

BodySafe Evaluation Summary Terms 3 & 4, 2013

This report covers a summary of the student's evaluation of the BodySafe programme implemented in ten Auckland secondary schools during terms 3 and 4 of 2013. The aim of the BodySafe programme is to prevent and reduce the incidence of sexual violence, victimisation and perpetration within adolescent populations. The goal is to work with young people to promote respectful sexual relationships and to prevent sexual violence, ultimately to reduce the future incidence of sexual violence in Auckland communities.

During terms 3 and 4 of 2013 around 1248 students took part in the programme during their health or physical education classes of which 910 completed an evaluation form. On the conclusion of the programme, the students were asked to complete a short evaluation form which was designed to assess the extent to which the BodySafe programme had a positive effect on the students, and whether desired outcomes were achieved. The BodySafe short term outcomes include:

- Increase in student's knowledge and skills relating to respectful sexual relationships
- Increase in student's knowledge and skills relating to sexual violence prevention
- Increase knowledge of youth support services and how to access them

In addition, the questions on the evaluation form were designed to address specific parameters set out by the Ministry of Health which include:

- The students' level of engagement in the programme
- Effectiveness of in-class resources
- Components of the programme students found most helpful and relevant
- Indicative behaviour change
- Indicative attitude change
- Suggested changes to programme content/delivery
- Resources needed
- Programme acceptability

Demographic Information

Gender

Of the 910 students who completed the evaluation forms, 588 (64.7%) were female. There were 200 (22.0%) males and 12 (1.3%) students identified themselves as 'other' (ie. Fa'afafine/Trans). 109 (12.0%) students did not answer this question.

Table 1: Gender of students who attended the BodySafe programme.

Gender	Frequency	Percent
Female	588	64.7
Male	200	22.0

Other	12	1.3
Missing	109	12.0
Total	909	100.0

Age

The ages of the students ranged between 12 and 16. The majority of students (68%) were aged 14 and 15. Of the 910 students who filled out the evaluation, 160 did not disclose their age.

Ethnicity

Students were asked which ethnicity they identified with and given a list of ethnicities to choose from. There was also space available for the students to specify their ethnicity if it did not fit under the categories provided. Figure 1 shows the ethnicities of the students who filled out the BodySafe evaluation form (n = 910)

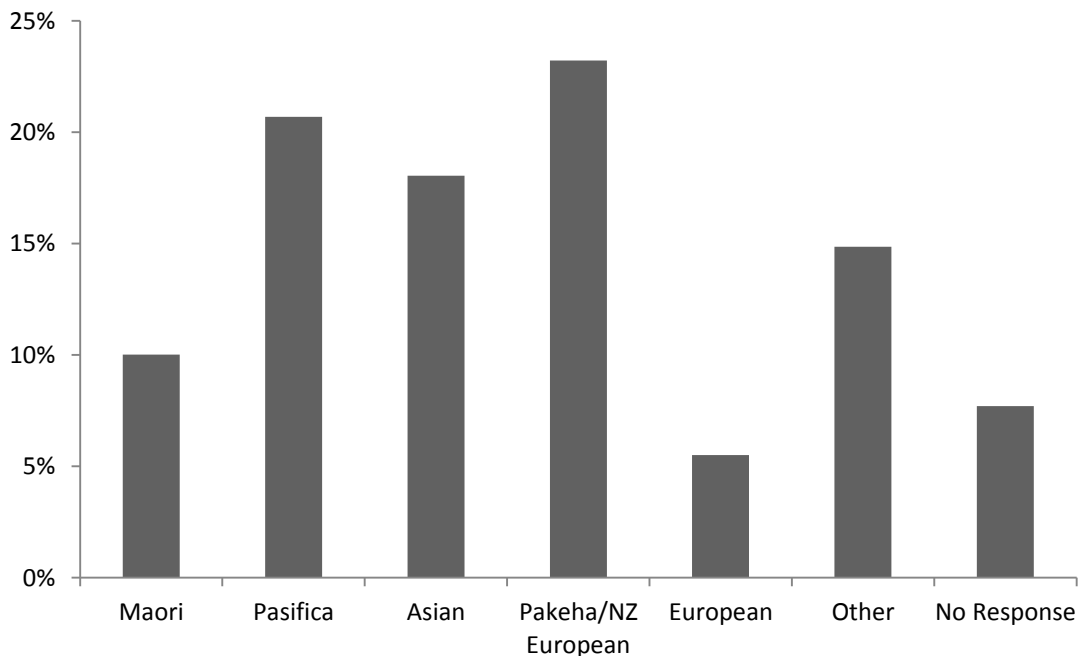


Figure 1: Percentage of students who identified their ethnicity as Maori, Pasifika, Pakeha, Asian, European, and Other

As shown in Figure 1, the largest ethnic group was Pakeha (23%) followed by Pasifika (20%) the smallest ethnic group was European making up just over 5%. This is in contrast to the previous two years where there were larger percentages of Maori and Pasifika students who attended the programme.

1) *Content of the BodySafe programme*

The students were given seven statements relating to the content of the BodySafe programme and were asked to rate their level of agreement with each statement. There were five possible responses ranging from “strongly agree” to “strongly disagree”.

a) *The BodySafe programme helped me to understand what sexual violence is.*

An important short term outcome for the programme is to increase awareness and knowledge about sexual violence as raising awareness of the definition of sexual violence in all its forms may enable young people to take protective action and improve support that is given to survivors of sexual violence. Figure 2 illustrates that almost all of the students (96%) either agreed or strongly agreed with this statement which indicates that the BodySafe programme was successful in increasing the students’ knowledge of sexual violence.

