



Immediate
Theatre

IMMEDIATE THEATRE

BREAKOUT

Impact Report

2025

PROJECT SUMMARY

From 28th July to 1st August, we worked with 35 children aged 5–12 at Nisbet Community Hall to create “Hackney’s Magic Recipe Book”, the performance was shared with an audience of 47 family and friends on Friday 1st August.

During the summer term, young participants researched local cultures and contributed creatively to a script that reflected Hackney’s vibrant heritage. “Hackney’s Magic Recipe Book”, celebrated the borough’s rich cultural diversity through food, storytelling, and performance. Inspired by authentic dishes—jerk chicken, lahmacun, pho and banh mi, bagels, and jollof rice—the project explored themes of migration and belonging, honouring the journeys that shape Hackney’s community. Each day children received a hot meal linked to the cuisine of the cultures explored.

Accessibility and inclusivity were central to the project’s design. Multi-sensory methods—visual prompts, rhythm, and repetition—ensured full engagement across learning styles and needs. Leaders responded attentively to individual support requirements, with regular input from parents and carers helping tailor approaches. Rather than placing barriers to participation, the programme empowered each child to contribute meaningfully. This inclusive approach ensured that every participant played a valuable role in the final performance.

Led by a dedicated team of facilitators and supported by 6 Peer Facilitators, the project fostered collaboration and creativity. Costumes were handmade using resources from the Scrap Project, with participants actively involved in their creation. This hands-on process encouraged ownership and pride, reinforcing the inclusive and empowering nature of the performance.

“Charmain taught us how to make costumes and I wanna make some in the future”

“I was so happy when my family saw me perform”





175

HOT MEALS PROVIDED

33

HOURS OF FREE POSITIVE
ACTIVITIES

35

YOUNG PEOPLE
ENGAGED

6

PEER FACILITATORS
PROVIDED WITH 1ST
TIME PAID WORK

35

AQA CERTIFICATES IN
DEVELOPING FULL
PERFORMANCE
AWARDED

OUTCOMES

At the beginning and end of the project staff complete observation sheets under five key heading for all the young people, these are reviewed by the whole team and agreed. This helps staff to assess the level at which young people are working and adapt activities accordingly. At the end of the project the staff use the same system to identify any changes.

Engagement, focus and behaviour

we saw a positive change in 86 % of the young people

Attitude, enthusiasm and contribution

we saw a positive change in 91% of the young people

Teamwork and communication

we saw a positive change in 97% of the young people

Technical skills and performance ability

we saw a positive change in 91 % of the young people

Artistic confidence and creative thinking

we saw a positive change in 97 % of the young people



THE TEAM IDENTIFIED THREE AREAS OF DEVELOPMENT TO FOCUS ON THROUGH THIS PROJECT

Increasing vocal and expressive development

Over the week, young participants significantly grew in confidence and expressive ability. Using script-based games, outdoor characterisation, and playful performance activities, they explored tone, rhythm, and vocal clarity while connecting with their characters. A key focus was linking vocal development to Hackney's cultural food traditions. Through improvisation games children took on chef roles to persuasively champion their chosen dishes. This encouraged expressive delivery, physical exaggeration, and affirmed group identity. By the end of the project, many participants demonstrated enhanced vocal inflection, gesture, and movement, reflecting both character and cultural storytelling. The process fostered creativity, confidence, and a strong sense of ownership in their performance choices.

"I learned how to help my younger brother perform and we performed together"

"I danced in front of a big audience and I learned how to get more confidence on stage"

"I learned how to project my voice so that all of the audience can hear me"

Improving collaboration and ensemble building

Collaboration was central to the summer project, with young participants rising to the challenge of working together. They frequently engaged in group movement and created their own choreography, taking on leadership roles and building trust within the ensemble. Even when working on different cultural stories, participants learned each other's dances and chants, fostering solidarity and mutual respect across the cohort. This collective spirit created genuine excitement in celebrating one another's work. The rehearsal process also helped develop patience, adaptability, and resilience enabling participants to work as an ensemble. As transitions between scenes were refined, participants learned to take cues, respond to feedback, and adjust staging to suit performance needs. Roles were flexibly assigned, allowing each child to contribute meaningfully and reinforcing ensemble strength.

"I really like looking after people. As a Youth Board member, it gave me responsibility"

"I enjoyed playing a main character and looking after my team."

"I learnt how to work as a team"

Developing cultural and community connection

Throughout the week, young participants celebrated Hackney's diverse food cultures—Caribbean, Turkish, Vietnamese, Jewish, and West African—by linking creative work to personal stories. This sharing of cultural experiences deepened their appreciation of the borough's richness. The final 45-minute performance captured this diversity and joy, with children proudly wearing ethnic flags and confidently using narration and movement to express their perspectives. Their voices were central to the show, reflecting both character and cultural pride. Families and community members warmly received the performance, praising not only the children's achievements but also the project's ability to bring people together. In a time of increasing social division, this shared experience highlighted the power of creativity to celebrate community and diversity.

"I liked learning about pho and banh mi – it was really interesting. I told my family about all of the foods"

"I learned about different cultures and lots of food. I liked eating from different communities!"

"I felt really proud when I wore my country's flag and we learned about lahmacun"





Cantrils Ladder is a tool to measure life satisfaction. This helps staff to understand how young people are feeling at the beginning of the project and any changes during the week.

At the start of the week the young people had a median score of 6 (out of 10) with the lowest score being a 3 for where they believed they stood regarding their quality of life. However, they collectively reported a median score of 9 with the lowest being 7, after the project, showing a clear increase in the young people's perception of their quality of life to an almost perfect score.

