



Performing Local Places:

EARTHED

**A Report for The Royal Central School of
Speech and Drama**

February 2017

Oldham Council Business Intelligence Service

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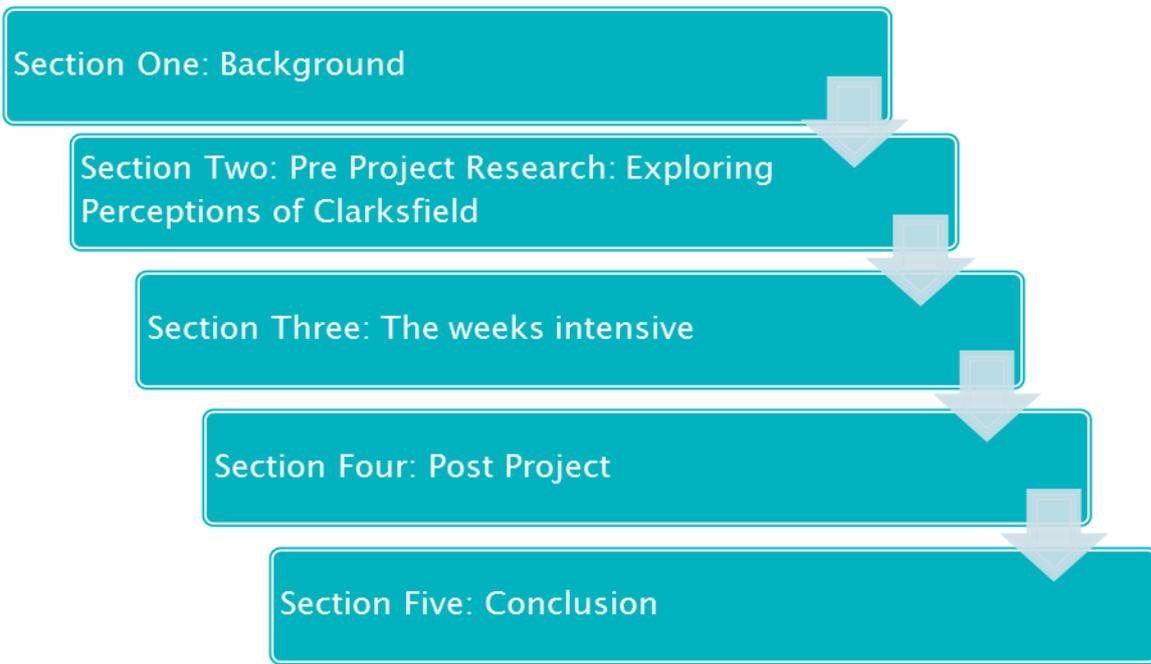
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About this Report

This report aims to evidence the impact of the programme of events conducted under the EARTHED banner in the week 6-10 September 2016. It uses evidence collated from the mixed methodology to thematically describe any impact. Broadly the report covers the following:



Acknowledgements

The author Paul Shelmerdine would like to thank:

Professor Sally Mackey and the rest of the Performing Local Places project team for allowing the evaluation team¹ access to the project. I would like to thank the evaluation team for all their contributions and hard work during the course of the evaluation. Mostly, I would like to thank all the residents who took part in the week's events and those who contributed to this evaluation.

Extracts

Some sections in this report are taken from documents provided by Mackey, Becky Proudfoot, Adelina Ong and other members of the Performing Local Places project team. These are shown in italics.

Project milestones

Figure one below provides an outline of the key project milestones.



Figure 1: Key Project milestones

Section One: Background

The Project

Performing Local Places or EARTHED as it became known in Oldham was commissioned by Oldham Council in response to council priorities in advocating stronger communities and community cohesion. The project is funded by the Arts and Humanities Research Council (AHRC), Oldham Theatre Workshop and the Royal Central School of Speech and Drama, University of London [Central].

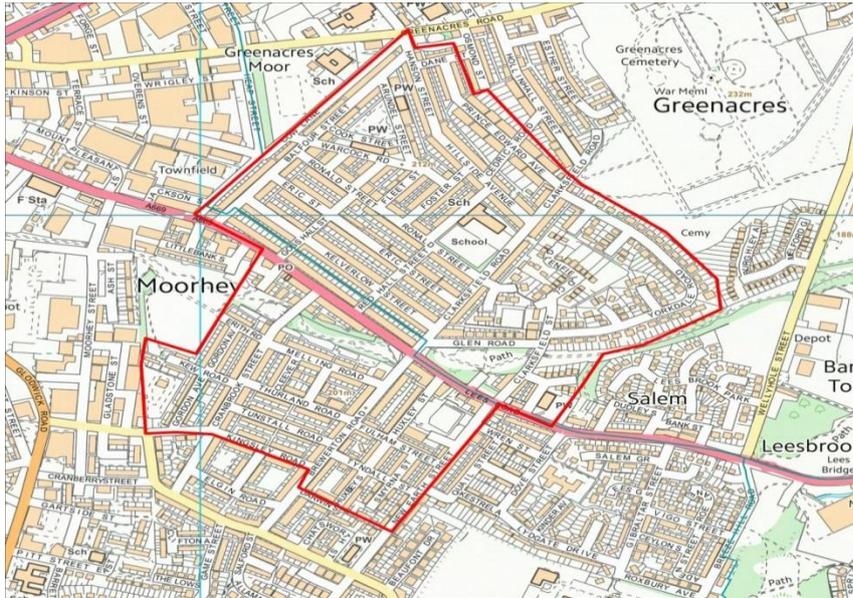
The main aim of the project was to ease potential community frictions between existing residents and more recent groups settling in Clarksfield. The project intended to make use of, expand and develop performing place practices where physical places are subverted, shifted, given profile and reframed through a range of different kinds of 'performance-related' events. Such activities re-engage people with their locality and environment, easing and improving people's feelings in their location. Developed by Professor Sally Mackey (Mackey) from Central, success with performing place practices had been achieved previously in Oldham with 'drop-in' migrants in a project called Challenging Place, also funded by the AHRC. (www.performingplaces.org)

The Project's Fictional Narrative

A narrative was developed to frame the week's intensive arts project. Two visitors and their baby - beings from another planet – were teleported down from their spacecraft into Clarksfield as part of a scheduled stop in their space journey. They were tourists, seeking knowledge and experience of Clarksfield as well as finding fuel for their spacecraft. Fuel was gathered – or 'sucked' - from positive energy to be found in people and the area. At the end of the week, they would return to their spacecraft from a launch pad to travel home. This narrative served several functions:

- *Welcoming 'Alien Characters' to Clarksfield — a key metaphor for a source of tensions in Clarksfield. These 'Alien Characters' represented a new stranger presence in Clarksfield, potentially bringing others in Clarksfield together to welcome new people;*
- *Inviting positive responses to the area as 'fuel' was collected*
- *Seeing the place of Clarksfield afresh through 'Alien Characters' eyes*
- *Changing the landscape as the Alien Characters innocently placed themselves in it or 'decorated' it differently – thus refreshing it for residents*
- *Offer a focus – a spectacle – for families and neighbours to talk about and engage with*
- *A source for arts and creative work within outreach workshops in schools and community halls.*

About Clarksfield



GIS Map 1: Map to show geographical area of Clarksfield

Clarksfield is situated approximately a mile east of Oldham town centre. The area in itself is difficult to define geographically. Unlike other areas of the town there are no official borders and the perceptions of such change from one resident to the next. The area is geographically divided by Lees Road into upper and lower Clarksfield

The 53 streets identified as Clarksfield cover an area of approximately 0.16 square miles and include 1824 properties. The housing mix in the area consists heavily of 1930s' "two up-two down" back to back terraced housing. Housing is amongst the cheapest in the town and take up of private rented housing is high with a short term transient population evident.

Community facilities are mostly to the upper side of the area where there is a primary school, a park (Peanut Park) and a mosque. There are no community centres that are not religiously affiliated. Shops are accessible to both sides of the area.

Population and migration

Midyear population estimates (2015) indicate that there are 5,225 individuals in the Clarksfield area; two percent of the town's estimated population of 230,823. The area is demographically young with 52% of residents younger than 30 years of age compared to a borough average of 41%. The same midyear estimates show that the proportion of those aged 65 and over in Clarksfield (7%) is considerably lower than the Oldham average of 16%.

The area is historically white working class. Official statistics such as those contained within the latest Census (2011) is not conclusive. Intelligence from Oldham Council's neighbourhood's team detail how the ethnic composition of the area has changed much over the past 15 years with not only an increase in the south Asian population but also those of Eastern European including Romanian, Hungarian, Polish and Slovakian. Many of these are of Roma heritage. To a lesser extent there is evidence of Iraqi asylum seekers, and Portuguese speaking Africans. Several respondents to phase one of the evaluation indicated that Pakistani and Bangladeshi communities traditionally found in the neighbouring Glodwick were starting to expand into the Clarksfield area.

Local intelligence from the Community Services division of Oldham Council indicates that some second and third generation Pakistani and Bangladeshi are less welcoming of new migrant communities than the elders of the same community. It is felt that due to their own earlier experience as migrants, are perhaps more able to show empathy for the issues faced by the newly emerging community.

A breakdown of the ethnicity of primary school children at the two local primary schools, Clarksfield Primary and Greenacres Primary can be found below.

Statistics taken from Census 2011 indicated a working age (16-74) population of 3,188. Of these, 42% indicated that they were in full or part time employment. This is considerably lower than the Oldham average of 50%. A further 10% were declared as being self-employed; this is higher than the borough average of 8%. 8% of Clarksfield residents were shown to be unemployed. This was marginally higher than the 5% borough average. 12% of those in the Clarksfield area are looking after home or family.

Economic activity

Statistics taken from Census 2011 indicated a working age (16-74) population of 3,188. Of these 42% indicated that they were in full or part time employment. This is considerably lower than the Oldham average of 50%. A further 10% were declared as being self-employed this is higher than the borough average of 8%.

Eight percent of Clarksfield residents were shown to be unemployed. This was marginally higher than the 5% borough average.

Twelve percent of those in the Clarksfield area are looking after home or family. This is proportionally double to Oldham average of 6%

Education

Figure 2 provides a breakdown of the ethnicity of primary school children at the two local primary schools, Clarksfield Primary and Greenacres Primary. It shows that:

- Across both schools most pupils are from a Pakistani background; however, the ethnicity composition of Greenacres is far more varied than Clarksfield.
- Clarksfield has 6.8% White Gypsy/Roma pupils, whilst none are recorded as attending Greenacres. Across Oldham 0.47% of pupils are recorded as being White Gypsy/Roma. However it should be borne in mind that people of Roma heritage can be unwilling to report this because of their previous experience of discrimination in other countries.
- Across Oldham, 17.1% of total pupils are from a Pakistani Background, compared to 64.9% at Greenacres and 86.2% at Clarksfield.
- White British pupils make up the second highest proportion of pupils at Greenacres (12.1%), whilst being the least represented group at Clarksfield (0.2%). Both are significantly lower than the Oldham average of 55.7%.

- The proportion of Bangladeshi pupils is higher at Greenacres (3.5%) than Clarksfield (1.2%). Both are lower than the Oldham average of 13.6%.
- For the most recent school year (2015/16), both schools had higher than average rates of persistent absenteeism. The average percentage of Oldham pupils missing more than 12 school days was 9.1%, compared to 22% at Greenacres and 12% at Clarksfield.

