight of the nine respondents commented that yes they had, with impacts noted being increased confidence, having fun, trying new things, being involved and a part of something and that their child was "very enthusiastic about the whole opportunity".

Further comments

"It would be neat if all the kids [in the school] could have a go at these things".

"I think it's great, it teaches team work and confidence to try new things out of their comfort zone, well done!"

Additional comments included giving thanks for the children having this opportunity and for the work done, keep it up, it was excellent, impressed with the kids participation and "It's great to see everyone building their self-confidence".

Children's feedback on the performance

Fifty children provided feedback after the performance as follows.

What did you like most about the show?

"The amazing talent in circus acts".

The most commonly mentioned 'likes' were specific acts and skills, with acrobatics (13), the human pyramid (9), the big globe (9) and spinning plates (8) most popular. Other



likes were how confident the children were and "The fact that they never broke character and never gave up".

What could have been done better?

Nine children felt that nothing could have been done better. Six children noted that practicing a bit more would have helped and

others noted that specific skills and acts could have been done better. Two children would have liked to have seen more tricks and one thought it would have been good to have asked for volunteers from the audience.

Would you like to learn circus skills?

Forty of the children (80%) said yes they would like to learn circus skills, six said no (12%) and 4 said "maybe" (8%).

Would you like to take part in a show like this?

Forty one of the children (82%) said they would like to take part in a show like this, seven said no (14%) and one said "Not really but that's only because I'm shy about it".

Anything else you want to say about the show?

"It was mind blowing amazing, I would like to see it again could you put it on you tube?"

"Can I do it?"

Most responses here were that the show was "awesome/ cool/fantastic (17), entertaining, fun, done well and fun with many skills being learned.

Teacher Feedback

An interview was held by phone with Jo, the teacher of Room 17 in August, after the programme had finished. When asked how the programme came about, Jo said she was approached by the local schools social worker, who knew that Circus Kumarani was wanting to do a schools programme and recommended Jo's classes due to the different ages in the class and the varied backgrounds the children come from, as well as the match with the curriculum focus for the term. The Circus Kumarani Project Manager was then introduced to Jo and the class took shape from there.

Benefits from the circus class

"The kids were buzzing after the show, they were so proud of themselves. The kids are entering more things, getting out there, they are more confident, sharing work at assemblies; I think this is a spin-off from the circus. The girl who MC'd the circus

show has put up her hand to MC the whole school kiwiana concert which will fill the Town Hall. Plus two girls and boys from my class are prepared to sing at this show – I put this down to the circus programme”.

Jo described the benefits for the children from the programme as being improved motor skills, better teamwork, increased confidence for the children from doing a performance together and she noted that the children put on a great show and kept smiling and supporting each other. The children still use the diabolos and spinning plates and two children have joined Circus Kumarani’s after school programme, as well as one of their siblings. Jo also showed the class a DVD of the performance, which was a great introduction to the next topic of the class – ‘potential’ – showing the children the potential when they support each other.



Benefits to the school included the children enjoying the show and looking up to their older siblings performing, which encourages them to perform. The other teachers reportedly “loved it”, but a barrier to doing more circus classes is funding. “We keep asking families for more and more money, the funding can’t come from families. If there is no external funding it won’t happen, even though senior staff are supportive”.

Perceived benefits for families were that the performance drew a big crowd and was a non-threatening way to bring families into the school and support their children - this was described as a major benefit. Jo noted that some of the parents who attended wouldn’t have come to the school normally.

What were the best things about the programme?

Jo described the best aspects of the programme as being the commitment the children showed to learning the circus skills, including practicing in their spare time and a roster being created so they could all use the equipment. The way the children worked together was another perceived highlight: “The programme broke down ‘boy/girl’ barriers and they did a pyramid together no problem. The children worked together as a whole class...the quieter children could shine and we made sure that everyone felt important in terms of their part in the programme”.

Lessons

Jo has learnt the importance of getting the children doing physical activity and trying new things. She now uses hula hooping as an incentive to get their work done, by using hula as a reward. The circus programme has reportedly resulted in healthy competition as to who can do this trick or that.

Jo feels that the children are now being more responsible for their learning and behaviour in the class, such as listening and showing respect. The Circus Kumarani teachers ensured that the class responded well to the 'movement' curriculum and the programme fitted perfectly with that theme.

