

SURVIVE ALIVE

evaluation report 2008

16th year of a partnership project to train children in life skills

Coordination:
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Dudley Metropolitan Borough Council



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'Survive Alive' evaluation report 2008

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'Survive Alive' evaluation report 2008

1 Introduction

1.1 Summary

Aim:

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

Key facts:

- 776 children (mainly eleven year-olds) from 20 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 8 teams. Each team encountered 8 challenges run by different providers. Each challenge lasted 15 minutes.
- The event took place over ten days, commencing on 23 June 2008 and was held outdoors in Himley Park.
- The formula for this event is well tested and evaluation made by all parties showed a desire to repeat it in 2009.

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. (In 2008, another officer was also assigned to shadow the planning and administrative process).

Income is achieved through:

- a fee to the schools (£4.50 per child in 2008)
- a grant from Dudley Primary Care Trust (£3,000 due in 2008)
- 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.

1.2 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 |
| • First aid treatment for bleeding | St John Ambulance |
| • Gas leak procedures in the home | Transco / National Grid |
| • 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 |

1.3 Schools involved in 2008

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:

- | | | |
|----------------------------|---------------|-----------------------------|
| * Ashwood Park | * Brook | * Caslon |
| * Christ Church | * Cotwall End | * Cradley |
| * Crestwood Park | * Dingle | * Halesbury |
| * Highgate | * Lutley | * Netherton |
| * St Chad's | * The Brier | * Maidensbridge |
| * Olive Hill | * Priory | * St Joseph's (Stourbridge) |
| * St Mary's (Kingswinford) | * Woodsetton | |

1.4 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.

1.5 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

2 Links to strategic plans

This was the project's 16th 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.

2.1 Accident Prevention Strategy

Survive Alive is referred to several times in Dudley's Joint Accident Prevention Strategy in relation to road, fire and water safety education. 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.

2.2 '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.

2.3 Dudley Council Plan – learning matters, safety matters

Various community safety issues are addressed through the project, including

- the association between young people and crime.
- exposure to crime is greater amongst young people.
- alcohol and substance misuse contribute significantly to 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.

2.4 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.

3 The project

3.1 Invitations

Schools are invited to attend in a priority order based on the length of time that has passed since their last attendance. In this way, each school receives an invitation about every 4 or 5 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.

In some instances, invitations were made to schools with small numbers of year 6 children in order to fill vacancies on certain days. Special schools were also added systematically into the invitation rota this year, even though some may not have year 6 students or may prefer to send children with an educational attainment level of year 6 independent of their actual age.

Special schools attending in 2008 were The Brier, Halesbury and Woodsetton (children with mild learning difficulties) and Ashwood Park (school where some children have hearing impairment).

A sister project to Survive Alive is Safety Town, aimed at children in lower primary, and run by the Health Promoting Schools Service. It is possible that a child might pass through their primary education without the opportunity to attend either event, since Safety Town also cannot accommodate every school every year. To minimise this possibility, managers from both of these projects agreed to swap invitation schedules to help reduce this effect in future. The effect cannot be removed altogether but on occasions it could be reduced.

3.2 Pre-event teachers' meeting

A one hour briefing session 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

3.3 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 8 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 8 challenges. After completing all challenges the team with the most points received Survive Alive medals.

3.5 The eight challenges

Photography:

Plans for photography during 2008 were dropped during the event. This was because of a late reduction in staffing levels. Photographs in this report are therefore archive shots from previous events.

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 plus a volunteer) 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.

Children debriefed by the 'dog-owner' on completion of role-play.

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



Car boot sale

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

First aid challenge

Organised by St John Ambulance.

This activity concentrated on the practicalities of dealing with a major cut to the wrist and how to bandage such an injury. Children worked in pairs to apply bandages to their partner, applying the principles of 'pressure, elevation and position' to help them with the simulation. A fast moving, practical activity.

Key messages included:

- reduction of bleeding by positioning of patient and application of pressure
- treatment for shock
- prevention of cross infection

Gas safety challenge

Organised by Transco / National Grid.



Looking up the gas emergency number in the phone book

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 Transco

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

Provided jointly by HM Coastguard, Mid Wales, with additional help from local RNLI volunteers.

