



# purecreative arts

EVERY LIFE IS WORTH LIVING

## SECONDARY SCHOOLS PACK

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## **Who We Are**

Pure Creative Arts (Pure) exists to help young people to recognise and deal with the blockages that stand in the way of them realising their unique identity and be released into their full potential.

We aim to support young people, and communicate to them messages about their image/identity/self worth through dynamic theatre and educational workshops, in order to challenge them to think about how they see themselves, their relationships and wider influences on their lives. Where they suffer from low self-esteem and damaged relationships, Pure aims to help them see how positive change can happen.

Pure Creative Arts operates through a team of experienced performers and health professionals, with extensive experience of working within school environments. Pure operates from Christian values, but our focus is on helping young people of all backgrounds think for themselves, rather than proselytising. We believe children can benefit from relevant, engaging and diverse PSHE and Religious Education.

Pure Creative Arts is multi-faceted, working in several different ways; a theatre company, an educational team with health professionals, a mentoring service, and a Creative Arts School. We have programmes that address particular areas of mental health. These different styles will be effective and relevant for different individuals.

The theater company performs in schools to introduce the themes and issues we are covering, and then the team members facilitate workshops that provide a safe learning environment where young people can explore sensitive issues of health, identity, self worth and image and where they can feel free and comfortable to talk.

Pure Creative Arts is available for assemblies, school concerts, and youth events, using performances as a relevant way to provoke thought. As an educational resource Pure Creative Arts also provides lessons and workshops dealing with these issues.

## Why is the work of Pure Creative Arts important?

### Body Image

Dr Carla Rice, clinician and professor states that, “Women and girls have their self-esteem undermined every day in our culture”. We believe that to be true, and that the same increasingly applies to men and boys. Various studies show that:

- Body image dissatisfaction is often found in girls as young as 9 years old, and several studies have shown a desire to be thin in girls as young as 7.
- 53% of girls were unhappy with their bodies by the age of 13 and by age 18, 78% were dissatisfied.
- Only 2% of women globally consider themselves beautiful.
- 80% of men spoke negatively about their body and overall appearance.
- 60% of men want to be more muscular, but 25% are too embarrassed to go to the gym.

A survey conducted by a women’s magazine, ‘Glamour’, of thirty-three thousand women found that:

- 75% believed they were too fat (even though only 25% were actually medically overweight).
- Most women chose losing ten to fifteen pounds, over success in work or love, as their most desired goal.

Around 5% of young girls in the UK are estimated to have anorexia nervosa, and the number of young men suffering is on the increase. Sadly, only around 60% of anorexics currently make a full recovery, and the illness is also one of the most controversial areas in mental health. Bulimia is thought to be two to three times more common than anorexia, but generally is not as physically dangerous. The medical effects of anorexia include hypothermia, hypotension, heart problems, infertility and in some cases death.

### Young men and identity

Research indicates that combating images of ‘laddish’ masculinity and establishing a strong school ethos were seen as central to raising the attainment of boys. In order for specific strategies to be successful, pupils with this sort of self-image need to be offered support and their achievements valued.

Strategies to raise boys’ achievement, if implemented correctly, are also likely to raise girls’ achievement, and thus benefit the entire school environment. We believe that any strategy to raise boys’ achievement should not be done in a way that could be detrimental to girls’ social or academic progress.

Currently, boys are more likely to be negatively influenced by peer groups, devaluing their schoolwork and putting them at odds with academic achievement. Boys are also more likely than girls at present to be identified with special educational needs.

- 70% of all children with identified SEN are boys.
- Boys are nine times more likely than girls to be identified with disorders on the autistic spectrum.

Boys are also four times more likely to be identified as having a behavioral, emotional and/or social difficulty. Boys have higher truancy rates, are more likely to be excluded from school and more likely to get into trouble with the police.

- Boys account for 80% of permanent exclusions and 75% of fixed term exclusions.
- Girls are more likely to be victims of psychological bullying whilst boys more likely to be victims of physical bullying.
- Boys are more likely to have committed a criminal offense than girls.

### Self-Harm

Self harm is more common than many think, and given the social stigma attached to the issue, many cases in young people likely go undetected, meaning the problem is even worse than current statistics state, statistics which include:

- Rates of self-harm in the UK are among the highest in Europe.
- The rate of self-harm is highest among those aged 11 – 25 with the average age of onset being 12 years old.
- Research suggests that more than 1 in 10 young people self-harm at some point during their adolescent years.
- More than 24,000 young people in the UK are admitted to hospital each year with injuries they have deliberately inflicted on themselves.
- There is a high number of young people who self-harm after being sexually abused.

