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Evaluating Interrelate's School Education Programs: Where Did I Come From? and Preparing for Puberty

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- The Interrelate Educators who facilitated the distribution and collection of the evaluation forms with their WDICF & PFP groups. Special thanks go to Lyndall Caldwell and Sally Sweeney for their invaluable collaboration in developing and promoting the use of these revised evaluation forms.
- Interrelate School Services’ administrative team for their assistance with collating the various evaluation forms used throughout this overall evaluation series.
- Colleagues at the CCYP for their critical feedback on draft versions of the survey questions.
- Interrelate Family Centres for engaging and partnering with us throughout this project.
- The Widjabul People and the Ngundawal Minjingbal People of the Bundjalung Nation, the Arakwal People and the Gumbaynggirr People. As the Traditional Custodians of the land where our University campuses are located, we pay tribute to the unique role they play in the life of our region.

**Note:** All quotes from open survey responses are presented in this report exactly as they were written on the evaluation forms, including any typographical or grammatical errors.

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The Centre welcomes feedback on both the development and implementation of this document from our partners. The Centre considers that collaboration with individuals, professionals, service providers and academic colleagues concerned with children can lead to better outcomes for children and young people.
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REPORT SUMMARY

Where Did I Come From? (WDICF) and Preparing For Puberty (PFP) are two of the six relationship and sexuality education programs delivered by Interrelate Family Centres. They are usually run consecutively, with each involving a 60-minute evening group session for students and their families. WDICF is designed to inform Year 3-6 students and facilitate parent-child discussions about the male and female reproductive systems, conception, foetal development, birth and the different ways in which children can join families. PFP is designed to inform Year 5-6 students and facilitate parent-child discussions about the physical, emotional, social and intellectual changes associated with puberty (for boys and for girls). Each program has a clearly articulated structure, content and objectives, involves a variety of creative activities and teaching methods and is facilitated by specially trained Educators. This evaluation report is based on data collected from 39 WDICF and PFP groups using surveys developed by the authors, in collaboration with Interrelate team members.

Both students and parents really enjoyed the WDICF and PFP programs. Students rated the programs as enjoyable, interesting, fun and good to have discussed in a group, despite being somewhat embarrassing. Very few students found either program boring but up to one-third did find some bits hard to understand. Female and younger students reported higher levels of interest and enjoyment in both programs, while older students had less difficulty understanding the WDICF program but also felt more embarrassed during the PFP program. Students attending smaller groups tended to find both programs easier to understand and felt less embarrassed during the PFP program. Almost all parents rated the WDICF and PFP programs as enjoyable, interesting, good value and good to have discussed in a group. One-quarter of parents did find the program somewhat embarrassing but very few considered it too long or hard to understand. Parents attending both programs were more likely than those attending only one program to feel their experience had been interesting, helpful for them and better value for money but also a bit ‘too long’ and a little more embarrassing. Compared to those attending only the PFP program, parents attending only WDICF found it more interesting and were happier with the program length and group approach but reported less personal learning. Students’ and parents’ written comments reinforced these positive satisfaction ratings, with only a few suggestions for improvement.

Both students and parents also reported having found the WDICF and PFP programs very useful learning experiences. Students reported moderate-high levels of learning across all topic areas, particularly in relation to how babies develop, how babies are made, women’s bodies and men’s bodies (for WDICF) and in relation to how girls’ bodies change, why puberty happens, how boys’ bodies change and the different feelings they may experience as their bodies change (for PFP). Female students (from both programs) and younger students (from the WDICF program only) consistently reported having learned more than their male and older counterparts. Parents reported a refreshed understanding of the topics covered and increased confidence, comfort and capacity to discuss the topics covered with their children. Parents attending both programs often reported more learnings than those attending only one of the programs. Again, students’ and parents’ written comments reinforced their perceived learnings from the WDICF and PFP programs.
The WDICF and PFP programs also appear to have been successful at facilitating parent-child discussion of the topics covered, with almost all parents expecting to discuss them further with their children (mostly ‘a lot’) and about two-thirds of students (particularly for those from smaller groups, female and/or younger students) expecting to talk more about the topics with their families. However, older students, female students and those from larger groups also felt more likely to discuss the topics with their friends.

Although based on a post-only survey (for pragmatic reasons), the consistency of and concordance between participants’ ratings and written comments enhance our confidence in the validity of the findings presented in this report. The survey response rate for the WDICF and PFP programs was lower than hoped (primarily due to the larger group sizes and families’ limited time to stay after these evening sessions) but the findings presented in this report appear consistent with those from the evaluations of the similar MTTY and Minding Me programs (Newell et al., 2011a; Newell et al., 2011b). They are also in keeping with anecdotal feedback (about students’ and parents’ positive responses) from Educators in relation to groups where surveys were unable to be collected.

Therefore, Interrelate can confidently promote the existing WDICF and PFP programs as acceptable and effective ways of introducing primary students to the topics covered (ie: the male and female reproductive systems, conception, foetal development, birth and the different ways in which children can join families and the physical, emotional, social and intellectual changes associated with puberty) and of promoting child-parent discussion of the topics. However, Interrelate might like to consider whether the WDICF and PFP programs could usefully be further refined, based on the very few concerns or suggestions raised by students and/or parents and in light of the slightly lower satisfaction and learning levels often reported by male and/or older students. While these findings may simply represent more widely-occurring gender and age differences, it is an area Interrelate might like to consider in any review. They may also like to revisit their maximum group size, with some indication of more positive responses from groups with less than 100 participants. Where appropriate (based on children’s ages), there may also be a benefit in encouraging families to attend both the WDICF and PFP programs, rather than only one. With the current evaluation necessarily limited to the immediate post-program period, Interrelate could also consider conducting some additional followup evaluations in order to determine the extent and nature of any longer-term impacts of the WDICF and PFP programs.

Hence, Interrelate is well-positioned to contribute to addressing the reported demand (from Australian parents and youth) for more comprehensive relationship and sexual health education, which is seen to include topics such as personal safety, sexual coercion, puberty, sexually-transmitted diseases, relationship decision-making, safe sex and contraception, reproduction and the correct names for male and female genitals (Carmody and Willis, 2006; Macbeth et al., 2009). The timing of Interrelate’s WDICF and PFP programs (Years 3-6) is another strength, given most Australian parents’ belief that this sexual education should start in primary school (Macbeth et al., 2009) and evidence that it has more impact when delivered before young people become sexually active (Mueller et al., 2008). The parental involvement is another valuable element of the WDICF and PFP programs, as it is argued to benefit schools, parents and students, by ensuring that young people receive similar messages from their two main environments (Macbeth et al., 2009) and by facilitating improved parent-teacher communication (Macbeth et al., 2009; Milton, 2003).
INTRODUCTION

BACKGROUND
In 1926, Interrelate Family Centres (Interrelate) began its Father and Son and Mother and Daughter programs, delivering sexuality education to young people in New South Wales. Quality educational programs have remained a key component of Interrelate’s expanding range of services and their dedicated and enthusiastic School Services team has earned a reputation as ‘a respected and trusted leader in the delivery of sexuality and relationship education in NSW schools’.