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.

3.5 The evaluation regime

The project has been evaluated in four areas:

Project manager's observations:

- recommendations (some carried forward from previous events)
- opinion on the effectiveness of the evaluation regime
- an interpretation of the evidence.

Child based:

- 'Circle time' (pre-event curriculum activity)
- knowledge and attitude test (pre-event evaluation activity)
- letter writing (post-event curriculum activity)
- knowledge and attitude test (post-event evaluation activity)

Teacher based:

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

Partner-based:

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

Project manager's observations

➤ *Feedback about the 2008 event*

Feedback from children and teachers has been enthusiastic and positive. This is what we were aiming for. Congratulations to all! Feedback from partners also shows a general contentment that a good job was done.

The data available to show if learning has taken place are positive, although not definitive, because of the difficulties of collection and interpretation.

In striving for improvements, it is necessary to highlight the things which do not work so well or which could work better. Below are some observations, with corresponding actions to address them.

➤ *Avoiding a drift towards creating 'canvas classrooms'*

In the summer of 2007, provision of tents was inadequate to cope with the weather, which turned out to be the wettest since records began. To ensure full provision in 2008, budget was set aside by Dudley MBC to hire extra tents. The idea was to allow most activities to be held fully outdoors, but in case of heavy rain to continue in some form under canvas. However, there was a drift in 2008 towards activities being held under canvas even when the weather was fine (which it was most of the time).

For the next event in 2009, the event organisers will emphasise to partners the desirability of keeping the challenges as active as possible and that they should (in most cases) be held away from tents. This will help to avoid replicating an indoor, classroom-like environment whilst exploiting the opportunities for movement and exertion available by being properly outdoors in Himley Park.

➤ *Need to act on feedback concerning learning and teaching techniques*

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. The Survive Alive meetings also provide opportunity for colleague support in developing creative alternatives.

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.

Over recent years, feedback from children and teachers has consistently identified the police activity as being one of the best at the Survive Alive event (the other being the fire activity) because of its “hands-on” nature. The two officers who have coordinated the police activity in recent years will not be available to work on this project in future, and so Survive Alive is in danger of losing one of its best working “role models”. This adds extra urgency for all partners to learn the lessons from the police activity and to incorporate similar techniques into the design of their own activities.

➤ *Advance planning to secure adequate staffing and resourcing*

Survive Alive is a big commitment for both the organisations and individual staff involved and it is best for all parties to make early plans to accommodate this commitment. After the event in 2007, the issue of inadequate staffing levels was addressed with the consequence that the 2008 event was staffed in a much more stable fashion. However, there is still some way to go. For example, there seems to be few spare resources, capacities or strategies to run alternative activities should one fail. Similarly, the resources available to the event organiser allow little room to work on any task other than ones that have been planned for.

The invitation to attend Survive Alive in 2009 will therefore ask for a full set of contact details of the senior managers in organisations who will be asked to commit to provide adequate staffing in the planning stages and alternative staffing and plans for any unexpected developments during the event.

➤ *A view expressed by partners in 2008*

As in previous years, partners are asked to fill in an evaluation form about their experience of the Survive Alive project. One of the questions on this form in 2008 was: “Do you think we need the same number of meetings next time around? (currently we hold 4 planning meetings a year). The question continued “Do we need fewer or more, or do they need to be organised in a different way?” One reason for asking this question is because some partners attend few or none of the meetings, although most partners are represented at most or all meetings. The answer to the question showed a clear desire to have fewer (or shorter ones).

In response to this, the planning meetings for the 2009 event will be reduced from 4 to 3 (by omitting the meeting planned for February) and by identifying the December meeting as the key meeting to which a representative should be sent if at all possible.

➤ *Effectiveness of the evaluation regime*

Survive Alive has now been running once a year for the past 16 years using roughly the same formula. Informally, staff who work on the project know that it creates genuine praise from teachers and huge enthusiasm from the children. In most previous years, a simple evaluation sheet has been filled in by teachers which reflect these views. The 2008 event was no different in this respect.

The continuing level of enthusiasm is, of course, good news. However, it would be an unhealthy state of affairs if we did not continue to explore alternative ways of finding perspectives on the scheme.