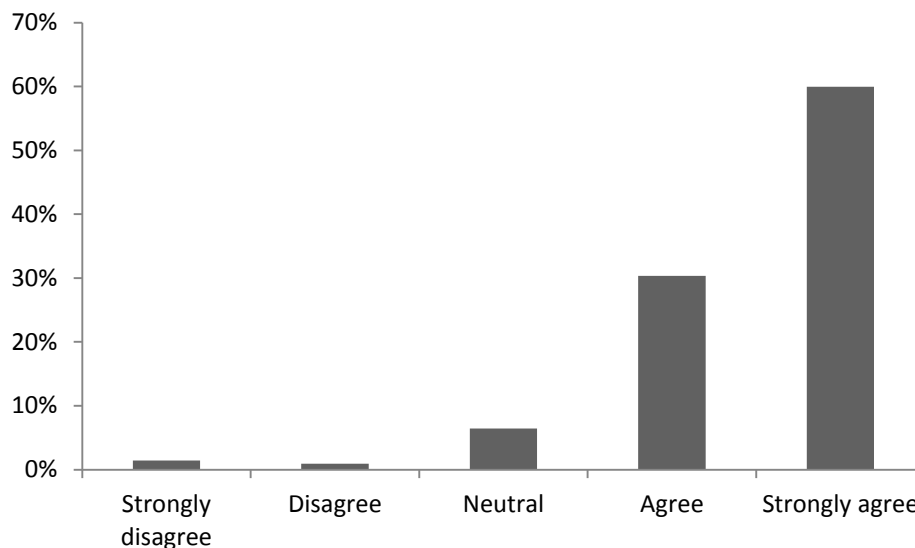


Figure 2: Bar graph showing the students’ level of agreement with a statement about their increased understanding of sexual violence through the BodySafe programme.

b. *I have learnt how to talk about sexual consent*

Learning how to talk about consent, gain consent or refuse consent can help clarify each individual’s responsibility to minimize the risk of unwanted sexual contact. This makes the discussion about sexual consent an extremely important component of every prevention programme. As with the first question, the majority of students either agreed or strongly agreed (89%) which suggests that the students felt they gained skills around talking about sexual consent. Less than 1% disagreed or strongly disagreed. Figure 3 shows how the responses were distributed.

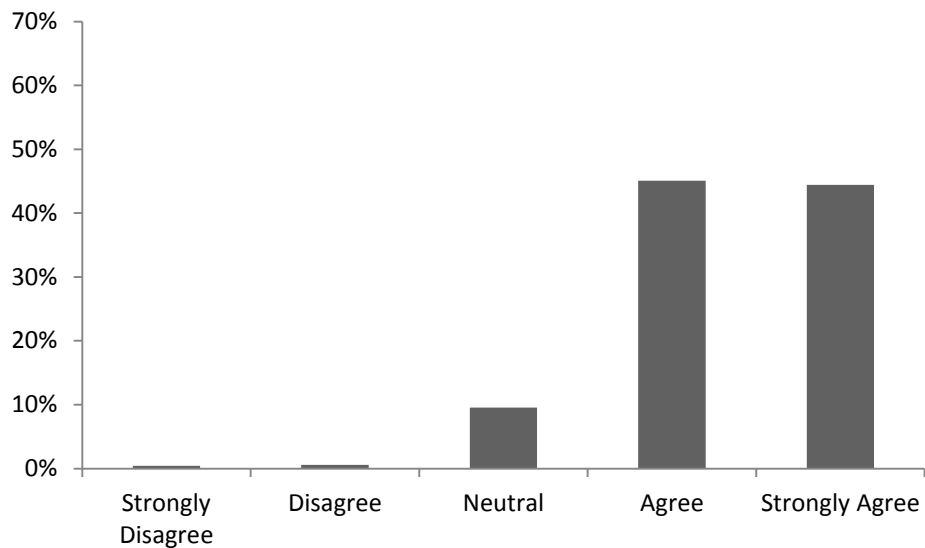


Figure 3: Bar graph showing the students' level of agreement with a statement about gaining skills in discussing sexual consent through the BodySafe programme.

c. *I have learnt skills that will help me behave respectfully in my relationships.*

More healthy sexual behaviour is a medium term outcome for the BodySafe programme. The presence of skills to experience respectful sexuality and engage in sexual relationships was identified by the Virginia Sexual and Domestic Violence Action Alliance (2009) as a protective factor against sexual violence. This illustrates the importance of including skill building exercises around respectful relating in any prevention programme. A very high percentage of students (94%) indicated that the programme was successful in providing them with skills to increase respectful behaviour in their relationships.

