2011

Evaluating Interrelate's School Education Programs: Raising Awareness of Bullying

Sallie Newell
Centre for Children and Young People, Southern Cross University

Wendy Britt
Centre for Children and Young People, Southern Cross University

Anne Graham
Centre for Children and Young People, Southern Cross University

Publication details
Newell, S, Britt, W & Graham, A 2011, Evaluating Interrelate's School Education Programs: Raising Awareness of Bullying, report prepared for Interrelate Family Centres, Sydney, NSW.
EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: RAISING AWARENESS OF BULLYING

June 2011

Prepared by:
Dr Sallie Newell
Mrs Wendy Britt
Professor Anne Graham
ACKNOWLEDGMENTS
The authors would like to gratefully acknowledge:

- The children and teachers who completed the program evaluation forms.
- The Interrelate Educators, Lyndall Caldwell and Sally Sweeney, who facilitated the distribution and collection of the evaluation forms with their Raising Awareness of Bullying groups.
- The 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 Minjungbal 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.

FOR FURTHER INFORMATION PLEASE CONTACT: Dr Sallie Newell – Senior Research Officer

Phone: 02 6620 3802  Fax: 02 6620 3243  Email: sallie.newell@scu.edu.au

© 2011  Centre for Children and Young People
This work may be reproduced, in whole or part, for study or training purposes, subject to the inclusion of an acknowledgement of the source. It should not be used for commercial purposes.

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.
# Table of Contents

**REPORT SUMMARY** .................................................................................................................. 1

**INTRODUCTION** ...................................................................................................................... 3
  - **BACKGROUND** .................................................................................................................. 3
  - **INTERRELATE’S CURRENT SCHOOL EDUCATION PROGRAMS** ........................................ 3
  - **PURPOSE OF THIS REPORT** ............................................................................................. 4
  - **MORE ABOUT THE RAISING AWARENESS OF BULLYING PROGRAM** ......................... 4

**METHODS** ............................................................................................................................... 6
  - **THE OVERALL APPROACH** ............................................................................................... 6
  - **TOOL DEVELOPMENT** ..................................................................................................... 7
    - The Overall Process ......................................................................................................... 7
    - Tools Used in Evaluating the RAB Program .................................................................... 7
  - **DATA COLLECTION** .......................................................................................................... 7
  - **DATA ANALYSES** ............................................................................................................ 8
  - **ETHICS** ............................................................................................................................. 8

**RESULTS** .................................................................................................................................. 8
  - **SAMPLE CHARACTERISTICS** .......................................................................................... 8
  - **PARTICIPANT FEEDBACK ABOUT THE RAB PROGRAM** ............................................... 10
    - Student Satisfaction ......................................................................................................... 10
    - Teacher Satisfaction ........................................................................................................ 12
  - **PERCEIVED LEARNINGS** ............................................................................................... 14
    - Student Overall Learnings about Bullying ....................................................................... 14
    - Student Learnings about the Different Types of Bullying ............................................... 18
    - Teacher Learnings ............................................................................................................... 19

**REFERENCES** ........................................................................................................................ 20

**APPENDICES** ......................................................................................................................... 21
  - **APPENDIX A: HOW RAB CORRELATES TO THE NSW PD/H/PE SYLLABUS** ................ 21
  - **APPENDIX B: NEW STUDENT EVALUATION FORM – RAB PROGRAM** ....................... 24
  - **APPENDIX C: NEW TEACHER EVALUATION FORM – RAB PROGRAM** ....................... 25
  - **APPENDIX D: OLD STUDENT EVALUATION FORM – RAB PROGRAM** ....................... 26
  - **APPENDIX E: OLD TEACHER EVALUATION FORM – RAB PROGRAM** ....................... 27
REPORT SUMMARY

**Raising Awareness of Bullying (RAB)** is one of six relationship and sexuality education programs delivered by Interrelate Family Centres. It involves a single 60-90 minute class-based session, designed to assist schools with concerns about harassment and/or physical abuse amongst pupils. Sessions are tailored for students in each of Years 3, 4, 5 and 6, with each session identifying the nature of bullying (including cyber bullying for older groups) and presenting strategies for dealing with bullies from both victim and bystander perspectives. The RAB program involves a variety of creative activities and teaching methods, is facilitated by specially trained Educators and has a clearly articulated structure, content and objectives, which have been correlated against the NSW Board of Studies’ PD/H/PE syllabus. **This evaluation report is based on data collected from 26 RAB groups** using surveys developed by the authors, in collaboration with Interrelate team members.