One thing Jo would have done differently is making more time for practicing – she had been worried that the show would be a flop but it wasn't: "I am amazed how it came together as the children worked together and supported each other".

The children reportedly enjoyed doing the evaluation, which was built into the programme – the best aspects of the evaluation were considered to be taking the photos and describing them and the DVD: "The kids loved seeing themselves".

Circus Kumarani Feedback

A face to face group meeting was held on 9 July with the four Kumarani staff who were involved with the programme, three of whom were the teachers and the fourth was the Kumarani Project Manager who liaised with the teacher and attended some sessions.

How do you feel the programme went?

People felt the programme went well overall, with a good structure, which they had ensured by planning out the programme in terms of what would be covered each week.

Highlights

A perceived positive of the programme was that the class teacher was easy to deal with and gave the circus teachers free rein. The school was also considered to be open and trusting and allowed Kumarani to "do its thing", and the programme was considered to be great in building a positive relationship between Circus Kumarani and Dargaville Primary School. Some of the children wanted to go to Circus Kumarani or wanted them to come to 'their place'. Circus Kumarani received feedback that other schools and children were interested in doing circus, however this was anecdotal and no formal approaches from schools were received. A suggestion was made by Kumarani staff to families to request such experiences through their school.

The children were a perceived highlight for the Kumarani teachers, with many coming a long way from having very little coordination to developing much improved motor skills. One boy didn't want to do the show right up to the day of the performance but in the end he did it and was very happy with himself. "The kids underestimate themselves, we push them and they do it. The kids found it fun, they enjoyed the challenges and built their confidence".

The class teacher also supported the children to push themselves, she was straight and direct and firm with the children, providing good discipline. The children took risks and didn't mind about failing – the circus teachers made sure the children didn't mock each other and stressed the importance of teamwork.

Other highs were the good feedback from parents after the performance and the way the performance brought families into the school (some of whom hadn't been before). Some of the parents came up to the circus teachers afterwards and said "What you are doing is amazing". Parents were able to see their child/ren through a different lens and this reportedly "opened the eyes" of some parents as to what their child/ren could do.

Other key highlights were:

- The teamwork amongst the children, especially working together to create the pyramid
- Increased self-confidence of the kids
- The children listened and focused on the activities
- Integrating the programme into the school 'movement' curriculum was a highlight – using the language of movement worked really well and was a great way to teach the kids a 'dry' topic
- Using humour to teach was a highlight: "We can use circus to teach anything, maths, physics..."
- Everyone was there and into it, everyone could find something to achieve in, including overweight, shy or 'challenging' children
- Many children overcame fear and challenges: "We saw lots of cases of children thinking they couldn't do that, then they could, so overcoming challenges and fears and building confidence was positive"
- Having a good structure worked, "Showing the children that circus isn't chaos, we had a warm up and told them what was happening up front" – the circus teachers also started broadly, giving the children a taste of all the skills and then narrowing down to focus on each one
- The programme brought physical activity to the children, which provided a broader concept of sport ("Circus is an undercover sport"!)
- The children learnt about performing and what goes into staging a show. They also learnt new skills: "The first few weeks was fun and games, then they got to the hard edge of staging a show".

During the programme Kumarani brought in overseas travellers, who were visiting at the time, which gave the children a greater world-view and exposure to performers and enthusiasts with various skills (Circus Kumarani often hosts international circus performers). "Who knows what connections got made there [by having international visitors come to the classes], they showed different ways to do circus – circus is good for

bringing in that international influence". The class was considered to have got good value from the programme, including the presence of these international volunteers.

Lowlights and what we would have done differently

The school hall venue for the classes and performance was noisy and too small and two classes were held in a local church hall, with the rest in the school hall. It was frustrating at times when some of the children had low motivation, also children should have been told to bring spare clothes and shoes as they got hot and dirty at times practicing.

There was no dress rehearsal so aspects of the performance were 'loose' and with time could have been more structured - plus there was some pressure to achieve all they did within an eight week programme. Communication among the Kumarani team could have also been clearer at times.

If they could have done the programme over again Kumarani would have given more structure to the programme and the performance. They would also have asked parents and families to help and volunteer, though this could have some disadvantages depending on the child and family involved (for example if a parent was not constructive). A fine balance is also needed between humour and looseness and the discipline and structure needed to create and perform a show.