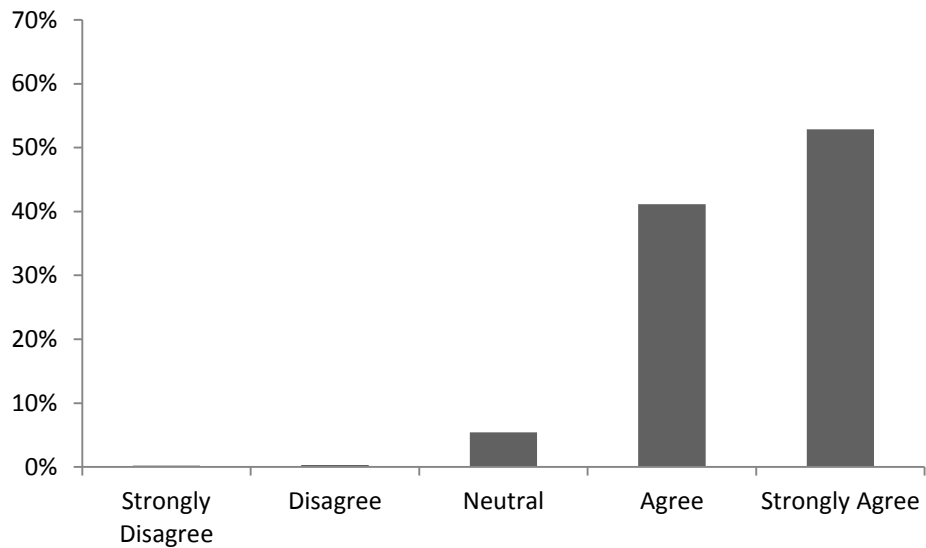


Figure 4: bar graph showing the students' level of agreement with a statement about gaining skills for respectful relating as a result of the BodySafe programme.

d. I learnt about rights and responsibilities in positive sexual relationships

Knowledge of individual rights and responsibilities is essential to any positive sexual relationship. Most of the students (95%) reported that the programme was successful in teaching them about rights and responsibilities while only 0.2% felt they did not learn this component of the programme. Figure 5 shows how the responses were distributed.

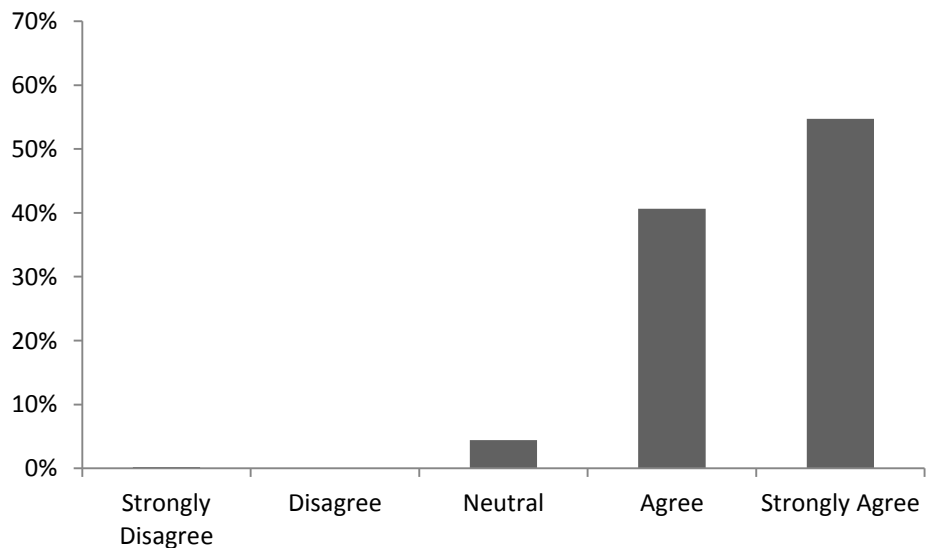


Figure 5: bar graph showing the students' level of agreement with a statement about learning rights and responsibilities in positive sexual relationships during the BodySafe programme.

- e. *The programme helped me to understand how some sexual behaviour might be harmful.*

The definition of sexual violence used by the programme is based on a continuum definition which includes unwanted sexual comments or advances or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim (Jewkes et al, 2002). It is therefore important to explain to the students how this behaviour is harmful. This understanding may deter possible offenders and increase support for young people who have experienced sexual violence. Most of the students (94%) either agreed or strongly agreed that the programme helped them to understand how some sexual behaviour might be harmful, while less than 2% either disagreed or strongly disagreed. This indicates that the programme was largely successful in increasing students' understand of the harmful nature of some sexual behaviour.

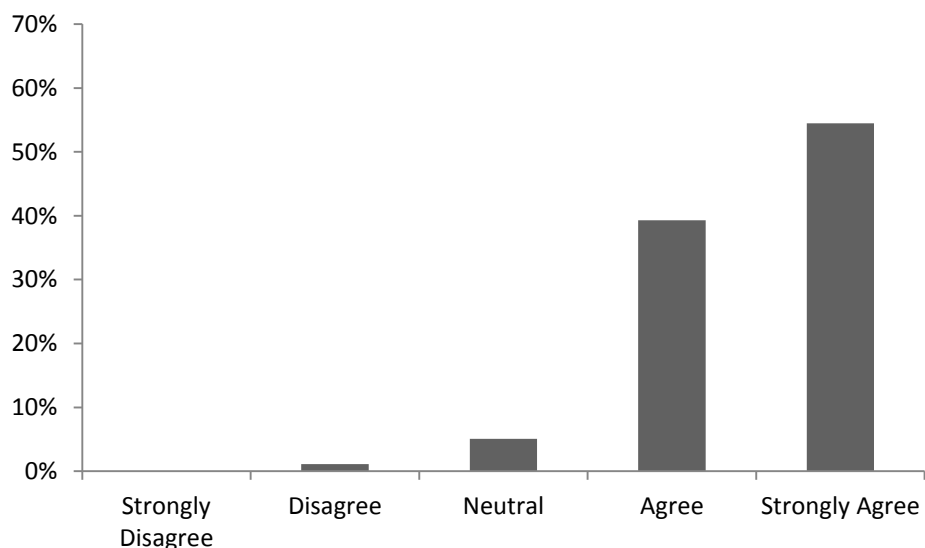


Figure 6: bar graph showing the students' level of agreement with a statement about the BodySafe programme increasing their understanding of how some sexual behaviour might be harmful.

