

SURVIVE ALIVE

evaluation report 2009

17th year of a partnership project to train children in life skills



Coordination:
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Dudley Metropolitan Borough Council



September 2009.

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Cover picture: The 'Smoke Room' operated by West Midlands Fire Service, one of seven activity stations provided at Survive Alive

‘Survive Alive’ evaluation report 2009

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1 Preface

A decision by partners to plan for next year's Survive Alive (ie: in the summer of 2010) was taken at a meeting in April 2009. That decision was taken about five months earlier than in previous years. This commitment reflects a general feeling that Survive Alive is a project which continues to deliver worthwhile results. It also reflects a cautionary situation: to bring the project to successful fruition it is becoming increasingly necessary to plan well ahead.

This is the 17th year of the project. Its value is clearly and strongly recognised by partners and schools. However, this does not mean the project's continuance can be taken for granted. Each year requires new solutions to be applied to bring about the same results.

The project is administered from within the Food and Occupational Safety team at Dudley Borough Council. This team consists mainly of environmental health officers. Increasingly, an important role for this team is to encourage those within the Council, and other agencies in partnership working and ownership of the wider health agenda. The Survive Alive enterprise operates in the informal spaces between its partner organisations. That is its nature, and determines both its strengths and vulnerabilities.

Survive Alive provides an unusual and fun environment for learning which cannot be economically reproduced at a school site. Accidentally, the outdoor environment of the event gives the children a memorable and active experience. This element continues to be exploited. Partners are encouraged to favour providing activities which do *not* rely on reading, writing or standing still for learning to succeed.

The 2009 Survive Alive event, which has just taken place, was similar to the 2008 event in certain respects:

- the partners and the activities were much the same as before
- the site and its layout were much the same
- the number of children attending and the team sizes were similar
- the weather conditions were steady, as they were the year before

Unsurprisingly, then, the report for the 2009 cannot look very different to the one for 2008. There is little point in trying to make the data collected tell a different story to the previous year, or to collect and analyse as much data as in 2008. For that reason, the project coordinator's observations, (within section 5) focus instead on drawing attention to selected matters which may be important to the long-term development of the project.

Organisations may have a desire to change or improve, but may be unable to do so quickly. Resources cannot easily be increased without much scrutiny and organisational change. It is for this reason that readers of this year's report are also asked to re-read the project coordinator's observations in section 3.5 of last year's (2008) report. Most of those issues and recommendations are still valid. It is acknowledged that what is desired cannot always be achieved during the course of a single year.

A copy of this 2009 report is posted at www.dudley.gov.uk (then type 'child safety' into the search engine). Usually, the report for the previous year is deleted and the most recent put in its place. However, given the continuity of observations and issues, the 2008 report has been retained on the website.

2 Introduction

Project summary

Aim:

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

Key facts:

- 754 children (mainly eleven year-olds) from 16 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 7 teams. Each team encountered 7 challenges run by different providers. Each challenge lasted 15 minutes.
- The event took place over ten days, commencing on 22 June 2009 and was held outdoors in Himley Park.

Administration and funding:

Co-ordination of the project is based in the Food and Occupational Safety Team of Dudley Metropolitan Borough Council. The project is one of the duties assigned to the post of Health Promotion Officer within that team. The post holder spends a significant amount of time throughout the year planning and then attending the event.

Income is achieved through:

- a fee to the schools (£4.65 per child in 2009)
- a grant from Dudley Primary Care Trust (£3,500 due in 2009)
- 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.