Benefits from the programme

For the children the main perceived benefits of the programme were improved self-worth and confidence, learning new skills, improving motor skills, team work among the children and learning through having fun. Children also received affirmation and praise from parents and teachers.

For the teacher and the school the benefits were considered to be that the teacher actively engaged in the programme and gained a lot of material for her planning, including art work and evaluation findings. The teacher also got to 'rediscover' some of her children, to see more of their capability. Jo can now use doing circus as a reward and incentive for the children – if you complete all your work you can do some diabolo or hula hooping. Other children now want to do circus and the programme was considered to have provided a good profile for the school in terms of being seen as creative, open and progressive. It provided a positive way for the school and the families to connect.

The programme also built support for Circus Kumarani and increased its profile in the community. The children all wrote thank you cards to the Kumarani team at the end of the programme.



Evaluation of a community circus skills programme at Dargaville Primary School

Lessons

For the Kumarani team, this school programme has confirmed the value of circus in schools: "When the school is on board and the school and circus group respect each other and give each other the room to do what they want it works very well".

"In all school programmes everyone loves it but we don't get invited back – it's just a funding thing".

Evaluation was considered to give credibility to the programme and its findings can potentially support sourcing funding for future school based programmes.

Appendix One: Learning Circus Skills – Self Assessment Form #1

Name: _____

I am in (circle one): Year 4 Year 5 Year 6

I am a (circle one): Boy Girl

How much experience have you had learning circus skills? Please rate out of 10

1 = None at all

10 = Very experienced

1 2 3 4 5 6 7 8 9 10

Please rate yourself out of ten on the following, where one is the lowest and ten is the highest.

I have good coordination

1 2 3 4 5 6 7 8 9 10

I have good balance

1 2 3 4 5 6 7 8 9 10

I am confident

1 2 3 4 5 6 7 8 9 10

I like to try new things

1 2 3 4 5 6 7 8 9 10

I am comfortable in a group

1 2 3 4 5 6 7 8 9 10

I work well with others

1 2 3 4 5 6 7 8 9 10

I communicate well with others

1 2 3 4 5 6 7 8 9 10

I keep trying even when it is hard

1 2 3 4 5 6 7 8 9 10

I can concentrate easily

1 2 3 4 5 6 7 8 9 10

Please tell us one thing you would like to get out of taking part in these circus skills classes

Thank you!

Appendix Two: Audience Feedback

Forms were handed out on the day (29 June 2012) to children and parents/carers watching the performance, for them to fill out at the end.

Questions for parents/carers/teachers watching

- Did you enjoy the show today? If yes please tell us why, if no please tell us why?
- What did you like the most?
- What could we have improved?
- If you are a parent, teacher, carer or family/friend of any of the performers today, please let us know if you have noticed any positive or negative impacts during their participation in this programme (eg behaviour, attitude, sleep etc)
- Are there any other comments that you would like to make about today's show?
- Are there any comments you would like to make about the circus skills programme?

Questions for other children watching

- What did you like the most about the show?
- What could have been done better?
- Would you like to learn circus skills? [Should we ask their full name if yes?]
- Would you like to take part in a show like this? [Should we ask their full name if yes?]
- What was the best thing for you about this show?
- Anything else you want to say about the show or the circus skills programme?

Appendix Three: Learning Circus Skills – Self Assessment Form #2

Name: _____

I am in (circle one): Year 4 Year 5 Year 6

I am a (circle one): Boy Girl

What did you like most about the circus classes this term?

What did you like least about the circus classes this term?

Please rate yourself out of ten on the following, where one is the lowest and ten is the highest.

I have good coordination
1 2 3 4 5 6 7 8 9 10

I have good balance
1 2 3 4 5 6 7 8 9 10

I am confident
1 2 3 4 5 6 7 8 9 10

I like to try new things
1 2 3 4 5 6 7 8 9 10

I am comfortable in a group
1 2 3 4 5 6 7 8 9 10

I work well with others
1 2 3 4 5 6 7 8 9 10

I communicate well with others
1 2 3 4 5 6 7 8 9 10

I keep trying even when it is hard
1 2 3 4 5 6 7 8 9 10

I can concentrate easily
1 2 3 4 5 6 7 8 9 10

Please tell us the most important thing you got out of taking part in these circus skills classes

Would you like to learn more circus skills? If yes, please tell us why – if not please also tell us why not?

Thank you!