There has been an increase in the number of reported cases of self-harm in recent years, particularly in males, and many schools are seeing the issue affect early-secondary and even late-primary age pupils.

Self-harm can occur for a variety of different reasons, but research has suggested that a number of common reasons include; low self-esteem, poor body image, bullying, sexual abuse, family breakdown or childhood trauma. Research suggests that those who self harm do so because they feel that it is the only way they know how to deal with the situations they are facing.

### Sex and Relationships

We live in a society where sexualised imagery and media content is the norm. Young people are confronted with regular references to sexual terms and behaviour, but often

without the health information or relationship education that should accompany it.

This means that today's young people are more aware, but arguably less prepared, to make healthy decisions around sex than in previous generations. When influences are drawn from music, pornography and magazines, their needs to be a robust educational framework to inform young people on the realities of sex and impact statistics like the following.

- In the UK, around 25% of 15 year olds and 50% of 16 year olds have had sex.
- Teenage birth rates in the UK are the highest in Western Europe.
- One in every ten babies born in England is to a teenage mum.

More teenagers are having sex than ever before, with underage pregnancies on the increase, and while education and awareness around STIs is also improving, statistics show there is still work to be done.

- 2009 saw 482,696 new STI diagnoses in the UK, up 3 per cent from 2008.
- Young people aged 15-24 years continue to be the most affected by STIs in the UK. In 2009, two thirds of new STI diagnoses in women were in those aged under 25, and over half of new diagnoses in men were in under 25.
- Chlamydia is the most commonly contracted STI in the UK. In 2009 there were 217,570 new chlamydia diagnoses made across clinical settings, 7 per cent more than in 2008. Three quarters were in the 15-24 age group.

Eating behaviour in junior high school females (2000)

International Journal of Eating Disorders (2001)

The Real Truth About Beauty: A Global Report (2000)

Report of the National inquiry into self-harm among young people. Mental Health Foundation (2006)

Office for National Statistics 2000 as reported in Teenage Pregnancy and Parenthood: A review of reviews – Briefing summary Health Development Agency February 2003

Teenage Pregnancy : a Social Exclusion Unit Report June 2006

Department for education and skills 2007 Gender and education: the evidence of pupils in England. Available at:

[www.dfes.gov.uk/research](http://www.dfes.gov.uk/research) (accessed September 2011)

<http://www.fpa.org.uk/factsheets/sexually-transmitted-infections>

As part of Pure Creative Arts, we have a designated team of health professionals with a variety of specialist interests. This has enabled Pure to create and run their Pure Freedom project. (detailed on page 9) We also have doctors who are both GMC fully registered medical practitioners with a license to practice and can offer advice on general health related issues.

## Where do Pure Creative Arts fit into the curriculum?

Pure Creative Arts tailors our work to fit within current departmental advice and guidelines pertaining to PSHE education and Religious Education, and believe we work effectively and fit within various areas of Key Stage 3 and 4:

### PSHE Education

'The PSHE curriculum, whilst non-statutory, provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of pupils and provide sex and relationships and drug & alcohol education.'

We agree with the recent government guidance (2013) on PSHE education that stated *"teachers are best placed to understand the needs of their pupils it is for schools to tailor their local PSHE programme to reflect the needs of their pupils and equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions."*

We look to work in partnership with individual schools to provide the most appropriate and needed PSHE education for their pupils, working with targeted smaller groups or entire year groups on issues of 'Sex & Relationship Education', 'Diet, Body Image, Disordered & Healthy Eating', 'Identity, Aspirations & Self Esteem', as well as many other areas that fit within the PSHE framework.

Recent PSHE frameworks have highlighted a number of key objectives for PSHE education, and we believe the work of Pure Creative Arts meets the following:

#### *Developing confidence and responsibility and making the most of their abilities*

Pupils should be taught:

- To recognise others, and give and receive constructive feedback and praise.
- How to deal positively with their feelings and emotions in difficult situations.
- To respect differences between people as they develop their own identity.

#### *Developing a healthy, safer lifestyle*

Pupils should be taught:

- How to maintain healthy lifestyles and the factors that influence health.
- The importance of relationships and the consequences of early sexual activity, including STI's and pregnancy.
- How to recognise when pressure from others threatens their personal safety and wellbeing, and how to develop effective ways of resisting pressure.
- How to recognise the physical and emotional changes during puberty and how to manage these in a positive way.