In favour of the status quo, it should be noted that teachers often comment that Survive Alive is an all too rare project, with its emphasis on outdoor, active learning. The project does not have as its primary aim to be physical, active and outdoors. Nevertheless, this is an accidental by-product not to be disposed of too lightly. It fits in well with the need to encourage children to enjoy physical activity.

In many previous years, there have been some 'before' and 'after' class based activities. These have been used as a way of getting feedback about the project and improving it for the following year. These class based activities have also been improved over the years to give a steady flow of feedback. In planning the evaluation regime for the project two years ago (2007) and also in planning the 2008 regime, the Survive Alive partners therefore felt able to try out some more 'risky' or experimental ways of evaluation, in the hope of gaining new perspectives on the scheme. If such evaluations failed, the team could always revert to the tried and tested techniques which have evolved with the project over the years.

In 2007 and 2008 attempts were made to try measure change in knowledge or attitude by participating children. (It was felt that an attempt to measure behaviour change was a step too far at this stage). During both years, a different tack was taken to elicit something measurable, In both years, the results have been disappointing, not because they indicate a negative change (in fact, they indicate a positive change) but because there is no way in which the results would stand up to any statistical scrutiny. In addition, our ability to control variables known to influence measurement is very limited. A particular problem is that such activities need to suit the needs of teachers and children to follow their curriculum. The provision of a well designed questionnaire for completion by children is unlikely to get much use in the classroom, since the activity benefits our agenda, rather than the children's education.

A general conclusion, therefore, is that it is better to work with the relatively copious feedback which can be made available from 'before and after' educational activities. These give soft, indirect, interpretive evidence. They do *not* provide 'hard' factual proof associated, with a more scientific experiment design. The 'hard' approaches would need schools to set aside curriculum time and Survive Alive can provide them with little incentive or resources to do that.

One of the other 'risky' changes attempted in 2008 has been successful. This has been to try and get feedback to some open and creative questions from teachers, children and partners. Previously, answers to simple questions were made measurable by restricting the answers to a scale such as /poor/okay/good/excellent/. The new method is only 'risky' in that the observation cannot be summarised in a report such as this since the feedback is open to too many interpretations and would make the report too lengthy. Nevertheless, such feedback gives individuals who wish to read the full archive a feel for what works well, what does not, and some ideas for what might be worth trying in the future.

3.5.2 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'. Six schools out of the twenty completed this exercise and returned the results. The aim was (i) to get the children to think about the ranking of dangers which they face in their daily lives and (ii) to give the Survive Alive team some advance warning of these perceptions. The 'Circle Time' exercise has been conducted several times in the past, and results are monitored to flavour the messages aimed at the children when they attend the event. 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 dangers they face in reality, however, are from road traffic accidents (assuming severity of injury to be the most decisive measure).

➤ *Knowledge and attitude test (both pre- and post- event)*

Half of the schools were asked to conduct a pre-event test, and the remaining schools were asked to conduct a post-event test. The questions asked are shown opposite, with notes for teachers in italics. The questions were the same for both pre and post groups.

Only five sets of pre forms and two sets of post forms were returned. However, one of the post sets was from a special school, so comparison with the other mainstream school results would not be very useful. In the end, just one school's pre was compared with another schools post. Such a comparison has little statistical validity, but did show some informal evidence of learning.

The first two questions have right or wrong answers and can be analysed numerically. There was a very clear shift here. The 'post' attendance school performed much better than the 'pre' attendance school, suggesting that some learning of facts had taken place.

Comparison of the remaining pre and post 'maturity of response' questions was inconclusive in relation to the ideal mature response. However, there appears to have been more thought put into the 'post' responses. These tend to be longer and contain more technical language.

In particular, there is a notable improvement in responses from the 'post' attendance school to the water safety question, with many responses referring to buoyancy aids and life rings, which were not mentioned in any of the 'pre' responses. These, however, could be described as changes in technical knowledge and do not necessarily indicate a change towards the 'mature' response ie: (i) don't jump in yourself and (ii) summon help straight away

PRE and POST test for children

Q1

Where do you think is the best place to put a smoke alarm? (underline just one answer)

- * on the ceiling outside the bedroom
- * on the ceiling inside the bedroom
- * on the ceiling outside the kitchen

(Best answer: 'on the ceiling outside the bedroom'. The noise can still wake you up, but the device is located in a place where it can quickly detect smoke).