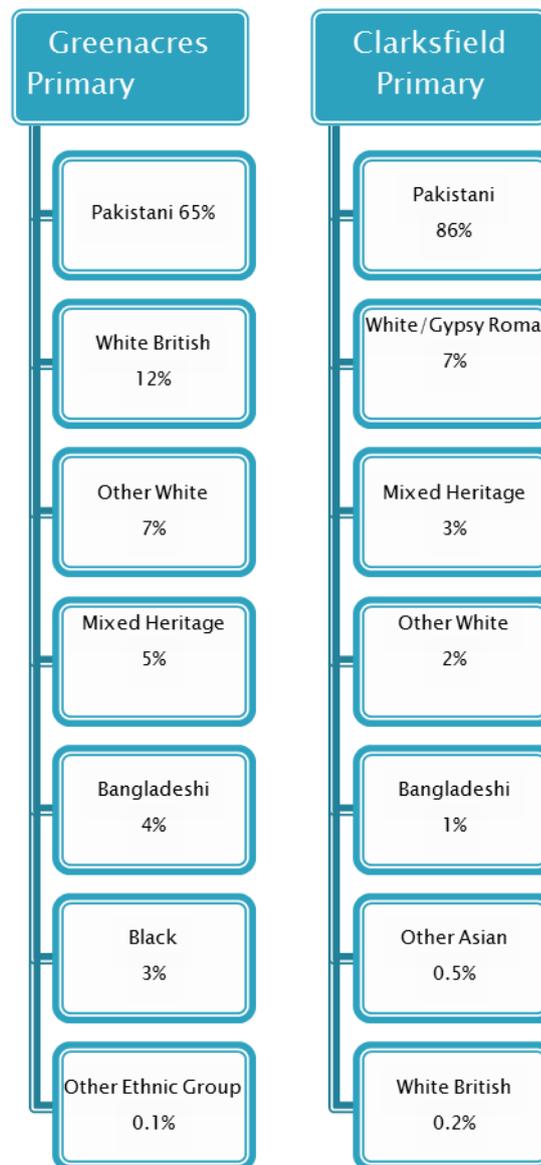


Figure 2: Ethnicity summary

Section Two: Pre Project Research

The initial stage of the evaluation was designed by researchers to consider the views of Clarksfield residents on the area they live in. It was decided that the following research tools should be implemented:

- Clarksfield Residents Survey (Postal Survey /Online survey)
- Doorstep face to face interviews
- Focus Groups
- Interviews with prominent local figures (Local connectors)

Clarksfield Residents Survey (CRS)

A postal survey was designed in conjunction with Central to focus on residents' view of 'place'. A census approach was adopted and a survey (Clarksfield Residents Survey) was distributed to all 1824 households identified as being within the target area. The collection of responses was supplemented by doorstep interviews conducted from researchers from the Business Intelligence Service. Researchers were able to collect some useful insight in addition to the collection of survey data.

Key findings

Below is a summary of the key findings the survey.

Belonging

- 60% (n109) of respondents who stated they had lived in the area for 21 years or more reported that they had they little or no feeling of belonging to the area
- 55% (n107) of respondents felt they have a very or fairly strong sense of belonging the Clarksfield community. When considering the impact of ethnic background, it became apparent that those respondents of white British heritage were less likely to feel strongly that they belong to the area (35%) compared to around 83% of Pakistani respondents.
- 75% (n103) of respondents stated that they considered Clarksfield as home
- 72% (n104) of respondents felt that the Clarksfield area had deteriorated in the last two years
- 66% of respondents (n98) stated that they would not recommend Clarksfield to friends and family from other parts of Oldham. 62% would not recommend the area to those living outside of Oldham.

Sustainability

- 30% of respondents (n76) plan to stay in the area for 21 years or more. A further 17% plan to remain in the area for 11 -20 years.
- 20% of respondents (n76) plans to stay in the area for two years or less
- 80% respondents (n108) stated that they have at least one good friend living in the Clarksfield area
- 33% of respondents (n108) stated that they have no good friends in the Clarksfield area

Community Cohesion

- 30% (n104) agree that people of different ethnic groups get along. This is eclipsed by the 38% respondents (n104) disagree that people from different ethnic groups get along
- 33% respondents (n112) agree that having a mix of people in a neighbourhood makes it a good place to live.
- 66% respondents (n104) agree that people from different age groups get along
- 50% respondents (n102) feel that there is a great deal or fair amount of tension between people of different ethnic backgrounds.
-

Community Safety

- 48% respondents (n122) felt that they felt either fairly or very unsafe in Clarksfield after dark
- 25% of respondents stated that they feel unsafe during the day.
- 30% respondents (n110) stated that there are areas within Clarksfield that they would consider to be “no go”. The same proportion felt that there could be “no go” areas within the Clarksfield area in the future.

Focus Groups

Respondents to the CRS were invited to take part in a focus group to further discuss issues raised in the survey. It was decided that the groups should be facilitated by workers from the Oldham Play Action Groupⁱⁱ (OPAG) rather than council officers to allow for improved levels of impartiality. Visual minutes of each group were taken to capture some of the themes and ideas that emerged (see below).



Photo Credit: 1: Example of visual minutes (OPAG) photo by Paul Shelmerdine BIS

Participants were recruited using the CRS. Those stating that they would like to be considered for further research (n50) all received a postal invitation to take part. Where details were available residents were contacted by email or telephone. A total of 13 residents attended three sessions all held at St Barnabas Church Hall (24 had confirmed attendance). The groups were held at various times to best allow flexibility for attendance.



Figure 3: Focus Group Schedule

Although much of what emerged from the groups was negative in nature, with concerns highlighted including fly tipping and litter amongst others (there were also a great deal of positive notes taken about how the community works together and suggestions for moving forward. Figure 4 summarises the key issues and suggestions raised by participants

Issues	Suggestions	Other observations
<ul style="list-style-type: none"> • Litter, flytipping • Lack of positive contact between different cultural communities and across generations. • Inappropriate/inadequately maintained play spaces and green spaces • Cars speeding, parking, road safety • Lack of communication and information about local issues and initiatives 	<ul style="list-style-type: none"> • Community clean ups and environmental improvements • A regular resident hosted walkabout with councillors and officers • Promotion of activities, projects and actions taken in this community • Pocket parks so children can play safely • Social activities to encourage communities to interact more often and more positively 	<ul style="list-style-type: none"> • Residents who care who want to make a difference exist • Supportive neighbours • Support for elder residents especially by Asian families • Need to promote and celebrate the good things happening in the community

Figure 4: Focus Group summary

Interviews

Interviews were conducted with individuals responsible for bringing the community together through personal and/or community engagement. Such individuals are known as Local Connectors. Interviews were conducted with the following Local Connectors.

Reverend Paul Monk: Vicar of Clarksfield and Vicar of Waterhead

Janet Taylor: Spring Meadows Children's Centre

A group interview with members of Clarksfield Community Group (CCG)

New Migrant and Existing Communities coming together

There were many positive attitudes expressed about newly integrating communities, specifically the Roma community. There is acknowledgement that on the whole the Roma community want to integrate well into Clarksfield and behave respectfully. There is a fair amount of scapegoating in relation to the Roma community and existing problems in the area.

There appears to be a sense of collective responsibility within the Roma community that as a whole community they wish to make a good impression and don't want other members of the Roma community to behave inappropriately. *Clarksfield Community Group member*

There were references made to cultural tolerance, integration and celebration such as sharing food and participating in events together such as the Stay and Play group conducted at St Barnabas. In addition there is strong evidence of community-based events within the Clarksfield area. Such projects and events were a positive thing for Clarksfield.

Summary

Although not statistically robust the findings of the CRS and subsequent focus group uncovered some interesting points about the Clarksfield area and its residents.

- There are evidently strong feelings about the area with concerns about the amount of fly-tipping, litter, the increased growth of the private rented sector.
- Contributors felt that they as residents were not effectively communicated with about local initiatives and issues
- Some felt there were issues with the integration of new migrant communities. It was felt the relationship between such communities had not reached the levels of acceptance that others such as White British and Pakistani communities had over time.
- Four in ten felt that people of different backgrounds did not get on well together. Furthermore only a third of respondents said that having a mix of people from different backgrounds made for a better neighbourhood. Contributors felt that there was an appetite for Community Work and several suggestions were put forward. The work of the Clarksfield Community Group (CCG) was specifically cited.

Section Three: The Project – The Week’s intensive

Section four considers events that made up the project (*EARTHED*). Events (workshops) were held at varying locations across Clarksfield with the aim of engaging with as many Clarksfield residents as possible.

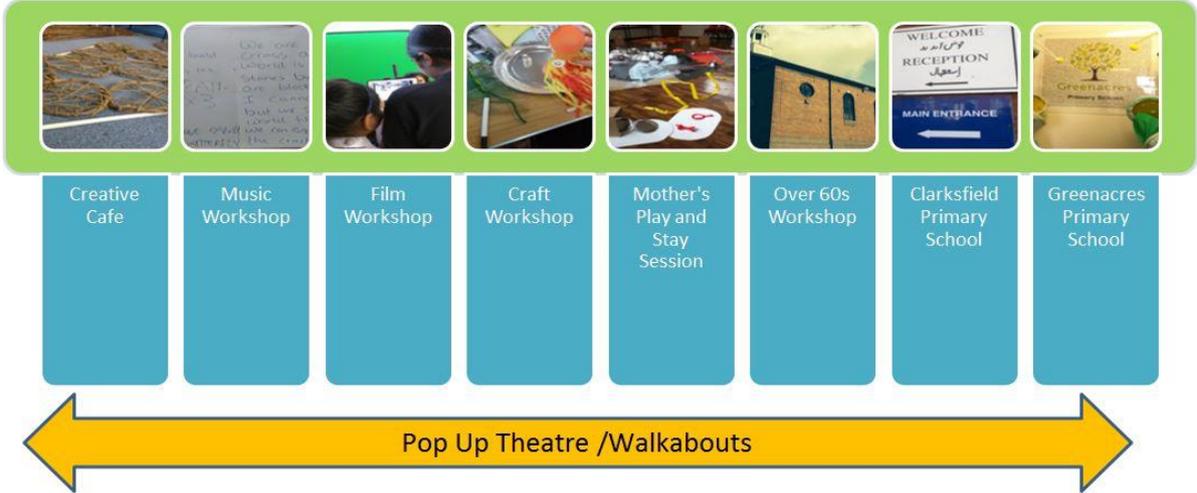


Figure 5: *EARTHED* events summary

Outreach and administration

It was clear that the project were successful in engaging with a broad section of the Clarksfield community. Intensive work was conducted by the Becky Proudfoot (Relationships Officer, Oldham Theatre Workshop) and Gyula Vamosi (Romany-Gypsy Interpreter) to ensure this level of success.

Alien Characters

The Alien Characters acted as a central focus for the project and as such were vital in engaging Clarksfield residents with the fictional narrative of the project. It soon became apparent to researchers that both adults and children (to a greater extent) were attracted to them. Children engaged with the Alien characters by emulating language and often taking the opportunity to share a photo. It was noted that attendance fluctuated in line with the presence of the characters.

Key Observations

During the six-day duration of *EARTHED* activity in Clarksfield, two researchers from the Business Intelligence Service spent time observing many of the activities and its attendees. These observations have been combined with the reflections of the project team, artists and where possible local Clarksfield participants to try and form as full a picture as possible. What follows is a summary of the key themes and points for discussion observed by the researchers.

Demographic Composition of Attendees at the Events

Most of the events attracted a good mix of residents from different backgrounds. It was observed that one event, the music workshop, became dominated by members of the young Roma community who became very engaged and involved in the workshop tasks as they showed a talent and enthusiasm for the task.

Although a mix of children from different backgrounds and ages were in attendance towards the start of the event. Researchers observed that the outgoing nature of the core group consisting of teens from the Roma Gypsy community, inadvertently discouraged others from remaining involved with the task and numbers gradually declined until the group was almost entirely made up of members of the Roma gypsy community.

However, once the task was complete and decisions were all made regarding the song, others who had remained were happy to practice and perform the song as a group. This original dissipation may have been in part due to a language barrier as the young Roma community chose to communicate and write the song in Romanian Gypsy as this is what they clearly felt most comfortable with. Once the song was translated to English, others began to integrate with the group again. Others may have also felt intimidated by the levels of talent members of the Roma community were displaying.

Throughout the week, the attendees to the non-school events were mostly young families. Children were mostly accompanied by female carers rather than male. With only a few exceptions, most of those that attended were under the age of 35 and were parents rather than grandparents. There were an increased number of adult males in attendance during the final celebrations (held at the weekend) than at other events held during the week. This may represent the split of caring responsibilities with regards to children within the area.