*Developing good relationships and respecting the differences between people*

Pupils should be taught:

- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.
- To recognise that actions have consequences and how to make informed choices.
- How to empathise with people different from themselves.
- The nature of friendship and how to make and keep friends.
- How to communicate confidently with peers and adults.

Pure Creative Arts offers lessons and workshops that cover the above aims, with particular focus on issues surrounding sex & relationships, identity and body image. We were encouraged by some of the comments in the 2013 Ofsted report “Not Yet Good Enough” on PSHE education in Primary & Secondary schools, particularly one which stated *“in 80% of primary and secondary schools, outside speakers made a valuable contribution by bringing a wide range of expertise and life experiences and supporting pupils in raising their aspirations.”*

We believe that we fit this description, as well as the further comment that *“in the good or outstanding lessons, teachers provided a range of exciting and stimulating tasks including drama, art, video clips and discussion.”* We do this in each of our performances and workshop sessions relating to key issues on the PSHE framework.

Our session on Sex & Relationships looks at sexual health and relationship education. It includes our production *‘Hold Me’*, which looks at the lives of young people and their opinions, choices and experiences around sex and relationships.

Our session on Body Image looks at leading a healthy lifestyle, including looking at eating disorders, media pressures and the ways our self-image can be unhealthy. This session includes our theatre production, *‘Mirror Mirror’* looking at one girl’s struggle of living with anorexia.

Our sessions on the topic of Identity can include one of two productions. The first is *‘I Decide’*, which is set in a school and looks at friendships, relationships, self-esteem, bullying and relationships, and the second is *‘The Other Side’*, which looks at friendships, relationships, sex, alcohol, family problems & anti-social behaviour. Both of these productions come with detailed workshops that enable young people to explore the issues raised and how they can make healthy choices in those areas.

## **Educational Resources**

Pure Creative Arts provides a number of different aspects of school requirements. We are available for:

- Assemblies
- Lessons
- Workshops
- Impact Groups
- One-to-one mentoring support

We have an education officer who keeps a close eye on the national curriculum as we aim for all our resources to be up to date. We also have a detailed Safeguarding Policy that is available on request.

### Assembly Performances

Pure Creative Arts offers the option of performance in assemblies. This usually consists of one or two short performances (dance/drama/music/poetry) and a short talk that can be based around a desired topic. Pure Creative Arts has many Christian team members, and our faith values influence what we talk about in assemblies. However, we always establish contact with the appropriate teacher before we do an assembly to discuss and ensure they're happy with the format and content of our assemblies.

### Workshops

Pure Creative Arts offers a selection of practical arts workshops including dance, drama and singing. The workshops fit well into both the Drama and Physical Education curriculums. All the workshops are taught in a professional way, as there is degree level expertise in each of these areas within the team.

## **The Mentoring Programme**

The Mentoring programme offers both group and one-to-one mentorship services that Pure can provide to schools across the country. The programme encourages and gives the students space to address and talk about life's struggles that they might be facing or may face in the future.

The programme runs once a week covering a different topic each week that relates to the students' lives and situations.



So far the mentoring programme has worked with students addressing issues of low self esteem, low self worth, depression, anger management, identity, grief and bereavement, self harm and eating disorders.

Pure finds that it can be effective to launch this programme with either a performance, workshop or an assembly to introduce it, so that pupils are aware of who Pure is and that the sessions are running.

Pure likes to liaise with the teachers on particular issues that are raised in sessions to ensure the material covered is followed up properly and that teachers are aware of what is going on. This is normally done with the school's Safeguarding officer.

## **Pure Freedom**

Pure freedom is a ten week support programme for young people currently living with self harming behaviours or disordered eating habits. The programme utilises creative activities and peer mentorship to help the participants towards positive change. The programme is run by Pure's health team and has support from CAHMS.

The aim of the programme is to provide a safe environment where young people are able to discuss negative or harmful behaviours and creatively express their feelings in a way which can help them to learn positive coping strategies and ways of building emotional resilience. Our main goal in providing this programme is to see young people free from self-harming or disordered eating which can hold them back from their ability to live life to the full and see their ambitions and dreams realised.

Please get in touch to discuss your needs or for pricing information.

e: [purefreedom@purecreativearts.co.uk](mailto:purefreedom@purecreativearts.co.uk) t: 0787 426 8682

## **Pure Man: Courageous**

The overall aim is to see boys driven by integrity, dignity and masculinity in their purest and healthiest form, engaging in an honest exploration of manhood, secure in their identity and released into their full potential as young men.