List of activities and the agencies providing them

- Alcohol and accidents Health Promoting Schools (Dudley MBC & PCT)
- Car boot sale buying challenge Dudley MBC, trading standards
- Gas leak procedures in the home National Grid (Transco)
- Pedestrian safety team game Dudley MBC, road safety team
- Simulated escape through smoke West Midlands Fire Service
- Simulated vandalism/ bullying West Midlands Police
- Water safety HM Coastguard / RNLI

Schools involved in 2009

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

- | | | |
|-----------------|-----------------|-----------------|
| * Amblecote | * Howley Grange | * Russells Hall |
| * Blowers Green | * Hurst Hill | * Sledmere |
| * Dawley Brook | * Newfield Park | * Thorns |
| * Dudley Wood | * Pedmore | * Wollescote |
| * Foxyards | * Peters Hill | |
| * Hasbury | * Roberts | |

Goody bags and teacher packs

Schools were provided with a bag of 'goodies' for each child attending. These contained fun items such as pens, stickers and key rings and were provided by the partners. The bags were delivered to the school in advance of attending the event.

Each school was also provided with a pack of materials to help teachers create lesson plans on safety themes for use in the classroom.

Educational aims of the project

After taking part in all stages of 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
- encouraged their parents to adopt safer behaviour

From the point of view of teachers, Survive Alive helps to deliver the National Curriculum PSHE Key Stage 2 including:

- preparing to play an active role as citizens
- realising the consequences of anti-social and aggressive behaviour
- developing a healthy, safe lifestyle
- recognising the different risks in situations and deciding how to behave responsibly
- resisting inappropriate peer pressure
- taking responsibility for themselves and others

3 Links to strategic plans

This was the project's 17th year. During that time many thousands of pupils from the Borough's primary schools have taken part along with organisations both statutory, commercial and voluntary. The project has evolved to meet the changing needs of children, teachers and community involvement strategies, and actively reviews its position in relation to broader strategies.

Within Dudley Council, different teams have contributed throughout the years including Food and Occupational Safety, Health Promoting Schools Team, Road Safety, Trading Standards and Waste Management.

Joint Accident Prevention Strategy

Survive Alive is one of the projects referred to in Dudley's Joint Accident Prevention Strategy. The strategy has been produced in support of Dudley Community Partnership. Survive Alive (school key stage 2) and its sister projects, Homecheck (pre-school children), Safety Town (school key stage 1), Senior Safety (older people) and the Falls Service deliver a continuous, co-ordinated accident prevention programme throughout life for residents in Dudley Borough.

'Closing the gap – tackling health inequalities in Dudley - July 2005'

The above is the title of report produced by Dudley Community Partnership. The report notes that 12 communities in the borough (a substantial proportion of the total area) are judged nationally to fall into the most deprived 10% of people in the country. The measures of deprivation include many factors (eg skills and training deprivation for children) to which Survive Alive can make a remedial contribution.

Dudley Council Plan – learning matters, safety matters

Various community safety issues are addressed through the project, including

- the association between young people and crime
- alcohol, substance misuse and crime.

At Survive Alive, children are given the opportunity to practice protective behaviour skills to help them deal with anti-social behaviour, such as bullying. They can also explore issues around illegal trading at car-boot sales. These skills are transferable to other areas of their social life and should help them cope in many situations.

Role of local authority environmental health teams

The role of environmental health teams in delivering outcomes which contribute to the broader health of the community is gaining increasing prominence. A key document on this matter was published by the Health Development Agency of the NHS: 'Environmental Health 2012: a key partner in delivering the public health agenda'. (Burke, Gray et al 2002). Environmental health teams need to increase their delivery of 'health' beyond the traditional outcomes of food inspections and policing of safety practices in premises.

4 The project

Pre-event preparations

➤ *Invitations*

Schools were invited to attend in a priority order based on the length of time that had passed since their last attendance. In this way, each school receives an invitation about every 3 or 4 years. If the school does not take up the invitation, they are invited in the following year and remain on the list until they do accept.

➤ *Pre-event teachers' meeting*

A briefing session lasting 45 minutes was held in May for teaching staff who were to accompany children to the event. The briefing covered:

- practical arrangements, including coach pick up times
- pre-event preparation to be carried out in school
- post-event evaluation to be carried out in school

Teachers were provided with an information folder including:

- final joining instructions
- the project risk assessment
- parental consent letter
- teaching plan for pre- and post event classroom activities
- forms for pre- and post testing to be completed by the children

➤ *Arrival on site*

Those students arriving for afternoon sessions were scheduled to arrive ½ hour early for the event so they could eat their packed lunches.

