

Walk Tall Together

Pilot

Evaluation 2005



Rewarding Learning

www.ccea.org.uk

Table of Contents

	Page
1.0 Introduction	3
2.0 Executive Summary	4
2.1 <i>Description of Trial</i>	4
2.2 <i>Positive Responses</i>	4
2.3 <i>Negative Responses</i>	6
2.4 <i>Overall Recommendations</i>	7
3.0 Methodology	9
3.1 <i>Participants</i>	9
3.2 <i>Design</i>	9
3.3 <i>Materials</i>	9
3.4 <i>Procedures</i>	10
3.5 <i>Focus Groups</i>	10
3.6 <i>Data Analysis</i>	11
4.0 Results	12
4.1 <i>Teachers</i>	12
4.2 <i>Pupils</i>	25
4.3 <i>Parents</i>	34
5.0 Conclusion	45
6.0 Recommendations	47
6.0 Appendices	48
6.1 <i>Teacher Questionnaire Results</i>	49
6.2 <i>Pupil Questionnaire Results</i>	67
6.3 <i>Parent Questionnaire Results</i>	225

1.0 Introduction

This study set out to evaluate the Walk Tall Together Programme. Participants included teachers, pupils and parents who were involved with the 2004/2005 pilot.

Information was obtained via qualitative and quantitative research methods. 84 Teachers, 910 Pupils and 390 Parents from five participating schools across the four Education and Library Boards responded to the questionnaire.

A sample of teachers were also invited to attend a focus group event in May which allowed more detailed qualitative information to be obtained.

This report sets out the views and perceptions of participants in relation to:

- The appropriateness and quality of the resource;
- The appropriateness and quality of the training and support provided;
- The pupil's responses and involvement throughout the pilot;
- The pupil's actual personal development as a result of the programme;
- The feedback from parents;

This report and recommendations contained within are based on all research collected from teachers (questionnaire and focus group responses), pupils (questionnaire responses) and parents (questionnaire responses).

2.0 Executive Summary

2.1 *Description of Trial*

The Walk Tall Together Pilot ran from August 2004 to June 2005. The aim of programme was to train five primary schools and to draft a comprehensive resource that will assist schools in the planning, delivery and in the range of methodologies and approaches behind the Personal Development (PD) Programme.

Evaluation questionnaires were distributed to teachers, pupils and parents at the end of the trial. Focus groups were also held towards the end of the pilot with teachers. This report and recommendations contained within are based on all research collected from teachers, pupils and parents in 2005.

2.2 *Positive Responses*

Summary of the views of Teachers

The majority of teachers supported the purposes and principals of the Walk Tall Together initiative. They found the resource a useful tool for teaching the new Personal Development programme which they believed was more engaging for pupils. Teachers rated the following positively:

- 90% of teachers found the Walk Tall Together training useful and a further 85% felt it was adequate preparation for teaching the pilot
- 71.3% of teachers indicated they were confident about teaching Walk Tall Together at the start of the pilot and this figure rose to 97.5% after teaching the pilot
- 92.6% of teachers said that the programme was manageable providing “*a coherent p1-p7 scheme*”

- Teachers indicated that the main strengths of the pilot were that the programme encouraged the personal development of pupils, well structured lessons, continuity and progression and the scope for parental involvement
- All teachers thought that the Walk Tall Together resource would be a useful tool for supporting the new Personal Development programme.

Summary of the views of Pupils

Overall pupils were exceptionally positive about the ‘Walk Tall Together’ programme. The main areas of support are summarised below.

- 60.3% of pupils found the Walk Tall Together lessons “*interesting*” and 33.2% thought they were “*OK*”
- The majority of pupils (76.6%) thought lessons were “*just right*”, “*not too hard and not too difficult*”. 71.2% of Walk Tall Together pupils found their lessons “*easy to understand*”
- Overall topics rated most favourable by pupils include: the programme’s activities (n=99), art and self portraits (n=24) and body and diet (n=19).
- Pupils said the main things they had learned from the programme were about smoking, drugs and alcohol, about their personal feelings and about health and exercise
- Most pupils perceived the programme’s games and activities as the best thing about the lessons. Others included the ability to have discussions and sharing feelings.
- Many pupils stated that the lessons were ‘*fun and interesting*’.

Summary of the views of Parents

Based on the overall responses from the 2005 questionnaire, parents were generally satisfied with the Walk Tall Together programme. Parents rated the following positively:

- 98.1% of parents were satisfied with the information they received at the parents meeting
- Many parents said that the programme has had a positive effect on their children by encouraging children to be more open and discuss sensitive issues, and developing their personal and social skills. Many parents also said that the programme made children aware of issues they are likely to encounter throughout their development such as smoking and bullying
- Approximately 35% of parents felt the homework tasks have encouraged conversations of a sensitive nature
- Many parents felt the Walk Tall Together programme had a positive effect on their relationship with their child
- 92.7% of parents indicated they were satisfied with the content of the programme

2.3 Negative Responses

Summary of the views of Teachers

- Some respondents said that more time was required to go into the programme in greater depth. A number of respondents felt that advice should be provided on the implementation of the programme
- A number of teachers expressed difficulty at slotting the resource into an already full curriculum
- Teachers felt homework sheets boring and did not engage pupils
- A small number of teachers did not feel comfortable or confident teaching controversial topics
- Perceived weaknesses of the programme were: insufficient time and too much content, inadequate worksheets and a lack of helpful resources such as posters

Summary of the views of Pupils

- Some pupils said that their lessons were too easy

- 58 pupils found some topics difficult to understand
- Overall the three aspects of the programme most disliked by pupils include; those on health and the body (n=68), worksheets homework and writing (n=66) and games and activities (n=61).