INTERRELATE’S CURRENT SCHOOL EDUCATION PROGRAMS
In working towards their vision of being a ‘lighthouse’ organisation for recognising children, Interrelate now offers a suite of six relationship and sexuality education programs for NSW children and their families. Each program is facilitated by specially trained Educators and has a clearly articulated structure, content and objectives, with the class-based programs having been correlated against the NSW Board of Studies’ PD/H/PE syllabus:

- **Where Did I Come From?** – one 60-minute evening group session for students in Years 3-6 and their families – designed to inform students about the male and female reproductive systems, conception, foetal development, birth and the different ways in which children can join families and to facilitate parent-child discussions on these topics;
- **Preparing for Puberty** – one 60-minute evening group session for students in Years 5-6 and their families – designed to inform students about the physical, emotional, social and intellectual changes associated with puberty (for boys and for girls) and to facilitate parent-child discussions on these topics;
- **Minding Me** – two 90-minute class-based sessions for students in Year 5 – designed to provide students with information and strategies to help them navigate the physical, emotional, social and intellectual changes they may experience during puberty: Session 1 deals specifically with how relationships may change and developing mutual respect and good conflict resolution skills among students; Session 2 introduces the physical changes of male and female puberty and develops students’ skills for identifying and addressing emotional and personal safety issues within their relationships;
- **Moving into the Teen Years** – a series of four 90-minute class-based sessions for students in Year 6 (with a take-home workbook to encourage parental engagement) – designed to enhance students' self-esteem, communication and decision-making skills (including taking care of themselves and taking responsibility), to provide in-depth information about boys’ and girls’ bodies, the changes they can expect during puberty, reproduction and sexuality education;
- **Raising Awareness of Bullying** – one 60-minute (younger groups) or 90-minute (older groups) class-based session with four age-tailored versions for students in each of Years 3, 4, 5 & 6 – designed to assist schools with concerns about harassment and/or physical abuse amongst pupils: Each session identifies the nature of bullying (including cyber bullying for older groups) and presents strategies for dealing with bullies from both victim and bystander perspectives; and, most recently,
- **Kids ConneXions** – two 90-minute class-based sessions for students in Year 6 – designed to improve students’ understanding about and development of healthy relationships and to support them to make healthy choices and to build resilience in their relationships.
PURPOSE OF THIS REPORT

In March 2010, Interrelate Family Centres commissioned Southern Cross University’s Centre for Children & Young People to refine their existing program evaluation tools and, then, to use these new tools to conduct a large-scale evaluation of the above education programs.

This report is one in a series of six presenting the results of this large-scale evaluation: There are separate reports for each of the four class-based program, a combined report covering the two evening programs and, finally, a Consolidated Report which brings together the key findings across all six programs.

This report provides further background and describes the tool development and evaluation results for the programs entitled *Where Did I Come From?* and *Preparing for Puberty*.

MORE ABOUT THE *WHERE DID I COME FROM? & PREPARING FOR PUBERTY* PROGRAMS

The *Where Did I Come From?* (WDICF) & *Preparing for Puberty* (PFP) programs involve a variety of creative activities and teaching methods, including discussions, role plays, handouts for students and parents, slideshow diagrams, games and other activities. Interrelate aims to deliver an enjoyable, as well as an informative, learning experience for both students and their families.

The WDICF & PFP programs are delivered to groups of 50-200 children and parents, through schools in metropolitan areas of NSW (from Newcastle and the Hunter in the North, throughout Sydney and South to Wollongong and the Illawarra) and across the far North coast, on a fee-for-service basis, at a current cost of $15 per family for one program or $20 for both programs.

Acknowledging the role of the parent as primary educator of their child/ren, ample opportunity is provided for discussions between parent and child. The following table details the aims and content of each program, as described in Interrelate’s program overview.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>AIMS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Where Did I Come From?”</strong>&lt;br&gt;(aimed at 8-10 year olds)</td>
<td>To help children understand the structure and functions of the reproductive systems in males and females.&lt;br&gt;To provide information on the conception (describing sexual intercourse, associated with love in the context of a caring relationship); foetal development; and birth of a human baby.&lt;br&gt;To provide opportunities for parents and children to discuss various aspects of reproduction in an informal way.&lt;br&gt;To reinforce the role of parents as a source of information on matters pertaining to sexuality and reproduction.</td>
<td>Introduction&lt;br&gt;Family Structure &amp; Family Relationships&lt;br&gt;Male/Female Babies - Which is Which?&lt;br&gt;Protective Behaviours&lt;br&gt;Male/Female similarities &amp; differences&lt;br&gt;IVF and Sexual Intercourse&lt;br&gt;Foetal development and Birth&lt;br&gt;Twin Explanation (if time)&lt;br&gt;Ending</td>
</tr>
<tr>
<td><strong>“Preparing for Puberty”</strong>&lt;br&gt;(aimed at 10-12 year olds)</td>
<td>To provide information on puberty, particularly about:&lt;br&gt;- the physical changes in their bodies;&lt;br&gt;- the emotional changes during the puberty years;&lt;br&gt;- changes in feelings towards the opposite sex.&lt;br&gt;To help young people feel comfortable about their bodies by assisting them to understand its functions.&lt;br&gt;To prepare young people for changes during puberty by dispelling the myths and providing accurate, understandable information.&lt;br&gt;To help young people feel okay about being different, because everyone develops at a different rate, especially during puberty. To confirm their individuality and to promote self-esteem.&lt;br&gt;To facilitate communication between parents and their children and to encourage young people to take their questions, problems and worries to their parents.</td>
<td>Introduction&lt;br&gt;Revision of previous Primary 1 session&lt;br&gt;How, Why and When of Puberty&lt;br&gt;What are the changes? - To boys, to girls and to both genders&lt;br&gt;Why are these changes happening?&lt;br&gt;Other things we need to think about (eg. emotional, hygiene, safety, peers, researching more information etc.)&lt;br&gt;Ending</td>
</tr>
</tbody>
</table>
METHODS

THE OVERALL APPROACH

This evaluation utilised a collaborative, participatory methodology, reflecting the ‘evaluative learning’ approach which has been refined by the CCYP in conducting almost 50 projects in partnership with community-based organisations (Newell et al., 2008). An evaluative learning approach typically incorporates elements from a variety of evaluation theories and models, particularly Empowerment Evaluation, which: “… aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation and self-evaluation of their program and (2) mainstreaming evaluation as part of the planning and management of the program/organisation” (Fetterman and Wandersman, 2005 p.28). Empowerment Evaluation conceptualises an evaluator as a ‘critical friend’ and is based on a fundamental belief in people’s desire and capacity to understand their own situation and to create appropriate solutions, when provided with the necessary tools and conditions.

This methodological approach was selected as the most appropriate for this project because the client organisation was interested in the development of an evaluation system that could be used routinely within their school education programs:

- Collaborative and participatory evaluation approaches are particularly well-suited to providing service organisations with rich and meaningful iterative feedback capable of enhancing programs’ ultimate outcomes (Muir et al., 2009; Ryan, 2003);
- These approaches are also considered the most likely to contribute towards the growing need and demand for community organisations to develop their skills and take responsibility for evaluating their outcomes (Melville, 2008; Millar and Guenther, 2007; Our Community, 2003); and
- Maximising the active engagement of organisations and program participants in the evaluation process is also considered more ethical and socially just, which are seen as increasingly important in contemporary evaluation practice (Fetterman and Wandersman, 2005; Kushner, 2005; Schwandt, 2007; Schweigert, 2007).

Another foundation of the CCYP’s approach is the central place of children and young people in the evaluation process. Doing evaluation with (rather than on) children requires that researchers carefully consider the capacities and characteristics of the particular children who will be involved, in determining how they can be involved, meaningfully, safely and respectfully (Johnson, 2009; Tisdall et al., 2006). Our impetus to directly involve children reflects a growing acknowledgment that they are persons in their own right, worthy of recognition, respect and voice (Greene and Hill, 2005) and of the relationship between meaningful participation and actual wellbeing (de Winter et al., 1997).
TOOL DEVELOPMENT

THE OVERALL PROCESS
In keeping with the collaborative nature of this evaluation, the multidisciplinary CCYP research team worked with senior Educators and a Director from Interrelate to develop the forms and processes employed within this evaluation. As discussed earlier, this collaborative process encompassed the full range of Interrelate’s school education programs and involved:

- CCYP researchers reviewing all available information about each program, including the evaluation tools previously used within them;
- An initial planning session (and ongoing interactions) involving both CCYP and Interrelate teams to determine the scope, focus, respondent groups, timeframe and most feasible methods for the evaluation (which was determined to be post-only, paper-based surveys due to the program’s external and relatively time-intensive nature);
- CCYP researchers, with feedback from Interrelate Educators, drafting a full range of evaluation forms to cover the different attendees (students and parents or teachers) for each of Interrelate’s six school education programs;
- Interrelate Educators piloting the draft evaluation forms with a few groups for each program and providing their own and their students’ feedback about them; and
- CCYP researchers making revisions to produce the final range of evaluation forms to be used within this project.