Children were briefed by the organiser on arrival (morning coach), or after lunch (afternoon coach). They then typically formed into 7 teams of 6 students. Each team was provided with a score sheet. Teams were given points 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 15 minutes and groups rotated around the 7 challenges. After completing all challenges the team with the most points received Survive Alive medals.

The seven challenges

Alcohol and accidents challenge

Organised by Health Promoting Schools Service (Dudley MBC and PCT).



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 (young police officers) to simulate interaction with anti-social youths. 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).

Most children then choose to make a 999 call and are given instructions to stay together and stay near the phone until the police arrive. A distressed passer-by (another actor) encourages the children to leave the phone to help look for a missing dog.

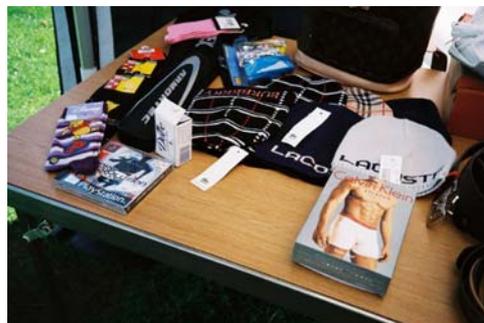
Car boot sale buying challenge

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.



Escape route through cosmetic smoke

Gas safety challenge

Organised by National Grid / Transco.

This challenge looked at how to deal with a gas leak. This included looking up the gas emergency number in the phone book, and learning how to turn off gas at the mains tap in a model of a kitchen.

Key messages were:

- ventilation
- not operating any electrical switches
- calling National Grid



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 HM Coastguard, Mid Wales. The second week's activities were provided by RNLI. All children, therefore, encountered a water-safety message during their visit.

HM Coastguard:

Children were shown a canvas of a beach scene, which acted as a prompt to talk about:

- reporting an incident to coastguard control
- various dangerous items which may be found on a beach
- dangers of taking inflatables out on the sea
- identifying safe places to swim by flags

Children then had to complete a test as a team to determine their performance on this activity.

RNLI:

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



5 Evaluation

The project was evaluated in four areas:

Child-based:

- 'circle time' (pre-event curriculum activity)
- letter writing (post-event curriculum activity)

Teacher-based:

- evaluation of the whole project (feedback evaluation form completed on site)
- evaluation of a specified activity (feedback evaluation form completed on site)

Partner-based:

- evaluation of the whole project (feedback evaluation form completed after event)

Project manager's observations:

- in the preface (section 1)
- interpretations of the evidence contained within each of the above sections
- remaining observations, opinions and recommendations (section 5.4)

5.1 Children's evaluation – pre and post event

➤ *Pre-event in-class curriculum work*

Teachers were asked to carry out an exercise with their class before attending the event. This exercise was called 'Circle Time'. 5 schools out of the 16 completed this exercise and returned the results. The aim was:

- (i) to get children to think about the ranking of dangers they face in their daily lives, and
- (ii) to give partners some feedback about these perceptions (through this report).

The 'Circle Time' exercise has been conducted several times in the past, and results can be used by partners to flavour the messages aimed at the children attending Survive Alive in future.

Results this year are similar to those in previous years. The exercise revealed that, when at home, children consider the greatest dangers they faced to be things such as burns, scalds, electric shock, cuts, burglars and internet exploitation. In reality, the greatest injury dangers they face in the home result from falls or slips.

When out and about, away from the home, children consider they are most at danger from crime (strangers and gangs). The main injury dangers they face in reality, however, are from road traffic accidents (assuming severity of injury to be the most decisive measure).