Summary of the views of Parents

- Nearly 40% of parents did not attend the parents meeting
- 39 parents did not think homework was useful in aiding the discussion of sensitive topics. A further 35 parents indicated no homework tasks were set for them to complete with their child
- 11 parents felt there was not enough information provided on the content of the programme.

2.4 Overall Recommendations

1. Development work on worksheets, lessons and topics needs to commence as soon as possible to make them more appealing and stimulating for pupils
2. Support Officers should keep in contact with teachers at regular intervals to maximise feelings of confidence and support
3. Comprehensive training is required to enhance teachers confidence in teaching controversial topics
4. CCEA should clarify between topics that are mandatory and those that are non-mandatory allowing teachers more flexibility when planning lessons whilst ensuring core content is covered
5. Teachers must be provided with sufficient time to teach Walk Tall Together in its entirety
6. CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of differing levels and abilities
7. CCEA should ensure that sensitive topics and issues are covered at the appropriate stage of a child's development

8. Schools participating in future pilots of Walk Tall Together should be informed of the most effective ways of communicating with parents
9. Schools should provide an alternative date for those parents unable to attend the parents meeting
10. Teachers should emphasis the importance of attendance at the parents' meeting by sending a letter home to parents
11. A campaign to effectively communicate the aims and purposes of the Walk Tall Together Pilot to parents should be initiated
12. Parents should be provided with more detailed information on the Walk Tall Together initiative including a full list of the programmes contents
13. CCEA/ELB's should provide teachers with guidelines on the structure and content for the Walk Tall Together parents meeting
14. Homework tasks should be emphasised to teachers as a compulsory component of the programme. This should involve both child and parent participation

3.0 Methodology

3.1 Participants

Eighteen primary schools throughout the four Education and Library Boards participated in the pilot study. From these participating schools, 84 Teachers, 910 Pupils and 390 Parents completed questionnaires.

3.2 Design

The data for this study was collected using three different questionnaires which were designed with a mix of both qualitative and quantitative questions. One questionnaire was designed to elicit responses from Walk Tall Together Teachers, the second from pupils and the third from parents.

These questionnaires were used as the basis for the evaluation. In addition two focus groups for teachers were held. Comments and quotations from the focus groups have been integrated throughout the report where appropriate.

3.3 Materials

Questionnaire for Teachers

The questionnaire distributed to Teachers was made up of the following five sections; (1) biographical Information; (2) appropriateness and quality of training and support; (3) appropriateness and quality of materials; (4) ease of delivering the program, and an additional comment section.

Questionnaire for Pupils

The questionnaire distributed to pupils was made up of the following three sections; (1) lessons; (2) topics and (3) pupils perceived personal development.

Questionnaire for Parents of Walk Tall Together Pupils

The questionnaire distributed to parents was made up of the following four sections; (1) schools parent meeting and communication; (2) personal development of their children; (3) appropriateness of content and an Additional Comments Section.

3.4 *Procedures*

Questionnaires were distributed to respondents in person, by an ELB officer. These took approximately fifteen minutes to complete. A stamped addressed envelop was attached to all questionnaires to both maximise returns and ensure anonymity. Alternatively the ELB officer agreed a date with the school to collect the questionnaires in an unmarked envelope.

3.5 *Focus Groups*

Two focus groups for teachers were held in May 2005 to determine the teacher's views on:

- appropriateness and quality of the resource;
- appropriateness and quality of the training and support provided
- pupils' responses and involvement throughout the pilot
- pupils' actual personal development as a result of the programme
- feedback from parents

3.6 *Data Analysis*

SPSS 13.0 was used to analyse quantitative data. Qualitative data from open ended questions was categorised using thematic content coding.

4.0 Results

This section presents the results for each question from the questionnaires. Statistics are presented broken down by response type. Where appropriate, responses to questions are broken down by positive responses, negative responses and recommendations. The number of times each qualitative issue was made is presented in brackets.

4.1 Results from Teachers' Questionnaire and Focus Groups

Training and Support

4.1.1 Please indicate what training you received for the Walk Tall Together Pilot.

Teachers were asked to document training they had received for the pilot. The main forms of training teachers undertook are summarised below:

- One day training (*56 Comments*)
- Two days training (*8 Comments*)
- Introduction to programme (*3 Comments*)
- Training received from ELB advisor (*3 Comments*)
- Support received by Co-ordinator (*2 Comments*)
- One and a half days training (*2 Comments*)

4.1.2 How useful was this training?

Positive Responses

Table 1 below indicates that the majority of teachers (89.9%) found the Walk Tall Together Training 'Useful'. Nearly 85 per cent of respondents felt the training was adequate preparation for teaching Walk Tall Together.