TOOLS USED IN EVALUATING THE WDICF & PFP PROGRAMS
As WDICF & PFP are family-based programs, evaluation forms were developed for completion by both the young people and the adults in each participating family. Included in Appendices A and B, these surveys asked about each group’s experience of attending the WDICF &/or PFP programs, about their perceived learnings from them and whether they were now more likely to discuss the topics covered, as well as a few basic demographics.

DATA COLLECTION
In keeping with the participatory nature of this evaluation, all Interrelate Educators were asked to use the final versions of these evaluation forms with each WDICF &/or PFP group they conducted between mid-August and late-November 2010. Willing Educators distributed the Student and Parent/Family evaluation forms at the end of each program, usually for immediate completion although some forms were returned later (where people had insufficient time during or after their program). All completed surveys were then forwarded to the CCYP for logging, data entry, coding, cleaning and analyses.
DATA ANALYSES

All survey data were entered and analysed using Microsoft Excel. Basic descriptive statistics (e.g., means, counts and/or percentages) were calculated for each question asked across the various surveys. Qualitative responses to open-ended questions were coded to determine the dominant themes emerging, which are presented in this report.

Two-sample t-tests were also conducted to determine whether any statistically significant response differences existed between:

i) male and female students;

ii) younger (7-10 years) and older (11-14 years) students;

iii) students attending smaller (less than 100 participants) and larger (100 or more participants) groups; and

iv) parents attending the WDICF program only, the PFP program only and both programs.

The smaller sample sizes available for subgroup comparisons sometimes limited the power of this evaluation to detect what may have been ‘real’ changes or differences. Consequently, what appear to be quite sizable differences (in means or percentages) may necessarily be described as ‘similar’. In order to acknowledge all potentially meaningful differences, results in this report are narratively described as higher-lower or more-less when the statistical testing produced significance (p) values of less than 0.15. Where such statements are made, the associated statistical test results and p values are presented in brackets, with grey text indicating currently non-significant but potentially meaningful differences. Smaller p values (which can range between 0 and 1) indicate larger differences between the groups being compared.

ETHICS

This project was reviewed and approved by Southern Cross University’s Human Research Ethics Committee (approval number: ECN-10-146), as well as being conducted in accordance with the CCYP’s internally-developed Code of Ethical Practice for Working & Researching with Children & Young People.
RESULTS

SAMPLE CHARACTERISTICS
As detailed in the table below, this report is based on the evaluation forms collected from 39 WDICF & PFP groups (see Appendix C for more detail of the schools involved). While accurate headcounts were not feasible for some of the larger sessions (which involved up to almost 300 participants), these groups were attended by approximately 1850 families, with about one-third of both students and family members completing evaluation forms.

<table>
<thead>
<tr>
<th>WHERE DID I COME FROM? &amp; PREPARING FOR PUBERTY: EVALUATION PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WDICF &amp; PFP Groups</td>
</tr>
<tr>
<td>Students – WDICF</td>
</tr>
<tr>
<td>Students – PFP</td>
</tr>
<tr>
<td>Accompanying Family Members – WDICF &amp;/or PFP</td>
</tr>
</tbody>
</table>

As shown in the table below, female students were slightly over-represented in both programs. In keeping with each program’s target age group, WDICF participants were, on average slightly younger than PFP participants: 10 and 11 years old were the most common age group for each program but more 7-9 year olds attended the WDICF program and more 12-14 year olds attended the PFP program. Most participating parents/carers were female and aged over 40 years.

WHERE DID I COME FROM? & PREPARING FOR PUBERTY: SAMPLE CHARACTERISTICS

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>STUDENTS</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WDICF (N = 590)</td>
<td>PFP (N = 413)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Age (Students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean &amp; Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-9 years</td>
<td>32%</td>
<td>7%</td>
</tr>
<tr>
<td>10-11 years</td>
<td>55%</td>
<td>73%</td>
</tr>
<tr>
<td>12-14 years</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>Under 30 years</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>31-40 years</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>41-50 years</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>51+ years</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
As shown in the table below, the vast majority of responding families had attended groups held at public schools, most often from Southern or Western Sydney or South of Sydney. The size of their groups ranged from a total of 13 to 313 participants (including students and their family members), with a median of 57 participants.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WDICF (N = 590)</td>
<td>PFP (N = 413)</td>
</tr>
<tr>
<td><strong>School Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School</td>
<td>80%</td>
<td>87%</td>
</tr>
<tr>
<td>Grammar School</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Anglican School</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Catholic School</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Montessori School</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Interrelate Region</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sydney – Southern</td>
<td>40%</td>
<td>23%</td>
</tr>
<tr>
<td>Sydney – Western &amp; Blue Mountains</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Illawarra, Southern Highlands &amp; South Coast</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Sydney – Northern</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Sydney – Eastern &amp; Inner</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Hunter &amp; Central Coast</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Group Size (Total participants)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-35</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>36-50</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>51-99</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>100-199</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>200-313</td>
<td>14%</td>
<td>3%</td>
</tr>
</tbody>
</table>
PARTICIPANT FEEDBACK ABOUT THE WDICF & PFP PROGRAMS

STUDENT SATISFACTION RATINGS – WDICF

As shown in the table below, students reported high levels of satisfaction with the WDICF program. In particular, the students found it enjoyable, interesting, fun and good to have discussed in a group, although half also found it somewhat embarrassing. Very few students found it boring but almost one-third found some bits hard to understand.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NO, NOT AT ALL / NOT REALLY</th>
<th>MAYBE</th>
<th>YES, A LITTLE/ YES, A LOT</th>
<th>MEAN RATINGS (1= LOWEST, 5= HIGHEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy this program – overall?</td>
<td>3%</td>
<td>9%</td>
<td>88%</td>
<td>ALL (n=590)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BOYS (n=245)</td>
</tr>
<tr>
<td>It was interesting</td>
<td>4%</td>
<td>13%</td>
<td>83%</td>
<td>4.29</td>
</tr>
<tr>
<td>It was fun</td>
<td>12%</td>
<td>17%</td>
<td>70%</td>
<td>3.99</td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
<td>13%</td>
<td>18%</td>
<td>69%</td>
<td>3.96</td>
</tr>
<tr>
<td>It was embarrassing</td>
<td>34%</td>
<td>15%</td>
<td>51%</td>
<td>3.20</td>
</tr>
<tr>
<td>Some bits were hard to understand</td>
<td>52%</td>
<td>18%</td>
<td>30%</td>
<td>2.55</td>
</tr>
<tr>
<td>It was boring</td>
<td>83%</td>
<td>10%</td>
<td>6%</td>
<td>1.67</td>
</tr>
</tbody>
</table>

Highlighted in the table above, there were some statistically significant differences between different age, gender and group size sub-groups’ mean ratings of the WDICF program:

- Female students reported higher interest (t=3.6520, p<0.0005) and enjoyment (t=2.2249, p<0.05) levels than male students, who may have found it more boring (t=1.7788, p=0.0758);

- Younger students also reported higher enjoyment (t=3.0575, p<0.005) and fun (t=2.0112, p<0.05) levels than older students, who found the program easier to understand (t=2.7149, p<0.01) but may also have found it more boring (t=1.9078, p=0.0569); and

- Students attending smaller groups may also have found the program easier to understand (t=1.8460, p=0.0654).
STUDENT SATISFACTION RATINGS – PFP
As shown in the table below, students also reported high levels of satisfaction with the PFP program. In particular, the students found it enjoyable, interesting, good to have discussed in a group and fun. As with the WDICF program, there was some embarrassment and difficulty with understanding but very few students found the PFP program boring.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NO, NOT AT ALL / NOT REALLY</th>
<th>MAYBE</th>
<th>YES, A LITTLE/ YES, A LOT</th>
<th>MEAN RATINGS (1= LOWEST, 5= HIGHEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy this program – overall?</td>
<td>5%</td>
<td>9%</td>
<td>86%</td>
<td>4.29 4.23 4.36 4.36 4.27 4.31 4.23</td>
</tr>
<tr>
<td>It was interesting</td>
<td>4%</td>
<td>10%</td>
<td>86%</td>
<td>4.26 4.24 4.29 4.36 4.22 4.29 4.18</td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
<td>10%</td>
<td>18%</td>
<td>73%</td>
<td>4.04 4.01 4.13 4.11 4.089 4.11 3.88</td>
</tr>
<tr>
<td>It was fun</td>
<td>12%</td>
<td>17%</td>
<td>71%</td>
<td>3.94 3.96 3.92 4.05 3.87 3.98 3.85</td>
</tr>
<tr>
<td>It was embarrassing</td>
<td>39%</td>
<td>19%</td>
<td>43%</td>
<td>2.98 3.03 2.95 2.73 3.13 2.84 3.15</td>
</tr>
<tr>
<td>Some bits were hard to understand</td>
<td>58%</td>
<td>19%</td>
<td>23%</td>
<td>2.38 2.41 2.35 2.48 2.30 2.32 2.41</td>
</tr>
<tr>
<td>It was boring</td>
<td>86%</td>
<td>8%</td>
<td>7%</td>
<td>1.69 1.79 1.58 1.60 1.72 1.64 1.78</td>
</tr>
</tbody>
</table>