➤ *Feedback from letters written by children*

One activity was for children to write letters to the Survive Alive co-ordinator after the event, giving feedback. This fits in well with the need for children to practice letter writing and giving positive criticism as part of their English curriculum. A total of 25 letters were received from two schools.

An example of a feedback letter appears opposite.

Copies of these letters are being sent to partners so they can get an impression of the children's experience of attending Survive Alive.

Feedback from children's letters makes mention of all activities except HM Coastguard. This is because two schools who wrote the letters came during the second week of Survive Alive when the water safety activity was provided by RNLI, and HM Coastguard was not present.

A crude way of measuring feedback from these letters is to count the references to the different challenges. Children generally wrote more about activities which were activity based. However, as one partner pointed out, this does not mean that the less active challenges were poor simply because they were less popular.

Challenge	Total number of references
Fire	16
Police	15
Alcohol	10
RNLI	9
Trade	7
Road	6
Gas	5



Himley Park, site of the 2009 Survive Alive event

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Thursday 2nd July 2009

Dear Mr. Terry,

Thank you for inviting us to Survive Alive 2009

I really enjoyed everything, because it isn't very often that we do things like that and we got to experience what it would be like to be drunk, what to do if we are alone with No Adults. I didn't know that there could be fake perfumes and stuff and I didn't know until I spoke to the trading Standards man, so that was very helpful.

I think that the RWLI was hard to understand, but I think that it could be explained more easier. Thank you
Yours for the invite
Faithfully

Headteacher -



5.2 Teachers' evaluation

➤ *Evaluation of the whole project and evaluation of a specified activity*

Teachers were requested to fill in evaluation questionnaires on site. Two types of questionnaire were used. Some of the information gathered from these can be summarised numerically, but some resulted from asking open questions.

Eight teachers (from eight different schools) filled out a questionnaire about their overall impressions of Survive Alive . The eight replies to the 'numeric' questions were distributed as follows:

How relevant was Survive Alive to the children's personal, social and health education?
very poor 0 poor 0 okay 0 good 2 excellent 6

What do you think about the overall organisation of the project in advance of the event?
very poor 0 poor 0 okay 0 good 1 excellent 7

What do you think about the overall organisation of the project during the event?
very poor 0 poor 0 okay 0 good 1 excellent 7

Concerning the individual activities ('challenges'), 29 forms were completed. Teachers were left to choose which challenges they wanted to evaluate. The table on the opposite page is a bird's eye summary of that part of the information which can be presented numerically. Teachers were also asked to make additional comments, but these are not summarised here. Copies of the relevant feedback forms will be sent to each challenge organiser so they can read the comments for themselves.

Note that four of the challenges only had two evaluation forms returned each and so the summary percentages can only be regarded as a rough indication of views of the remaining teachers. However, in many ways the patterns do not show a radical departure from last year's feedback to similar questions, where a greater number of forms were filled in.



Some partners taking a well-deserved tea break inside the catering tent!

EVALUATION OF INDIVIDUAL CHALLENGES BY TEACHERS

Total number of responses to each question

PARTNER:

Number of forms completed by teachers:

	Police 2 forms	RNLJ 2 forms	Fire 6 forms	Alcohol 5 forms	Trading 5 forms	Gas 5 forms	Road 2 forms	Coast 2 forms
Q1 Did this challenge choose appropriate learning outcomes for the age group?								
<i>very poor</i>	·	·	·	·	·	·	·	·
<i>poor</i>	·	·	·	·	·	·	·	·
<i>okay</i>	·	·	·	·	1	·	1	1
<i>good</i>	·	·	2	1	3	3	1	1
<i>excellent</i>	2	2	4	4	1	3	·	·
Q2 Do you consider this challenge focussed on the most important safety messages for this topic?								
<i>very poor</i>	·	·	·	·	·	·	·	·
<i>poor</i>	·	·	·	·	·	·	·	·
<i>okay</i>	·	·	·	1	2	·	1	1
<i>good</i>	·	·	1	·	1	1	1	1
<i>excellent</i>	2	2	5	4	2	3	·	·
Q3 To what extent did this challenge allow children to use active hands-on learning?								
<i>very poor</i>	·	·	·	·	·	·	·	1
<i>poor</i>	·	·	·	·	·	1	1	1
<i>okay</i>	·	·	1	·	2	1	·	·
<i>good</i>	·	1	1	1	1	2	1	·
<i>excellent</i>	2	1	4	4	2	1	·	·
Q4 To what extent did this challenge allow children to work as a team?								
<i>very poor</i>	·	·	·	·	·	1	·	1
<i>poor</i>	·	·	·	·	1	1	1	1
<i>okay</i>	·	·	1	1	3	2	·	·
<i>good</i>	·	1	3	3	1	·	·	·
<i>excellent</i>	2	1	2	1	·	·	1	·
Q4 To what extent did the activity allow opportunity for children to discuss / speak / make conclusions?								
<i>very poor</i>	·	·	·	·	·	·	·	1
<i>poor</i>	·	·	·	·	·	2	·	·
<i>okay</i>	·	·	·	·	1	1	1	·
<i>good</i>	·	·	2	2	1	1	1	1
<i>excellent</i>	2	2	4	2	3	1	·	·
Summary for each challenge (%)								
<i>very poor</i>	·	·	·	·	·	4%	·	30%
<i>poor</i>	·	·	·	·	·	17%	20%	20%
<i>okay</i>	·	·	7%	8%	28%	17%	30%	20%
<i>good</i>	·	20%	30%	29%	36%	29%	40%	30%
<i>excellent</i>	100%	80%	63%	63%	36%	33%	10%	·

5.3 Partners' evaluation

Six feedback forms were received from partners. Two forms were from the same organisation, (the police, since week-one and week-two of the event were staffed by independent teams) and a further two forms were from the two different organisations who manned the 'Water Safety' challenge at different times).

The forms, therefore, represent the views of 4 out of the 7 challenges, or put another way 5 out of the 8 partners.

The feedback form used open ended questions, as can be seen in the box below. Answers to these questions will enable the project coordinator to address specific problems or suggestions when planning the next event.

What degree of persuasion did your organisation need for your team to attend?

Was the manpower and budget your organisation assigned to the task sufficient?

Were you happy with the final quality of your activity?

Would you like to see any improvements to communal facilities?

Were you able to attend the two planning meetings?

How useful do you think such meetings are to your organisation?

How useful do you think such meetings are to the effectiveness of the Survive Alive partnership?

What did you think about the advance planning support for the project (by the Survive Alive Coordinator)?

What did you think about the organisation of the project during the event itself (by the Survive Alive Coordinator)?

Do you have any other comments or suggestions?

The feedback forms from the six partners identified few serious problems and reasonable levels of satisfaction both with their own organisation and with the communal administration and execution of the event.

Enthusiasm for meetings was polarised.

Partners also identified changes they would like to see. Some of these could only be addressed by the provision of extra communal staffing. The first section of the project coordinator's observations (opposite) comments on resourcing.

5.4 Project coordinator's observations

➤ *Increased communal resourcing*

The Food and Occupational Team continue to increase both time and money invested in the communal aspects of the project year on year.

A significant increase in future costs was accepted following the 2007 event during which there was continuous rain. As a result, subsequent events have been well housed under substantial additional tenting.

One area where extra resources continue to be found is through the number of hours put into advance planning by the project coordinator. This input continues to grow each year in response to increasing levels of scrutiny of the project and in following up suggestions for (mainly) cost-free improvements.

It is acknowledged that more communal help during the event would be desirable. Presently, the plan assumes that the project coordinator will manage all such on-site communal matters alone. Extra communal staffing would require a substantial additional commitment of time / money which is currently not available. Meanwhile, for the plan to remain actionable, it assumes a "lowest common denominator" where the availability of extra help is not assumed. Nevertheless, the search will continue to identify extra help for future years.