- f. *After attending the programme, I feel confident about asking for help about sexual violence.*

Research has repeatedly shown that the severity of the impact of sexual violence increases when survivors feel they cannot tell anyone about it (Jackson, 2002). This makes providing young people with resources and encouragement to seek help a vital part of a sexual violence

prevention programme. Most of the students (79%) reported that they did feel confident about asking for help.

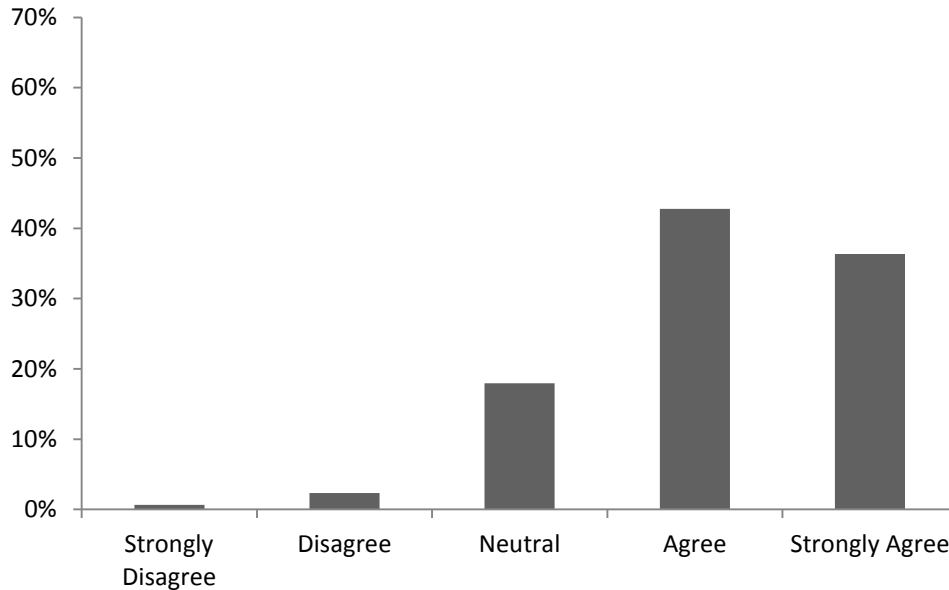


Figure 7: bar graph showing the students' level of agreement with a statement about the BodySafe programme increasing confidence about asking for help about sexual violence.

g. I now feel confident about helping someone who has experienced sexual violence

As stated above, the outcome for a survivor of sexual violence is more positive if they feel they can tell someone about it. The negative effects of sexual violence can increase if the victim tells someone but is not supported or believed. Furthermore, initial disclosure is most likely to be given to a close friend or peer (Quadara, 2008). Equipping young people with the skills for dealing with disclosures of sexual violence can serve to increase the likelihood of positive outcomes for young people who have experienced sexual violence. The majority of students (86%) reported that they felt comfortable about helping someone who has experienced sexual violence, while only 4% reported that they did not. This indicates that the programme was successful at providing the students with skills and confidence for helping survivors of sexual violence.

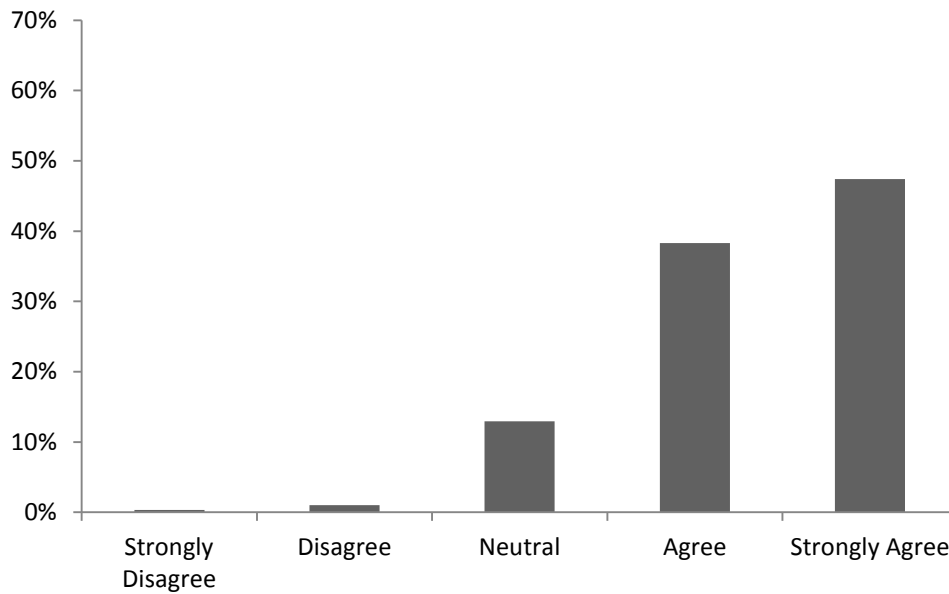


Figure 8: Bar graph showing the students' level of agreement with a statement about the BodySafe programme increasing their confidence in helping someone who has experienced sexual violence.