Table 1: How useful was the training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very useful	24	28.6	30.4	30.4
Useful	47	56.0	59.5	89.9
Not very useful	7	8.3	8.9	98.7
Not at all useful	1	1.2	1.3	100.0
Total	79	94.0	100.0	-

There were many positive comments indicating that *'support officers were helpful'* and the course provided *'plenty of stimulating ideas and good training'*

Negative Responses

There were a number of concerns expressed by 20 respondents. The main issues are summarised below:

- Not enough time provided to cover course in depth (6 Comments)
"More time needed to look in depth at the entire programme and the lesson breakdown" (P 7 Teacher)
- Insufficient advice on implementation of programme into time table (5 Comments)

Recommendations

Respondents were asked to outline any additional training or advice they felt they required. These are summarised below:

- More time required to go into greater depth (6 Comments)
- Advice on implementing program into time table (5 Comments)
- Training should be of a more practical nature (2 Comments)

4.1.3 Please indicate what support you received during the Walk Tall Together Pilot

Teachers were asked to document support they received throughout the Pilot. The main areas of support are summarised below:

- Support from co-ordinator (28 Comments)
- Allocated time for Pilot (13 Comments)
- No Support (8 Comments)
- Board provided support (6 Comments)
- Support Officer (4 Comments)
- Initial Training (3 Comments)

4.1.4 How useful was this support?

Positive Responses

Examiners were asked to rate the usefulness of the support they received throughout the pilot. Table 2 below highlights that the vast majority of respondents (95.7%) indicated they found the support either 'Very Useful' or 'Useful'.

Table 2: How useful was this support?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very useful	37	44.0	53.6	53.6
Useful	29	34.5	42.0	95.7
Not very useful	1	1.2	1.4	97.1
Not at all useful	2	2.4	2.9	100.0
Total	69	82.1	100.0	-

There were many positive comments, an example of which is highlighted below.

“The support team had good additional ideas for teaching some of the topics reassuring us that our teaching of the programme was correct” (P6 Teacher)

Respondents were also asked if they felt the support they received during the pilot was adequate. Over 90 per cent (90.1%) of respondents indicated that the support they received was adequate.

Negative Responses

There were a number of concerns expressed by 10 respondents. The main issues are summarised below:

- Insufficient time provided for preparation (*3 Comments*)
“Too much research and preparation had to be done in personal time” (P 7 Teacher)
- Not enough practical training (*3 Comments*)

Recommendations

- Teachers must be provided with sufficient time for preparation

Focus Groups Comments

Generally teacher’s comments were positive regarding the training and support which left several feeling *“energised about the programme”*. However, it was felt that more time was required for teachers to become familiar with the programme, especially for those teaching in large schools. Some teachers also felt they required more training on sensitive issues, which was a particular concern for younger more inexperienced teachers, who were left feeling *“embarrassed”* teaching controversial topics.

Materials

4.1.5 How suitable was the Walk Tall Together Resource for teaching the pilot?

Positive Responses

Table 3 below indicates that the majority of respondents (95.1%) felt resources for the pilot were either “*Very Useful*” or “*Useful*”.

Table 3: How suitable was the Walk Tall Together Resource for teaching the pilot?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very suitable	23	27.4	28.4	28.4
Suitable	54	64.3	66.7	95.1
Not very suitable	4	4.8	4.9	100.0
Total	81	96.4	100.0	-

There were many positive comments by teachers indicating it was an “*easy to follow*” “*good resource with a variety of activities*” that were “*appealing, enjoyable and well pitched*”.

Negative Responses

There were a number of concerns expressed by 17 respondents. The main issues are summarised below:

- Work sheets were perceived as being “*boring*”, “*repetitive*” and “*not stimulating*” (7 *Comments*)
- Homework materials were too complicated (3 *Comments*)

Recommendations

- Development work on worksheets needs to commence as soon as possible to make them more appealing and stimulating

4.1.6 What additional materials, if any, would help with the teaching of Walk Tall Together?

Respondents were asked to indicate what additional materials (if any) would help with the teaching of the pilot. The main suggestions made by teachers are summarised below:

- Posters (*13 Comments*)
- Books (*10 Comments*)
- ICT Materials (*7 Comments*)
- CD/DVD (*7 Comments*)
- Visual Aids (*6 Comments*)
- Worksheets (*6 Comments*)
- Practical Activities (*2 Comments*)

Focus Group Comments

Teachers unanimously agreed that the programme should become more visual. They suggested that posters, videos, DVD's, and music may all help to stimulate pupils. Teachers strongly recommended that existing resources should be adapted to make lessons more appealing to pupils.

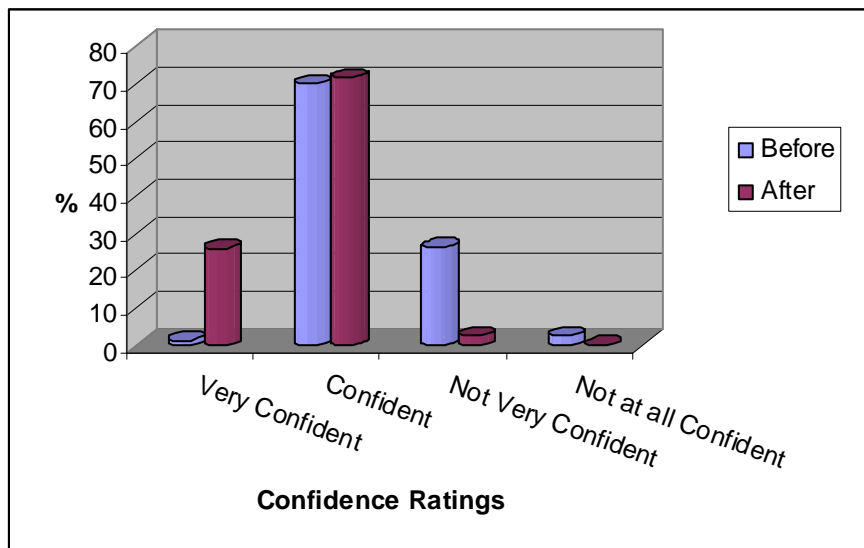
Teachers also felt that homework resources were particularly poor, highlighting they were "*repetitive*" and "*identical to what pupils did in school*".