Highlighted in the table above, there were again some statistically significant differences between different age, gender and group size sub-groups’ mean ratings of the PFP program:

- Male students reported higher boredom levels \( (t=2.0744, p<0.05) \) than female students, who may have found the program more enjoyable \( (t=1.4671, p=0.1432) \);
- Older students reported higher embarrassment levels \( (t=2.8759, p<0.005) \) than younger students, who may have found the program more interesting \( (t=1.4951, p=0.1358) \) and fun \( (t=1.4895, p=0.1372) \);
- Students attending smaller groups reported having found the program less embarrassing \( (t=2.3291, p<0.05) \) and easier to understand \( (t=2.0291, p<0.05) \) than those in larger groups.

STUDENT WRITTEN COMMENTS – WDICF AND PFP
The positive satisfaction ratings were supported by students’ written responses to a final open-ended question asking if there was anything else they wanted to say: 22% of students \( (n=132) \) offered positive feedback about the WDICF program and 21% of students \( (n=87) \) offered positive feedback about the PFP program. As illustrated in the following quotes, most of these comments addressed:

- How enjoyable an experience the program was (11%);
- How helpful, educational or interesting students had found it (6%);
- Students’ appreciation and/or congratulations for the program (5%); and/or
- Students’ appreciation for the Educator’s delivery style (2%).
Usually in combination with some positive feedback, 19 students (2%) also voiced some concern about the WDICF &/or PFP programs and/or suggested ways they may be improved, mostly in relation to the topics covered (or not covered) and/or having experienced some embarrassment:

- “My friend has two mothers and that kind of family wasn’t shown up.”
- “It was OK but embarrassing.”
- “I don’t really think it was appropriate for me.”
- “I think it is very brief description.”
- “Well they should make it way funnier. It ... too boring. I’d like to understand it better.”
- “Will there be other sessions to tell us about what to look out for.”
- “I think it was very useful and good things to know.”
- “I am glad that programs like this are common to help young teens.”
- “I thought it was great. Spoken very well.”
- “Very funny, I enjoyed the program. I learned a lot about everything. Mum appreciated you showing the children the modesty pads and tampons.”
- “I loved it you should keep doing it.”
- “I like the power point.”
- “I am glad that programs like this are common to help young teens.”
- “I think it was very useful and good things to know.”
- “I think it was very useful and good things to know.”
- “I thought it was great. Spoken very well.”
- “I loved it you should keep doing it.”
- “I like the power point.”
- “I am glad that programs like this are common to help young teens.”
- “I thought it was great. Spoken very well.”
- “Very funny, I enjoyed the program. I learned a lot about everything. Mum appreciated you showing the children the modesty pads and tampons.”
- “I loved it you should keep doing it.”
- “I like the power point.”
- “I am glad that programs like this are common to help young teens.”
- “I thought it was great. Spoken very well.”
- “I loved it you should keep doing it.”
- “I like the power point.”
- “I am glad that programs like this are common to help young teens.”
- “I thought it was great. Spoken very well.”
- “Very funny, I enjoyed the program. I learned a lot about everything. Mum appreciated you showing the children the modesty pads and tampons.”
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- “I thought it was great. Spoken very well.”
- “Very funny, I enjoyed the program. I learned a lot about everything. Mum appreciated you showing the children the modesty pads and tampons.”
- “I loved it you should keep doing it.”
- “I like the power point.”
- “I am glad that programs like this are common to help young teens.”
**Parent Satisfaction**

As shown in the table below, parents also reported extremely high levels of satisfaction with the WDICF & PFP programs. In particular, the parents found them enjoyable, interesting, good value and good to have discussed in a group. Although some found the program a little embarrassing, most parents felt it had refreshed their own understanding about the topics covered and very few thought it was too long or hard to understand.

<table>
<thead>
<tr>
<th>Question</th>
<th>No, not at all / Not really</th>
<th>Maybe</th>
<th>Yes, a little/ Yes, a lot</th>
<th>Mean Rating (1=lowest, 5=highest)</th>
<th>ALL (n=307)</th>
<th>W only (n=165)</th>
<th>P only (n=165)</th>
<th>W&amp;P (n=277)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy this program – overall?</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>4.88</td>
<td>4.89</td>
<td>4.85</td>
<td>4.87</td>
<td></td>
</tr>
<tr>
<td>It was interesting</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>4.82</td>
<td>4.83</td>
<td>4.76</td>
<td>4.86</td>
<td></td>
</tr>
<tr>
<td>It was good value</td>
<td>1%</td>
<td>2%</td>
<td>97%</td>
<td>4.78</td>
<td>4.78</td>
<td>4.71</td>
<td>4.83</td>
<td></td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
<td>2%</td>
<td>6%</td>
<td>92%</td>
<td>4.60</td>
<td>4.68</td>
<td>4.53</td>
<td>4.57</td>
<td></td>
</tr>
<tr>
<td>It refreshed my understanding about the topics</td>
<td>16%</td>
<td>7%</td>
<td>76%</td>
<td>4.01</td>
<td>3.81</td>
<td>4.09</td>
<td>4.18</td>
<td></td>
</tr>
<tr>
<td>It was embarrassing</td>
<td>71%</td>
<td>7%</td>
<td>22%</td>
<td>2.15</td>
<td>2.13</td>
<td>2.03</td>
<td>2.24</td>
<td></td>
</tr>
<tr>
<td>It was too long</td>
<td>90%</td>
<td>5%</td>
<td>6%</td>
<td>1.54</td>
<td>1.42</td>
<td>1.64</td>
<td>1.62</td>
<td></td>
</tr>
<tr>
<td>Some bits were hard to understand</td>
<td>92%</td>
<td>2%</td>
<td>6%</td>
<td>1.41</td>
<td>1.44</td>
<td>1.36</td>
<td>1.42</td>
<td></td>
</tr>
</tbody>
</table>

Highlighted in the table above, there were some statistically significant differences when comparing the mean ratings of parents having attended either one or both of the programs:

- **Parents attending both programs** (t=3.5899, p<0.0005) or **PFP only** (t=2.3065, p<0.05) reported more personal learning than those attending only WDICF;
- **Parents attending both programs** felt they received better value for money than those attending only PFP (t=2.1065, p<0.05) but may have found it a little more embarrassing than those attending only PFP (t=1.7185, p=0.0864);
- **Parents attending only WDICF** reported being happier with the program’s length than those attending only PFP (t=2.2523, p<0.05) or both programs (t=2.8094, p<0.01);
- **Parents attending only WDICF** were also happier with the group approach than those attending only PFP (t=2.1814, p<0.05) or both programs (t=1.8361, p=0.0669); and
- **Parents attending only PFP** found it less interesting than those attending both programs (t=2.3878, p<0.05) or only WDICF (t=1.7172, p=0.0866).