2. Presentation of the BodySafe programme

The students were given five statements relating to how the programme was delivered, how engaging it was and whether they found the activities useful and enjoyable. The students were given the same five point scale to respond with.

a. The BodySafe educators spoke in a way I could understand

As shown in Figure 1, there were a lot of students of ethnicities where English may not be their first language. This makes it important for the educators to use language appropriate for a wide variety of language abilities. Most of the students (96%) felt the educators were successful at using appropriate language for the groups they were facilitating.

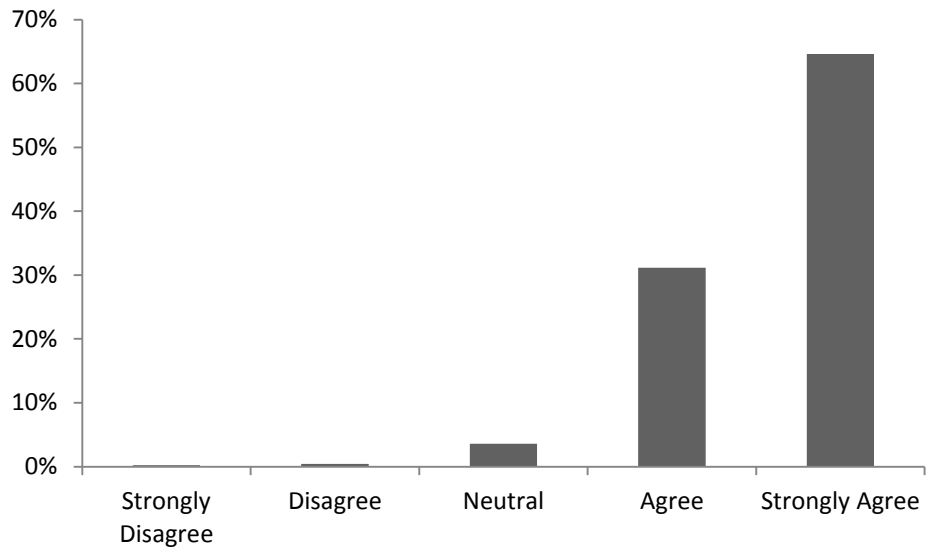


Figure 9: Bar graph showing the students' level of agreement with a statement about whether the educators spoke in a way that they could understand.

b. The BodySafe educators got the students involved.

Young people often find learning more enjoyable when it is interactive. In previous years we have received feedback asking for more student involvement. Changes were made in 2012 and student feedback reflected an increase in student involvement during the programme. The feedback from this evaluation also indicates that the BodySafe educators were successful in getting students involved. This is illustrated in Figure 10 with the majority of students (89%) who attended the programme responding positively to this statement.

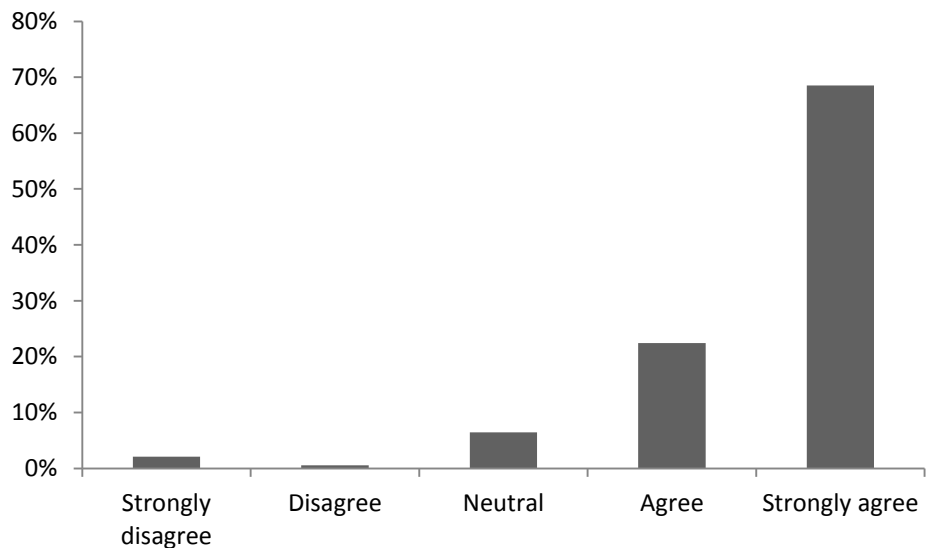


Figure 10: bar graph showing the students' level of agreement with a statement about whether the educators got the students involved.

c. The BodySafe educators made me feel safe during the programme

As with previous evaluations a high percentage (94%) of students reported that the educators made them feel safe during the programme with 1% either disagreeing or strongly disagreeing with this statement.