Interactions between existing and emerging communities

It was observed that throughout all the events interactions between existing and emerging communities were more likely to occur amongst children rather than adolescents and adults. Interactions seemed to come more naturally and without hesitation. A good example was at the Creative Café event where a group of 4 children, both male and female of varying primary school ages and from both South Asian and White British backgrounds chose to sit together and engage in a colouring activity and then later went to get food together. Whilst these interactions were occurring, their parents sat separately from one another in other areas of the room. The group of children didn't appear to know one another before the event as inferred from their initial interactions with one another. Similarly, during the film workshop, children worked in mixed groups whilst their parents sat watching with little or no interaction. Although interactions amongst adults were not common throughout the events, it should be noted that with very few exceptions no hostility was apparent during the intervention. The lack of interaction was likely more about a lack of familiarity and knowledge about cultural norms across groups and potentially a lack of common ground and language on which to begin a conversation rather than based on tensions.

Organised activities

The events in schools were an effective catalyst for interactions between groups of children from different backgrounds. Artists allowed children to mix amongst themselves in their natural groups towards the start of the activities which allowed observers to gain a good understanding of the groups the children naturally gravitate towards. These groups mostly consisted of children from a similar background and the same gender as themselves. During more organised activities, children were split off into groups at random and asked to work together to achieve a common goal. Initially, children still tended to prefer to work with those like themselves within these subgroups, but as the tasks moved onwards and with encouragement from artists to work as a group, the children began to interact well with one another.

Space

As there became less space available to occupy at events (such as when the Creative Café became more popular and all tables were full) it was interesting to see how people made decisions about where to go when they entered the room. People often occupied tables alongside those of a similar ethnic background to themselves, although interaction was at first limited unless they were already clearly familiar with one another. As space became even further limited, people did occupy tables with those of a different ethnic background to themselves if there was no other option available and there was, on some occasions, interactions between people. If there would have been more tables and space available there is a high possibility these interactions wouldn't have occurred.

The way the 'U-shaped' table was set up at the Craft workshop was highly conducive to interactions between people. Everyone was sitting together facing one another and people were beginning to take part in small interactions such as passing materials and asking how someone had completed a part of their balloon world. The small interactions that occurred earlier in the session enabled other interactions later to happen with more ease. People from different backgrounds compared and appreciated their creations, whilst younger children ran around the room playing with balloons alongside one another.

The focus on place

Each workshop focussed on 'performing place'. The drumming workshop included drumming out rhythms to the street names in Clarksfield, inviting the youngsters to tap out the rhythm on their streets. Some drama workshops included making a physicalised map of Clarksfield and getting a 'taxi driver' to 'drive' the Alien Characters around. Alien Characters attended the end of most workshops to 'share' the work. Similarly, participants to the Over 60s Salvation Army group were asked to chant the names of local streets in a mantra style. Participants of the film workshop creatively integrated with images of the local place such as Peanut Park and the area directly facing St Barnabas Community hall. The music workshop focused on singing about the nearby landscape.

Waiting in line

Any activity that attracted a queue such as the face painting and henna drawing at the opening Creative Café or the final celebrations event encouraged interactions between people as they were within a confined area together for a prolonged period. Conversations about the activity and about their children's experiences with the Alien Characters were frequent and warm in nature. It was noticeable that throughout the week, as people became more comfortable with the project that adults found it easier to interact in this way, possibly due to a common interest in the project that provided a grounding for conversations. This was particularly noticeable during the final celebrations, where interactions were more frequent between members of different groups than at any other event observed during the week.

Food

Areas where food or drinks were being served acted as a hub of social activity and therefore led to increased interactions between groups. Although these were often quite brief interactions they were friendly and happened frequently.

Although much of what was observed was of a positive nature, the researchers did observe some behaviour that could be considered less so. Examples of this are explored below

Parental/Carer attitude

On a few occasions throughout the week, it was observed that parents/carers guided their children away from cross community interactions, either directly or indirectly. This was most notable during an event that occurred at the final celebrations event, where a young Asian boy of around 6/7 years old was called away from a game of football with a group of White British and Roma children of around the same age, multiple times for no apparent reason and was told 'not to play with them' when he protested. There could have been an earlier incident contributing to this or another reason but it appeared that the lady did not want her child with the group of children despite him being close by and his desire to participate. Other observations including parents attempting to engage their children in activities or choose seats at a workshop alongside members of their own communities were noted. It should be recognised that overall throughout the week, there were many encouraging moments recorded of parents actively helping their children to become involved with a cross section of the community at the events and likewise, children enabling parents to interact.

Language

Language was an obvious barrier to interactions between groups throughout the week. Although there were volunteer translators present to translate between English, Romani, Romanian and Urdu, it was apparent that children were deterred from playing with or interacting with children who did not speak the same language as them. The children may have found it difficult to have a meaningful conversation through the translator, especially as the translator was an unknown adult to many of the South Asian and White British children. People may also have been drawn towards people from their own communities as they feel more comfortable communicating in their own language and so the segregations observed may have been more about ease of conversation rather than point towards tensions between groups.

Existing Relationships

Throughout the week, interactions became more common between groups as people found a common ground upon which to start conversations and became more comfortable with the format of the events. Towards the start of the week, artists were required in facilitating engagement with attendees much more frequently than they were towards the end of the programme of events, where it was observed that people actively sought out the activities on offer.

Key Interactions

There were a number of key interactions that occurred throughout the week, some which the researchers were privy to, some not. Where researchers were not present, events were recounted by members of the project team. It was apparent that the project team were able to adapt creatively to a variety of scenarios that played out throughout the week.



One Alien Characters character described an interaction with a woman on the bus stopped on Lees Road near to Becketts Meadow. It was likely the woman was a local resident. The Alien Characters had asked the bus driver the way to St Barnabas church.

Photo 1: Alien Characters boards' bus seeking directions

The project team described an interaction between the Alien Characters, the postman and several local children. Whilst the postman attempted to speak Bow Gee, the children acted as interpreters providing language advice and providing alternatives to the postman as he attempted to communicate with the postman. The postman and the Alien Characters spent some time looking up at the sky for the hovering spacecraft.



Photo 2: Alien Characters speaks with postman

Kicking up grass at Beckett Meadows and nearby walkabout



Photo 3: Alien Characters character kicks grass



Photo 4: Local teenagers engage with the Project team

Whilst visiting the Beckett Meadows location, Council workers were seen to be cutting the grass. On seeing this, the Alien Characters ran around the field kicking grass in the air gleefully. His actions were observed by two young Asian teenagers (approximately 14 years of age) who initially filmed his antics before eventually asking to be introduced to the Alien Characters.

Soon after, the Alien Characters entered the streets around Beckett Meadows. He engaged with Council workers and their lawnmowers using a combination of both Bow Gee and learned English. The two Asian teens described above followed the party and started to engage with the Alien Characters culminating in them placing Lego bits in walls. As the walk continues, the Alien Characters are stopped by two approaching cars with what appears to be a young couple of Romanian origin who greeted him. At least two other cars with Asian children in waved extensively to the Alien Characters, clearly delighted to see them.

However there were some less favourable responses

On a trip to Tesco with the Alien Characters, the team sensed some hostility at their presence as some people kept their distance. A security guard asked members of the team if they had permission from Tesco 'Marketing' department to be in there



Photo 5: Alien Characters visit Tesco express

The team felt a shift in perceptions towards them when they reached Lees Road; they felt less protected and less welcome. The team entered a local betting shop which consisted mainly of working class White British males who were hostile towards the group, did not engage and stated they were 'here to lose money, not to have fun'."

The example below provides an instance where the project team were able to turn a potentially negative situation in to a positive one.

It was really great to see him come back and respond so positively to all the activities. It was lovely for something that was initially quite disheartening to be turned around.
Project worker

On the day of the Music workshop project workers were using chalk in Peanut Park. However some teenagers took the chalk and used it to draw on walls and steps with profanities. Initially, two teenage girls helped the project team to remove the graffiti. The real success came the following day at the film workshop when one of the teenagers responsible for the graffiti approached a project worker to apologise for his behaviour; he then spent much of the film workshop working creatively with the project worker.

Other key moments

Although the project team understandably played a pivotal role in the moments described above it was also vital that Clarksfield residents engaged in the process. Examples can be found below.

"Fly High like a butterfly"

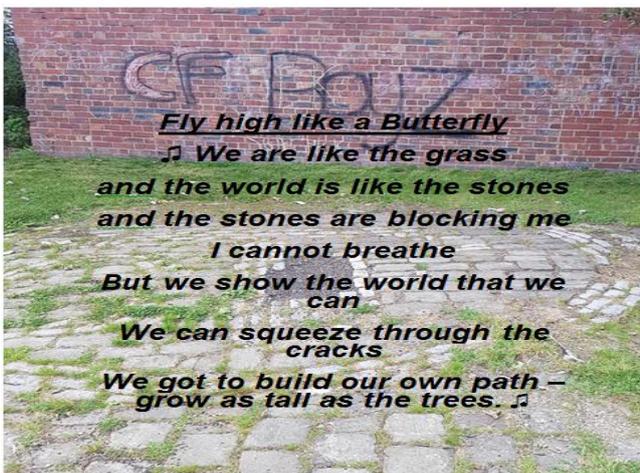


Figure 6: Fly High Like a Butterfly lyrics

At the initial music workshop the song 'Fly High Like a Butterfly' was written and performed. Members of the young Roma community were highly enthusiastic and involved with the task and went on to perform the song at the final celebration event at the end of the week. The group wrote the lyrics themselves and they were quite telling of the feelings of this group that sit within the wider community of Clarksfield. Whether the lyrics represent how the whole Roma community feel is unknown, but they resounded amongst those present at the workshop. They were adamant that they

should be translated with accuracy so to keep the meaning behind the lyrics they were eager to convey.

When the group made a song their pride and the way they celebrated themselves was amazing. Project worker

After the final celebration event, whilst researchers were walking home, members of the Roma community were singing the 'song in the streets through Clarksfield with great confidence and enthusiasm; obviously having enjoyed the events of the week and the workshops they had participated in.

In a moment that truly encapsulated the spirit of the project the artists were joined by around 150 people of different backgrounds gathered in a circle, clapping along and joining in the chorus. Conversations overheard from researchers and artists included comments such as;

This song served as an expressive performance for the young Roma people involved, but also served to begin perception change towards their community as a whole. Project Worker

Drumming to the same beat

As part of the over-60s' workshop at the Salvation Army, it was suggested that the group take a drum outside the church alongside other musical instruments to make music together. The group engaged with a fictional narrative that the inter-connecting string enabled the Alien Characters to communicate with the group. Participants went outside whilst still connected to a linking piece of string and played music. Some members of the group couldn't make it outside because of mobility issues, however it was ensured that they were included in the activities and were still connected to the Alien Characters string. The group were dancing along to the music and it was a very energetic performance which attracted the attention of passers-by. After this song, the group began to chant multiple local road names to the beat of the drum, such as 'Clarksfield Road'.

The group went back inside and were given their flashing wristbands (given to all children/adults that attended a session). The group appeared to be appreciative of the gift, indicating that they felt involved and a part of the project and seemed to have enjoyed their experiences and songs with the Alien Characters.

Participants at the Salvation Army group recalled the following stories of the area, enforcing their perception of place.

- Meaningful places within the community: the church they use for their meetings
- How the building and shops have changed over time (there was some resentment expressed at this comment)
- How they enjoyed sharing special moments with the people and the place
- Milestones for the group were mentioned – for example when they moved venues some 20 years ago, they marched from the old venue to the new venue playing music. The journey wasn't far but the group members recollect this positive experience when they make that journey now.
- One lady spoke quite affectionately of her time using the 'Delph Donkey'ⁱⁱⁱ to get to and from work. The lady had been a Clarksfield resident for over 50 years.

The Final send off.

