

Summary of Staff BodySafe Evaluation forms 2013

Staff members from the schools who participated in the BodySafe programme were asked to complete an evaluation form. In 2013, 32 staff members filled out forms which asked them to give their opinions and observations of the programme and maybe offer suggestions for the programme's development.

Question 1 asked the respondent to rate the level of engagement shown by the students during the programme. There was a scale given from 1 (Somewhat engaged) to 5 (Very Engaged). All but three of the respondents reported that the students were 4 or 5 on the scale; with the remaining three respondents reporting that the students were moderately (3) engaged during the programme.

Question 2 asked how well the programme met the school's health/PE curriculum objectives. All of the respondents felt that the objectives were met well or very well.

Question 3 asked the respondents to rate the level of relevance of the material presented by the BodySafe programme. All of the respondents rated the material as either relevant or very relevant.

All but one respondent said that they would include the BodySafe programme in their health programme next year and all but one said that they would recommend the programme to other health teachers or schools.

Respondents were asked to comment on how the programme impacted on the respectful/disrespectful behaviour in class. This question may have been misinterpreted by some of the respondents as the comments varied in relevance. Some of the respondents commented on how well the educators elicited respectful behaviour from the students:

"Managed very well - clearly outlined lesson aims at each lesson and girls knew ground rules"

"Ground rules were set in the first lessons and reminded of during every lesson after that so students were able to demonstrate good behaviour and respect towards each other and teachers."

"Great having 3 educators as they could bounce ideas off each other. Good for discussion. Great for behaviour."

"Always clear expectations of behaviour and conversations of the students. Therefore, students more able to freely and HONESTLY answer the questions."

"Controlled environment with set expectations, allowed students to discuss and share without being shamed and embarrassed"

Other respondents felt that there was no noticeable change in respectful behaviour in class as a result of the programme:

"There was little impact on respectful and disrespectful behaviour in class. But students did reflect on their behaviour outside of the classroom."

"didn't have an impact on this as a whole group - possibly individual behaviour changes?"

"overall, our students are very respectful so not able to comment really"

"have not seen results as yet although am positive the students are now very much aware of sexual violence"

Other respondents commented on the positive impact the programme had on the students' awareness of sexual violence and positive sexual relationships.

"girls have respected each other and presenter. Will be something I will revisit each few weeks. Girls have got to know relationships are an ongoing process"

*"kept all students engaged; discussed abuse/rape that's not generally covered here"
"This is a very quiet and reserved class - I think it has helped open them up to talking about these issues"*

"it was great having an outside agency discuss the issues teachers find hard - child rape/sexual violence"

Question 7 asked the respondents to rate how much (if at all) their knowledge and awareness of sexual violence as an issue affecting their students increased. All but one of the respondents felt that their knowledge and awareness had increased at least moderately with most reporting a large increase in awareness and knowledge.

The respondents were asked to suggest how the programme could be improved in five specific areas:

1. Programme co-ordination and planning.

Half of the respondents felt there was no improvement needed:

"It was good. Nice to have 4 lessons instead of 3 so it wasn't as rushed as previous years."

"very high quality"

"this time the programme was very well co-ordinated"

Some suggestions were made by respondents which included:

"have info on some questions that students might question on."

"nothing serious but just ask for resources before lessons begin so we have equipment ready for you"

"good. Could possibly condense to 3 lessons, not 4. combine session 1 and 2. They enjoyed the discussion and role play"

"students need to know how serious this issue is - stats/case reference"

"This was done extremely well! Maybe a question box or even questioning time at

the end of the sessions”

2. Content delivery.

Again, over half of the respondents did not feel there was any improvement to content delivery required some said it was “excellent” or “very good” other comments included:

“Good content - delivered in a way that was appropriate to students. Alcohol lesson 4 very relevant - engaged students”

“Good but as you review regularly and are always trying to make it relevant, delivery improves each year”

The remaining suggestions were around including more activities, scenarios and videos. This is similar to what was suggested by the students in their evaluation forms. Examples include:

“Videos are very effective especially like the final one. Other scenarios (videos) would be more engaging.”

“Less chalk and talk more time group co-operative interacting, with presenters moving around the room. The videos and scenarios are good way to engage students”

3. Engagement with Students

Most of the comments were again positive for example:

“Some of these classes are very challenging eg language, behaviour, attention span etc....my observations, students are engaged, lots of positive feedback from my classes.”