These very positive satisfaction ratings were supported by the parents’ written responses to a final open-ended question asking if there was anything else they wanted to say, where **31% of parents (n=229)** offered positive feedback about the WDICF and/or PFP programs, including:

- **17% (n=127)** who praised the program and/or particular content areas:
  - Absolutely brilliant 10/10. I have recommend this to other parents.
  - Great should be on at all schools regularly.
  - I found the knowledge extensive, the humour well placed and the comfort level amazing. Thank you!
  - I loved the way the body parts were normalised and treated like any other part of the body but emphasising the privacy.
- I think it is a wonderful idea to bring to schools, so our children can learn in a fun environment and also, it should be mandatory so all children have this experience.
- Most appropriate for the age group. Thanks.
- My third experience of these presentations and I can’t speak more highly. I have gone around and encouraged people who weren’t going to come to attend, that is how impressed I am. A fantastic program, keep it up.
- Presenter and material great and completely age appropriate.
- Thank you everything was very clear and easy to understand. Great diagrams and props. Great for kids.
- Thought it was really informative and think kids got lots out of it.
- Well done. Just the right information at the right time.

- **15% (n=116)** who welcomed the program’s approach and or presentation style:
  - Excellent visual aids
  - Fantastic presenter. Kids loved it. (I enjoyed too)
  - Good to talk so openly about boy and girls together. So they have an understanding of each other.
  - Great information. Instructions is clear, sensible but with a sense of fun. Well done Interellate.
  - I encourage all parents to come and listen with their kids as very educational, interesting, fun, explained in simple and in a funny way.
  - I loved the way the whole presentation was told as a story. The sexual intercourse was just a part of the bigger story.
  - I thought it was a good environment for the topics, a group environment was good.
  - Sure was great. Made it fun to learn. Good content information is so important.
  - The care and professional way it was conducted.
  - Very candid, sincere, informative and respectful presentation.
  - We had started these chats but it was much less technical than mine - which was needed.

- **7% (n=49)** who expressed their appreciation and/or congratulations for the program; and
  - Great session, well done. Light but informative and pragmatic. Thank you!
  - It was absolutely wonderful, thank you very much.
  - Keep up this great work.
  - Terrific. There is no way a child would sit and listen to a parent discuss this topic for an hour.
  - Thanks so much, very useful and great for the chn to understand in a stress-free, easy to understand presentation.
  - This was fantastically presented. Thank you.
  - Well done - continue the excellent presentation.
  - Wonderful - informative and entertaining - thank you.

- **6% (n=43)** who particularly acknowledged the Educator’s delivery style.
  - <Educator> made the topics fun and interesting and made the kids feel at ease.
  - <Educator> was very comfortable and presented the information in a clear and humorous way. Thank you.
  - Educator made everyone feel comfortable no matter what she said. Absolutely excellent. Great style.
  - Educator was wonderful, kind and funny too. Thanks so much.
  - It was great. The lady was able to explain things very well, and allowed lots of giggles.
  - Speaker was just brilliant!!!! Made everyone comfortable, was funny, engaging great way of learning about it without feeling embarrassed - normalised everything we laughed a lot and learnt a lot.
  - The lady is brilliant sensitive and funny and thoughtful.
  - Very positive talk - positive language used.
  - Very well explained - slides were good - <Educator> relaxed us all - had a great sense of humour - gave good advice - helped us realise it is all normal.
Usually in combination with some positive feedback, 5% of parents (n=40) also voiced some concern and/or suggested ways the WDICF & PFP programs may be improved, in relation to:

- **The program structure, timing or presentation:**
  - Use a microphone - hard to hear you speak at times. (3 comments on this)
  - Booklet to take home of covered content.
  - More information for parents about content. A few parents were concerned it had too much info. Or that their kids already knew it all and didn’t attend. I found it excellent for both ages.
  - Finish a bit earlier.
  - Found the kids in the audience very noisy and distracting for other that were trying to listen.
  - Maybe do the baby session after the puberty session. We reach puberty before having a baby.
  - More question time for the children.
  - My only criticism is that there was too much covered in the time available. Would be better in two sessions.
  - Our group was large perhaps a bit smaller. Don’t let boys sit with their mates.
  - Some sections too long. Especially in puberty session.
  - School should have opened up 1st session to younger years.
  - With availability of beautiful photos of foetus could use IT to illustrate rather than cartoon. But emphasis on simplicity and powerpoint as an aid only is a strength.
  - You should not make boys info for boys girls for girls so they need to learn about each other this is very important.

- **Additional topics or issues that could be covered:**
  - I noticed PMT and period pain not mentioned.
  - I think that the children at this age would benefit from a ‘drug & alcohol’ alert talk.
  - Maybe mention that couples can choose not have children when having sex ie contraception and that not everytime couples have sex that they make a baby.
  - Maybe to tell people that you shouldn’t be afraid with breast change. (for girls)
  - Regarding ‘PRIVATE PARTS’ I do think the importance of seeking out other adults help if the first adult does nothing.
  - Remind children that a lot of the things talked about won’t happen to them for a while - to avoid anxiety, or rushing out to purchase pimple cream.
  - Sexual danger is not talked about enough.
  - To talk about masturbation

- **A broader diversity of family and/or relationship types being featured:** and
  - Be careful of assuming kids come from a nuclear family with both mother and father.
  - Got asked the other day what sex felt like. Please be aware there are families with same sex parents so they should be represented in the families photo & IVF perhaps explained with a little more depth.
  - Marriage is not the only loving relationship in which sex in ok.
  - When discussing family dynamics, ie siblings etc pls also add some children are an only child. My daughter said she felt left out because the introduction didn’t say anything about this. The presenter discussed having brothers and sisters but not being an only child.

- **Parents’ differing views and/or followup questions.**
  - A bit uncertain at first when discussion on mood swings etc. that it was posed that it was all ok and M & D will just ignore it and go shopping later. Wilst in our family it will be “understood” unsocial or inappropriate behaviour may still have a consequence if boundaries are crossed.
  - Boys carry out about sex because they are less mature?
  - Is it true that harmones in chickens make puberty start earlier?
  - Its actually the midwifes job to examine the placenta (not Drs.)
PERCEIVED LEARNINGS

OVERVIEW OF STUDENT LEARNINGS – WDICF

As shown in the table below, almost all students found the WDICF program useful, with moderate-high levels of learning reported across the range of topics covered. Students felt they had learned most about how babies develop, how babies are made, women’s bodies and men’s bodies. Most students felt they would now discuss these topics more with their family but not so much with their friends or teacher.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean Ratings (1=Lowest, 5=Highest)</th>
<th>ALL</th>
<th>BOYS (n=245)</th>
<th>GIRLS (n=326)</th>
<th>7-10 YRS (n=344)</th>
<th>11-14 YRS (n=216)</th>
<th>&lt;100 IN GP (n=307)</th>
<th>100+ IN GP (n=269)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did I come from? - Student learnings (n=590)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you find the program useful – overall?</td>
<td></td>
<td>4%</td>
<td>10%</td>
<td>86%</td>
<td>4.34</td>
<td>4.22</td>
<td>4.46</td>
<td>4.37</td>
</tr>
<tr>
<td>Did you learn anything new about …?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How babies develop</td>
<td></td>
<td>10%</td>
<td>12%</td>
<td>78%</td>
<td>4.15</td>
<td>3.98</td>
<td>4.31</td>
<td>4.30</td>
</tr>
<tr>
<td>- How babies are made</td>
<td></td>
<td>13%</td>
<td>8%</td>
<td>79%</td>
<td>4.12</td>
<td>3.95</td>
<td>4.27</td>
<td>4.32</td>
</tr>
<tr>
<td>- Women’s bodies</td>
<td></td>
<td>11%</td>
<td>10%</td>
<td>79%</td>
<td>4.11</td>
<td>4.02</td>
<td>4.20</td>
<td>4.19</td>
</tr>
<tr>
<td>- Men’s bodies</td>
<td></td>
<td>14%</td>
<td>11%</td>
<td>75%</td>
<td>4.00</td>
<td>3.67</td>
<td>4.28</td>
<td>4.15</td>
</tr>
<tr>
<td>- How to keep yourself safe</td>
<td></td>
<td>19%</td>
<td>16%</td>
<td>65%</td>
<td>3.74</td>
<td>3.59</td>
<td>3.86</td>
<td>3.73</td>
</tr>
<tr>
<td>- Different types of families</td>
<td></td>
<td>33%</td>
<td>13%</td>
<td>54%</td>
<td>3.34</td>
<td>3.20</td>
<td>3.46</td>
<td>3.45</td>
</tr>
<tr>
<td>Will you talk more about these things now?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- With your family</td>
<td></td>
<td>11%</td>
<td>25%</td>
<td>64%</td>
<td>3.79</td>
<td>3.70</td>
<td>3.86</td>
<td>3.81</td>
</tr>
<tr>
<td>- With your friends</td>
<td></td>
<td>49%</td>
<td>26%</td>
<td>25%</td>
<td>2.64</td>
<td>2.67</td>
<td>2.59</td>
<td>2.46</td>
</tr>
<tr>
<td>- With your teacher</td>
<td></td>
<td>62%</td>
<td>26%</td>
<td>12%</td>
<td>2.18</td>
<td>2.15</td>
<td>2.21</td>
<td>2.18</td>
</tr>
</tbody>
</table>