91% of young people reported an increase on Cantrils Ladder, indicating a clear improvement to their quality of life.

PARENT/CARER FEEDBACK

My granddaughters enjoyed themselves immensely and practiced their parts so I was waiting to see how they performed it . It increased their confidence. The storyline is a very powerful message and very true how foods have shaped Hackney. (Lived in the borough for almost 60 years!)

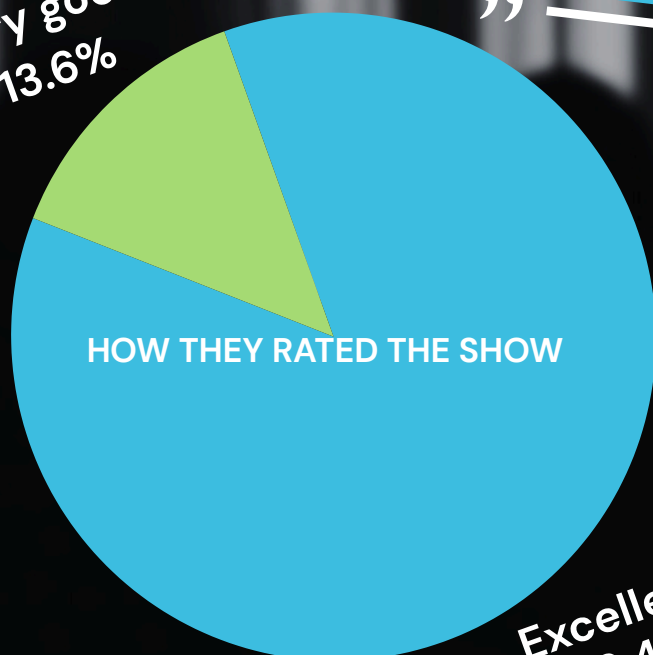
Very inclusive for all children Lovely how they explore different cultures.

They are happy to meet other kids from the other areas Immediate Theatre do drama class. The drama class has boost my boys confidence a lot. They feel safe with their teachers and they are well looked after.

Well crafted, strong performance from all. It held my attention from start to the end. Important topic to explore.

Incredibly powerful. Hope you are able to share it with more people. Thank you.

Very good
13.6%



Excellent
86.4%

CASE STUDIES

CHILD A

Child A joined the group as one of the oldest participants, which could have been challenging given the younger cohort. They quickly learned their lines and blocking, but rehearsals had to be repeated for others to catch up. Rather than showing frustration, Child A became a leader—supporting peers with line readings, stage directions, and encouragement. They consistently went above and beyond, acting as a role model without being prompted by staff. Their maturity and initiative were inspirational to both their peers and the team, demonstrating a deep commitment to the group and the project.

CHILD B

Child B showed notable progress during the Breakout project. Initially, they struggled to focus and weren't fully engaged with the play. However, participating in group activities helped them relax and ease the pressure of learning lines and choreography in a short time. These activities provided a supportive environment that allowed Child B to gradually build confidence and take the project more seriously. Their journey highlighted the importance of creative engagement in helping young people overcome initial challenges and find their place within the group.

LEARNING AND REFLECTION

- The young people really enjoyed making costumes, it would be very useful to incorporate this into the summer term sessions giving the young people more time to explore these skills or perhaps set aside a day during the project to focus on making costume.
- The Peer Facilitators (young people aged 16– 25 trained & paid to support activities) were a massive help to the project and we are very proud of how they developed through the week, for many this was the first time they had taken on this role and they all contributed significantly to the project's success. The method of assigning a Peer to each group worked very well and should be repeated when possible.
- It was lovely for everybody to be part of a sharing of culture – food is a huge part of Hackney and to cover this topic meant that we could celebrate the people in Hackney too. Lunch times felt connected to what we were doing, not just a break.
- Having drama games related to the themes we were exploring was very useful and in future we should dedicate planning time to researching additional games.



TRIP – OLD MACDONALD FARM

Upon completion of the Breakout 2025 Project, Immediate Theatre organised an out of borough trip to the Old Macdonald Farm in Brentwood, Essex on the 6th of September, attended by 28 young people. As the project focused on celebrating cultural foods, we also wanted to acknowledge the importance of animals.

The trip was designed to strengthen positive peer relationships while giving young people the opportunity to learn fun facts about different animals and to understand the effort required to maintain a farm and its vital contribution to everyday life.



STAFF MEMBERS

Delivery Team

Participation Manager – Charmain Humphrey
Playwright – Gina Theodotou
School Coordinator – Kyarna Morris
Pathways Manager – Hannah Drummond
Project Leader – Deane Dixon-Foster
Youth Facilitator – Daniela Lucinda Santos
Peer Facilitator – Kareem Davies
Peer Facilitator – Nicholas Myers
Peer Facilitator – Princess Usman
Peer Facilitator – Alaine Daley Thompson
Peer Facilitator – Kadiatu Kamara
Peer Facilitator – Isla Rainforth McLachlan
Peer Facilitator – Maxine Meah
Volunteer – Joel Gibbons

Event Support

Photographer – Ben Moss
Audio Engineer – Rock Box Entertainment
Costume and Props – Scrap Project
Food – Nahdees Limited

Company Support

Artistic Director – Jo Carter
General Manager – Suzy Smith
Administrator – James Creighton-Goode
Marketing Officer – Devere Mahbeir
SEND Coordinator – Gavin Dent
Production Assistant – Carina Vogelsberger
Creative Connections Programme
Coordinator – Tiziana Silvestre

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www.immediate-theatre.com

THANKS TO OUR FUNDERS

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