When it was time for the Alien Characters to return to their spacecraft, the project workers collected the community around whilst the Alien Characters entered the Launchpad that would teleport them up to the spacecraft. Music was played loudly and excitement increased. The excitement caused by the Alien Characters entering the spaceship diminished many boundaries people at the event may have had in relation to segregation by ethnicity and age; for example, as everyone gathered hoping to see what was happening. After a short while, artists released colourful gas into the air and pulled the spaceship back apart to reveal that enough energy had been created to send the Alien Characters up to their spacecraft in the sky that would then return them to the planet Bow-Gee. Both adults and children seemed impressed at this feat of disappearance and everyone cheered together, creating a real sense of community cohesion at working towards a common goal.

Summary

- It was apparent that local people engaged with the fictional narrative more as the week progressed.
- The characters provided a creative focus for the project, a focus that was embraced by all but especially children.
- The unusual spontaneous nature of the performance activities were well received by residents. It could be argued that such activities had a wider appeal than some of the more child-friendly workshop activities.
- The project was successful in engaging with a range of different demographic groups. Key moments such as the rendition of “Fly High Like a Butterfly” were key in breaking down misperceptions between sections of the community, whilst interactions such as those on the bus and with the postman illustrated the accommodating nature of residents.
- It was apparent that in a few cases those parents were keen for both themselves and their children to remain separate from those of different backgrounds. However the project was successful in reducing incidences of this.
- Simple things such as a lack of a place to sit or the act of waiting in line acted as a stimulant for conversation.
- The final send-off was a key and successful focus point for the whole project, bringing together Clarksfield residents and from further afield (e.g. Glodwick and Lees).

Section Four: Post Project

It was estimated that around 1000 people were involved with EARTHED, approximately 20% of the Clarksfield population. (Researchers recognise there was repetition in some of the numbers below where engagement is suggested of over 1100 people.)

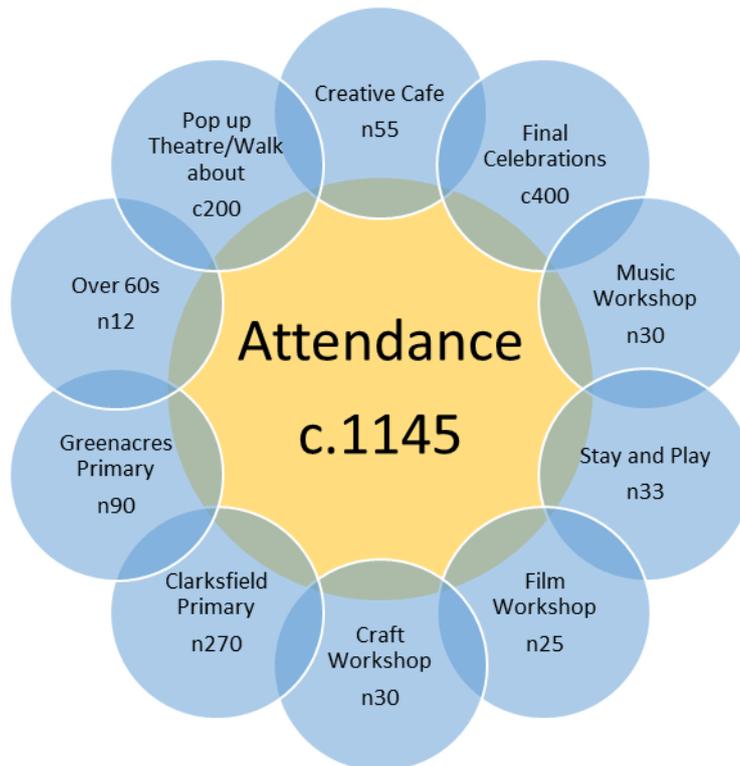
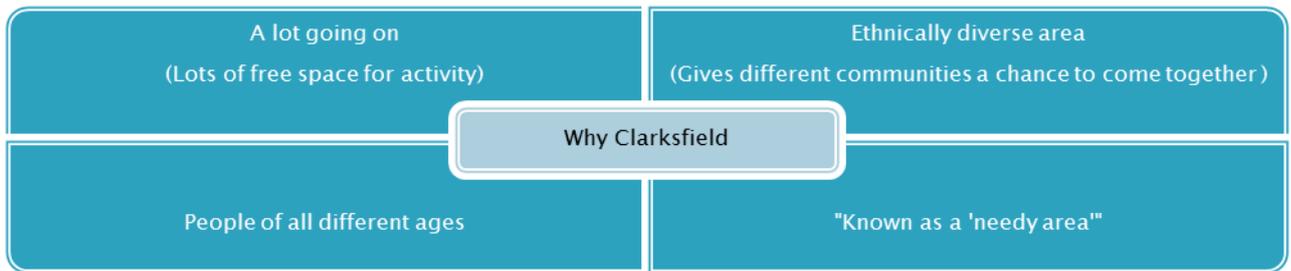


Figure 7: Attendance summary (estimated)

- 88% of respondents attended the event with their children and/or friends
- 42% of respondents stayed at the event(s) for the full duration. A further 31% stayed for an hour or more.
- 31% stayed for an hour or more.
- 17% of respondents stated that they stayed for less than 30 minutes.
- No respondents stated that their attendance had been fluid, although this was clearly observed by researchers

Resident Feedback

The following considers evaluation that took place with residents involved in the weeks activities. The evaluation was conducted using both quantitative and qualitative techniques. Initially, an evaluation form was designed and distributed at the final event at Beckett Meadows once the final event had ended. The survey was also made available electronically via the Oldham Council consultation portal and shared wherever possible by groups involved in the various activities. Also, evaluation form respondents were invited to attend an incentivised focus group to discuss the project. In total ten attended the groups, held at St Barnabas Church Hall and facilitated by Researchers from Oldham Council BIS team. Researchers used participatory appraisal tools to make the sessions as engaging as possible for participants. When asked why the area had been selected to host the project the following suggestions were made



Researchers asked participants from both groups to consider their likes and dislikes of the project. To facilitate this each participant was provided with post it notes and asked to place in the corresponding position on a diagram (Figure 8) A discussion based upon the findings of each discussion took place.

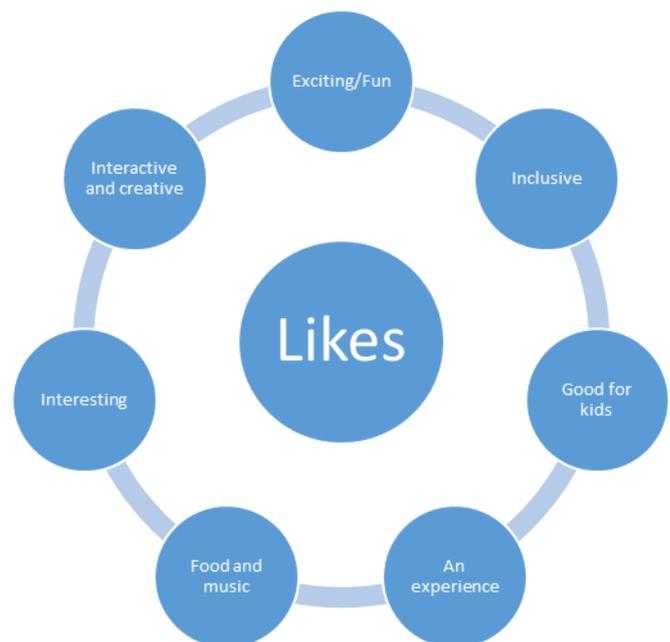
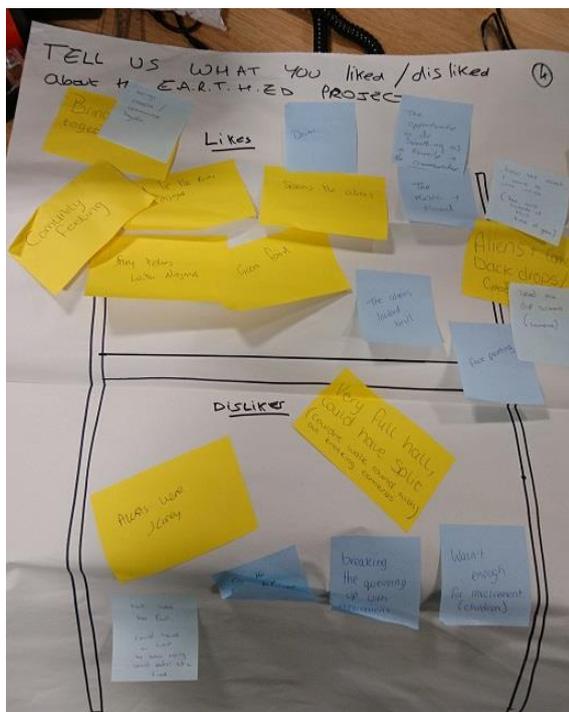


Figure 8: Likes and Dislikes activity

The quote below taken from the second group best illustrates the positive nature of the comments

I'd never been to that park before and it was an experience for me because it was out of the areas that I would normally go to so it was different and interesting to see how everyone interacted with everyone. You guys did a brilliant job (*Focus group participant*)

67% of respondents felt that the project had made them think more positively about the Clarksfield area. This was supported by the focus group activity described below.

Participants were asked to consider their views of Clarksfield prior to the project and after it had ended. In order to do this participants were offered two spectrum lines with a continuum of positive to negative and asked to stick a dot on the line to indicate how positive they felt about Clarksfield before EARTHED. Participants were asked to repeat the activity following other discussion to indicate any changes post EARTHED.

Figure nine shows the resultant spectrums. Participants did indicate some increased feelings of positivity towards the area but overall the feeling was that this shift in opinion was minimal. It emerged in further conversation that the project as an indicator that events could work in bringing people together and as such was a success.

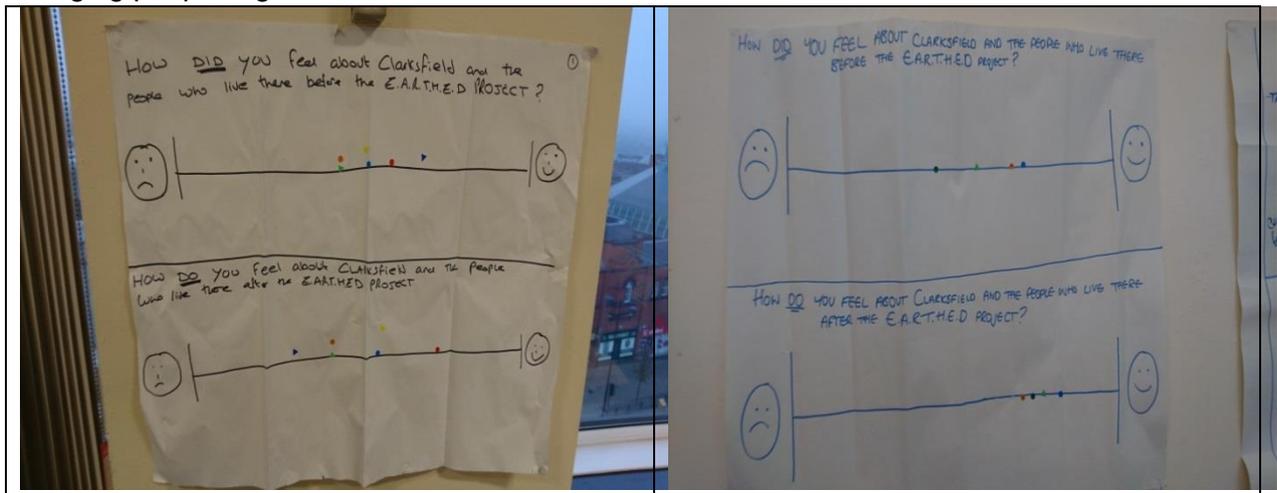


Figure 9: Focus Group Impact feedback (Spectrum lines)

Photo Credit: 2: Spectrum Lines exercise:

- 34% of respondents stated that the project had brought them together with people of different ages.
- 29% of respondents stated that the project had brought them together with people of different ethnic backgrounds.