Highlighted in the table above, there were many statistically significant differences when comparing the mean ratings of the age, gender and group size sub-groups:

- Female students consistently reported learning more than male students, specifically in relation to men’s bodies (t=6.1811, p<0.00001), how babies develop (t=3.5502, p<0.0005), the program’s overall usefulness (t=3.4271, p<0.001), how babies are made (t=3.3157, p<0.005), how to keep safe (t=2.4339, p<0.05), different types of families (t=2.2376, p<0.05) and women’s bodies (t=1.8817, p=0.0604);

- Younger students also consistently reported learning more than older students, specifically in relation to how babies are made (t=4.8537, p<0.0001), men’s bodies (t=3.4815, p<0.0005), how babies develop (t=3.2929, p<0.005), different types of families (t=2.2766, p<0.05), and women’s bodies (t=1.5486, p=0.1221);

- Students attending smaller groups may have found the program more useful overall (t=1.8299, p=0.0678);

- In terms of discussing the topics covered, older students (t=3.8630, p<0.0001) and students from larger groups (t=2.4338, p<0.05) felt more likely to do so with their friends, while students from smaller groups (t=2.4821, p<0.05) and female students (t=1.7000, p=0.0897) felt more likely to do so with their families.
Overview of Student Learnings – PFP

As shown in the table below, almost all students also found the PFP program useful, with moderate-high levels of learning reported across the range of topics covered. Students felt they had learned most about how girls’ bodies change, why puberty happens, how boys’ bodies change and the different feelings they may experience as their bodies change. Again, most students felt they would now discuss these topics more with their family but not so much with their friends or teacher.

<table>
<thead>
<tr>
<th>Question</th>
<th>No, not at all / Not really</th>
<th>Maybe</th>
<th>Yes, a little/ Yes, a lot</th>
<th>Mean Ratings (1= Lowest, 5= Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ALL</td>
<td>Boys (n=160)</td>
<td>Girls (n=212)</td>
</tr>
<tr>
<td>Did you find the program useful – overall?</td>
<td>5%</td>
<td>7%</td>
<td>88%</td>
<td>4.39</td>
</tr>
<tr>
<td>Did you learn anything new about ...?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How girls’ bodies change</td>
<td>7%</td>
<td>9%</td>
<td>84%</td>
<td>4.28</td>
</tr>
<tr>
<td>• Why puberty happens</td>
<td>7%</td>
<td>11%</td>
<td>82%</td>
<td>4.19</td>
</tr>
<tr>
<td>• How boys’ bodies change</td>
<td>8%</td>
<td>14%</td>
<td>78%</td>
<td>4.16</td>
</tr>
<tr>
<td>• The different feelings you may have as your body changes</td>
<td>6%</td>
<td>16%</td>
<td>78%</td>
<td>4.12</td>
</tr>
<tr>
<td>• Nocturnal emissions (wet dreams)</td>
<td>10%</td>
<td>16%</td>
<td>74%</td>
<td>4.04</td>
</tr>
<tr>
<td>• Menstruation (periods)</td>
<td>12%</td>
<td>14%</td>
<td>73%</td>
<td>4.01</td>
</tr>
<tr>
<td>• Erections</td>
<td>13%</td>
<td>17%</td>
<td>70%</td>
<td>3.91</td>
</tr>
</tbody>
</table>

Will you talk more about these things now?

• With your family                       | 8%                          | 20%        | 71%          | 3.97        | 3.76                  | 4.12                  | 4.09                  | 3.89                  | 3.95                  | 4.00                  |
• With your friends                      | 44%                         | 27%        | 29%          | 2.77        | 2.61                  | 2.84                  | 2.74                  | 2.71                  | 2.73                  | 2.84                  |
• With your teacher                      | 70%                         | 19%        | 11%          | 2.05        | 1.98                  | 2.12                  | 2.11                  | 2.03                  | 1.98                  | 2.19                  |

While students of all ages reported similar learning levels on all topics, there were again many statistically significant differences (highlighted in the table above) when comparing the mean ratings of the age, gender and group size sub-groups:

• Female students consistently reported learning more than male students, specifically in relation to menstruation (t=4.5274, p<0.0001), how boys’ bodies change (t=3.4920, p<0.001), how girls’ bodies change (t=3.0471, p<0.005), the program’s overall usefulness (t=2.8318, p<0.005), how their feelings may change (t=2.6116, p<0.01) and erections (t=1.7307, p=0.0844);

• Students attending smaller groups also consistently reported learning more than those in larger groups, specifically in relation to nocturnal emissions (t=4.6806, p<0.0001), erections (t=3.6315, p<0.0005), how boys’ bodies change (t=2.5123, p<0.05), the program’s overall usefulness (t=2.0108, p<0.05) and menstruation (t=1.9653, p=0.0501); and

• In terms of discussing the topics covered, female students felt more likely to do so with their families (t=3.3893, p<0.001) and friends (t=1.7160, p=0.0870), while younger students may be more likely to do so with their families (t=1.7881, p=0.0746) and students in larger groups with their teachers (t=1.7603, p=0.0792).
These positive ratings were supported by students’ written responses to an open-ended question about ‘The best thing I learned was …’: with learnings nominated by 70% (n=412) of students from WDICF groups and 61% (n=251) from PFP groups. While about 9% wrote that they had learned “lots”, most comments highlighted specific, and often multiple, learnings from attending the WDICF and/or PFP programs, primarily in relation to four broad themes:

- **Puberty** – with comments from 43 (7%) WDICF students and 177 (43%) PFP students;
- **Reproduction** – with comments from 216 (37%) WDICF students and 17 (4%) PFP students;
- **Bodies and sexuality** – with comments from 113 (19%) WDICF students and 23 (6%) PFP students; and
- **Self-related issues** – with comments from 16 (3%) WDICF students.

The following sections provide more detail about the comments made in relation to each of these major themes.

**Learnings about Puberty**

Of the 220 WDICF and/or PFP student comments about puberty as their ‘best learning’, most (42%) mentioned ‘puberty’ or ‘changes’ in general, often with a focus on how the students now felt more prepared for and accepting of it. As illustrated in the quotes below, other comments related to more specific learnings, including menstruation (22%), erections and sperm (14%), other physical changes (7%), emotional changes (6%) and pimples (2%).
LEARNINGS ABOUT REPRODUCTION

Of the 233 WDICF and/or PFP student comments about reproduction as their ‘best learning’, most related to how babies are made (57%) and/or born (40%), with the remainder commenting on more general baby or pregnancy-related issues (6%).

I was in my mums stumik for 9 months.

The womans uterus turns into an upside down pair shape.

How babies come. Men and women havign sex.

Lots of eggs come and sperm were tiny not huge.

That the vagina open 10cm during birth.

That not everyone was born by having sex.

About pregnancy and that you have a lot of pain when you have a baby.

That the cord turns into your belly button.

That when you are getting pushed out the vagina gets bigger.

The female lay eggs.

That babies start of like a piece of rice.

How the baby comes out

The different ways of being born.

Babies get erections.

How the baby has a food sack.

How the baby breathes in the mums uterus. How the baby develops.

Lots of people have also been caesareans.

The womans uterus turns into an upside down pair shape.

How twins / identical twins are made.

Lots of eggs come and sperm were tiny not huge.

That not everyone was born by having sex.

About pregnancy and that you have a lot of pain when you have a baby.