➤ *Commitment of agencies to adequately staff the event*

During the past two years the Survive Alive coordinator has asked partners to make more formal their commitment to adequately cover their challenge by (for example) providing the name of a senior manager who can be contacted to find replacement staffing due to illness etc.

For 2010, this process will need to continue, not least because of the need to plan to counter the tendencies of the recession. Better commitment will help minimise a situation where we charge our clients (children and schools) for a service and then do not provide it adequately. We get perilously close to this situation most years, and in some years have had to close activities.

➤ *Participation by partners in the long-term development of Survive Alive*

The stability and success of the Survive Alive formula (familiar site, same timetable, same activities, same colleagues) also has a downside: a tendency for some of the partners not to participate in the communal planning meetings and development of the scheme. Partners may perceive that there are no particularly urgent problems to overcome, and so attending meetings has low priority.

The number of planning meetings with partners to organise Survive Alive has dropped in recent years. In 2007 there were four meetings, in 2008 there were three and in 2009 there were two. Two meetings are scheduled to organise the 2010 event. This should be sufficient as long as there is a continued commitment to working in an active partnership.

➤ *An ongoing issue.....the need for physical, role-play or game-based learning*

The 2008 report noted:

“Some challenges rely too much on a form of learning based on passive reception of verbal information. The Survive Alive environment provides many opportunities for challenges to be based on learning through peer interaction and physical learning. Documented feedback from teachers and children over the years has been clear about what is most effective.....Early planning for the 2009 event will therefore try to get commitment from partners to evolve their challenges towards addressing the formal feedback provided from teachers and children about their 2008 setup”.

Whilst educational techniques generally improved in 2009, there was still some way to go. In preparation for the 2010 event, the project coordinator will once again be reviewing with partners the feedback data available through both the 2008 report and this the 2009 report.

➤ *Keeping organisations involved in hands-on educational work*

Many of the people who work on Survive Alive are unusual within their organisations. They are often people who display great enthusiasm for such projects, or they may be people experienced in group-working with children, or they may be holders of posts where there is an element of educational outreach built into their job descriptions. These qualities are rare if they all appear together, and it is easy for organisations to lose the capacity to recognise and deploy such people. Survive Alive, therefore, provides a local ‘market’ for such individuals to work on a project of real value. The aim of Survive Alive is to serve the children, but this can only be achieved if skilled staff exist and their organisations provide opportunities for them to practice those skills.

During 2009, two local authorities sharing a border with Dudley Borough felt the effects of change in relation to their respective schemes. One council did not run its event at all, and another replaced it with attendance at ‘Safe Side at Eastside’ – a permanent safety education centre in Birmingham staffed by volunteer educators under the direction of West Midlands Fire Service. At the first of the planning meetings for the 2010 event, Survive Alive partners will have the opportunity to discuss threats and opportunities which are faced by Survive Alive and similar projects.

➤ *Keeping going*

Children usually emerge from Survive Alive with big smiles on their faces and teachers who are delighted that the children have achieved so much learning whilst having so much fun. This achievement is mainly down to the individuals staffing the challenges each day. They seem determination to do it well! This is good news for everyone involved. Thanks to them for keeping Survive Alive going - the task is much harder than it looks.

6 Acknowledgements

Thanks to the following who helped make Survive Alive 2009 a success:

- The Survive Alive partners for their commitment to the event:
 - * Dudley M.B.C. - health promoting schools
 - road safety
 - trading standards
 - * H.M. Coastguard (Mid Wales)
 - * Royal National Lifeboat Institution staff and volunteers
 - * National Grid
 - * West Midlands Fire Service
 - * West Midlands Police

- The following organisations for funding communal elements of the project:
 - * Dudley Primary Care Trust
 - * Dudley M.B.C. Food and Occupational Safety Team

- Parwinder Matthu, student environmental health officer, for assistance on the first two days of the event.

- Wardens and staff at Himley Hall and Park