It was acknowledged that the project had acted as a catalyst for conversation. Respondents felt that the activities had succeeded in connecting people. The Alien Characters and the introduction of food were considered to be key catalysts. There was a consensus that the event had been successful on the day although longer term change would be most likely with future events and an acknowledgement that the day was a small part of a larger jigsaw required

Sometimes people just don't bother but if you give them the opportunity to, then they will talk and mingle but don't see much opportunity. I think without that, they stay in their own little groups and they won't mingle, won't talk stood at a bus stop necessarily but put them in a group and they might talk (Clarksfield Resident)

I got talking to some lovely Asian girls that I've never met in my life, it was around the time of Eid and we were just waiting in the queue for the face painting, have a chat about the entire day – I was saying how lovely the food was and everything and they were talking about Eid, me being curious started to ask questions about it – just generally chatting (Focus Group Participant)

Of those involved in the evaluation, approaching two-thirds (65%) had either directly or indirectly had some level of contact. Although some feedback revealed some younger children to be frightened of the characters, overall the feedback was positive. As well as the feedback below, participants also commented positively on the costumes and the wristbands shared at the final events. Comments collected included:

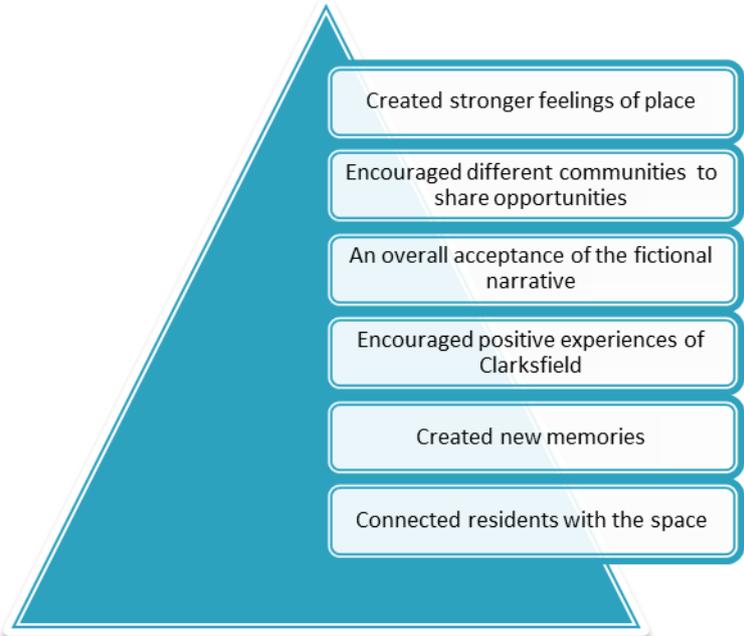
We saw them at a distance and my son waved at them. They are brilliant, are you doing something next year? Clarksfield Resident, Female, 39 (Pakistani)

My little boy loved meeting the baby and mummy Alien Characters. He is usually a bit scared of things like this but he was very confident! It was lovely to see. He was involved in everything (which he isn't always) as he was so captivated Male, 35 (White British)

I met the Alien Characters while bringing my child to the stay and play sessions at Barnabas. It was really good fun and the children enjoyed the session it was different. I also met the Alien Characters at Becketts Meadow. The event was really good too. Clarksfield Resident, Female 29, (Pakistani)

Project team Feedback

As part of the evaluation process, Researchers were keen to collect the views of the artists and project team). 15 artists and practitioners were involved in the week-long series of events; of these, nine responded. Each was asked to take part in a short survey developed jointly between the researcher and the commissioner. This feedback, coupled with feedback received directly from the artists, indicated an overwhelming sense of pride in the project and a feeling that the intended outcomes of the project had been achieved. All respondents felt that the project had been successful in achieving the following:



When asked about any previous perceptions of the Clarksfield area, most of the team had little or no experience of the area and as such were only able to comment on first impressions “I had never been to Clarksfield before the first workshop. When I arrived on the first day the area looked run down” This impression was shared by others who did have knowledge of the area Workers were quick to note the diverse nature of the Clarksfield community and identify the positive way in which residents had engaged with the project.

I didn't know much about Clarksfield initially anyway but I think it just emphasised the fact to me that more work needs to be done on cohesion in areas like Clarksfield in order for everyone to learn more about each other's cultures and get along Project worker

People wanted to be so involved and came back day after day to try all the different workshops and lots of children came up to me and told me they'd seen me in school or that they'd been in one of our workshops during the week. I loved their enthusiasm and excitement at meeting the Alien Characters. It was amazing to see this in an area that is considered 'rough'

Project worker

Summary

- Although only a relatively small cohort of participant engaged with the post project evaluation, indicatively the findings were positive.
- Including a captive school audience, it is estimated that the project engaged with around thirty percent of the Clarksfield community.
- Respondents stated the project had brought them together of different ages and of different ethnic backgrounds
- Respondents stated an upward shift in levels of positivity towards the area and its people
- The Alien Characters played a key role successfully engaging with around two thirds of respondents.
- Respondents recognised the influence of the events and their role as a catalyst for future engagement activity in the area
- It was clear from the feedback received from the project team that they considered the project to be a success. All respondents spoke positively of their time with the project

Section Five: Conclusion

Summary

It was clear that the mixture of outreach work conducted by the team including work in schools, with parents, local residents and community groups successfully enabled the project to engage with a wide range of Clarksfield residents.

Response to the project has been positive from all involved, with participants increasingly owning the fictional narrative as the week progressed. Those involved in the workshops were seen to be actively participating in the activities

Researchers estimated that the various workshops and final event attracted around 1000 individuals in total. A number of children attending the final event had also been present at school workshops. Based on these figures around one in five local residents played some part in the week's activities. Many more are likely to have heard about them from children, neighbours and others.

The event was welcomed by those involved. It was recognised by the project team and commissioner that a one-week long series of events may not provoke long-term change but may act as a catalyst for future engagement within the Clarksfield community. It was 'an event' that attracted the community, and the memory of such an event was part of the project's intentions.

The nature of the week's events meant that the same faces became recognisable to members of the research team as the week wore on. Some of the changes in the observed behaviours of these individuals such as increased confidence and increased feeling of being in place are an indicator of the programme's success.

Recommendations

It is clear that the project has acted as a catalyst to open doors to discussion and opportunities for future work in the Clarksfield area. It is recommended that Oldham Council build on the success of the project in this neighbourhood.

Arts projects built into whole communities, working to council priorities, is a transferable concept. An upcoming symposium to advocate this work, together with a project in Camden, London, to a wider audience of council staff from the Greater Manchester area, is already in place. Further dissemination is recommended. Engaging 20% of an entire community is exceptional.

Harnessing the creative talent and enthusiasm of the project team for further such projects in and around Oldham is highly recommended.

Statistically evaluating the impact of such arts work on the direct community is problematic. Additional methods are worth considering for the future

Appendices

Appendix One: Performing Local Places Observations

Appendix 1a Clarksfield Primary School¹

An assembly style introduction was conducted with pupils in years 3 – 5 (180 pupils) at Clarksfield Primary to mark the start of events. They were told about the events of the week and the story of the Alien Characters and given an outline of how they had come to be in Clarksfield. There was high energy and intrigue about the Alien Characters and this served to spark an initial interest into the events of the week. Multiple sessions were also carried out with individual year groups throughout the week including drama workshops, drumming workshops and a craft workshop. Overall, around 270 children were involved in the activities at local schools. Below is an account of one workshop.

A year 5 class consisted of 16 girls and 15 boys. The session consisted of some drama type activities and took place in the school hall. Two project workers were present to oversee the session. The class were seated by their teacher in lines on the floor of the room.

When asked to find a space in the hall, the boys in the class naturally gravitated towards the back of the room and the girls the front of the room. The project workers conducted a warm up. Throughout the tasks, the class teacher had to intervene a number of times with a group of 3 boys towards the very back of the room. As the tasks continued, this became less frequent as the boys became more engaged with the rest of their class and the project workers.

The project workers carried out a number of games with the children that caused them to move out of their original positions they had put themselves in. Some of these games forced cross-gender interaction, something the class were not doing voluntarily. Although they eventually agreed to this, when asked to gather into a circle, the class put themselves back into the original social groups they had been in when they initially found a space earlier in the morning and some children were noticeably uncomfortable with the interaction. This happened multiple times throughout the task.

A task that relied on the whole class to be involved and engaged was then started. The children did actions and made sounds that relied upon the person next to them or elsewhere in the circle doing the correct action and cooperating. At this point the whole class started to see themselves as one and began to recognise that they needed the cooperation of the rest of the group to succeed at the task. The sense of collective responsibility encouraged the quieter members of the group become more involved, as they needed to be for the class to win.

The group were then split up into 4 groups and asked to produce pictures of various words that were shouted out by the project workers. The group first had a few minutes to complete the task, this gradually reduced to 10 seconds. The groups that were well organised and succeed at the task tended to have one or two members of the group directing others (this was usually the girls). In one of the groups a natural leader did not develop, this group failed to make a shape in the first task. After this, they took direction from other groups and worked together quite well though. One group completely worked individually making their own

¹ Observations derived from notes provided by Project workers

shapes for the first few scenarios, but gradually learned that they needed to work together in order to succeed and to receive praise from the project workers. The more tasks they were given and the more familiar they became as a group, the better their shapes were and the more efficient the process of organising the group into the shapes became. Throughout this task, a boy who had little use of English became more involved than he had done previously. This is possibly because the children were using hand signals and body language much more than spoken language in organising group members as they had limited time. This final scenario they had to create was a greeting to the Alien Characters and a performance of what they liked about Clarksfield. The children worked well together and all groups had something to perform within the timeframe given. The children stated things they liked such as football, swimming at school having friends, learning new things. Interestingly, the children were already incorporating the Alien Characters greetings they had learnt previously in the week into their performances, to make them feel welcome.

The group then began a task where they imagined themselves in different scenes, and moved into a still image production of this. This included objects such as trees, leaves and balls and progressed onto things such as cheerleaders, statues and football pitches. The group did this activity collectively and appeared to be coming together as a whole group more than was seen in the initial few tasks. The children were asked to come up with phrases that their objects might say or think, some very creative sentences were constructed.

After this task, the children were collected back into a circle. Whilst sat in the circle there was a group of 2/3 boys that were talking when they were asked not to and causing a disturbance amongst the group. Interestingly, a group of girls sat close by told the boys to stop and warned them they would get in trouble if they carried on. The girls appeared to be well accustomed to this peer level discipline. The boys did not respond however and were shouted at by both the project workers and class teacher to listen. The group of girls looked disappointed that they hadn't succeeded.

Overall, the class were well engaged with the tasks and enjoyed themselves. All children became involved in the activities, even those that had seemed shy and reluctant at first. The games that emphasised group collective responsibility really aided this move forwards.

Appendix 1b: Creative Café

This event was held in the late afternoon (3:30pm – 5:30pm) on the first day of events and was primarily aimed at pre-school and school-aged children and their families. Various activities were set up around the room such as face painting, crafts and drawing and storytelling and food and drinks were provided. At this event, it was observed that there was nobody in attendance above working age and the proportion of females accompanying children to the events was greater than males. Attendance from the start of the event stood at around 25, rising to a peak of approximately 55 at around 4:30pm. At the end of the event there were approximately 25 in attendance, several of these people had been at the event from the very start. At the start of the event, predominantly South Asian families were in attendance with limited numbers of White and Eastern European attendees. Towards the middle and end of the event, this distribution became more equal across ethnic groups and a larger number of White and Roma attendees arrived.

I think the creative café on the first evening was one key moment for me because we were so busy and it was the first time we could gauge how popular we would be over the week (Facilitator)

At one point I had an Albanian, a Turk, a Pakistani, a Romanian and a white woman. The stories we were sharing were very emotional and bonding and understand of each other's cultures (Facilitator)

On arrival at the venue there were multiple project workers in the room, alongside 4 Police Community Support Officers (PCSOs), and around some adults and children who had already arrived. There were various tables set up around the room with drawing materials on and around the perimeter of the room were various activities for children and families to engage in. These included:

- Face painting (very popular!)
- An area for children to play games together and learn about the Alien Characters interactions
- Weaving area,
- Craft area,
- Storytelling area with blankets and cushions arranged in a circle
- Large drawing mat on the floor with crayons and chalks
- Tables containing food/drinks/cakes

3 children (1 x Asian background, 2 x White background) sat around a table engaging in a drawing activity together, alongside one of the project workers. All of them were relaxed and comfortable with their surroundings and were interacting well. After a short time, the project worker left the children to continue with their task unguided. They continued with the task well and then subsequently helped themselves to some food together (At this point there was also one young Asian boy of about age 9-11 eating alone on the next table). Although the children were interacting very well and were comfortable with one another, it was clear they didn't know each other before the event.