4.1.7 How confident did you feel about Walk Tall Together at the start and end of the pilot?

Positive Responses

Respondents were asked to rate their confidence, at the start and end of the Walk Tall Together Pilot. Figure 1 below illustrates 71.3% (n=57) of teachers said that they were ‘Very Confident’ or ‘Confident’ about teaching Walk Tall Together at the start of the pilot and this figure rose to 97.5% (n=79) who felt confident about teaching Walk Tall after the pilot.

Figure 1: How confident did you feel about Walk Tall Together at the start and end of the pilot?



- There were many positive comments, two examples of which are summarised below.

“Materials are user friendly and the class responded well” (P 1 Teacher)

“Became more confident with experience and discussions with co-ordinator (P 2 Teacher)

Negative Responses

There was however, a single concern expressed by five respondents. This issue is summarised below:

- Disliked teaching controversial topics (*5 Comments*)

“Not confident dealing with aspects such as smoking, alcohol and drugs” (p 7 Teacher)

Recommendations

- Support Officers should keep in contact with teachers at regular intervals to maximise feelings of confidence and support
- Comprehensive training is required to maximise teachers’ confidence in teaching controversial topics

4.1.8 How manageable is the Walk Tall Together pilot programme as a ‘whole school’ approach to delivering Personal Development?

Positive Responses

Table 4 below indicates the majority of teachers (92.6%) felt the Walk Tall Together programme was a manageable way of delivering Personal Development across primary school levels.

Table 4: How manageable is the Walk Tall Together Pilot as a ‘whole school’ approach to delivering Personal Development?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very manageable	14	16.7	17.3	17.3
Manageable	61	72.6	75.3	92.6
Not very manageable	6	7.1	7.4	100.0
Total	81	96.4	100.0	-

There were many positive comments indicating “*walk tall can be integrated effectively into the whole school programme*” and “*provides a coherent p1-p7 scheme*”.

Negative Responses

There were, however, concerns expressed by a number of respondents. The main issues are summarised below:

- There were an excessive amount of topics to fit into the programme (*9 Comments*)
“If some units were condensed it would be more manageable” (P 5 Teacher)
- Inadequate time to complete programme in its entirety (*4 Comments*)

Recommendations

- CCEA should clarify between topics that are mandatory and those non-mandatory, allowing teachers more flexibility in less plans whilst ensuring core content is covered
- Teachers must be provided with sufficient time to teach Walk Tall Together in its entirety

4.1.9 Do you think the pupils were more engaged during the teaching of Walk Tall Together than previous methods of delivering Personal Development teaching?

Positive Responses

Table 5 below indicates that over a third of teachers (63.2%) felt pupils were ‘more’ engaged with Walk Tall Together in comparison to previous methods of delivering Personal development. Of the remaining 36.8 per cent of respondents, 35.5 per cent indicated that their pupils were engaged the ‘same’ as with previous methods of teaching Personal Development and 1.3 per cent felt their pupils were ‘less’ engaged.

Table 5: Do you think the pupils were more engaged during the teaching of Walk Tall Together than previous methods of delivering Personal Development teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
More	48	57.1	63.2	63.2
Same	27	32.1	35.5	98.7
Less	1	1.2	1.3	100.0
Total	76	90.5	100.0	-

All comments were very positive. Teachers particularly liked the resources they were provided with stating the “*booklet provides a treasury of imaginative ideas*” which “*appealed to children and allowed them to display their work in a variety of ways*”. Teachers also indicated pupils “*gained most from circle time*” and the “*practical aspects*” of the programme.

Focus Groups Comments

Teachers felt pupils showed more interest in this programme than previous methods of delivering P.D. One teacher stated pupils were “*hungry to hear more*” about certain topics. Teachers unanimously agreed the practical nature of the programme (discussions, role plays etc) kept pupils interested.

4.1.10 What in your view is the biggest strength of the Walk Tall Together pilot programme?

Respondents were asked to indicate what they believed to be the biggest strength of the programme. The main comments are summarised below:

- Encourages the Personal Development of Pupils (21 Comments)
“Encourages us to place more value in the development of the child as a person helping us to value discussion/listening skills in the classroom” (P 3 Teacher)
“Makes children think about important issues they have to face as they grow up” (P 4 Teacher)
- Teaching Resources (20 Comments)
- Content of Programme (11 Comments)
“Lesson content – well planned for a busy school” (P 5-7 Teacher)
“Closely linked to classroom schemes and children’s experiences” (P 2 Teacher)
- Practical nature of course i.e. activities (8 Comments)

4.1.11 What in your view is the biggest weakness of the Walk Tall Together pilot programme?

Respondents were asked to indicate what they believed to be the biggest weakness of the Walk Tall Together programme. The main comments are summarised below:

- Insufficient time to fully cover the programme (16 Comments)
- Too much content to be covered (9 Comments)
- Worksheets were perceived as boring and not engaging the children (9 Comments)

- Lack of resources, such as posters, DVD's, CD's and colour (6 Comments)
- Not all topics linked to P3 curriculum (4 Comments)
- Some topics were not easy to fit into the curriculum (4 Comments)
- Inadequate parental involvement (3 Comments)

Recommendations

- Teachers must be provided with sufficient time to teach Walk Tall Together in its entirety

4.1.12 Do you think a resource such as Walk Tall Together would be a useful tool to support teachers in delivering the new Personal Development Programme?

