

ESSEX EXPERIENCE 2006

TEACHER EVALUATION

Returns 41% (12/29)

1. Have you noticed any improvements in self-development/attitude of the young people who attended the Essex Experience and Challenge Camp? If so, please state the characteristics you have noticed.
 - Yes I have, they are more confident in themselves.
 - They seem a little more confident in the way they have spoken about the weekend. It is obvious that they had a wonderfully enriching time, which gave them opportunities to try out new things.
 - Self-esteem improved, motivated and staying improved. Want to do it again.
 - One quiet pupil more confident and willing to participate – has formed firm friendship with 2 other pupils, which is excellent. Our pupils were very appreciative of the opportunity and aim to strive hard to be selected next year.
 - Better co-operation and team spirit.
 - Confidence has increased.
 - Young people have been more confident when talking to social workers and have been more enthusiastic. These young people who have attended have engaged more with services which have been offered.
 - The students are a little more sensible and are able to hold conversations with each other without being abusive or belittling.
 - Yes – the experience at camp has boosted self-esteem and confidence.
 - Yes. Most are showing more confidence and self-control. They have gained confidence from having had the opportunity to go and try the activities. It was good for them to be out of their comfort zone.
 - As always, students came back from both camps full of enthusiasm about their experiences – they seem more positive and motivated.

2. From discussions with the young people, what elements of the Essex Experience and Challenge Camp excited them?
 - Some of the activities and to be with peers.
 - The activities, particularly the go-karting and canoeing. The chance to make new friends was also very important to our students. Email addresses were exchanged with new friends.
 - Camping experience. With friends. Action packed weekend.
 - All activities. It's a knock out, rock climbing, archery, canoeing, all social aspects and disco.
 - The activities and night walk.
 - They loved everything about it. Activities, adult interactions and meeting people.
 - Challenge camp – meeting up with friends made from last year. Activities.
 - Staying away from their household environment (camping outdoors), mixing with other young people and making friends.
 - The camping out.
 - The activities – outdoor pursuit type.
 - Being away with friends and other people.
 - All the activities, meeting new people & making new friends.
 - They enjoy meeting new people from other schools and often discuss the different activities – many of which they haven't experienced before.

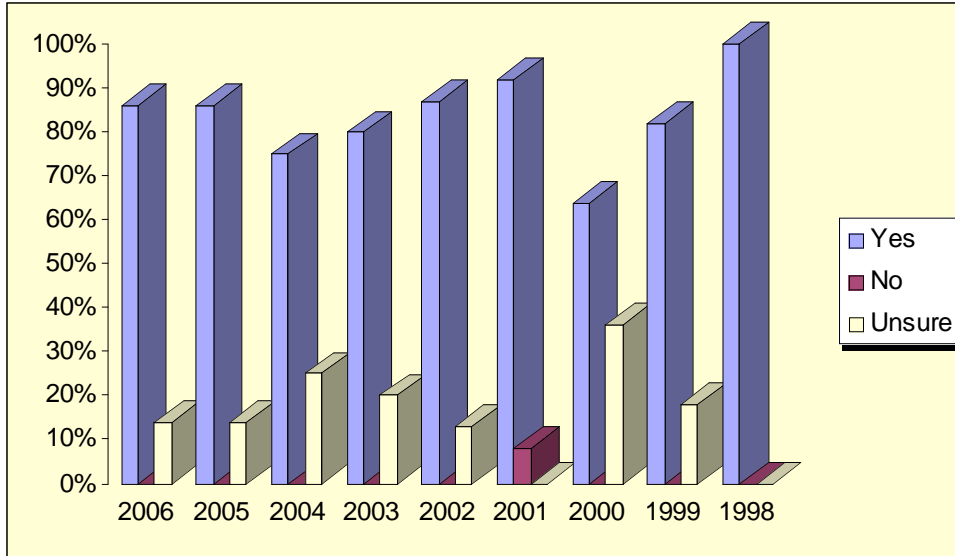
3. Do you think projects like the Essex Experience are an effective way to help prevent young people from becoming involved in crime or antisocial behaviour?

Yes 86%

Unsure 14%

Comparison between 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005 & 2006

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If yes why?

