

SURVIVE ALIVE 2010

Final year of a partnership project
to train children in life skills

EVALUATION REPORT



Coordination:

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‘Survive Alive’ evaluation report 2010

Preface to the 18th (and final) report

Change to report format

This report follows a different and briefer format to those of previous years.

Firstly, it has been designed with electronic distribution in mind. The file size is low, and the text brief enough to be read on-screen.

Secondly, the function of the 2010 report is different to previous years. Previously, the format served the purpose of:

- (i) giving feedback to all parties and so help improve activities in subsequent years, and
- (ii) providing NHS Dudley with a report to trigger their annual contribution of funds (£3,500 in 2010) on the basis of the accident-prevention value of the scheme to the community.

The change to a briefer report is largely as a consequence of a decision Dudley Council. That decision has been to cease funding Survive Alive after April 2011. Feedback is therefore not needed in relation to preparing an event for next summer.

NHS Dudley have already been informed of the successful completion of this year’s event with 719 children taking part, and the grant funding has already been transferred.

Access to archival evidence

Survive Alive has been operating for 18 years and over 10,000 children have participated in the training event during that time. The food and occupational safety team hold a set of archive annual reports going back over most of those years. These could enable interested parties to examine the history of the project with a view to its revival or to examine the various pieces of evaluation that have been carried out over the years into its effectiveness, value for money and accident prevention value.

Should any existing or new partner wish to inherit or revive the project at a future date, then access to this archive could provide a useful starting point.

Over the past two years, Survive Alive has run to a similar, successful formula. A report on the 2010 event, therefore, would not look very different to those written in 2009 and 2008. This is another reason why the format this year is shorter. Copies of these two, fuller, reports have therefore been retained on Dudley Council’s website at www.dudley.gov.uk (then type ‘Survive Alive’ into the site search engine).

A paper reference copy of this report has been placed with the Survive Alive archive files.

Introduction

Project summary

Aim:

- For children to learn safety skills through hands-on learning activities.

Key facts:

- 719 children (mainly eleven year-olds) from 19 different primary schools across Dudley borough attended the 'Survive Alive' event.
- A class attended for either a morning or afternoon of activities on a safety theme.
- Classes were divided into teams. Each team encountered 5 or 6 challenges run by different providers. Each challenge lasted 20 minutes, and the children rotated between activities.
- The event took place over ten days, commencing on 21 June 2010 and was held outdoors in Himley Park.

List of activities and the agencies providing them

- | | |
|----------------------------------|---|
| • Alcohol and accidents | Health Promoting Schools
(NHS Dudley and Dudley Council) |
| • Car boot sale buying challenge | Dudley Council, trading standards |
| • Pedestrian safety team game | Dudley council, road safety team |
| • Simulated escape through smoke | West Midlands Fire Service |
| • Simulated vandalism/ bullying | West Midlands Police |
| • Water safety | Royal National Lifeboat Institution (first week only) |

Schools involved in 2010

Schools have been invited to attend on a rolling programme. Most of the children were aged 11 (ie: school year 6). This year's schools were:

- | | | | |
|-----------------|----------------|----------------------|----------------|
| * Alder Coppice | * Ham Dingle | * Our Lady/St Kenelm | * Straits |
| * Belle Vue | * Hawbush | * Old Park | * Sutton |
| * Blanford Mere | * Lapal | * Pens Meadow | * Tenterfields |
| * Brockmoor | * Milking Bank | * Rufford | * Wrens Nest |
| * Bromley Hills | * Oldswinford | * St Mark's | |

Of the schools attending, three were special schools:

- * Pens Meadow (severe learning difficulties)
- * Old Park (severe learning difficulties)
- * Sutton (moderate learning difficulties)

Educational aims of the project

After taking part in Survive Alive, children will have:

- thought about what keeping safe means to them
- practised a number of transferable skills
- gained greater knowledge and awareness of safety issues
- participated in practical skills development
- developed their risk assessment and decision making skills

Details of links to the National Curriculum are contained in the 2009 report.

Administration and funding

Co-ordination of the project has been based in the Food and Occupational Safety Team of Dudley Metropolitan Borough Council. The project was one of the duties assigned to the post of Health Promotion Officer within that team.

Income has been achieved through:

- a fee to the schools (£4.80 per child in 2010)
- a grant from NHS Dudley (£3,500 due in 2010)
- underwriting of remaining communal costs by Food and Occupational Safety

Communal costs include:

- venue ground rent
- hire of and erection of tents, tables and chairs, fencing and electric supply
- coaches to transport children to and from schools
- staff lunch and refreshments

Partner costs:

Staffing for each activity or 'challenge', and most additional funding associated with running them, was covered by the individual participating organisations.

Links to strategic plans

The project has evolved to meet the changing needs of children, teachers and community involvement strategies, and has actively reviewed its position in relation to broader strategies.

Examples of strategies supporting initiatives such as Survive Alive during 2010 have included:

- Joint Accident Prevention Strategy (Dudley Community Partnership)
- 'Closing the gap – tackling health inequalities in Dudley - July 2005'
- Dudley Council Plan – health and well being; community safety; individual and community learning.

