

2025

ANNUAL REPORT

This report presents findings from interactive workshops designed to enhance young people's understanding and awareness of sensory loss.



Overview

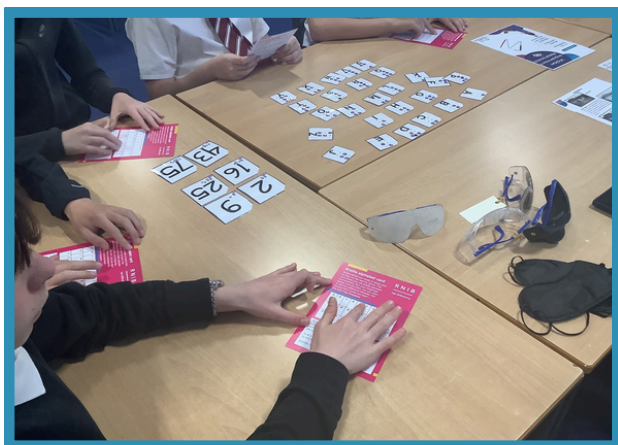
This document highlights the key findings from the evaluations completed by young people who participated in our Sensory Awareness Workshops in 2025: Term 1 (March - June) and Term 2 (October - November). The data provides valuable insights into their experiences and helps inform the ongoing development of our workshops.



BACKGROUND

Workshops were delivered across the Forth Valley area, including Clackmannanshire, Stirling and Falkirk, reaching young people in schools and youth groups.

Participation & Outreach



Outreach

These workshops were designed to engage a wide demographic of young people from Primary and High schools to youth groups, ensuring activities were age-appropriate and accessible. Outreach across Forth Valley demonstrates the program's broad regional impact in fostering understanding and empathy around sensory loss.

Participation

The workshops reached a total of 291 young people across schools and youth groups in the Forth Valley area. Of these, 245 participants completed pre- and post workshop evaluations, and 149 provided written feedback.



Table 1:**Participant Distribution Across Educational and Youth Organisations**

Type	Name	Council Area/District	Cluster Group	Total Participants	Year/Age Group
Primary School	Clackmannan	Clackmannanshire	Lornshill	17	P5
Primary School	Easter Carmuir	Falkirk	Falkirk	37	P5 & P6
Primary School	St Francis Xavier's RC	Falkirk	St Mungo's	27	P6
Primary School	St Ninians	Stirling	Stirling	32	P6
Primary School	St Ninians	Stirling	Stirling	27	P4
High School	Bannockburn	Stirling	---	24	S2 & S3
High School	Falkirk	Falkirk	---	26	S2
High School	Graeme	Falkirk	---	35	S1, S2 & S3
High School	Graeme	Falkirk	---	14	S2
High School	St Mungo's	Falkirk	---	22	S6
Youth Group	Dollar Brownies	Clackmannanshire	---	17	7 - 10 years
Youth Group	8 th Falkirk Guides	Falkirk	---	13	10 - 18 years

Comparative Data

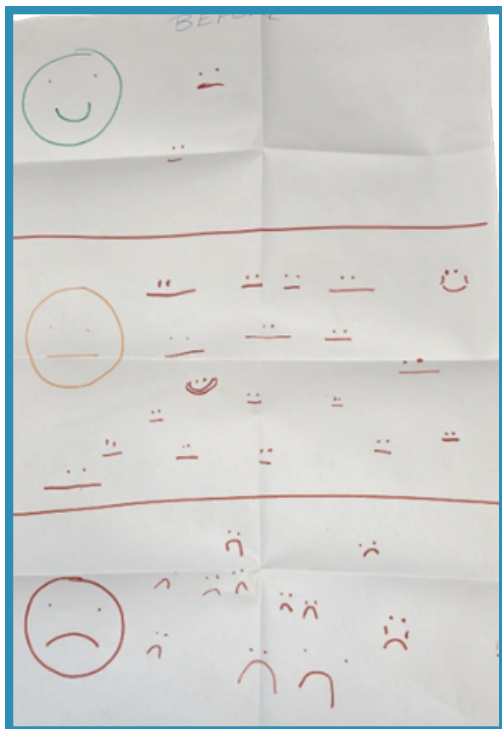
Overall 291 young people participated in the sessions in 2025. Of these, 245 completed the initial pre- and post-workshop evaluations.