That the cord turns into your belly button.

Lots of people have also been caesareans.

How the baby breathes in the mums uterus. How the baby develops.

I was in my mums stumik for 9 months.

The womans uterus turns into an upside down pair shape.

How twins / identical twins are made.

Lots of eggs come and sperm were tiny not huge.

That not everyone was born by having sex.

About pregnancy and that you have a lot of pain when you have a baby.

That the cord turns into your belly button.

Lots of people have also been caesareans.

How the baby breathes in the mums uterus. How the baby develops.

I was in my mums stumik for 9 months.

The womans uterus turns into an upside down pair shape.

How twins / identical twins are made.

Lots of eggs come and sperm were tiny not huge.

That not everyone was born by having sex.

About pregnancy and that you have a lot of pain when you have a baby.

That the cord turns into your belly button.

Lots of people have also been caesareans.

How the baby breathes in the mums uterus. How the baby develops.
LEARNINGS ABOUT BODIES AND SEXUALITY

Of the 136 WDICF and/or PFP student comments about bodies and sexuality as their ‘best learning’, the vast majority (87%) related to male and female body parts and how they work, with the remainder (13%) commenting on how and when to have safe sex.

SELF-RELATED LEARNINGS

Of the 11 WDICF student comments about self-related issues as their ‘best learning’, half related to it being ok to talk about the topics covered, with the remainder commenting on self-esteem, self-responsibility or personal safety issues.
**Parent Learnings**

As shown in the table below, parents found the WDICF & PFP programs extremely useful, particularly for boosting their confidence, comfort and capacity to discuss the topics covered with their children. Almost all parents expected to discuss the topics further with their children.

### Where Did I Come From? &/or Preparing for Puberty: Parent Learnings (n = 749)

<table>
<thead>
<tr>
<th>Question</th>
<th>No, Not at All / Not Really</th>
<th>Maybe</th>
<th>Yes, a Little / Yes, a Lot</th>
<th>Mean Rating (1 = Lowest, 5 = Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find the program useful – overall?</td>
<td>½%</td>
<td>2%</td>
<td>98%</td>
<td>4.85/4.87/4.79/4.86</td>
</tr>
<tr>
<td>Has coming helped you with …?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Feeling confident you can answer your child’s questions on these topics</td>
<td>4%</td>
<td>4%</td>
<td>92%</td>
<td>4.57/4.58/4.46/4.63</td>
</tr>
<tr>
<td>- Feeling comfortable discussing the topics with your child</td>
<td>5%</td>
<td>4%</td>
<td>91%</td>
<td>4.51/4.52/4.43/4.55</td>
</tr>
<tr>
<td>- Knowing how to raise the topics with your child</td>
<td>5%</td>
<td>6%</td>
<td>89%</td>
<td>4.38/4.36/4.26/4.47</td>
</tr>
<tr>
<td>- Where to find more information on these topics</td>
<td>10%</td>
<td>12%</td>
<td>78%</td>
<td>4.15/4.10/4.03/4.27</td>
</tr>
<tr>
<td>Will you now talk any more with your child about these things now?</td>
<td>1%</td>
<td>4%</td>
<td>95%</td>
<td>4.56/4.53/4.52/4.61</td>
</tr>
</tbody>
</table>

Highlighted in the table above, there were many statistically significant differences when comparing the mean ratings of parents having attended either one or both of the programs:

- **Parents attending both programs often reported feeling more helped than those attending only the PFP program**, specifically in relation to:
  - Knowing how to raise the topics with their child \( t=2.5268, p<0.05 \);
  - Knowing where to find more information on the topics \( t=2.3108, p<0.05 \);
  - Feeling confident to answer their child’s questions \( t=2.1815, p<0.05 \); and
  - The program’s overall usefulness \( t=1.6410, p=0.1015 \).

- **Parents attending both programs also felt more helped than those attending only the WDICF program**, in relation to:
  - Knowing where to find more information on the topics \( t=1.9824, p<0.05 \); and
  - Knowing how to raise the topics with their child \( t=1.5825, p=0.1141 \).

- **Parents attending only the WDICF program may also have felt more helped than those attending only the PFP program**, in relation to:
  - The program’s overall usefulness \( t=1.9084, p=0.0569 \); and
  - Feeling confident to answer their child’s questions on the topics \( t=1.4857, p=0.1381 \).

These positive ratings were supported by 37% of parents (n=278) writing responses about ‘The best thing I learned …’, including:

- **19% (n=139) who commented on having gained some extra or refreshed their knowledge about the topics covered:**
  - About boys changes - I had no brothers. I can now discuss with my son
  - Frequent spontaneous erections through puberty
  - Good general overall update. Now my daughter and I are up on the same level of information.
  - Hormonal changes in teenagers
  - How many eggs a girl has. How much sperm a man makes. Men can multitask
  - How placenta actually works.
  - I learnt the reusable femine hygiene? I liked the clear explanation of menstruation.
• I myself didn’t know women have three holes in the private areas.
• I wasn’t very sure about wet dreams.
• It was good to be refreshed about all puberty issues. Why the body changes the way it does.
• I’ve always called my daughters and my privates a vagina. Now I know it is a vulva.
• Learning about our reproductive organs and how babies are born along with my child. Having puberty and its changes well explained.
• Males having pelvic floor muscles, to stop an erection.
• Refresher of the terminology used - formal and informal
• That babies take sips of fluid while in the womb.
• That tampons don’t interfere with virginity.
• The basic operation of the prostate.
• The bladder and the testicular and the priority of the sperm versus urine in a male.
• The different way twins are formed.
• The growth of reproductive organs of female and males.
• The ins and outs of the chemistry about fertilization.
• The sperm is stored in a 6m coil. Sperm is clocked at 45klm/hr !!
• The yoke in the egg is swallowed by the baby and become intestines.
• Timeframe and differences boys and girls.
• Using current term for body parts/ body functions.
• What happen for boys. I have a girl.
• What to expect from my sons’s changes.

- 11% (n=81) who commented on feeling better prepared or more confident to discuss the topics with their children; and
  • Great that everything was explained correctly and will now make it easier for my child to come to me with questions. Helps build a good relationship regarding these things with your child.
  • How simply the subject can be broken down to explain puberty piece by piece.
  • How to approach the subject. Be comfortable discussing this topic.
  • How to easily to discuss the changes of children.
  • How to explain to children where babies are made etc.
  • How to help my daughter be ready for periods.
  • How to talk about intercourse more appropriately
  • How to talk about the origin of the foetus
  • How to talk about the subject with my daughter without embarrassment.
  • Ideas / pics for teaching kids about the topic.
  • It’s very beneficial to talk freely to my daughter about these topics.
  • My child really is interested but I didn’t know how to approach it.
  • Talking openly within the family is healthy. Its good to hear exactly what your child hears!
  • That dad’s can talk to their boys about this sort of thing.
  • To keep discussion natural, factual and with a bit of humour - thank you <Educator>.

- 5% (n=36) who commented on having learned more about their children (eg: maturity, openness, point of view, pre-existing knowledge) from their responses during the program.
  • How hilarious kids are!! Great fun doing this in a familiar group.
  • I really love seeing the kids come upon the taboos and feeling good about talking about them.
  • Kids are really interested in this information and cope with it so well.
  • Kids are really responsible and mature - more than I thought!
  • Reaction of my child and peers to the information
  • That my daughter needed to learn a lot more than I had thought.
  • That my son was OK learning all the details when I was hesitant to go there!
  • The reaction on my child’s face and the different expressions she can make.
  • The things children want to know.
  • Was good to judge my child’s reaction to each topic. Showed where I need to start discussions.
  • What my daughter knew and didn’t know.
  • Where my daughters learning and understanding were at as well as her participation [or embarrassment] levels were.
REFERENCES