More details about the links and involvement with strategic plans can be read online in the 2009 report.

The six challenges

Children were briefed by the organiser on arrival. They then typically formed into teams. Each team was provided with a score sheet. Teams were given scores at each of the challenges for thinking about their safety and that of their team mates and for taking care over their actions. Each challenge lasted 20 minutes and groups rotated around the 6 challenges (5 challenges during the second week).

Alcohol and accidents challenge

Organised by Health Promoting Schools Service (Dudley Council and NHS Dudley).

The drugs education officer took the lead in devising this activity. The aim was to demonstrate the link between visual and balance impairment caused by alcohol and being involved in accidents such as falls or stumbling into the line of traffic.

The children take part in what appears to be some simple games such as football and catching a ball. They then repeat identical activities wearing 'alcohol goggles' – special lenses which are designed to mimic some of the effects of alcohol. Many children fall over or lose their balance during this activity and the reality of the safety message hits home more clearly because of this.

Anti-social behaviour challenge

Organised by West Midlands Police

This challenge uses role-play to simulate interaction with anti-social youths (young police officers). The children need to report a crime, and are put under temptation to ignore police advice. It tests their assertiveness skills and gives them experience in the mechanisms and practicalities of reporting a crime.

During this challenge, children are told they are going to observe an incident, and that they must then decide as a group what to do about it. The group are made aware that they are standing next to a land-line phone, in case they need to make a phone call. The phone is, in fact, a closed circuit line, and is answered through a simulated 999 operator switchboard.

Role play actors then interact aggressively with the children and the actors use rubber batons to simulate vandalism of a car (a wreck provided for the purpose of the challenge).

Car boot sale buying challenge

Organised by the Trading Standards Division of Dudley Metropolitan Borough Council.

A table of items were on display for the children to decide which items were potential good purchases and which were not.

The key messages were:

- 'buyer beware', and getting your money back
- danger from some items sold at car boot sales
- underage produce
- counterfeit goods

Fire safety challenge

Organised by West Midlands Fire Service.

The double-decker 'life skills unit' simulates a house that has caught fire. The unit is a scaled down version of a house. When the children hear the smoke alarm sound they are challenged to identify the safest exit and make their way downstairs and out of the house through cosmetic smoke.

Key messages were:

- checking the heat of a closed door before opening
- keeping low down
- making noise to gain attention
- once out, stay out.

Road safety challenge

Organised by the Road Safety Unit of Dudley Metropolitan Borough Council.

Children took part in a team quiz game. This involved beating the clock to place a jigsaw of information on a display board in the correct order.

The following key messages were given to the children:

- Green Cross Code
- finding safe places to cross
- taking responsibility for one's own safety

Water safety challenge

The first week's activities were provided by RNLI. The second week's activities were due to be provided by HM Coastguard, but they cancelled their attendance due to budget cuts in their own organisation. Children attending week 2 of the event did not therefore take part in a water safety challenge.

Children were challenged to decide if and how to rescue someone from water by themselves, or whether to just to call 999.

A dry ditch in the park (a 'haha') was used to simulate a stretch of water.

Key messages were:

- keeping themselves safe near water
- safely rescuing someone in trouble
- when to just dial 999

Evaluation

Teachers' evaluation

A total of 42 teachers were requested to fill in evaluation questionnaires on site. Two versions of the questionnaire were used. The first asked teachers to observe and feedback on the Road, Fire and Car boot activities. The second form (given to a different set of teachers) asked them to observe and give feedback on the Alcohol, Police and Water activity.

Both forms also asked questions about the teacher's overall experience of Survive Alive.

Some of the information gathered from these can be summarised numerically, but some resulted from asking open questions. Photocopies of the forms have been sent to the partners so they can see the individual comments made by the teachers for themselves.

For the questions that can be summarised numerically, there was a clear pattern. 7 questions were asked which were categorised with the descriptor 'excellent' (71% on average). This was then followed by the gradings of 'good' (23%); 'okay' (4%); 'poor' (1%); and 'very poor' (0%).

From this, and from the written comments, we can conclude once again that there is strong support for Survive Alive from teachers for such training.

The table opposite provides a summary of the teacher evaluation which can be reported numerically.