Self-Assessment

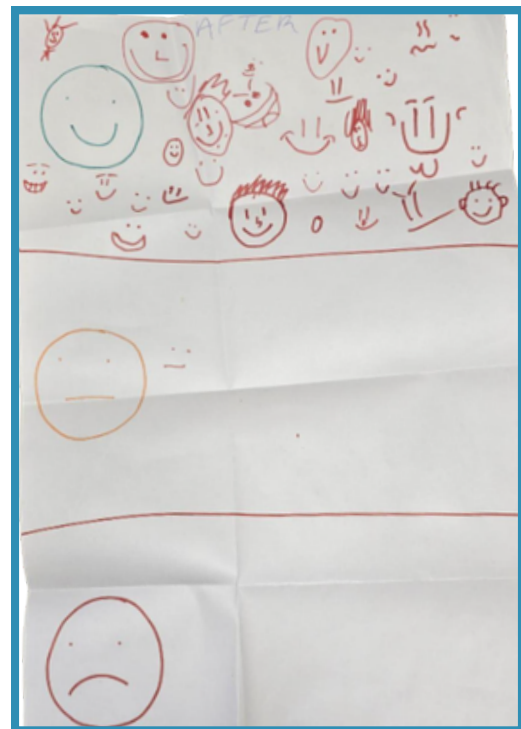
291 young people participated in our sessions, with 245 completing pre- and post-workshop evaluations. Participants used a three-level self-assessment: **Bottom** (little or no knowledge), **Middle** (some understanding), and **Top** (high understanding) - to reflect on their learning.