Specific Aims:

1. To develop better understanding of the physical & emotional identity of men.
2. To be equipped to make better lifestyle choices.
3. To be empowered to make decisions for themselves.

4. To honour and respect women.
5. To see a positive change in behaviour both inside and outside of school.

#### Objectives:

1. To provide a clear, well-structured course that explores manhood.
2. To provide an open environment where boys are able to honestly speak about the issues that concern them.
3. To provide a safe environment where boys can be challenged and encouraged to review how they see themselves, their relationships and identify perhaps negative influences on their lives.
4. To empower individuals to make informed decisions through follow-up and one-on-one mentoring sessions following the programme.
5. To provide positive male role models.

The programme is organised to comprise of eight main sessions, utilising group discussion, teamwork activities and multimedia presentations, we creatively explore different aspects of manhood including; Puberty & Image, Stereotypes & Labels, Relating to Women, Relating to Authority, Dealing with Anger/Failure, Future Goals. The programme ideally works with eight boys per course, who each receive three one-to-one mentoring sessions alongside the group sessions.

To date we have worked with over 40 boys, and received a 92% approval rating when asking if they would recommend it to other young men their age.

For more information, please contact us at [info@purecreativearts.co.uk](mailto:info@purecreativearts.co.uk) or 0787 426 8682.

## **Theatre-in-Education Programme**

*“Levels of deprivation and child poverty in Liverpool are extremely high. Liverpool is the most deprived local authority area nationally. Over a third of Liverpool children (34.4%) live in poverty and in some areas of the city three fifths of children live in poverty. In some schools in the city 73% of children are eligible for free school meals.”* Data Report for the Mayor of Liverpool’s Education Commission

The above statistics highlight the reality that many school children can’t currently access the work that Pure Creative Arts offers due to low income. If these activities were offered via their school however, they’d be made more accessible to them.

Pure Creative Arts’ Theatre-In-Education Programme presents the following productions:

Our newest production focuses on the theme of identity. The question of 'Who am I?' is crucial in the development of teenagers and so often they are looking to define themselves by what they see in the media, peer pressures, or other damaging stereotypes. By addressing this issue with young people – helping them ask the right questions – we can begin to see a shift in the trajectory of their lives.

### The Rating Game

In the midst of a fledgling romance that begins on their daily commute to school on the subway, Cate and Xavier find themselves flung into a rating game where the guys grade the girls out of 10. The rating provokes questions in each character which make them delve into the perception of perfection. What does it mean to be face to face with our true selves? "Will he still like me?", "Will she still want me?", "Will I even like who I am?" We are able to dive into the minds and hearts of these characters and process alongside them.

All of these questions are addressed using an innovative blend of spoken word, rap, song, dance and film. In the midst of the game, the subway car that they are in comes under a security threat, locking the passengers between platforms. This new twist puts the whole game into a different perspective, forcing each character to truly look at themselves and their identity. Will they cling to a life of seeming control or is it worth the adventure of discovering their true selves?

### The Other Side

*The Other Side* follows the stories of a group of young people, each with different issues, brought together for one night of fun that descends into trouble. Join them as they battle with the pressures of growing up, family problems, school and relationships. The production seeks to tackle questions of identity, family, sex, friendships, and how you respond to the challenges that life brings.

In the subsequent workshops, we will look at a number of these themes, how the characters responded, and how the young people can find more positive ways to deal with their personal issues. Our aim/vision for this session is that each young person would feel called into a more positive view of who they are and who they've been made to be.

## **Space and technical requirements**

### Space & Blackout

Each of our current theatre productions incorporate the use of multimedia as well as live performance. To best utilise these features we ideally need a large performance space, preferably a hall or drama studio with speakers and a place to project video.

Main Stage measurements: Width – minimum 8 metres Depth – minimum 5 metres.

It is also recommended that the venue used has a blackout facility, although not essential, it will improve the overall quality of the performance.

### Power Requirements

The theatre productions will ideally need a 32-amp socket for the PA and lighting equipment but it would also be possible to use a number of 13 amp sockets.

### Accommodation/Food for Bookings

Where members of the Pure team will need to travel outside of Merseyside to a National booking, the team may request accommodation for the specific number of nights to days that they will be working with your organisation/school/church.