Positive Responses

Table 6 below indicates that all responding teachers unanimously agreed that the Walk Tall Together programme is a useful tool in supporting teachers with the delivery of the new Personal Development Programme.

Table 6: Do you think a resource such as Walk Tall would be a useful tool to support teachers in delivering the new Personal Development Programme?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	78	92.9	100.0	100.0

There were many positive comments (n = 21), two examples of which are provided below.

- “provided a framework for teaching PSE and allowed for progression of skills which lends itself to teacher monitoring and evaluating” (P 6 Teacher)

- *“The Walk Tall programme is definitely a useful tool for our teachers, everything is clearly laid out and easily followed” (P 6 Teacher)*

4.1.13 If you have any additional comments please use the space below

A small number of additional comments on the Walk Tall Together Pilot were received. Responses came from those wishing to reiterate some comments made in the questionnaire, provide additional detail and suggestions for the programme and make general additional comments. The main issues are summarised below:

- The pilot was a positive experience for all involved (*3 Comments*)
- There was a substantial amount of content with inadequate time (*2 Comments*)
- *“So much time on non academic subjects will take a lot of time to establish as a legitimate use of valuable class time” (P 7 Teacher)*

4.2 Results from Pupil Questionnaire

Lessons

4.2.1 I found the lessons

Positive Responses

Pupils were asked to rate the Walk Tall Together Lessons. Table 7 below indicates that over 60 per cent of pupils found their lessons “*interesting*”. 33.2 per cent found the lessons “*OK*” and the remaining 6.5 per cent indicated lessons were “*boring*”.

Table 7: I found the lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Interesting	538	59.1	60.3	60.3
OK	296	32.5	33.2	93.5
Boring	58	6.4	6.5	100
Total	892	98.0	100.0	-

The majority of comments were positive; with many pupils indicating lessons were both “*fun*” and “*interesting*”. Pupils especially liked topics relating to health, such as those on the dangers of smoking, drinking and drugs. Many pupils also enjoyed the activities and games completed within the Walk Tall Together lessons. Favourites include; the 50p Game, circle time, superstar sheet, the Trust Game and drawing and painting. A small number of pupils particularly liked how the programme allowed them to “*express themselves and talk about their feelings*”.

Negative Responses

However, there were concerns expressed by a number of pupils. The main issues are summarised below:

- Some lessons were boring (*80 Comments*)
“At times it became a bit boring and sometimes it was a bit pointless”
- Lessons could have been better, they need to be more “*fun*” and “*interesting*” (*70 Comments*)
- Lessons were too difficult (*30 Comments*)
- Lessons were too easy (*11 Comments*)

Recommendations

- Development work on worksheets needs to commence as soon as possible to make them more appealing and stimulating
- CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of all levels and abilities

4.2.2 I thought that the lessons were...

Positive Responses

Table 8 below indicates that over 76 per cent of pupils thought lessons were “*Just Right*” (76.6%). 20 per cent of pupils thought the Walk Tall lessons were “*too easy*” for them and 3.5 per cent indicated they were “*too difficult*”.

Table 8: I thought the lessons were

	Frequency	Percent	Valid Percent	Cumulative Percent
Too difficult	31	3.4	3.5	3.5
To easy	177	19.5	20.0	23.4
Just right	679	74.6	76.6	100.0
Total	887	97.5	100.0	-

The majority of comments were very positive. Many pupils indicated lessons were just right as lessons were neither “*too easy nor too difficult*” and they were “*able to do [complete] the lessons*”. Many pupils also said lessons were “*fun and interesting*” with a number of pupils particularly enjoying topics on health the talking and listening element of the programme and the games and activities.

Negative Responses

However, there was a single concern expressed by a number of respondents. This issue is summarised below:

- Lessons were too easy (*47 Comments*)

Recommendations

- CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of all levels and abilities

4.2.3 Discussing the lessons with the class

Positive Responses

Table 9 below indicates that the majority of pupils felt discussing the lessons with their class helped them. Many pupils felt this gave them the opportunity to find out about other pupils “*ideas*” and “*opinions*”. Pupils also indicated this gave them a better understanding of the topic.

Table 9: Discussing the lessons with the class

	Frequency	Percent	Valid Percent	Cumulative Percent
Helped me	768	86.9	86.9	86.9
Didn't help	116	13.1	13.1	100.0
Total	884	100.0	100.0	-

Negative Responses

However, there were a number of concerns expressed by respondents. The main issues are summarised below:

- Lessons were not interesting and were boring (*10 Comments*)
- Lessons were too difficult (*9 Comments*)

Recommendations

- Development work on lessons and topics needs to commence as soon as possible to make them more appealing and stimulating
- CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of all levels and abilities

Topics

4.2.4 I thought that topics used were

Positive Responses

Pupils were asked to rate the difficulty of topics. Table 10 highlights that most pupils found lessons “*easy to understand*”. 25 per cent of pupils indicated that although some work was difficult they were able to understand most of it. The remaining 3.8 per cent (n=33) of pupils felt topics were difficult to understand.

Table 10: Difficulty of topics

	Frequency	Percent	Valid Percent	Cumulative Percent
Difficult	33	3.6	3.8	3.8
Easy	626	68.8	71.2	75.0
Some work was difficult	220	24.2	25.0	100.0
Total	879	96.6	100.0	-

Many responding pupils found “*words*”, “*topics*” and “*questions*” easy to understand. A significant number of pupils felt that both the discussion time and explanation by their teacher increased their understanding of topics.