## APPENDIX A: STUDENT EVALUATION FORMS – WDICF & PFP PROGRAMS

### STUDENT Evaluation
**Where Did I Come From?**

<table>
<thead>
<tr>
<th>1. Did you enjoy this program – overall? (please tick a box)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No, not at all    ☐ Not really    ☐ Maybe    ☐ Yes, a little    ☐ Yes, a lot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. And did you find the program useful – overall? (please tick a box)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No, not at all    ☐ Not really    ☐ Maybe    ☐ Yes, a little    ☐ Yes, a lot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Do you agree with these things people have said about the program? (please circle a number for each comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) It was interesting</td>
</tr>
<tr>
<td>b) It was embarrassing</td>
</tr>
<tr>
<td>c) It was fun</td>
</tr>
<tr>
<td>d) Some bits were hard to understand</td>
</tr>
<tr>
<td>e) It was boring</td>
</tr>
<tr>
<td>f) It was good talking about it in a group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. The best thing I learned was:</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Did you learn anything new about ... ? (please circle a number for each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Different types of families</td>
</tr>
<tr>
<td>b) Women’s bodies</td>
</tr>
<tr>
<td>c) Men’s bodies</td>
</tr>
<tr>
<td>d) How babies are made</td>
</tr>
<tr>
<td>e) How babies develop</td>
</tr>
<tr>
<td>f) How to keep yourself safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Will you talk more about these things now? (please tick a box for each person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) With your friends</td>
</tr>
<tr>
<td>b) With your teacher</td>
</tr>
<tr>
<td>c) With your family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. About you:</th>
<th>ARE YOU: (please circle one)</th>
<th>Female</th>
<th>Male</th>
<th>HOW OLD ARE YOU?</th>
<th>years</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Anything else you want to say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**THANK YOU VERY MUCH – FOR YOUR HELP DURING THE PROGRAM & FOR TAKING THE TIME TO ANSWER THESE QUESTIONS**
### Evaluating Interrelate’s School Education Programs: Where Did I Come From? & Preparing for Puberty

**STUDENT Evaluation**

**PREPARING FOR PUBERTY**

1. Did you enjoy this program—overall? *(please tick a box)*
   - No, not at all
   - Not really
   - Maybe
   - Yes, a little
   - Yes, a lot

2. And did you find the program useful—overall? *(please tick a box)*
   - No, not at all
   - Not really
   - Maybe
   - Yes, a little
   - Yes, a lot

3. Do you agree with these things people have said about the program? *(please circle a number for each comment)*
   - a) It was interesting
   - b) It was embarrassing
   - c) It was fun
   - d) Some bits were hard to understand
   - e) It was boring
   - f) It was good talking about it in a group

<table>
<thead>
<tr>
<th>NO, NOT AT ALL</th>
<th>NOT REALLY</th>
<th>MAYBE</th>
<th>YES, A LITTLE</th>
<th>YES, A LOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. The best thing I learned was: ____________________________________________

5. Did you learn anything new about...? *(please circle a number for each item)*
   - a) Why puberty happens
   - b) How girls’ bodies change
   - c) How boys’ bodies change
   - d) The different feelings you may have as your body changes
   - e) Menstruation (periods)
   - f) Erections
   - g) Nocturnal emissions (wet dreams)

<table>
<thead>
<tr>
<th>NO, NOT AT ALL</th>
<th>NOT REALLY</th>
<th>MAYBE</th>
<th>YES, A LITTLE</th>
<th>YES, A LOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Will you talk more about these things now? *(please tick a box for each person)*
   - a) With your friends
   - b) With your teacher
   - c) With your family

7. About you:  
   - ARE YOU: *(please circle one)* Female Male  
   - HOW OLD ARE YOU? ___________ years

8. Anything else you want to say? ____________________________________________

**Thank you very much**—for your help during the program & for taking the time to answer these questions.
### APPENDIX B: ADULT EVALUATION FORM – WDICF & PFP PROGRAMS

**PARENT/ FAMILY Evaluation**

**WHERE DID I COME FROM? / PREPARING FOR PUBERTY**

Return completed forms to: the Educator … or … Reply Paid 637, Interrelate School Services, PO Box 6307, Baulkham Hills, NSW 1755

<table>
<thead>
<tr>
<th>Which program(s) did you attend?</th>
<th>Where Did I Come From?</th>
<th>Preparing for Puberty</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>(please tick a box)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Did you enjoy this program – overall? *(please tick a box)*

- No, not at all
- Not really
- Maybe
- Yes, a little
- Yes, a lot

2. And did you find the program useful – overall? *(please tick a box)*

- No, not at all
- Not really
- Maybe
- Yes, a little
- Yes, a lot

3. Do you agree with these things people have said about the program? *(please circle a number for each comment)*

<table>
<thead>
<tr>
<th>Comment</th>
<th>No, not at all</th>
<th>Not really</th>
<th>Maybe</th>
<th>Yes, a little</th>
<th>Yes, a lot</th>
</tr>
</thead>
</table>
a) It was interesting | 1 | 2 | 3 | 4 | 5 |
b) It was embarrassing | 1 | 2 | 3 | 4 | 5 |
c) It was good value | 1 | 2 | 3 | 4 | 5 |
d) Some bits were hard to understand | 1 | 2 | 3 | 4 | 5 |
e) It was too long | 1 | 2 | 3 | 4 | 5 |
f) It was good talking about it in a group | 1 | 2 | 3 | 4 | 5 |
g) It refreshed my understanding about the topics | 1 | 2 | 3 | 4 | 5 |

4. The best thing I learned was:

[blank space]

5. Has coming to the program helped you with ...? *(please circle a number for each item)*

<table>
<thead>
<tr>
<th>Item</th>
<th>No, not at all</th>
<th>Not really</th>
<th>Maybe</th>
<th>Yes, a little</th>
<th>Yes, a lot</th>
</tr>
</thead>
</table>
a) Knowing how to raise the topics with your child/children | 1 | 2 | 3 | 4 | 5 |
b) Feeling comfortable discussing the topics with your child/children | 1 | 2 | 3 | 4 | 5 |
c) Feeling confident that you can answer your child’s questions on these topics | 1 | 2 | 3 | 4 | 5 |
d) Where to find more information on these topics | 1 | 2 | 3 | 4 | 5 |

6. Will you now talk any more with your child/children about these things? *(please tick a box)*

- No, not at all
- Not really
- Maybe
- Yes, a little
- Yes, a lot

7. About you:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age-group</th>
<th>Under 30</th>
<th>31-40</th>
<th>41-50</th>
<th>51+</th>
</tr>
</thead>
</table>

8. Any other comments or suggestions:

[blank space]

**THANK YOU VERY MUCH** – FOR YOUR HELP DURING THE PROGRAM & FOR TAKING THE TIME TO ANSWER THESE QUESTIONS
## APPENDIX C: SCHOOLS INCLUDED IN EVALUATING THE WDICF & PFP PROGRAMS

<table>
<thead>
<tr>
<th>REGION</th>
<th>SCHOOL</th>
</tr>
</thead>
</table>
| Hunter & Central Coast | Lakes Grammar Anglican School  
Tenambit Public School |
| Illawarra, Southern Highlands & South Coast | Balgownie Public School  
Dapto Public School  
Kiama Public School  
Port Kembla Public School  
Russell Vale Public School  
Thirroul Public School  
Unanderra Public School |
| Sydney – Eastern & Inner | International Grammar School |
| Sydney – Northern | Beaumont Road Public School  
East Lindfield Public School  
Forestville Public School  
Gordon East Public School  
Kambora Public School  
Neutral Bay Public School  
St Ives Public School  
St Luke’s Grammar School  
Wahroonga Preparatory School  
Waitara Public School |
| Sydney – Southern | Como West Public School  
Cronulla Public School  
Engadine West Public School  
Marton Public School  
Miranda Public School  
St John Bosco Primary School  
Sutherland Montessori Kids World  
Woronora Public School  
Yarrawarrah Public School  
Yowie Bay Public School |
| Sydney – Western & Blue Mountains | Bexley North Public School  
Blacktown South Public School  
Gladesville Public School  
James Erskine Public School  
Normanhurst West Public School  
Warrimoo & Blaxland Public Schools (combined)  
Wattle Grove Public School  
William Stimson Public School  
Winmalee Public School |
Centre for Children and Young People
Southern Cross University
PO Box 157
Lismore NSW 2480

Phone 02 6620 3605
Fax 02 6620 3243
Email: ccyp@scu.edu.au
www.ccyp.scu.edu.au