We will seek to arrange this ourselves wherever possible, but may request your help in this depending on the location.

It would also be requested that you include the provision of food and refreshments for the team, especially if we are in your school for a full day.

## **References from Schools**

*“The whole presentation was professionally delivered. The drama portrayed a very real issue in a way which did not shock the pupils. They were willing to participate in the discussion workshops, keen to listen and contribute. The event was definitely received as a positive experience, appreciated by the staff as well as the girls.”*

- Elizabeth Troughton, Ainsdale Hope C of E High School, Head of RE

*“On several occasions Pure have been into school to deliver productions and workshops to key stage 3 and 4 pupils and we have found them to be thorough and professional at all stages. We found that their productions were of considerable value in handling sensitive issues with teenage girls and I consider Pure’s work to be extremely worthwhile.”*

- Marion J Landor, Pensby High School for Girls, AST for Citizenship

*“Pure brought a production called Shine which addressed self harm and Identity. They delivered an excellent and very engaging presentation to our year 7 and 8. The team led a*

*number of workshops that unpacked the issues that were addressed and all the young people got involved. I want to thank and honour the team for the high level of professionalism that they worked to; I have never seen a theatre and education company quite like them. Over the years, Pure have also come into the school on a weekly basis and delivered their Impact programme to a group of year 8 girls. These sessions were great and engaged the girls on all levels. They enable the girls to open up and discuss life's struggles in a safe and caring environment. I would highly recommend Pure to any school or organisation as their work is value for money and they are a committed group of people who want to see young people supported and released into their fullest potential."*

- Dave Tipping, the Oldershaw School, Project/Art teacher

*"Pure started their work in Litherland with a performance to a year 9 group of girls and then was followed on by weekly mentoring sessions with a small group of vulnerable girls who had issues ranging from being at risk of exclusion to students who needed social and emotional support for a variety of reasons either in school or out. The students have given excellent feedback and requested continued support. I would highly recommend Pure to any establishment as they develop and support vulnerable students socially, emotionally and spiritually without being intrusive."*

- Loretta Roberts, Litherland High School, Head of behaviour

*"I would strongly recommend Pure Creative Arts to any youth groups or school. I have seen their dramas and they are fantastic! All the dramas are well rehearsed and performed at a professional level. They deal with some difficult topics and it's great to know that someone has researched them, learnt about them and projecting it in such a way kids and youth can relate to."*

- Sal Kraushaar, Long Lane Church, Children and Youth worker

*"Over the past six years Pure have provided extra curricular performances with workshop support on issues affecting young people. The performances that they write have such a powerful impact as the young people can always identify with the situation and characters clearly. Members of Pure have also delivered voluntary impact sessions to pupils during lunchtimes. The group cover issues relevant to the young people and provide a secure environment for them to discuss their feelings and ask for information when necessary. This kind of work isn't always possible for teachers to do and the pure team build a fantastic relationship with the young people as well as working within the school's safeguarding policy and guidelines. The work that Pure do is always of the highest quality and I wouldn't hesitate to recommend them to other schools, In fact I often do."*

- Kath Bulmer, Shorefields Technology College, Head of Drama

*"I have worked with Pure for a number of years now. I first became involved when the drama group came to school to present a drama about anorexia. The students responded*

*very well. At the end of the workshop, the team had made some positive connections with students who could relate to the play in one way or another. Pure then offered a mentoring service for these specific students and a member of the team became a mentor to the girls and has visited our school every week to support one girl in particular through some very difficult times. I cannot praise the commitment of the team nor the standard of their work highly enough."*

- Jacqui Allward, Childwall Sports College, Citizenship Coordinator

*"Pure Creative Arts have been working in this school for a number of years. They come in on a weekly basis to assist our PSHE lessons with the year 11's. We have found them to be very professional and reliable in all that they do."*

- John Greaves, Christian Fellowship School, Head of Upper School

*"Pure Creative Arts mentoring programme began in 2010 and continues now due to the high impact it's had on our students, many of whom are from disadvantaged backgrounds. It's been fantastic witnessing the students grow and come out of their shell and how every young person has been treated as an individual. This programme has been a huge success and something which I cannot rate highly enough. The girls have learnt to explore issues that they had within themselves and also to help others around them in the group, this improved self-confidence. In particular we targeted LAC students who we felt would benefit greatly from the support. They have now started to attend school more regularly which has been a huge step forward. As a school we are eternally grateful to be apart of such a fantastic programme of which I can't speak highly enough. I would certainly hope that we can be apart of this for many year to come"*