Example of Self-Assessment of Knowledge Before and After the Workshop

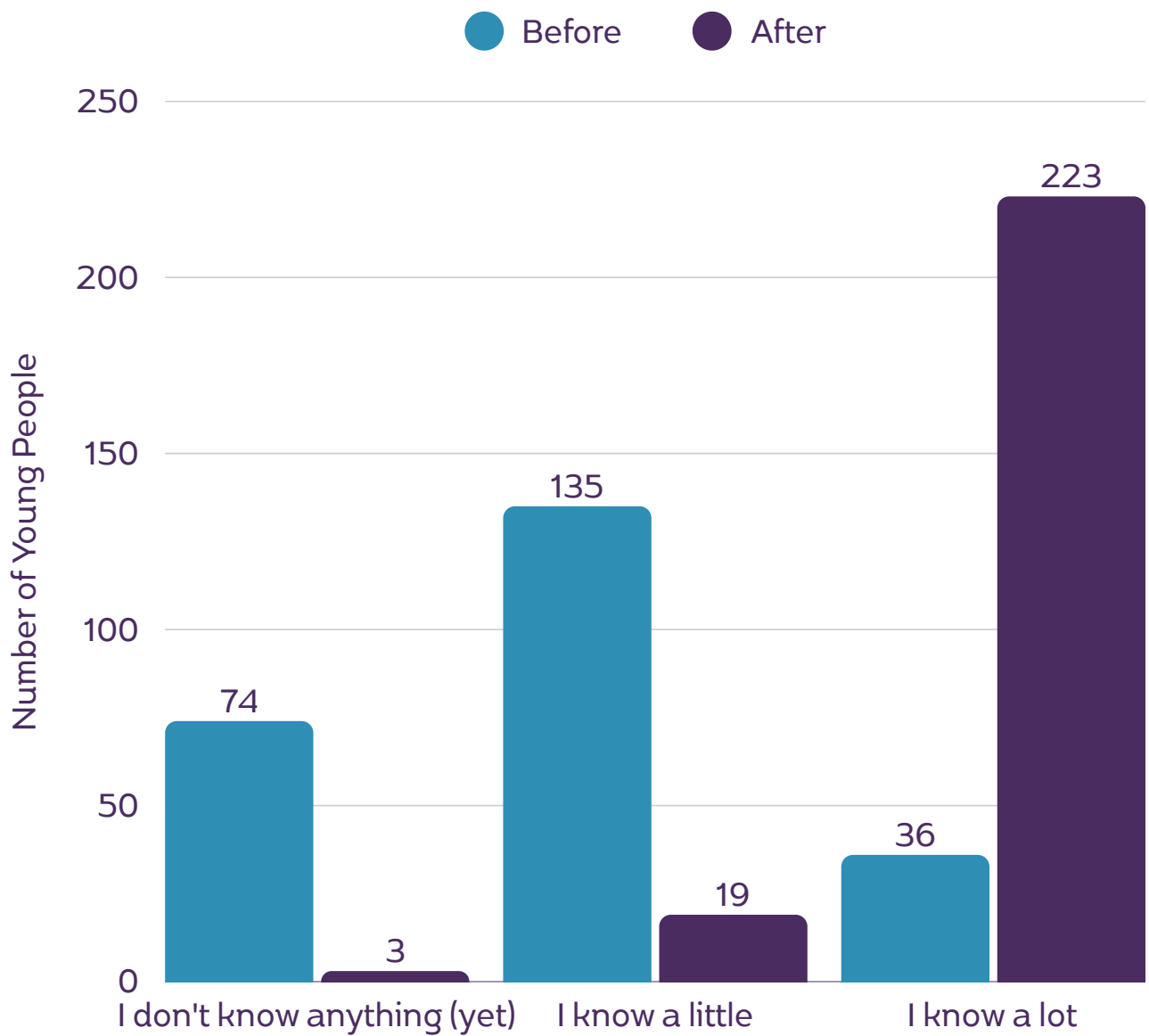
Before



After



Self-Assessment of Knowledge Before and After the Workshop



Summary of Change

Before taking part in the workshops, most participants placed themselves in the low or moderate understanding categories, indicating limited prior knowledge of sensory loss. This highlights the clear need for targeted awareness and education. Following the workshops, there was a clear and substantial shift in self-assessed understanding. Around 92% of participants reported a higher understanding, indicating increased confidence in their knowledge and a stronger awareness of sensory loss.

Interpretation and Impact

The combined data from both terms demonstrates that the sensory awareness workshops were highly effective in increasing understanding and confidence around sensory loss. The movement from low and moderate understanding to strong understanding suggests that the workshops successfully:



Addressed
existing



Strengthened
inclusive attitudes



Introduced meaningful and
accessible information



Encouraged reflection and
challenging misconceptions

Overall, the results show a strong educational impact, reinforcing the value of interactive, reflective learning approaches in developing awareness and empathy around sensory loss.

Pupil Engagement

Evaluation forms were tailored to ensure age-appropriate assessments for both Primary and High school pupils. Additionally, our visits to the Youth Groups do not have detailed evaluations. The evaluation forms were tailored to match the developmental level and understanding of pupils, allowing for accurate measures of engagement and learning process. This approach ensured that the results reflected the true impact of the workshops across different age groups. Please see Appendix 1 and 2 for evaluation forms.

Table 2:
Breakdown of Participation

Term	Total Participants	Pre-/Post Self-Assessments Completed	Written Evaluation Forms Completed
Term 1 (Mar - Jun)	103	103	85
Term 2 (Oct - Nov)	174	142	64
Total	291	245	149

Not all 291 participants completed self-assessments or written feedback which may have been due to time constraints within the schools' and/or youth groups' schedule, illness or other factors that were beyond our control. We are grateful to all pupils and staff who took part and appreciate that it was not possible for everyone to provide feedback.

Evaluations:

Primary School

A total of 87 primary school pupils completed written evaluation forms following the workshop.

Key Learning

63% of pupils reported that they learned something new about sensory loss during the workshop. Pupil comments highlighted how the practical activities helped bring the learning to life.

Pupil Quotes

"Not all people use BSL" *"Shouting and screaming doesn't help them hear"*
"Putting the googles on and the blind folds made it realistic"

These responses suggest that the workshop successfully challenged common misconceptions and helped pupils gain a clearer understanding of sensory loss.

Most Popular Activity



The feely boxes were the most popular activity among younger pupils, encouraging them to explore the world through touch and think about how people with visual impairments use other senses.

Evaluations:

Primary School

Understanding Sensory Loss

83% of pupils said that the activities helped them imagine what it might be like to experience sensory loss. Pupil reflections included:

Pupil Reflections:

*"I learned what it looks like to be blind with the glasses.
I thought it was always just black"*

"It really helped me understand"



This indicates that the simulation activities were effective in building empathy and helping pupils better understand the experiences of people with sensory impairments.

Importance of Understanding Others

98% of pupils agreed that it is important to learn how other people experience the world. Their responses demonstrate a strong development of empathy and awareness among young learners:

*"Because we have to learn how other
people see the world"*

*"We have to know what
people are going through"*

*"Its important because its good to support
people and understand them"*

"So we don't leave anyone out"

Evaluations:

High School

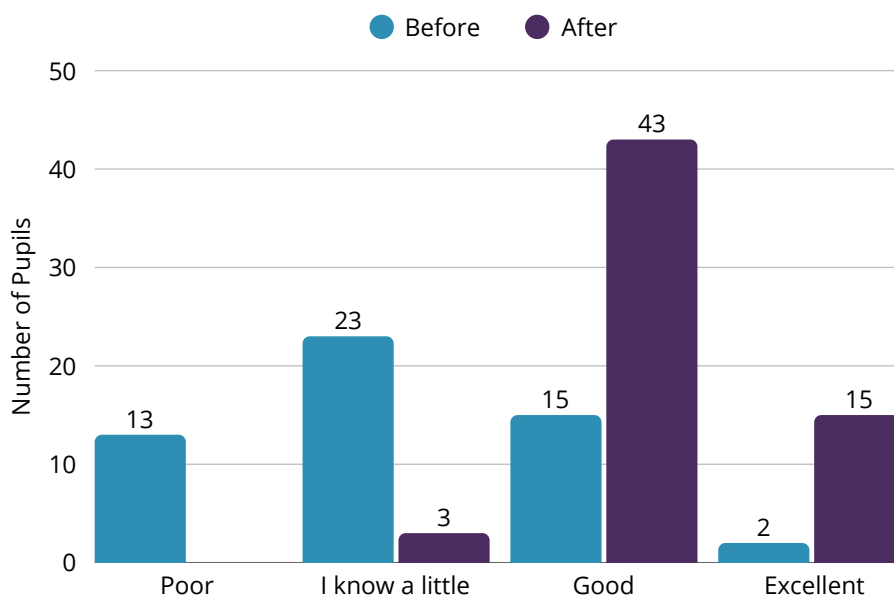
A total of 62 secondary school pupils completed written evaluation forms following the workshops.



61% of pupils reported that they knew someone with sensory loss whether that was themselves, a family member or friend. This shows sensory loss is a topic that many young people already encounter in their everyday lives.

Understanding Sensory Loss

Pupils were asked to rate their understanding of sensory loss both before and after the workshop.



The responses show a clear increase in pupils' self-reported understanding following the session. The bar chart below illustrates how pupils' perceptions of their knowledge improved after participating in the activities and discussions.

Evaluations:

High School

Pupils reported enjoying a wide range of workshop stations. However, hands-on activities were consistently the most popular, particularly: BSL fingerspelling, Simulation Spectacles demonstrating different eye conditions and the Lipreading Challenges.



Pupils shared:

"I liked the BSL and seeing how others may see the world"

"Putting the glasses on and seeing different blindness's"

"Learning my name in BSL"

"I liked how interactive and conversational it was"

These interactive elements helped pupils explore sensory loss in a practical and memorable way.

Surprises and Key Learning:

Many pupils said they were surprised by: the number of different eye conditions, misconceptions around blindness and the difficulty of learning BSL and lipreading.



"That BSL is a lot harder than it looks"

"How hearing aids work"

"The different types of blindness which people can experience and how important lip reading is in my day to day life"

This feedback demonstrates that the workshops successfully increased knowledge while challenging the stereotypes about sight and hearing loss.

Appendix 1:

Evaluation Form (Primary School)

Pupil
evaluation
sheet



Sensory Awareness Workshop Evaluation

Thank you for taking part in our workshop! We'd love to know what you thought. There are no right or wrong answers!

Date:

School Name: _____ Class: _____



What Did You Learn?

- 1 Did you learn something new about what it's like to have sensory loss?

☐

Not really

☐

A little bit

☐

Yes, a lot!

Write or draw one thing you learned:

What did you learn about
people who have sight loss?

What did you learn about people who
are D/deaf or have hearing loss?

- 2 Which activity did you enjoy the most?

- 3 Did any activity help you to imagine what it's like to have sight or hearing loss?

☐

No

☐

Not Sure

☐

Yes!

Tell us more: _____

- 4 Do you think it's important to learn about how other people experience the world?

☐

No

☐

Yes!

Why or why not?: _____

- 5 What could we do to make the workshop more fun or easier to understand?

My idea is...

Appendix 2:

Evaluation Form (High School)



Sensory Awareness Workshop Evaluation

Thank you for taking part in our workshop! We'd love to know what you thought.

Date:

There are no right or wrong answers!

School Name: _____

Class: _____

- 1 Do you know anyone with Sensory Loss?
(This can be yourself, a friend or family member, neighbour etc)

☐

Yes

☐

No

- 2 Rate your understanding on Sensory Loss **before** the workshop?

☐

I don't
understand yet

☐

Poor

☐

I know
a little

☐

Good

☐

Excellent

- 3 Rate your understanding on Sensory Loss **after** the workshop?

☐

I still don't
understand

☐

Poor

☐

I know
a little now

☐

Good

☐

Excellent

- 4 Can you write one thing you liked and one thing you didn't like about today



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- 5 What did you learn today that surprised you?

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- 6 How can we make our workshops even better?

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