Q2

At night, when everyone is going to bed, how do you think it is best to leave doors? (underline just one answer).

- * leave doors open so you can escape quickly if there is a fire
- * leave doors open a bit so that any smoke can set off the smoke alarm
- * leave doors shut so fire can't spread

(Best answer: 'leave doors shut so fire can't spread'. We are looking for factual information learning with the first two questions, and your students may not know the answers to these two 'fire' questions before they attend Survive Alive).

Q3

A busy road separates you from your friends who are waving at you to join them. When eventually you do get across the road to meet them, they tease you for taking so long to cross. What will you say to them in reply?

(We will be looking at the maturity and assertiveness of the responses in relation to resisting peer pressure and taking responsibility for one's own safety).

Q4

It is winter and your friend has fallen into the canal. She is a good swimmer, but the water is very cold and she is having difficulty getting back to the edge. How will you help her? List some of the things you could do.

(This is a question about not putting yourself at risk in order to be in the best position to help someone else...ie don't jump in the water after them. We will be looking in the answers at risk-taking by rescuers).

Q5

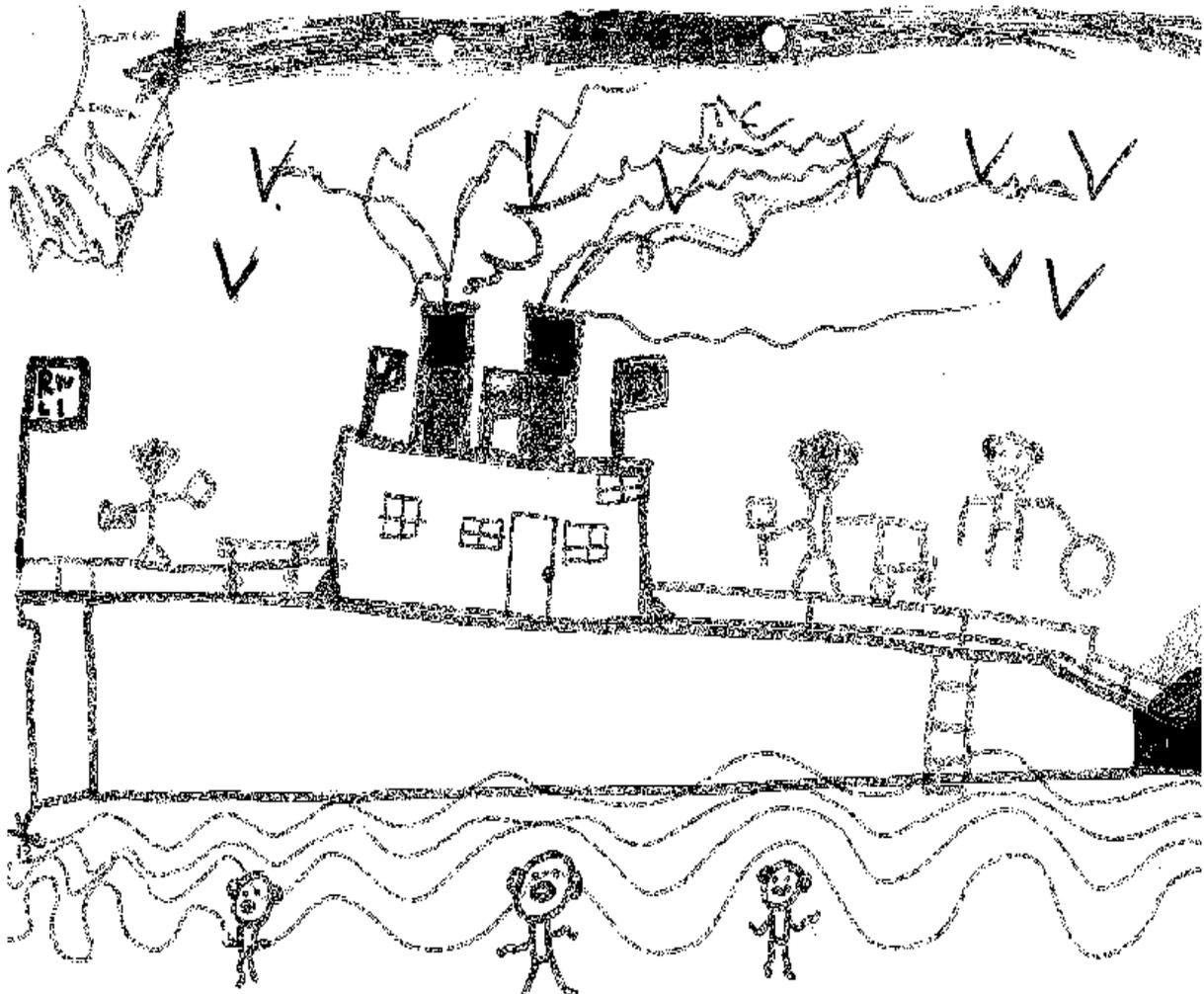
You and your group of friends dial 999 from a phone box because you are being bullied on the street. The police give you some instructions on the phone, but you are stressed out and can't remember what they said. What will you do?