A family consisting of a female from Asian background and some children (older age primary school) entered the event and initially the lady displayed very anxious body language and was clearly unsure of her surroundings. The children began to explore the activities, and although there was some apparent hesitancy at first from the lady for the children to explore the activities alone, this soon disappeared as various project workers interacted with the family and they became involved. The lady herself did not engage in the activities and only had brief discussions with others at the event until two more Asian females arrived with more children, who the lady clearly already knew. They interacted well with each other throughout the remainder of the session and were comfortable and happy in each other's company. Although they interacted well with each other, the adults did not interact much with other people at the event once these additional group members arrived. The group enjoyed the food on offer together and seemed to enjoy the event as a whole.

Many members of the Roma community attended the event. Their attendance was, on the whole, more transient than others in the room. Towards the end of the event a group of teenagers attended who were clearly relaxed in each other's company and interacted well, although little or no interaction occurred outside of their social group. The groups with children interacted well and engaged in activities such as storytelling, craft and drawing on the mats.

When the Alien Characters entered the room, many children gravitated towards them and they began to interact with the children using their own greetings, norms and customs. Primarily the children laughed and thought the new norms were funny but after a while became intrigued as to why the Alien Characters were doing these things and what they were trying to communicate. With guidance from project workers, the children began to learn the various greetings and the body language or contact the Alien Characters liked and disliked and began to try to interact with the Alien Characters according to their own norms. The Alien Characters baby/child aided the interaction and many children showed affection and care towards the Alien Characters baby. As the Alien Characters moved around different activities and engaged with them, the children followed. Similarly, when the Alien Characters left the event the numbers in the room dropped significantly.

Throughout the duration of the event it was apparent that primary aged children readily engaged with each other no matter what their background or heritage. Common shared interests such as an eagerness to have their face painted, to engage with the "Alien Characters", to eat, to play or to have a photograph taken were key in bringing together children.

There were several examples of people from different backgrounds engaging with each other, although the observed norm was that groups predominantly interacted with those they had entered the room with. Notable exceptions included interactions between two young Roma women and a lady of white British heritage engaging together in a warm conversation albeit brief. This lady appeared to be a focal point for a number of young women of varying backgrounds

The previously mentioned Asian lady adorned in the burqa was seen in conversation with people of varying backgrounds.

The food tables provided a hub for interactivity between groups who had not otherwise spoken to each other. As people were waiting in the queue for food there was lots of conversation (both practical and small talk).

Throughout the event, it was clear that the children were mixing more often across age and ethnicity groups than the adults were and were more comfortable in doing so.

As the event became busier and tables became scarcer, people began sharing tables and so interaction between groups became more frequent. The surrounding activities appeared to be effective at allowing initiation of conversations between those that were not familiar with one another.

Many children of secondary school age attended the event, but noticeably this was only for short periods of time. The children tended to eat food and chat for a while and then leave. Outside the venue, there were groups of older children and so maybe they felt more comfortable interacting with their peers outside of the activity area away from adults.

Appendix 1c: Music Workshop

This event was held in the late afternoon (3:30pm – 5:30pm) on the second day of events and engaged mainly older children. Initially the workshop attracted a diverse mix of backgrounds of White British, Southern Asian and Roma of approximately 15. The session started with a group exercise which all engaged with enthusiastically. However it was clear to see the greater levels of enthusiasm and openness of teens from the Roma community. It was later reflected by the researcher that this openness was reflective of many of the interactions observed amongst members of the same community.

Attendees were given a task by the activity leader to observe the external environment and to use place as inspiration for an original composition. It was noticeable that younger children of both white British and South Asian heritage failed to engage with this idea and proceeded to play both inside the venue and outside on the street.

By contrast, it was clear that those from the Roma community were more fully engaged in the activity. The room was divided into two groups, one consisting of approximately 4 aged 10-12 and another of six elder teenagers. It was apparent that both groups knew each other but also clear that the elder group were far more motivated. Researchers noted that the younger groups struggled with understanding English. The role of the translator was pivotal in the task.

The elder Roma group, dominated by a two obviously talented and enthusiastic teenage girls used the Arundel Street Park setting opposite the church hall as their inspiration. There was an evident correlation between the enthusiasm of the elder group and the attrition of younger participants. This idea was supported by one of the volunteers who mentioned that it's a struggle because the older Roma kids are talented which doesn't give anyone else much of a chance. Looking at it myself, I notice the younger group of Roma children are outside but have no say on what goes into the song and leave the outside session early.

Once inside the Church Hall, the lyrics composed by the elder Roma group became the focus. At this stage the song had become a primary focus with the girls joined by the activity leader who actively provided musical expertise. Although it was clear that the activity was led by the more extravert Roma community, young people of different backgrounds were in attendance. It was apparent that the music and the positive atmosphere created by the music acted as a catalyst for others to approach the activity initially reluctantly. One example of this was a group of teenage Roma males, who initially observed the activity but joined in once persuaded by the girls. Again it was clear that they are known to each other. The researcher noted that although engaged with the activity, these younger males were seemingly unhappy with the musical direction of the piece (piano driven) favouring a more contemporary "beat box" arrangement

The song talked about oppression, the lyrics were thought up by the Roma children which are surely a key indicator of how they feel at the minute – whether this was about children as a whole or the Roma community is impossible to tell.

Appendix 1d: Salvation Army Over 60s

This event was held at an existing meeting of the Salvation Army, who meet weekly. All attendees were white British and of retirement age. All stayed for the entirety of the event. The concept of the EARTHED project was introduced to the group who seemed to enjoy the ideas being shared. The group then reflected on various memories of the area and participated in a musical exercise.

Group members were sat around a table at one end of the room. They had various things congruent with their usual meetings on the table (collection box, decorations etc.) and had just finished a meal together. All were clearly comfortable in each other's company and were familiar with one another.

There were 5 males and 5 females in the group, all White British. Group members were not all from Clarksfield, but all had experience of Clarksfield through being a past resident or attending sessions in the area.

Most the group responded well to the Alien Characters and thought their strange behaviours were funny; a few looked perplexed initially, but after a while appeared to warm to the Alien Characters.

After the Alien Characters had been introduced and their story explained, the group were 'connected' together by use of a string held by the Alien Characters. This allowed the Alien Characters and humans to communicate in English (but only whilst connected). The Alien Characters requested that the group connect something to the string that is meaningful to the group; they chose the Salvation Army flag. All the group members were on board with the Alien Characters theme by this point and began to share stories about their experiences in Clarksfield and their time there.

It was suggested that the group take a drum outside of the church and other musical instruments to make music together. The group went outside whilst still connected to their string and played music. Some members of the group couldn't make it outside due to mobility issues, however it was ensured that they were included in the activities and were still connected to the Alien Characters string. The group were dancing along to the music and it was a very energetic performance which attracted the attention of passers-by. After this song, the group began to chant multiple local road names to the beat of the drum, such as 'Clarksfield Road'.

The group went back inside and were given their flashing wristbands (given to all children/adults that attended a session). The group appeared to be appreciative of the gift, indicating that they felt involved and a part of the project and seemed to have enjoyed their experiences and songs with the Alien Characters.

Appendix 1e: Stay and Play Sessions

The project “piggy backed” on the back of the regular Play and Stay sessions held at the Church Hall, organised by staff at the nearby Spring Meadows Children’s Centre.

The room was set out ready to actively engage mothers and children in a range of creative activities, with both encouraged to take their place on the floor. The room is strewn with cardboard boxes of various sizes and shapes, coloured paper and other similar craft materials

The session was attended by mostly mothers of South Asian heritage (7) White British (2) and one lady of Azerbaijan descent. The researcher noted that he recognised this lady having seen and spoken to her at previous events .Her enthusiasm for the events was clear. However, it was observed that in the initial stages she was reserved in joining in with the session.

It was clear that friendships existed but a split between mothers was evident in other cases. More evident was the initial seclusion of the two white British mothers in attendance, interestingly these two mothers did not speak to each other. Understandably the main focus of early interactions for all in attendance was the children. In some cases small interactions occurred between children which encouraged short conversations between mothers.

Once the session had settled, Project workers conducted a series of activities that succeeded in engaging both mothers and children alike. These are described below.

Mothers and children formed a circle on the floor in the middle of the room, seated on a variety of brightly coloured scatter cushions. The circle consisted of all the South Asian mothers and one White British mother. It was observed that the other White British mother remained outside of the circle caring for her very young child whilst the older child listened to the story. The story session successfully engaged all involved with the story. As a result interactions within the circle are limited as participants engage with the narrative. It was noticeable however the shared experience of the story acted as a catalyst for some non-verbal interaction (smiles, laughter) between those involved

The reason for various craft materials strewn around the room became apparent as project workers introduced a task for each group (mother and child) to build a spacecraft using the materials available. This initial exercise created a singular focus as mothers concentrated on the task at hand of actively engaging their child with the task. As such, interactions between any mothers or children were limited. In this instance it was the children who acted as the medium for conversation between mothers. The activity ended with the individual space craft’s being pulled together to form one large spacecraft. The sense of wonder amongst all those involved was evident

Appendix 1f: Green Screen Film Workshop

Again this event was held in late afternoon (3.30pm – 5.30pm). The venue, again the St Barnabas Church Hall, was equipped with approximately eight ‘work stations’ containing an iPad mounted on a tripod, a chair and a green screen mounted on the wall.

Researchers observed that all in attendance, with the exception of facilitators and project workers, were of school age. It was estimated that all thirteen participants were in years 7-9. A further child of primary school age was also in attendance

Ethnically, observers noted a mixture of White British and Asian children. Notably there was none of Roma heritage in the room. The early interactions involved groups of children running around the room in seemingly friendship groups before being called to order by the workshop facilitator

Following instruction from the facilitator, participants self-selected small groups of two to three and proceeded to approach the workstations. It was apparent that these groups were chosen from existing friendship group. Researchers noted that the groups looked as follows Group 1 – 3 Asian boys, Group 2 – 1 White British boy, 1 White British girl and 2 Asian boys, Group 3 – 3 Asian girls

The levels of engagement enjoyed by the children are high. Researcher observed project workers providing both technical and creative inspiration to the children as they “play” in awe of what they are achieving.

Researchers noted a young Roma girl perhaps aged around 12 arrived alone. It was encouraging to see her walking around the room, engaging with the various groups offering ideas and assistance. Perhaps just as encouraging was the fact that she was accepted by all groups. As her family and her peers arrived, it was noticeable that the young girl continued to engage with others in the room.

Researchers noted that although the activity remained engaging for the children for approximately 25 minutes, it was clear that some younger participants lost interest. This was magnified once the Alien Characters arrived as the focus shifted from the green screen to them. However, the Alien Characters were able to use their skills to engage the children to posing with them in various green screen scenarios (i.e. within the local school)

As the session progressed, curious families entered the room, interested in what was happening. Each family gathered around the equipment seemingly with the same level of awe as the children engaging in the activity. The children were noticeably keen to show the adults what they had achieved.

One particular interaction occurred between a project worker and a young boy who had been found on a previous day defacing the Arundel Street park area with graffiti. After apologising to the project worker he and she proceeded to spend a great deal together with the creative energy between them being palpable.

Appendix 1g: Craft Workshop

This event was again carried out in the late afternoon (3:30pm – 5:30pm) on the fourth day of events. Children were encouraged to create a 'miniature world' of their favourite place in Clarksfield out of various craft materials. At the start of the event there were between 5 and 10 children engaged in the task, towards the end of the event this had increased to between 25 and 30. The children attending were between the ages of around 6 and 12 and there was an equal mix of White British and Asian children. Some children did become disengaged with the task (mostly younger boys), but began to play a game together and seemed to have an enjoyable time regardless.