- Natalie Limb, Litherland High School, Learning mentor

*"The Council said nothing could be done with these young people, but look what you have done tonight!"*

- Youth Leader, West Derby Youth Club

## **Young people evaluation comments from our Theatre and Education Programme**

*"It relates to our age, it helps us learn about other people's views and how it affects them, it was good to talk about issues that we might not prefer to discuss in a group."*

- Pupil, Holly lodge Girls College, Liverpool

*"It made me feel confident in myself."*

- Pupil, The Oldershaw School, Merseyside

*"I will wait to lose my virginity."*

- Pupil, Grace Academy, Darlaston

*"I learnt that models wear so much makeup but we are all naturally beautiful."*

- Pupil, The River School, Worcester

*"It was nice to be told I was pretty as I struggle a lot with my self image."*

- Pupil, The River School, Worcester

*"We were all girls in the workshop so it was easier to relate."*

- Young Person, Old Swan youth group, Liverpool

*"It opens up a subject and doesn't make you feel awkward about asking questions."*

- Pupil, Christian Fellowship School, Liverpool

*"It was good to know more facts about eating disorders, that men can be affected too, and I should be there for my friends if they need me."*

- Pupil, Chase Terrace College, Walsall

*"It was relevant and the Pure team give real stories."*

- Pupil, Holly Lodge Girls College, Liverpool

*"Everything we covered in the impact group was relevant to me and was so helpful."*

- Pupil, Childwall Sports College, Liverpool

*"I enjoyed the performance, characters, and receiving hope from the story."*

- Pupil, Chase Terrace College, Walsall

*"It made me feel better about myself, made me empathise with people, and made me more aware of the issues."*

- Pupil, Chase Terrace College, Walsall

*"I have grown in self esteem and self worth."*

- Pupil, Childwall Sports College, Liverpool

*"I have learnt you don't have to be someone you are not."*

- Pupil, St Michael's Church of England High School, Merseyside

*"The play showed the true feelings of teenagers and we could relate to it."*

- Pupil, Grace Academy, Coventry

*"The workshops were great because this topic of sex and relationships has a big effect on us and it was an easier way to talk about it."*

- Pupil, Grace Academy, Coventry

*"I don't have to have sex at 16."*

- Pupil, Grace Academy, Darlaston

*"I am shy but this has made me want to speak out more."*

- Pupil, Sacred Heart Catholic College, Liverpool

*"It was relevant because they spoke about rape and where to go for support if this ever happened to you or a friend."*

- Pupil, Grace Academy, Darlaston

## **Testimonial stories from Students who have gone through our mentoring programmes**

**Kate**, aged fifteen, first came to the Pure Mentoring programme back in October 2009. She was a very shy girl, didn't really say much and had low self-esteem about herself and her body image. Throughout the year, Pure saw Kate grow in confidence in herself, her image and her future. She started off the year not really knowing what she wanted to do when she finished her GCSEs and not really believing in herself, but now she is going on to college to study fashion photography.

Kate's final comment on the year was "my self esteem has grown and I now don't compare myself to other people. I care about what I want to do and I think you should always believe in what you believe and follow your heart" (Year 11 girl, Childwall Sports College)

**Rachel**, aged fourteen, joined the Pure Mentoring programme following our production *Mirror Mirror* that addresses eating disorders and body image. Rachel would come most weeks with a story about her family having had a major argument and how things at home weren't good. Rachel would feel and express a lot of anger towards this.

Through the mentoring programme Rachel has been able to learn some anger management skills and Pure has seen a big difference in her as she has managed to apply those skills in a healthy way. Rachel is still working through various situations, but she's



approaching things in a much more positive way and she states that her relationship with her family is getting better. (Year 10 girl, Childwall Sports College)

**Sara** is fifteen and back in May 2009 she attempted suicide. At this point, her school contacted Pure and asked if one of our team could come and work with her, as they felt that it would be great for her to have positive input from the team. One of our team started meeting with Sara on a weekly basis and the impact was huge; Sara went home raving to her family about how great the sessions were!

Pure helped Sara creatively work through different things that have affected her and caused her to get to the point of attempting suicide. The mentoring programme was able to educate Sara with healthy coping mechanisms and encouraged Sara to dream and hope again. Sara came through the mentoring sessions feeling a lot more positive about herself and her life. (Year 11 girl, Liverpool College)

## **Contact Us**

For pricing and additional info, please contact us:

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