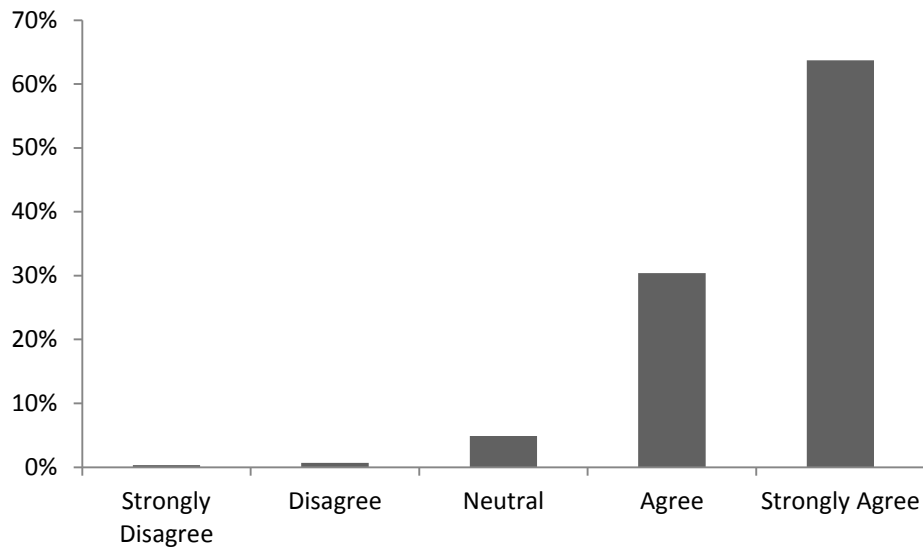


Figure 11: bar graph showing the students' level of agreement with a statement about whether the educators made the students feel safe during the programme.

d. I enjoyed the activities

e. I found the activities useful

During the sessions, the educators got the students engaged with the material through activities 83% of the students indicated that they enjoyed these activities and 88% found them useful. The distribution of these responses are shown in Figures 12 and 13.

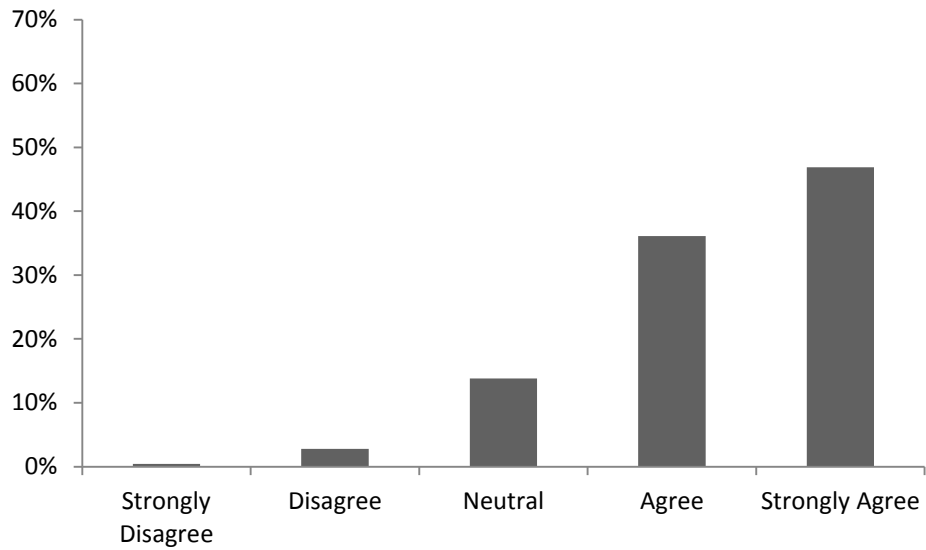


Figure 12: Bar graph showing the students' level of agreement with a statement about whether they enjoyed the activities in the BodySafe programme.

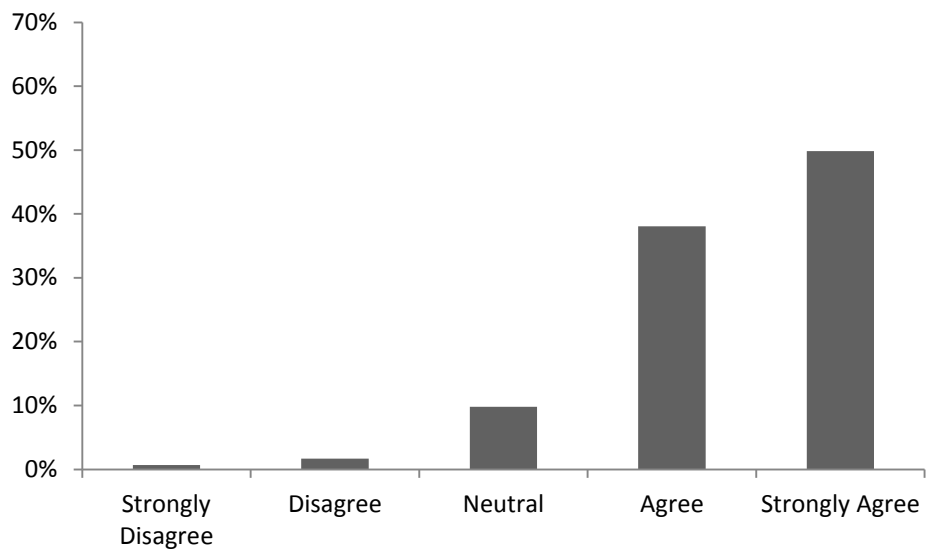


Figure 13: Bar graph showing the students' level of agreement with a statement about whether they found the activities useful in the BodySafe programme.

f. Please rate the usefulness of the following

The students were asked to rate the resources on a four point scale that ranged from “useless” to “very useful”. The two resources were purple cards and booklets that were handed to the students during the programme. Figures 14 and 15 show how the students responded. As

evident in the graphs, most of the students found the both of the resources either “useful” or “very useful”.