Tables were set up in a 'U' shape with various craft materials on when we arrived. There were around 5/6 children already busy making things with the materials. The session was guided by a project worker who was showing the children how to construct their balloon worlds. There were also a couple of adults sat around the table, supporting their children but not engaged with the task themselves.

The session didn't get very busy until around an hour into the event. This may be because people arrived home from school before heading to the event. As the event progressed and got busier, all the chairs became occupied around the table. A group of children (around 5/6 boys) became disengaged with the task and began to play a game kicking the balloons around the hall. This was a mixed ethnicity group (Asian and White) of children all playing together. All of them were around ages 7-11. They seemed to be enjoying the game and having a good time, despite being off task.

An Asian lady between 30 and 40 years old began to make her own balloon world after aiding her children in making theirs. She seemed incredibly engrossed in the task and was putting quite a lot of effort and concentration into the creation. She continued with the task for some time without engaging in anyone else (including children who tried multiple times to help her with her model). She was completely absorbed in the activity and only began communicating with others again once she had finished her model.

Throughout the session, everybody seemed to be having a nice time. There was lots of playing (both on and off task). A good mix of the community was present at the event. Exit surveys were carried out as people left the event, comments were all positive and it seemed everyone enjoyed their time spent there

Appendix 1h: Final Celebrations – The Final Farewell

Held on a Saturday afternoon on the final day of events, this celebration served to bring together the various activities from the week and showcase sending the Alien Characters back to their spacecraft to fly back to their planet Bow-Gee. Creations from the different activities were displayed, music was performed, face painting and henna art were on offer and both South Asian and traditional Roma food was served. Unlike previous events, the Alien Characters were present from the start, meaning all members of the family were immediately engaged with the event.

Attendance at the event was noticeably transient in nature with only a core group of people staying for the whole event. Most people that the researchers spoke to only stayed for between 30 minutes and an hour. People mainly came to the event, paid attention to a few of the activities, ate some food and then left. Attendance at the event was highest at the time of the Alien Characters departure (with around 150 people at this point) and quickly declined afterwards as the event was closing. Most people said that they had heard about the event through their child's school. Nearly all members of the community that were spoken to on the day were positive about the events of the week, although many people present at the final celebrations hadn't attended any of the previous events held. A few people commented that the afternoon events would have been better held the week before whilst the children were not in school as they were too busy/tired in the evenings to attend the events. (It was important to the project team to have access to the school classes for workshops, however, which had determined the timing.) At its height, the event had around 150 attendees. Altogether there were between 350 and 400 people who attended for any period. Around 40 people attended for the whole event or a large proportion of it.

Generally, there was much more adult interaction at this event than at previous events. A higher number of grandparents and older teenage children were also present at the final celebration event than previously. Attendance at the event was quite transient in nature with only a core group of people staying for the whole event. Most people that the researchers spoke to only stayed for between 30 minutes and an hour. People mainly came to the event, paid attention to a few of the activities, ate some food and then left. Attendance at the event was highest at the time of the Alien Characters departure and quickly declined afterwards.

On Arrival various activities were being set up by the project workers. Equipment was being brought from cars and 'pods' of activities were developing. There were various decorations around the meadow including pictures, poems, stories written by children and spaceships created over the course of the week.

The Launchpad for transporting the Alien Characters to their spacecraft was also present, laid on the floor ready to send the Alien Characters back. All project workers from throughout the week were present on Saturday to assist with the various activities they had been involved with. Looking at Beckett Meadows more widely, there were children playing on the playground equipment in small groups and there was a small number of young white male children (older age primary school) playing a game of football on the sports pitches. In total, there were around 25 members of the community present at the start of the event.

Unlike the previous events, the Alien Characters were present from the start of this event, meaning children of all ages were immediately engaged. In previous workshops, there was a

sense that the older children benefitted from the activities more whilst the younger children were there to see the Alien Characters. Most areas of the celebration seemed to be highly popular from the start, except for the film workshop area. Once people knew the details of the activity this was soon as popular as the other pods of activity however. The face painting and henna had the largest queues throughout the day.

As the event got under way two Roma males (around 16-18) were stood on the outskirts of the event looking at what was happening. They didn't enter the area where the events were taking place but instead looked on a little nervously. It became clear after a while that they were waiting for the arrival of other members of the Roma community who turned up alongside Juice. Instead of entering the event just the two of them, they opted to wait for the rest of the group, clearly not comfortable otherwise. It was noted that throughout the event, several onlookers watched parts of the event.

The Alien Characters spent a significant amount of their time with the band. After a very short time, the band encouraged children to join in with making the music (something they may have been involved with during earlier sessions at school). Lots of children of varying ages and ethnicities got involved in the activity, which led to their parents interacting around the band whilst watching their children perform.

It was noticeable that there were a much higher proportion of women of south Asian heritage at the event than had been observed at other times throughout the week. There were also more men present across all ethnic groups than at previous events.

Food was provided at the event and those from the Roma community also brought food for others to sample and try. The food was very popular and many people enjoyed it. The food queues were a hub for conversation and interaction and researchers took the opportunity to speak to people whilst they were here.

Whilst community cohesion was in the most part very high during the event there were some observations of behaviours that indicated segregation within the community:

- A lady shouted at two Roma girls of around 9/10 years old at the queue for the henna table as they pushed in. The lady used derogatory terms when she spoke to the children. It should be noted that other adults and some older children around at the time of the comment looked at the lady in a somewhat disgusted manner, clearly not in support of her comments. The girls that the comments were directed didn't seem phased by her words.
- A young Asian boy of around 6/7 was called away from a game of football with a group of white/Roma boys of around the same age multiple times for no apparent reason and was told 'not to play with them' when he protested. There could have been an earlier incident contributing to this or another reason but on face value it appeared that the lady did not want her child with the group of white/Roma boys despite him being close by and his desire to participate.
- After the event, whilst researchers were walking home members of the Roma community were singing the 'Fly High Like a Butterfly' song in the street with great confidence and enthusiasm; obviously having enjoyed the events of the week and the workshops they had participated in.

Appendix 2: Clarksfield Residents Survey Cover letter

Why are we conducting this survey?

We are interested to know what the people of Clarksfield think about the area in which they live (their local area) and their perceptions of the people who they share the area with. We would like to know the things you like, dislike and ways in which you feel they could be improved. You will help us to understand what the people of Clarksfield think about the area they live in. The more responses we get, the more confident we can be in our findings. The things you tell us will help us to understand how well or not communities get on and help us to make any changes that may be required.

Why have I been chosen to take part?

Our records show that your household is one of around 1200 properties that fall within our defined boundary of Clarksfield (this area is shown below). This survey has been sent to all households in the area

What do I have to do?

You (or somebody else from your household) are being invited to take part in this survey. This will take roughly 5 minutes to fill in. The survey includes questions about your area and the people who live in it. Alternatively you can go online at www.Oldham.gov.uk/Clarksfieldresidentsurvey2016

Can I opt out?

Yes. Taking part in the survey is voluntary. However, we would appreciate your views as your feedback is important to us. If you do not want to answer a question, please move onto the next question.

Will the information I give you be shared with anyone?

No, all your answers will be confidential and will not be shared with anyone unless you raise an issue that needs some attention. Otherwise, only those inputting your responses and the person collating your responses will see your survey responses. All responses collected online will be stored electronically in a password-protected folder and hard copies will be stored in a locked filing cabinet. After we have finished the data collection, we will destroy your contact details. The reference at the top of the survey allows us to see who has responded to the survey.

What if I have a question about this survey?

If you have any questions about this survey or would like some support to take part call 0161 770 8117

“এই সমীক্ষায় অংশগ্রহণ করার জন্য আপনার যদি কোন সহায়তা পাওয়ার দরকার হয়, তাহলে দয়া করে 0161 770 8117 (০১৬১ ৭৭০ ৮১১৭) নম্বরে টেলিফোন করবেন এবং আপনাকে সাহায্য করার উদ্দেশ্যে একজন দোভাষীর ব্যবস্থা করা যাবে”

Jeżeli potrzebna jest pomoc w wypełnieniu niniejszej ankiety, należy zadzwonić pod numer 0161 770 8117, pod którym można zamówić usługi tłumacza ustnego.

“Dacă aveți nevoie de vreun sprijin pentru a lua parte la acest sondaj de opinie, vă rugăm să sunați la 0161 770 8117, unde poate fi programat un interpret pentru a vă ajuta”.

“اگر آپ کو اس سروے میں حصہ لینے کے لئے کسی مدد کی ضرورت ہے تو برائے مہربانی 0161 770 8117 پر فون کریں، جس پر ہم آپ کی معاونت کے لئے ایک مترجم کا بندوبست کر سکتے ہیں”

Appendix 3: Clarksfield Residents Survey Outline

Question	Response Options
Looking at the map (left) would you say that you live in the areas defined as Clarksfield?	Yes, I live in the area defined as Clarksfield I live in Clarksfield but the place I live is not within the defined area I don't live in Clarksfield Free text
What is your postcode	
Which of the following best describes your situation	<1 year, 1-2 years, 3-5 years, 6-10 years, 11-20 years, 21 years +
I have lived in Clarksfield for I expect to stay in Clarksfield for	
Generally speaking would you recommend Clarksfield as a place to live to your friends or family from?	Yes, No
Other parts of Oldham Areas outside Oldham	
Please use the space below to tell us briefly why you would not recommend Clarksfield as a place to live.	Free text
Do you consider Clarksfield as home?	Yes, No
If yes can you say why, and if not can you say why not	Free text
Do you think that over the past two years the Clarksfield area has got better or worse?	Better, worse, has not changed much, Lived here less than two years.
Which, if any, of the services from the list below have you used or benefited from in the last 12 months?	Collecting, recycling and disposing of your rubbish Cleaning your streets Looking after your parks and open spaces Protecting and supporting vulnerable adults Running your libraries Maintaining your roads, pavements and street lighting Protecting and supporting children and young people, including fostering and adoption Protecting and supporting older people Running your leisure centres I haven't used any services in the last 12 months
How many good friends, excluding family, live within the Clarksfield area? (Select one option only)	None, One or two, Three or four, Five or more
How strongly or not do you feel you belong to the Clarksfield area?	Very Strongly, Fairly Strongly, Not very strongly Not at all strongly

Question	Response options
<p>To what extent do you agree or disagree that Clarksfield is a place where people...?</p> <ul style="list-style-type: none"> . . .of different ages get on well together . . . from different social backgrounds get on well together . . . from different ethnic backgrounds get on well together 	<p>Definitely agree, Tend to agree, Neither agree nor disagree, Tend to disagree Definitely disagree</p>
<p>To what extent do you agree or disagree that having a mix of different people in your neighbourhood makes it a more enjoyable place to live?</p> <p>In Clarksfield, how much tension if any, would you say there is between people...</p>	<p>Definitely agree, Tend to agree, Neither agree nor disagree, Tend to disagree Definitely disagree</p> <p>A great deal, A fair amount, A little None at all, Don't know</p>
<ul style="list-style-type: none"> ...from different age groups? ...from different social backgrounds? ...from different ethnic groups? 	
<p>In which of the situations below would you say you regularly meet and talk with people (excluding family members) in Clarksfield, who are of a different ethnic or social background to yourself</p>	<p>Ethnic Background Social Background</p>
<ul style="list-style-type: none"> At the local shops At a place of study (e.g. school or college) At work In my or someone else's home At community centres In other public places (e.g. at restaurants, pubs, cinemas) Spending time with friends At a place of worship Around my neighbourhood, e.g. in the streets On public transport Through being in a club or sports group Somewhere else Not applicable - I do not meet with anyone different 	
<p>How safe do you feel in the Clarksfield area?</p> <ul style="list-style-type: none"> .after dark during the day 	<p>Very Safe, Fairly Safe, Neither safe nor unsafe, Fairly unsafe, Very unsafe</p>
<p>Would you describe any area of Clarksfield as being "no go"?</p>	<p>Yes, No, but could be in the future, No</p>