- It teaches them how to interact with other people from all sorts of backgrounds and share values with others.
- Difficult to assess the future outcome. We can only stress the positive current outcomes.
- Many of our pupils in the past have become involved in those activities or decided to embark on DofE afterwards (out of school). Pupils see these weekends as a reward for improvements/trying harder through the year.
- It shows that it's possible to have a great time without getting into trouble or needing to take drugs.
- Young people who are able to focus on fun activities in a safe environment. Shows them other options in life and can lead them to joining clubs, thus giving them other interests. Improves their confidence, perhaps enabling them to say no.
- It gives the young people more confidence & boosts their self-esteem. It shows them that they can overcome challenges and obstacles, which they face over the weekend. Also applying these to their daily life.
- It gives the participants an escape and an opportunity for simple fun. It shows that pleasure can be had by play. It shows that people care and gets them away from a less positive family relationship – maybe.
- It gives them focus and introduces them to new things.
- Builds self-confidence, self-esteem and self-belief in individuals and so reduces the chance of the young person needing to get involved in crime to boost their self worth.
- Three of the students were on school based ABCs (Acceptable Behaviour Contracts) and all three came on leaps and bounds, using the Challenge as a positive diversion.
- It gives young people the opportunity to experience a variety of new activities – many of which they will pursue further, giving them extra hobbies and preventing boredom/anti social behaviour.

If you answered no or not sure, what changes could be made to the event to make it more effective?

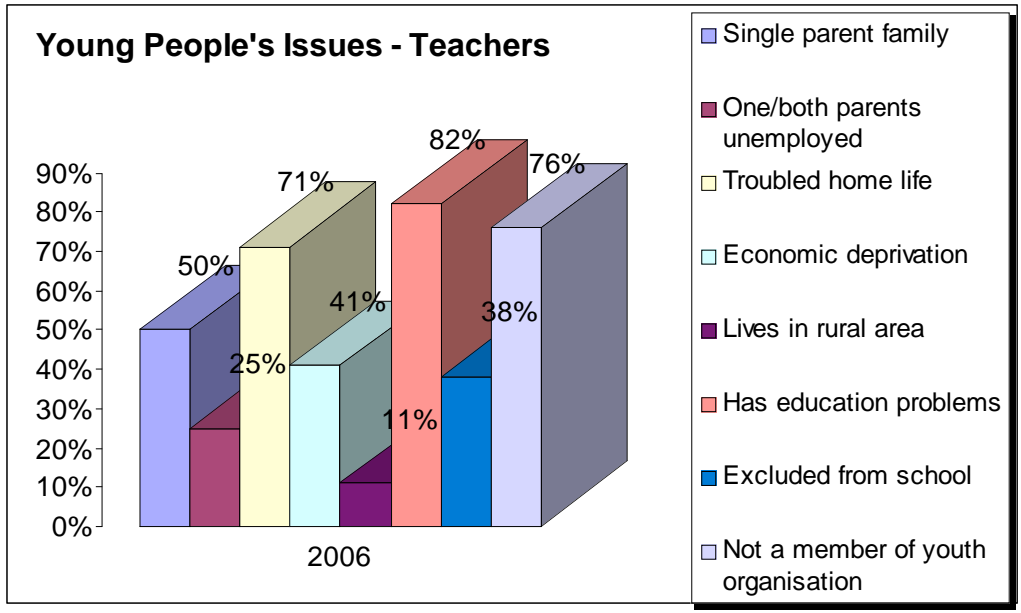
- None, all students enthused about the weekend.

What selection process do you use to select the young people invited to the event?