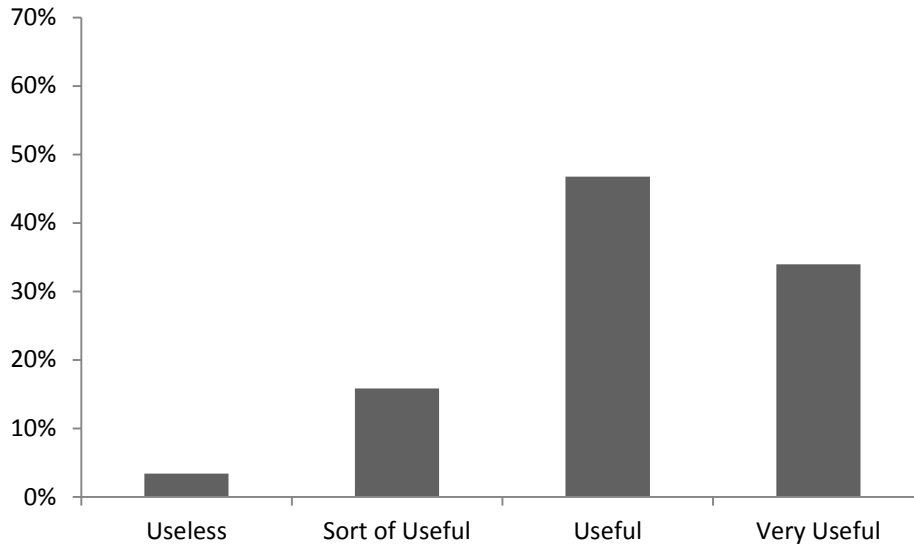


Figure 14: Bar graph showing how students rated the usefulness of the purple cards used in the BodySafe programme.

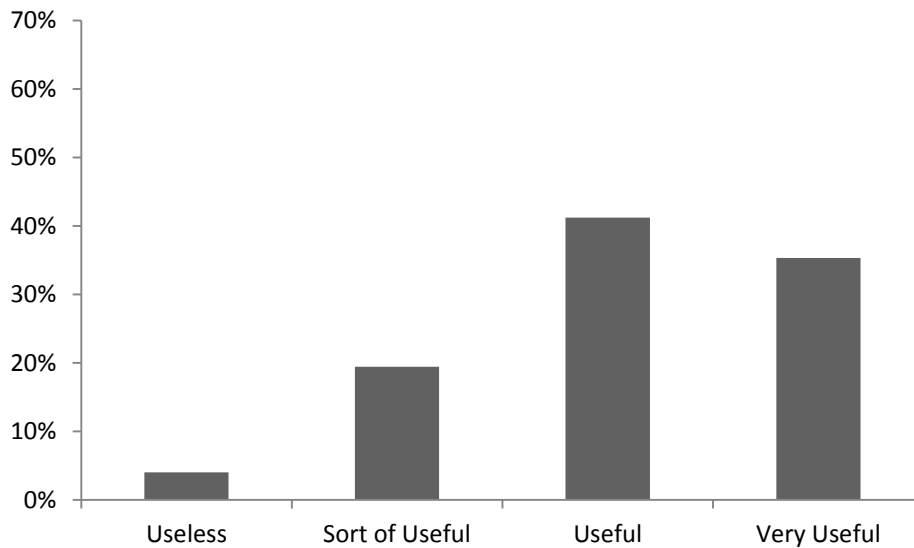


Figure 15: Bar graph showing how students rated the usefulness of the Booklets used in the BodySafe programme.

g. The BodySafe educators went through the content: Too fast, Just Right, Too Slow

As shown in Figure 16, more than 91% of the students thought that the educators went through the programme at just the right pace.

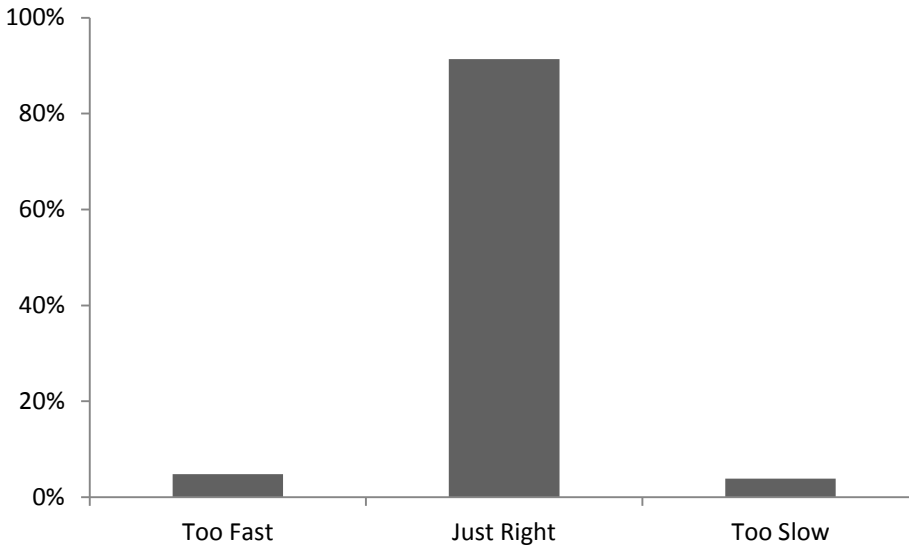


Figure 16: Bar graph showing how students rated the pace that the BodySafe educators went through the content.

Have you accessed our Sex 'n' Respect website or our Facebook page?

Of the 910 students, only 74 had accessed the Sex 'N' Respect website and 92 had accessed the Facebook page. 35 students had accessed both websites.

What could make BodySafe better for you?