The 'smoke room' experience provided by West Midlands Fire Service

SATISFACTION QUESTIONNAIRE - RESPONSES FROM TEACHERS						
Percentage of responses in 5 satisfaction categories						
		Excellent	Good	Okay	Poor	Very poor
Fire	based on 20 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	95	5	0	0	0
	...use active, hands-on learning?	95	5	0	0	0
	...allow children to work as a team?	74	26	0	0	0
	...allow children to make their own conclusions?	74	26	0	0	0
Police	based on 22 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	77	18	5	0	0
	...use active, hands-on learning?	78	17	4	0	0
	...allow children to work as a team?	77	18	5	0	0
	...allow children to make their own conclusions?	77	18	5	0	0
Alcohol	based on 22 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	17	29	0	0	0
	...use active, hands-on learning?	90	10	0	0	0
	...allow children to work as a team?	61	39	0	0	0
	...allow children to make their own conclusions?	44	56	0	0	0
Water	based on 17 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	60	30	10	0	0
	...use active, hands-on learning?	88	13	0	0	0
	...allow children to work as a team?	69	31	0	0	0
	...allow children to make their own conclusions?	69	31	0	0	0
Road	based on 20 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	68	21	11	0	0
	...use active, hands-on learning?	67	17	17	13	0
	...allow children to work as a team?	74	16	11	0	0
	...allow children to make their own conclusions?	63	21	16	0	0
Car boot	based on 20 responses	Excellent	Good	Okay	Poor	Very poor
	Did this challenge...					
	...use appropriate learning outcomes?	55	40	5	0	0
	...use active, hands-on learning?	55	45	0	0	0
	...allow children to work as a team?	65	25	10	0	0
	...allow children to make their own conclusions?	55	35	10	0	0
Whole event	based on 42 responses	Excellent	Good	Okay	Poor	Very poor
	<i>Did you feel adequately briefed to attend and assist with Survive Alive?</i>	87	13	0	0	0
	<i>What did you think about the organisation of the project during the event?</i>	88	12	0	0	0
	<i>How relevant was Survive Alive to the children's PSHE curriculum?</i>	95	5	0	0	0

Partners' evaluation

Two types of feedback were requested from partners, using different feedback forms.

From the lead officer

This was requested from the lead person who coordinated their organisation's attendance. The feedback form asked the following questions:

- How important is the outreach opportunity provided by Survive Alive to the educational work of your organisation?
- To what extent does Survive Alive provide an opportunity for the staff in your team to improve their skills in working with children?
- What strengths and weaknesses do you consider the Survive Alive partnership exhibits?
- Have you ever been able to make use of the evaluation reports from previous Survive Alive events?
- Any other observations?

From assistant officers

Different feedback was requested from the many workers who attend the event to help their organisation provide their activity. Some of these individuals attend for just one morning and had never seen the activity in operation before; others were experienced in attending Survive Alive, but may not have been involved in the planning stages of either their own activity or in the partner steering-group meetings. The feedback form for this group of people asked the following questions:

- Did you feel you were missing any general information about Survive Alive that you would like to have had before attending the event?
- Did you feel you were missing any information about your own activity-station that you would like to have had before you attended the event?
- Would you like to see any changes to the way Survive Alive is coordinated and managed during the event?
- Would you like to see any changes to the way your challenge is run?
- Any other comments or suggestions?

Number of responses

The number of responses was low, given that at any one time around 16 staff were present on site. Partners were informed as the event got underway that it would not run in the following year and this may have influenced the number of returns.

4 out of the 6 partners provided feedback in the following pattern:

	Number of 'lead officer' responses received (max. of 1 response needed)	Number of 'assistant officer' responses received
Partner 1	1	2
Partner 2	1	1
Partner 3	1	1
Partner 4	0	2
Partner 5	0	0
Partner 6	0	0

Note concerning 'lead officer' partner feedback

Three 'lead officer' response forms gave entirely positive feedback. The three remaining 'lead officers' did not return a form.

Notes concerning 'assistant officer' partner feedback

The six responses gave largely positive feedback with the exception of the following observations:

Activity provided by partner number 1:

This respondent would like to have known the team sizes in advance of them reaching the activity. Some of the team sizes were large, and some medical conditions were not known in advance which affected participation. More precise change-over timings would also have helped.

Activity provided by partner number 4:

One respondent mentioned group sizes in relation to consistency, expressing a desire to also have no more than 6 students. This person also felt that Survive Alive had not been sufficiently adapted to serve students with severe learning difficulties. Another respondent working on this activity also said that groups of 6 were too big, and noted that on one occasion there was a group of 9.

Note about team sizes

The plans for Survive Alive 2010 were to have team sizes of between 5 and 6 children. However, two partners withdrew from the event at short notice, leaving remaining partners with larger team sizes (6 to 7 being common). This undoubtedly caused problems, but no solution was obvious under the circumstances.

The originals of the feedback forms have been placed in the Survive Alive archive for future reference or analysis.

Acknowledgements

Thanks

Thanks to those listed below who helped make Survive Alive 2010 a success – several partners have also been contributing for many years:

- The Survive Alive partners for their commitment to the event:
 - * Dudley Council - health promoting schools
 - road safety
 - trading standards
 - * Royal National Lifeboat Institution staff and volunteers
 - * West Midlands Fire Service
 - * West Midlands Police

- The following organisations for funding communal elements of the project:
 - * Dudley Council - Food and Occupational Safety Team
 - * NHS Dudley

- Wardens, staff and caterers at Himley Hall and Park

This project was originally set up 18 years ago by Liz Long, a employee of Dudley Council who ran the scheme up to 2005. It is largely down to her leadership, and to the successful project template, that Survive Alive has been able to serve so many children over so many years.

Project coordination

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