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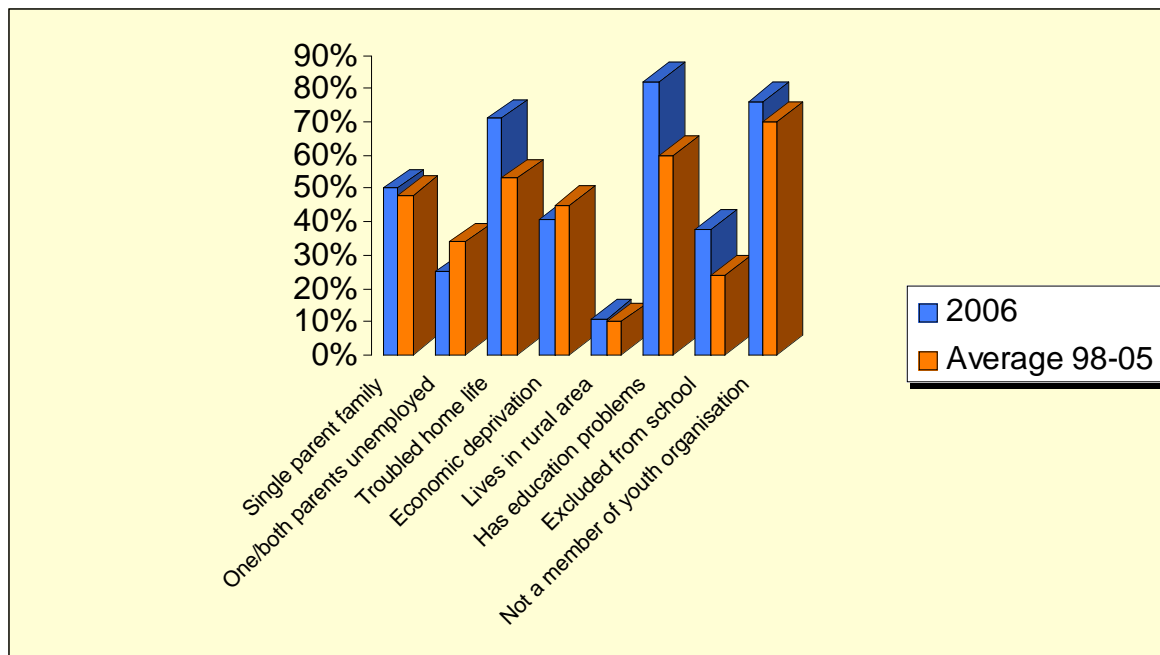
- Random selection choosing pupils from different backgrounds.
- Asked form tutors who they thought would best benefit from such an event based on the criteria mentioned in the letter.
- A range of students, academic & behaviour. Hopefully, students who will benefit & appreciate this great opportunity.
- As per criteria given – pupils from disadvantaged backgrounds or pupils who have poor social skills. We use it as a reward for pupils who have tried hard during the year.
- Quiet rather insecure students whose family come from a less advantaged background. Students, who have a lack of social skills to build positive friendships, but have a good behaviour record.
- Young people from disadvantaged backgrounds. This allows these young people to take part in activities they would not normally attend.
- Vulnerable, special needs & at risk.
- Look at the needs of the child. Do they have a holiday or a break? Do they lack confidence? Opportunity to try activities they haven't done before.
- Consultation with social workers who believe they have a young person who would benefit from the project.
- Those pupils who with help and guidance may be saved from being excluded or those with social difficulties.
- Primarily young people who are not able to afford other school organised residential events.
- The selection process used is for the disadvantaged pupils to be chosen.
- We chose wee-behaved but shy, de-motivated or those with self-esteem issues.
- Young people who were on the verge of offending or have committed minor offences. Or young people who need a positive opportunity to practise new skills. ABCs (Acceptable Behaviour Contracts) are a good starting point.

4. Of the young people who attended the Essex Experience please indicate how many fall into the following categories:



Comparison between 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005 & 2006

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5. Do you have any other comments or suggestions to make about the Essex Experience?

- Very well organised. Information always clear and accurate. Communications effective.
- Excellent
- Great event. Well organised.
- Our young people look forward to this every year and also talk about it throughout the year.
- One pupil who should have come this year is in the vulnerable group – please invite next year
- I love to offer this opportunity to the students and I thank you for the work you put into it
- Thank you so much for providing some of our under privileged pupils with such a fantastic opportunity.
- Every year the young people return from the camps bursting with excitement to tell their stories. Year 10 can't wait to return the following year. Some year 11 volunteer to help with the camps.
- Many thanks for a great service.
- All the students who attended were very enthusiastic about the camps. Many thanks for all your hard work in making all the arrangements.
- Very positive for all my participants. Thanks very much.