Negative Responses

However, there were concerns expressed by a number of respondents. The main issues are summarised below:

- Some topics were hard to understand (*58 Comments*)
- Some words/terms were difficult (*35 Comments*)

Recommendations

- CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of all levels and abilities

4.2.5 My Favourite topic

Pupils were asked to indicate their favourite topics. The topics most frequently listed by pupils as favourites are summarised below.

- All activities (*99 Comments*)
- Art/self portraits (*24 Comments*)
- Body and diet (*19 Comments*)
- Smoking (*14 Comments*)
- Feelings (*13 Comments*)
- Learning to relax (*12 Comments*)
- Circle time (*11 Comments*)
- Drugs (*10 Comments*)

Pupils were asked to provide a reason as to why they enjoyed their topic so much. The main comments are summarised below.

- It was fun and enjoyable (*107 Comments*)
- It is easy to understand (*64 Comments*)
- Teacher explained topics very well (*41 Comments*)

- Topics on health and your body were especially interesting (*37 Comments*)
- All topics were interesting (*17 Comments*)

4.2.6 Topics Pupils Disliked

Pupils were asked to indicate topics they disliked. The main topics pupils indicated they did not like are summarised below.

- Health, body and diet (*68 Comments*)
- Worksheets, homework and writing (*66 Comments*)
- Games and activities (*61 Comments*)
- Stories (*30 Comments*)
- Everything (*22 Comments*)
- Topics on feelings (*18 Comments*)
- Circle time and discussions (*17 Comments*)

Pupils were asked to indicate why they did not enjoy certain topics. The main comments are summarised below.

- Topics were boring (*121 Comments*)
 - “At times it was quite long and boring. The activities were not exciting for P1”*
 - “I didn’t feel challenged enough because we just sat there listening”*
- Topics and their terminology were hard (*67 Comments*)
- Already aware of topics and issues covered (*22 Comments*)
- Disliked talking about feelings and personal issues (*21 Comments*)
 - “I am quite shy and I don’t like telling a lot about myself”*
 - “I didn’t like to talk about tragic things that had an impact on my life”*
- Topics were too easy (*18 Comments*)
- Some topics were scary (*5 Comments*)
 - “It was a bit scary because it told us about people dying”*

Recommendations

- Development work on worksheets needs to commence as soon as possible to make them more appealing and stimulating
- CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of all levels and abilities
- CCEA should ensure that sensitive topics and issues are covered at the appropriate stage of a child's development

4.2.7 Name three things you learned

Respondents were asked to specify three things that they felt they had learned from the Walk Tall Together programme. The main things pupils indicated they had learnt are summarised below.

- The dangers of alcohol, smoking and drugs (*385 Comments*)
- Consideration for people's feelings and importance of sharing feelings (*176 Comments*)
- Importance of staying healthy and exercising (*141 Comments*)
- Importance of staying safe (*91 Comments*)
- Not to bully and to tell someone if you are getting bullied (*72 Comments*)
- About your body (*60 Comments*)
- Distinction between needs and wants (*22 Comments*)
- Importance of telling parents when we are worried or in trouble (*21 Comments*)

4.2.8 The best thing about the lessons

Pupils were asked to indicate what they perceived to be the best thing about the lessons. The main comments are summarised below.

- Games and activities (*217 Comments*)
- Being able to talk and share feelings (*198 Comments*)
- Lessons were fun and interesting (*134 Comments*)
- Learning about health matters such as effects of alcohol and drugs (*82 Comments*)
- Enjoyed everything (*20 Comments*)

4.3 Results from Parent Questionnaire

4.3.1 What year is your child in?

Parents were asked to indicate the year their child is currently in. As table 11 highlights, a greater number of parents had children in Primary 6 and 7 than any other two concurrent years.

Table 11: What year is your child in?

Year	Frequency	Percent	Cumulative Percent
P. 1	25	6.1	6.1
P. 2	39	9.5	15.6
P. 3	43	10.5	26.1
P. 4	85	20.7	46.8
P. 5	63	15.4	62.2
P. 6	97	23.7	85.9
P. 7	58	14.1	100
Total	410	100	-

4.3.2 Did your child’s school discuss the Walk tall Together Pilot at a planned parents meeting?

Positive Responses

Table 12 below indicates that the majority of parents (88.4%) discussed the Walk Tall Together Pilot at a planned parents meeting.

Table 12: Did your child’s school discuss the Walk Tall Together Pilot at a planned parents meeting?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	334	85.6	88.4	88.4
No	44	11.3	11.6	100.0
Total	378	96.9	100.0	

Negative Responses

There was however a single concern raised by 6 respondents. This issue is summarised below:

- Unaware of any parents meeting that discussed the pilot (6 Comments)

Recommendations

- Schools participating within future pilots of Walk Tall Together should be informed of the most effective ways of communicating with parents

4.3.3 Did you attend this meeting?

Positive Responses

Over 60 per cent of parents indicated they attended the parents meeting on the Walk tall Together Pilot (60.8%), and the remaining 39.2 per cent indicated they had not.