Students were asked to make suggestions and left room to do so. Of the 910 students, 572 responded to this question. Around 164 students expressed that there was nothing that could be changed about the programme and that it was “good”, “awesome” or “great”. Other comments of this nature included:

“You guys did a really good job. I personally think what you guys are doing is great!” – Female from Epsom Girls Grammar

“NOTHING, I learnt really valuable info & I enjoyed all the modules. The bodysafe educators were really nice and explained everything well & clearly. THANK YOU” – Female from Epsom Girls Grammar

“Nothing to change or improve its good the information you guys are providing for us to know” – Female from Papatoetoe High School

Around 60 students simply wrote “nothing” or “I don’t know”.

There were some common themes found in the remaining suggestions made by students:

Activities, videos and class interaction

Around 108 students suggested that the information be presented in a more interactive and entertaining way. There were also suggestions that more activities, role plays, and games be included in the programme. It seems that these students were looking for more entertainment as opposed to classroom-type learning. Specific examples were:

“a few more videos, activities. Add in things that don’t require too much talk writing on boards, more fun things” – Female from Epsom Girls Grammar

“BodySafe could have more activities for us to do. It was boring just talking.” – Female from Epsom Girl’s Grammar

“The atmosphere of the classroom was really low & downbuzzed. Maybe activities that are more fun and that get our attention.” – Female from One Tree Hill College

“try practical role play - help feel and know what it is like to be in a certain situation - more engaging” – Female from Papatoetoe High School

Students really seemed to respond to the videos and real life scenarios shown during the programme. Around 35 students commented on the videos and suggested that the programme would benefit from more. These comments also suggest that students would prefer alternatives to traditional classroom learning.

“More videos so it will make it more interesting :)” – Female from Epsom Girls Grammar

“I really enjoyed the video, found it useful, so maybe another video” – Female from Diocesan School for Girls

“More videos -> another way of learning, gives us a change from just talking” – Female from Epsom Girls Grammar

“I enjoyed watching the video. Was interesting. So maybe you could show more videos for each thing we look at” – Female from Papatoetoe High School

Longer classes, more classes, more information

Around 45 students expressed that the classes needed to be longer or there needed to be more classes:

“Stay for a longer period of time/more lessons so we can learn more :)” – Female from Epsom Girls Grammar

“They could of made the program longer so we could connect more with the issues” – Female from Epsom Girls Grammar

There were around 25 students who suggested more time be spent on specific topics:

“Explain a bit more on the alcohol but everything else was AWESOME and I really enjoyed it :)” – Female from Epsom Girls Grammar

“Further elaboration on how to help someone going through sexual violence” – Female from Epsom Girls Grammar

“I would suggest a bit more thorough information on who and where to call in different situations” – Female from Epsom Girls Grammar

“Learning about the drugs & alcohol more because that when it happens most of the time” – Female from Epsom Girls Grammar

Some students thought that more time for student questions would make the programme better:

“I think that they should have a box to put questions in at the end of each lesson that they can answer next module “ – Female from Diocesan College

“Maybe more bits for questions (e.g. having a box and putting questions in it if they don't want to talk) Thank you :)” – Female from Epsom Girls Grammar

Some students thought there was too much recap and repetition in during the sessions:

“Less time reviewing previous lessons, and more time learning about other stuff. Other than I found it really interesting.” - Female from Epsom Girls Grammar

“Maybe if we'd spent less time reflecting over the previous lesson, we would have had more time to have discussions.” - Female from Diocesan College

Suggestions about safety and decreasing awkwardness

A handful of students expressed that they would feel more at ease if the educators were the same gender as the class.

“I found it an all round good programme but I feel some members of the class felt uncomfortable with the male educators” – Female from Epsom Girls Grammar

“Only female teachers at a female school!!! ” – Female from Epsom Girls Grammar

Other suggestions and comments around safety and the nature of the content included:

“If it were more realistic and included all variations of a situation may go. Personally I am not so comfortable talking about sexual relationships so that will have contributed to my feedback” – Female from Epsom Girls Grammar

“it was cool. Somethings hit close to home because a friend of mine went through it and I only found out a while ago” – Female from Epsom Girls Grammar

“lesson 3 was uncomfortable...” – Female from Diocesan College

Suggestions for the delivery and BodySafe educators themselves

About 25 students made suggestions about the delivery of the programme or how the BodySafe educators could be improved. Examples of suggestions about the delivery include:

“going a bit slower would be good” – Female from Papatoetoe High School

“if it was funnier” – Male from Papatoetoe High School

“Specifying their stuff more that they were trying to get across to us. And speaking with louder voices” – Female from Epsom Girls Grammar

“talk in simple English” – Male from Aorere College

Comments and suggestions about the educators themselves included:

“funny people” – Male from Aorere College

“more younger educators who are more in the know of how kids our age act. Better sense of humour.” – Female from Epsom Girls Grammar

“Having a fun environment with the other people. Just wanna say thank you to all of yous -> Alyssa, Irene, Kauia, Fi, and Blessing! Yous are the best” – Female from Auckland Girls Grammar

Other suggestions

Around 15 students wanted “more lollies” or “treats”.

One male student from Kings College thought that the programme could be improved by *“not focusing so much on it always being the guys fault”*.

There were two students who thought that the educators went through the content too quickly and two more thought it was too slow.

Overall the results from the evaluation forms suggest that the majority of the students had a very positive experience of the programme and they thought the material was taught effectively. As with previous evaluations, some of the students thought that more interactive workshops would be beneficial. It was of note that in this evaluation, students were more likely to report that they felt confident in asking for help about sexual violence than in previous years.