(The best thing to do is to dial 999 again. We will be looking at the maturity of responses about what to do when someone needs to ask for clarification in stressful situations).

➤ *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. 15 letters were received from 2 schools (However, in the previous year 53 letters were received from 3).

In previous years, this has proven a good source of feedback. In 2008, the letter writing activity was not stressed at the teachers meeting, with emphasis being placed on getting schools involved in the pre-and post questionnaire. This is the most likely cause of the low level of return from the letter-writing exercise. In retrospect we can conclude that we are more likely to get better feedback from the letter exercise than we are from the pre-post test and next year the letter writing will be re-emphasised.





Halesbury School

Feldon Lane

Halesowen

B62 9DR

Dear Duncan,

Thank you for a fun day.

I liked the police activity.

because I know if there is
a problem I can call 999.

I would have liked to

have had more time to

do all of the challenges.

3.5.3 Teachers' evaluation

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

Teachers filled in evaluation questionnaires on site. Two types of questionnaire were used. Concerning the eight specific activities ('challenges'), 51 forms were completed (only 16 the previous year). Concerning overall impressions of Survive Alive 15 forms were completed (11 the previous year).

The table on the opposite page is a birds eye summary of that part of the information which can be presented numerically concerning individual challenges. Most of the 51 teachers used the words okay, good or excellent to respond to the questions, and rarely used very poor or poor. Teachers were also asked to make additional comments, but these are not summarised here. Copies of the relevant feedback forms have been sent to each challenge organiser so they can read the teacher comments for themselves.

In summarising their opinion of the whole event, all the 15 teachers surveyed used either the word good or excellent. Responses to each of the following three questions were given in the same proportions:

- How relevant was Survive Alive to the children's PSHE?
- What do you think about the overall organisation of the project in advance of the event?
- What do you think about the overall organisation of the project during the event?

very poor 0% poor 0% okay 0% good 33% excellent 66%



Himley Park, site of the 2008 Survive Alive event

EVALUATION OF INDIVIDUAL CHALLENGES BY TEACHERS

Total number of responses to each question

PARTNER:

Number of forms completed by teachers:

		Police 8 forms	Fire 6 forms	Alcohol 5 forms	First Aid 5 forms	Road 7 forms	Water 7 forms	Trading 5 forms	Gas 8 forms
Q1 Did this challenge choose appropriate learning outcomes for the age group?	<i>very poor</i>	.	.	.	.	.	.	.	.
	<i>poor</i>	.	.	.	.	.	1	.	.
	<i>okay</i>	.	.	.	.	2	.	1	3
	<i>good</i>	2	.	1	1	5	5	2	4
	<i>excellent</i>	6	6	4	4	.	1	2	1
Q2 To what extent did this challenge allow children to use active hands-on learning?	<i>very poor</i>	.	.	.	.	.	.	.	.
	<i>poor</i>	.	.	.	.	.	1	1	4
	<i>okay</i>	.	.	.	.	3	2	2	3
	<i>good</i>	2	2	.	1	2	3	2	.
	<i>excellent</i>	6	4	5	4	2	1	.	1
Q3 To what extent did this challenge allow children to work as a team?	<i>very poor</i>	.	.	.	.	.	.	.	2
	<i>poor</i>	.	.	.	.	.	.	2	1
	<i>okay</i>	.	1	.	.	2	2	3	5
	<i>good</i>	3	2	3	3	4	3	.	.
	<i>excellent</i>	5	3	1	2	1	2	.	.
Q4 To what extent did the activity allow opportunity for children to discuss / speak / make conclusions?	<i>very poor</i>	.	.	.	.	.	.	.	1
	<i>poor</i>	.	.	.	.	.	.	.	1
	<i>okay</i>	.	1	1	.	1	.	2	3
	<i>good</i>	3	1	1	4	5	4	3	2
	<i>excellent</i>	5	4	3	1	1	3	.	1
Summary for each challenge (%)	<i>very poor</i>	.	.	.	.	.	.	.	9%
	<i>poor</i>	.	.	.	.	.	7%	15%	19%
	<i>okay</i>	.	8%	5%	.	29%	14%	40%	44%
	<i>good</i>	31%	21%	26%	45%	57%	54%	35%	19%
	<i>excellent</i>	69%	71%	68%	55%	14%	25%	10%	9%

3.5.4 Partners' evaluation

6 of the 8 partners returned an evaluation form about their experience of the event. The feedback form used mainly open ended questions, as can be seen in the summary below. This will enable to the project manager to address specific problems in future, where they have been declared. A brief summary is given for each set of questions to indicate the flavour of the replies.

What degree of persuasion did your organisation need for your team to attend?
Was your organisation, for example, keen, in need of persuasion, indifferent?
Did they require evidence as to Survive Alive's previous effectiveness?
Was the manpower and budget your organisation assigned to the task sufficient?
Summary: responses tended to be very brief and few declared any problems

Would you like to see Himley Park used again for the next event?
Would you like to see any improvements to your own or the communal facilities?
Summary: Yes, they wanted to see Himley used again

How many of the four planning meetings was your organisation able to attend?
Do you think we need the same number of meetings next time around?
Do we need fewer or more, or do they need to be organised in a different way?
Summary: Most wanted fewer or shorter meetings

What did you think about the organisation of the project during the fortnight of the event itself?
- relating to timekeeping and marshalling of the groups
- relating to discipline of children and participation of teachers
- relating to the level of staffing or other support from your own organisation
Summary: Would like to see the teachers do more observation of the challenges

Would you want to contribute to the project again next year?
Summary: Yes, but some have staffing issues to resolve.

4 Conclusion and acknowledgements

This is the 16th year of a long established project. Its continuance is strongly supported by partners and schools. It 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.

The project is linked to several partners' annual work plans and strategies. For example, Survive Alive activities form several actions in Dudley Community Partnership's accident prevention strategy action plan. Survive Alive dovetails with other projects running in the borough's schools aimed at providing safety education for different year groups.

Plans are now being put in place for a 2009 event. 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, one of the roles of this team is to act as a reminder to those within Dudley Metropolitan Borough Council, and other agencies outside, of the need for partnership working and ownership of the wider health agenda.

Thanks to the following who helped make Survive Alive 2008 a success:

- The Survive Alive partners for attending the event:
 - * Dudley M.B.C. - health promoting schools (based in the PCT)
 - road safety
 - trading standards
 - * H.M. Coastguard (Mid Wales)
 - * Royal National Lifeboat Institution volunteers
 - * St John Ambulance
 - * Transco / National Grid
 - * West Midlands Fire Service
 - * West Midlands Police (plus a volunteer)
- The following organisations for additional funding:
 - * Dudley Primary Care Trust
 - * Dudley M.B.C. Food and Occupational Safety Team
- Heather Todd, environmental health assistant, for shadowing the planning and administration of the project.
- Caroline Young, student environmental health officer, for assistance with interpretation of the evaluation data.
- Wardens and staff at Himley Hall and Park