Table 13: Did you attend this meeting?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	200	51.3	60.8	60.8
No	129	33.1	39.2	100.0
Total	329	84.4	100.0	-

Negative Responses

There was however a single concern raised by 6 respondents. This issue is summarised below:

- Unable to attend due to other commitments (*7 Comments*)

Recommendations

- Schools should provide an alternative date for those parents unable to attend the parents meeting
- Teachers should emphasis the importance of attendance at the parents meeting by sending a letter home to parents

4.3.4 If No how did you find out about the pilot?

Parents that stated they did not attend the parents meeting were asked to indicate how they found out about the proposed meeting. The main methods of communication via the school are summarised below:

- Written correspondence from school (*50 Comments*)
- Children informed parents of Walk Tall Together meeting (*25 Comments*)
- Other Parents informed them of Walk Tall Together meeting (*12 Comments*)

Recommendations

- Schools participating within future pilots of Walk Tall Together should be informed of the most effective ways of communicating with parents

4.3.5 If you did attend a parents meeting were you satisfied with the information you received?

Positive Responses

Table 14 below highlights that virtually all parents (98.1%) were satisfied with the information they received at the parents meeting.

Table 14: If you did attend a parents meeting were you satisfied with the information you received?

	Frequency	Valid Percent	Cumulative Percent
Yes	154	98.1	98.1
No	3	1.9	100.0
Total	157	100.0	-

There were many positive comments indicating that the parents meeting “*was clear and enjoyable without being long winded or preachy*”. A significant number of parents (n = 30) also highlighted that they “*think it is reassuring to know that the teacher/school are dealing with the personal, social and health issues of life*” which is “*valuable information*” for their children.

Negative Responses

There were a number of concerns expressed by parents. The main issues are summarised below:

- Not satisfied with the information at parents meeting (*39 Comments*)
- Not enough information provided to parents (*3 Comments*)
 - “*As the materials for the programme and resources were set up in Year Groups, I had only the opportunity to look at the one relevant to the my child at the time and would have liked to had follow up meetings to consider the whole programme*”
- Parents meeting was too long (*2 Comments*)

Recommendations

- A campaign to effectively communicate the aims and purposes of the Walk Tall Together Pilot to parents should be initiated
- Parents should be provided with more detailed information on the Walk Tall Together initiative including a full list of the programmes contents
- CCEA should provide teachers with guidelines on the structure and content for the Walk Tall Together parents meeting

4.3.6 What effect do you think this programme has had on your child?

Positive Responses

The majority of parents indicated that the Walk Tall Together programme had a “*positive effect*” on their child. The main effects highlighted by parents are summarised below:

- The programme had a positive effect (*69 Comments*)
- Encouraged children to be more open and discuss sensitive issues (*58 Comments*)
“*It allowed open discussion of topics that children would normally be shy about addressing*”
- Developed children’s personal and social skills (*53 Comments*)
“*As a parent of a very young child I have noticed a big change in her ability to share/take turns/express herself*”
- Increases children’s awareness and understanding of inevitable issues children are likely to encounter throughout their development (*48 Comments*)
“*Reinforces their knowledge about life and what life can throw at them*”
“*Opens their eyes to the dangers of the world*”
- Increases children’s confidence (*19 Comments*)

Negative Responses

- Over 17 per cent of parents indicated that the programme had “*no visible*” effect on their children (*57 Comments*)

4.3.7 Do you think the programme has had any effect on your relationship with your child’s teacher/school?

Positive Responses

Parents were asked to indicate if the Walk Tall Together programme had any effect on their relationship with their child’s teacher or school. Most parents indicated they were already quite happy with the relationship between their child and school and that the

programme did not really affect that. However, approximately a quarter of parents stated the programme has had a positive effect on their relationship with the child, two examples of which are presented below.

“Helps reinforce the positive benefits of talking together”

“I think the programme has had a positive effect on the good relationship that we already have with the teachers”

4.3.8 Do you think the homework tasks helped you and your child engage in conversations of a sensitive nature?

Positive Responses

Approximately 35% of parents felt the Walk Tall Together homework tasks has both aided and encouraged conversations of a sensitive nature between themselves and their children. A further 22 respondents indicated that although they “*already discuss problems and issues with*” their children, homework’s were “*helpful and thought provoking*”. One parent stated that their child’s homework tasks ‘*has brought [them] closer together*”.

Negative Responses

There were, however concerns expressed by a number of respondents. The main issues are summarised below:

- Homework tasks were not useful in aiding parents in discussion of “*sensitive*” topics with their child (*39 Comments*)
- No homework tasks were set (*35 Comments*)
- Not enough homework tasks were set (*8 Comments*)
 - “I possibly would have liked more homework tasks over the period as it gives you an opportunity with your child to broaden a topic and talk”*
- Topics were not of a sensitive nature (*4 Comments*)
 - “They seemed to skirt around issues”*

Recommendations

- Homework tasks should be emphasised to teachers as a compulsory component of the programme. This should involve both child and parent participation

4.3.9 Do you think the programme has had any effect on your relationship with your child?

Positive Responses

Many parents felt the Walk Tall Together had a positive effect on their relationship with their child. Parents indicated the programme “*initiated useful difficult discussions*” which “*helps to give children guidance and confidence in their everyday lives*”. One respondent stated the program is a “*great idea that needs to be maintained and reinforced as children get older and more ready to look for answers to difficult questions*”.

Negative Responses

There were, however concerns expressed by a number of respondents. The main issues are summarised below:

- The program had no effect on the parent’s relationship with their child (*109 Comments*)
- More in depth information is required on the programme (*3 Comments*)

Recommendations

- Parents should be provided with more detailed information on the Walk Tall Together initiative including a full list of the programmes contents

4.3.10 Are you satisfied with the content of the Walk Tall Together Pilot Program?

Positive Responses

Table 15 below indicates that the majority of parents were satisfied with the content of the program (92.7%).