Question	Response Options
<p>Thinking about the Clarksfield area, how much of a problem do you think each of the following is?</p> <p>Noisy neighbours or loud parties Teenagers hanging around the streets Rubbish or litter lying about Fly tipping Vandalism, graffiti, and other deliberate damage to property or vehicles People using or dealing drugs People being drunk or rowdy in public places Abandoned or burnt out cars Were you born in the United Kingdom?</p>	<p>A very big problem ,A fairly big problem Not a very big problem, Not a problem at all, No opinion</p>
<p>What country were you born in?</p>	<p>Yes, No</p>
<p>What is your preferred spoken language?</p>	<p>Free text</p>
<p>Age Group Sexuality Ethnic groups Religion</p>	<p>Free text</p>
<p>Tenure</p>	<p>16-24,25-34,35-44,45-54,55-64, 65+ Heterosexual, Bi Sexual, Gay or lesbian, other As per Census 2011 As per Census 2011</p>
<p>Household income</p>	<p>Owner occupier, Rents from Private Landlord, Rents from Housing Association</p>
<p>Mental Health problem</p>	<p><£168, 168-251, 252-511, 512-742, >743 Per week</p>
<p>We might like to contact you again about issues to do with living in Clarksfield. This might mean being sent a short questionnaire, or being invited to take part in a telephone survey, meeting or focus group.</p>	<p>No, Yes but I have not seen a doctor about it, Yes and I have seen a doctor about it</p> <p>Yes I would like to take part in further research.(Please leave us your contact details below) No I am not interested in taking part in further research</p>

Appendix 4: Interview Schedule

Question	Areas for exploration (Not restrictive)
<p>Please can you tell us a little about yourself and your connection to Clarksfield and/or the people who live there?</p>	
<p>Would you describe the people of Clarksfield as having a strong sense of community and belonging to the area?</p>	<p>Why? Transient nature, Private rented sector What impact if any do you think this has on the area? Has this changed over recent years for better or worse?</p>
<p>In your experience do people of different ages, ethnic backgrounds and social backgrounds get on?</p>	<p>Where people meet, do people meet? Do groups meet in silos? – Why Describe any activities that exist to encourage better links between of different backgrounds</p>
<p>Do you think that this ever spills over into mistrust or puts pressure on these relationships?</p>	<p>Why do they exist? – Are they actual issues or false perceptions Are they deeper routed e.g. Socio-economical, environmental, historical, cultural Tensions between existing communities and new migrant community's Any activities designed to help dispel any misperceptions</p>
<p>Do Clarksfield Residents feel safe?</p>	<p>Perceptions of safety (or lack of) day and night – reasons no go areas Drug use, dealing, prostitution</p>

Appendix 4: Pre Project Focus Group Information

What is this research all about?

Oldham Council Business Intelligence Team is conducting research into the perceptions of the residents of Clarksfield. We are interested to know what the people of Clarksfield think about the area in which they live (their local area) and their perceptions of the people who they share the area with. We would like to know the things you like, dislike and ways in which you feel they could be improved. You will help us to understand what the people of Clarksfield think about the area they live in. The things you tell us will help us to understand how well or not communities get on and help us to make any changes that may be required.

What do I have to do?

You have agreed to attend a focus group. The focus group will last no longer than two hours and will broadly explore:

- Clarksfield as a place to live
- Perceptions of Clarksfield as “Home”
- Changes to Clarksfield – What has gone by and what needs to change
- Belonging

Why it would be good to take part?

Your involvement will help us to gather evidence on the thoughts of Clarksfield Residents. It will help us to better understand the needs of the Community and any issues that it may have.

It would be good to take part in the research because it will give you a chance to provide your views about the area and share any knowledge you may have about this topic. Your views will also help us understand better what is happening in Clarksfield.

It will also provide you with a chance to meet and speak to other Clarksfield residents and find out their thoughts and views.

How will the information I give be stored?

All information you give us will be kept strictly confidential and stored securely. The information from focus groups will be transcribed and stored on secure (encrypted) password protected computer.

What will you do with the results of the research?

A report will be produced from the information collected from this research and shared with relevant partners. Extracts from the focus group will be included within the report, but under no circumstances will your name or any identifying characteristics be included in the report.

Who can tell me more about it?

If you would like to know anything more about the research please contact Paul Shelmerdine on Tel 0161 770 8223 or Email Business.Intelligence@Oldham.gov.uk

Clarksfield Residents Research
Consent form for focus group participants

Oldham Council Business Intelligence Team is conducting research into the perceptions of the residents of Clarksfield. We are interested to know what the people of Clarksfield think about the area in which they live (their local area) and their perceptions of the people who they share the area with. We would like to know the things you like, dislike and ways in which you feel they could be improved. You will help us to understand what the people of Clarksfield think about the area they live in.

We would like to remind you that:

- Your participation is voluntary
- If you are asked about anything that you don't want to talk about, you do not have to answer
- You can say as little or as much as you wish
- You are free to withdraw at any time
- We will use a Dictaphone during the focus group for recording your responses
- Information you provide will be used for research purposes only and will be kept confidential and kept securely
- Extracts from the focus groups may be made part of the final research report, but under no circumstances will your name or any identifying characteristics be included in the report.

I have read the project information leaflet and the above information and I agree to take part in the focus group:

Name of Participant: _____
(Print name clearly)

Signature: _____

Date: _____

Appendix 5: Post Project Recruitment

What is this Evaluation?

Oldham Council Business Intelligence Team has been asked by the Royal Central School of Speech and Drama to complete an Evaluation of a series of events being held in and around Clarksfield between Tuesday 6 September and Saturday 10 September 2016.

Why have I been selected?

You have been selected at random to take part in the evaluation as you are known to have attended the following event

Title: Merged
Location: St Barnabas Church Hall, Clarksfield
Date: Merged

Why it would be good to take part?

It would be good to take part in the research because it will give you a chance to tell us what you think about the activities you have taken part in today. Your involvement will help the Royal Central College to understand the impact of the events

What do I have to do?

We would like to ask you a few questions about today's event. We can do this in several different ways.

- A telephone interview lasting around 15 minutes • •
- A face to face interview lasting around 15 minutes • •
- A short online survey • •
- A short paper based survey • •
- A focus group to take place in October 2016 • •

What happens next

We will contact you over the next couple of days to arrange a suitable time to talk with you about the event.

How will the information I give be stored?

All information you give us will be kept strictly confidential and stored securely. The information from focus groups will be transcribed and stored on secure (encrypted) password protected computer.

What will you do with the results of the evaluation?

A report will produced from the information collected from this research and shared with relevant partners. Extracts from the focus group will be included within the report, but under no circumstances will your name or any identifying characteristics be included in the report.

Who can tell me more about it?

If you would like to know anything more about the evaluation please contact Paul Shelmerdine on Tel 0161 770 8223 or Email Business.Intelligence@Oldham.gov.uk

Appendix 6: Post Project Evaluation Form

Question	Response Options
Have you attended one or more of the events shown in the list above?	Yes, No
At any point over the past five days have you chanced upon the Aliens from planet Bo-Gee on their travels in the Clarksfield area?	Yes, No
Please briefly describe your experience meeting the aliens in the space below. If you have met them on more than one occasion please describe your favourite moment	Free text
In general, which of the following statements best describes your time at each event?	<p>We stayed at the event from the start to the end</p> <p>We were at the event for less than 30 minutes</p> <p>We were at the event between 30 minutes and an hour</p> <p>We were at the event for more than an hour</p> <p>We were more likely to dip in and out the event (e.g. time split between the event and other places)</p>
Have you enjoyed being involved in the Earth Project?	Yes I loved it, Yes I liked it, Neutral, I didn't enjoy it, I disliked it
Who did you attend the event(s) with?	<p>On my own</p> <p>Husband/Wife/Partner</p> <p>With my children</p> <p>With friends</p> <p>Family</p>
Have the events brought you together with anyone you wouldn't usually interact with?	<p>Yes, people different ages</p> <p>Yes, people of different ethnic backgrounds</p> <p>Yes, people of a different social background</p> <p>No, the events have not brought me together with anyone who I would not usually interact with</p>
Please use the space below to explain the things that you enjoyed most about the events that you attended? Please include any memorable events	Free text
Attending one or more of the events held in the Clarksfield in the last five days has...	<p>made me feel more positive about Clarksfield and the people who live there</p> <p>made me feel less positive about Clarksfield and the people who live there</p> <p>not made any difference to the way that that I think about Clarksfield and the people who live there</p>

Appendix 7: EARTHED Recruitment Poster

E.A.R.T.H.E.D



Tell us what you think

Over 5 days in September 2016, two Alien characters spent time in the Clarksfield area visiting the community and taking part in a series of arts based events. This week was known as EARTHED. Now we would like to know what you think about the project.

- Creative Café' St
- Over 60s group
- Music Workshop
- Mothers' Play and Stay
- Film Workshop
- Craft Workshop
- On street Pop up Theatre - Various locations
- Final Celebrations - Beckett Meadows

What if I didn't take part?

If you are a Clarksfield Resident and didn't take part we are still interested in your views. So please take the time to tell us what you think.

How you can tell us what you think.

You can tell us what you think in a number of different ways:

Take part online at www.oldham.gov.uk/earthed or you can take part with a hardcopy of the survey (available on request)

Come to a focus group at Barnabas Church. All participants will receive a ten pounds town centre voucher. Places are limited to 30 and will be allocated on a first come first served basis.

- 11 November 3.30pm-5.00pm
- 14 November 2.30pm - 4.00pm
- 15 November 2.30pm - 4.00pm

To request a place please email Business.Intelligence@Oldham.gov.uk or call 0161 770 8117 by no later than Friday 4 November 2016

Appendix 8: Post Project Focus Group Recruitment

What is this about?

Oldham Council Business Intelligence Team has been asked by Oldham Theatre Workshop and the Royal Central School of Speech and Drama, London to conduct an Evaluation of the EARTHED Project which was held at various locations around Clarksfield in September 2016.

What is EARTHED?

EARTHED was collaboration between Oldham Theatre Workshop and the Royal Central School of Speech and Drama, London. It aimed to explore

- The physical place of Clarksfield as a place to live
- How 'strange' performances and workshops can lead to us feeling more connected to the place we live because we've 'relooked' at it
- How 'strange' performances and workshops can lead to us feeling more connected to all the people here

Why it would be good to take part?

Your involvement will help us to gather evidence on the success or not of the project and your perceptions about it and in what ways, if any, your thoughts on the area and its people have been affected. It will also provide you with a chance to meet and speak to other Clarksfield residents and find out their thoughts and views.

How will the information I give be stored?

All information you give us will be kept strictly confidential and stored securely. The information from focus groups will be transcribed and stored on secure (encrypted) password protected computer.

What will you do with the results of the research?

A report will be produced from the information collected from this research and shared with relevant partners. Extracts from the focus group will be included within the report, but under no circumstances will your name or any identifying characteristics be included in the report.

Who can tell me more about it?

If you would like to know anything more about the research please contact Paul Shelmerdine on Tel 0161 770 8117 or Email consult@Oldham.gov.uk

Appendix 9: Artist Evaluation

All free text options

Looking back over the five days (or the day) of events what you for you were key moments?

Can you please recount any interesting stories that occurred to you during the work?

How might it affect your practice?

Overall, how do you feel the aims of the project have been met?

To what extent if any did your perception of Clarksfield change?

ⁱ Emily Tunney (Observations, Door step interviews) Callum Shelley (Observations, Focus groups, Transcriptions) Sarah Carr (Transcriptions) John Pritchard, Owen Boxx, Bronwyn Raper (Observations)

ⁱⁱ A separate report of findings from the CRS and subsequent focus groups will be made available to participants and also to the West Oldham District team

ⁱⁱⁱ The Delph Donkey was a line of the London and North Western Railway (LNWR) in northern England which opened in 1849 to connect Oldham, Greenfield and Delph to the main Huddersfield to Manchester line. Passenger trains ceased to run on the Delph Donkey in April 1955.