Suggestions included having the same presenters throughout the programme:

“Different presenters was more difficult - it was good to have the same presenter/presenters throughout as more consistency and able to build rapport with students.”

Another suggestion made by two of the respondents was to ask the students more in depth questions:

“Asking questions/probing/rephrasing questions”

“Great questioning. Maybe more probing.”

Five of the respondents suggested that more role plays and videos would engage the students more:

“Practical role plays and multimedia presentations engaged students, brainstorm on the board and whole class discussion often disengaged students.”

“discussion groups worked well - possible role plays; scenarios were powerful”

4. Cultural Safety

One suggestion around prior knowledge of the cultural background of the students was given

“prior knowledge to background of class as a whole”

The remaining comments were positive about how the presenters handled cultural safety:

“the programme was really well presented and appropriate”

“respect and consideration evident in the classes towards each other”

5. Appropriateness of the Material

Two respondents thought that some the material may have been inappropriate for the group of students with regards to their age or culture:

“could be a little more culturally sensitive. E.g. Tongan boys are not allowed to watch sexually related videos etc. ESPECIALLY around girls”

“The brainstorm at the beginning of the session about the different types of sex was a little inappropriate for year 10s. Could have eased into it a bit more. But the rest of the content was good.”

Another respondent though that the material included too much detail than was appropriate:

“I thought a little too much detail went into what oral sex is e.g. the names such as “eating out” for girls.”

Another suggestion was to include more time for reflection on the material:

“Appropriate for this level. Maybe more opportunity to reflect on sessions through own reflection process i.e. scenario - problem, decision, solution”

The remaining comments were positive stating that the material was “very appropriate” and of “high quality”.

Other Suggestions:

One respondent suggested a “new Bodysafe ground rules poster”. Aside from that, no further suggestions were given.

The respondents were asked to rate on a five point scale (with 5 being outstanding) the following areas of educator and student interaction.

Delivered the material professionally

Two respondents gave a rating of 3, six gave a rating of 4 and the 18 out of 32 respondents thought that the educators delivered the material in an outstandingly professional way (5).

Answered the questions capably

One respondent gave a rating of 3; eight respondents gave a rating of 4. A rating of 5 was given by 18 respondents. This suggests that the educators answered the students' questions very capably.

Delivered the material in a culturally safe way

Again, one respondent gave a rating of 3, five gave a rating of 4 and 21 respondents gave a rating of 5.

Talked to the students on "their" level

Four respondents gave a rating of 3, and nine gave a rating of 4. Fourteen respondents thought that the educators were outstanding at talking to the students on their level.

Used examples that the students could relate to

Four respondents rated this area 3 while seven respondents gave it a 4. 15 out of the 32 respondents felt that the educators used outstanding examples during the programme.

The respondents were then left space to give any other feedback.

Of the 18 respondents who gave more feedback, 13 took it as an opportunity to make positive comments, emphasise the importance of the programme, and thank BodySafe for coming to their classroom:

"Much needed program for these students. A topic not openly discussed within this community. School and programs such as these are a powerful vehicle for students to gain knowledge, an insight into sex, relationships, peer pressure, safe choices..."

"always a pleasure to have the team in my classroom. I really admire the way they capture and gauge the students (even students who are problematic). I enjoy handing over the class and letting them take charge!!"

"Overall very good, girls loved having you here. Thank you very much!"

The remaining five comments were more suggestions for the programme. These are included below:

"The presentations were organised and covered a lot of information. Sometimes the students were 'off' tack as there was a lot of information to take in each lesson. Students learnt a lot."

"Sometimes ran out of time at the end of the sessions - so may need to keep an eye on this. Overall really beneficial and relevant to students"

"This is a very worthwhile content for our students to know about, it would have

worked better if it was a bit later in the year and was part of our sexuality unit of work. Being so early on in the year it was only our second health lesson so we couldn't do the necessary pre work to get the students up to speed."

"Possibly making the programme 5 lessons; more student Q&A; question box?"

"Other than having the same pair for continuity purposes, the course was very valuable"

Overall, very positive feedback was received from the school staff members along with useful suggestions. The most common suggestion was to include more student interaction and activities in the programme. This suggestion was also given by the students themselves.