Table 15: Are you satisfied with the content of the Walk Tall Together Pilot Programme?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	204	52.3	92.7	92.7
No	16	4.1	7.3	100.0
Total	220	56.4	100.0	-

Respondents made many positive comments about the program “*encouraging deeper discussion*” “*on sensitive and difficult issues*” “*which otherwise might have been avoided due to difficultness or lack of time*”.

Negative Responses

There were, however concerns expressed by a number of respondents. The main issues are summarised below:

- No information was provided on the content of the program (*10 Comments*)
“*I would have liked more written information on the topics covered and their content*”

- Not enough homework tasks were set (*2 Comments*)

Recommendations

- Parents should be provided with more detailed information on the Walk Tall Together initiative including a full list of the programmes contents
- Homework tasks should be emphasised by CCEA as a compulsory component of the programme. This should involve both child and parent participation

4.3.11 Additional Comments

A small number of additional comments on the Walk Tall Together Pilot were received. Responses came from those wishing to reiterate some comments made in the questionnaire, provide additional detail and suggestions for the programme and make general additional comments. The main issues are summarised below:

- More information on the program is required (*15 Comments*)
“We would find it useful to have some feedback on what activities and issues were discussed in the classroom. We would like to see more worksheets and activities to be completed at home, covering all topics mentioned at the parents meeting and in the information leaflets”
- Walk Tall Together is a useful and beneficial programme within the curriculum (*10 Comments*)
- Initiated discussion of sensitive and difficult issues (*3 Comments*)
- Beneficial to children’s personal and social development (*2 Comments*)

Teacher Focus Group Comments

Teachers unanimously agreed it is important parents are involved in the Walk Tall Together initiative or any Personal development programme. However they felt CCEA need to fully inform parents of the programmes aims and objectives. And they feel it is

imperative that teachers are given training on the most effective ways of consulting with parents.

5.0 Conclusion

Overall the Walk Tall Together Pilot was a great success in its first pilot year, enjoyed by teachers, pupils and parents alike. On the basis of evidence provided by the Walk Tall Together questionnaires and focus groups, it is possible to outline the following major conclusions arising from the three samples of respondents.

Firstly, the majority of teachers, pupils and parents that responded were satisfied with the Walk Tall programme. All teachers (n=74) thought that the programme was a useful tool for teaching Personal Development which provides “*a coherent p1-p7 scheme*”. 60.3% of pupils found their lessons “*interesting*” and 92.7 per cent of parents were satisfied with the content of the programme.

Secondly, teachers indicated that one of the main strengths of the programme was that it encouraged the personal development of pupils. Such findings are in keeping with those from pupils and parents, both of whom indicate the programme has raised self esteem and confidence, provided opportunities enabling pupils to learn to listen to each other and made them more aware of people’s feelings. Both teachers and parents also indicated that the programme had provided pupils with positive social skills, which enable children to make healthy choices and cope with every day life.

Thirdly, results from all respondents indicate Walk Tall Together successfully provides pupils with healthy consistent standards from both their family and school. For example, “*to talk to people if you are feeling scared*” and “*the dangers of drugs alcohol and smoking*”. Furthermore, a number of teachers and parents indicated the programme had a positive effect on parents relationships with their children, encouraging discussions of a sensitive nature and bringing them “*closer together*”.

However, a significant number of respondents expressed concerns in five particular areas. An overriding concern of many teachers was the expressed difficulty of slotting the Walk tall Together Programme into an already full curriculum.

A significant number of both teachers and pupils also criticised worksheets and resources as *“boring”* and *“uninteresting”*.

Pupils expressed dissatisfaction that the programme did not cater for all ability groups. Some pupils found the programme particularly difficult stating they *“couldn’t do it properly”* and *“kept messing it up”*. Whilst others found it very easy stating *“questions were too easy”* and work was *“not challenging”*.

The biggest concern for parents was that homework tasks were not set for them to complete with their child.

Nevertheless, responses received on the Walk Tall Together Pilot were generally very positive and all respondents (teachers, pupils and parents) were enthusiastic about the programme, stating it:

“Encourages us to place more value in the development of the child as a person”

“making children think about important issues they will have to face as they grow up”

6.0 Recommendations

1. Development work on worksheets, lessons and topics needs to commence as soon as possible to make them more appealing and stimulating for pupils
2. Support Officers should keep in contact with teachers at regular intervals to maximise feelings of confidence and support
3. Comprehensive training is required to enhance teachers confidence in teaching controversial topics
4. CCEA should clarify between topics that are mandatory and those that are non-mandatory allowing teachers more flexibility when planning lessons whilst ensuring core content is covered
5. Teachers must be provided with sufficient time to teach Walk Tall Together in its entirety
6. CCEA should ensure the Walk Tall Together programme is tailored to suit pupils of differing levels and abilities
7. CCEA should ensure that sensitive topics and issues are covered at the appropriate stage of a child's development
8. Schools participating in future pilots of Walk Tall Together should be informed of the most effective ways of communicating with parents
9. Schools should provide an alternative date for those parents unable to attend the parents meeting
10. Teachers should emphasis the importance of attendance at the parents' meeting by sending a letter home to parents
11. A campaign to effectively communicate the aims and purposes of the Walk Tall Together Pilot to parents should be initiated
12. Parents should be provided with more detailed information on the Walk Tall Together initiative including a full list of the programmes contents
13. CCEA should provide teachers with guidelines on the structure and content for the Walk Tall Together parents meeting
14. Homework tasks should be emphasised to teachers as a compulsory component of the programme. This should involve both child and parent participation