Both students and teachers reported high levels of satisfaction with the RAB program. Both male and female students found the program particularly enjoyable, good to have discussed in a group, interesting and fun, although some students did find it a little upsetting and/or hard to understand (particularly younger students). Similarly, teachers found the RAB program particularly engaging and appropriate for their students, enjoyable, interesting, good to have discussed in a group and good value. Students’ and teachers’ written comments reinforced these positive satisfaction ratings, with only a few suggestions for improvement. More than half the students also nominated bullying issues they wanted to learn more about.

Both students and teachers also reported having found the RAB program a very useful learning experience. Students reported moderate-high levels of learning across all topic areas, particularly in relation to things they could do if they saw someone else being bullied or if they were bullied themselves, about how to keep themselves safe and how bullying affects everyone. Female students reported higher levels of learning than male students, overall and across many of the topics covered. Students also demonstrated awareness of a wide range of forms of bullying and three-quarters felt they would discuss what they had learned with their families. Teachers reported a refreshed understanding and increased comfort, confidence and capacity to discuss bullying issues with their students. Again, both students’ and teachers’ written comments reinforced these perceived learnings from the RAB program.

Unlike the other program reports in this series, **this evaluation of the RAB program is somewhat constrained by a few methodological limitations**. Due to the more limited availability of this program, the current evaluation is based on a relatively small dataset collected from only three schools, with an over-representation of female students (as one participating school was a Ladies’ College). While three-quarters of teachers completed evaluation forms, the student response rate was less optimal, due to the limited session times (especially within the 60-minute sessions) and to younger students having some difficulty completing their surveys. However, 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.

Therefore, **Interrelate can promote the existing RAB program as an acceptable and effective way of introducing primary students to a range of bullying issues**. However, we recommend they consider conducting a larger-scale evaluation with a more diverse range of schools and students, possibly in conjunction with some additional followup to determine the extent and nature of any longer-term impacts associated with participating in the RAB program.
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.
VALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: Raising Awareness of Bullying

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 program entitled Raising Awareness of Bullying.

MORE ABOUT THE RAISING AWARENESS OF BULLYING PROGRAM
The Raising Awareness of Bullying (RAB) program involves 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 and informative, learning experience, tailored to suit students across each of Years 3 to 6. The following table details the aims and content of each of these tailored Modules, as described in Interrelate’s program overview.

The RAB program’s content correlates well against the NSW Board of Study’s Personal Development, Health, & Physical Education (PD/H/PE) curriculum, as detailed in Appendix A. It is available year-round and is delivered to schools on a fee-for-service basis, at a current cost of $6-7 per student for each Module.

The RAB program is available to schools based in metropolitan areas of NSW, from Newcastle and the Hunter in the North, throughout Sydney and South to Wollongong and the Illawarra, as well as across the far North coast of New South Wales.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>AIMS</th>
<th>CONTENT</th>
</tr>
</thead>
</table>
| Year 3 students (1 hour) | ● To begin to develop an awareness of the different forms of bullying.  
● To encourage the view that bullying is unacceptable behaviour.  
● To explore some of the feelings that may be experienced in a bullying situation and to build empathy for victims.  
● To introduce some possible strategies, appropriate to these younger age groups, for dealing with bullying situations. | ● Introduction and Rules  
● Bullying and Feelings  
● What is a bully?  
● What does bullying include?  
● Who might be picked on by a bully?  
● Strategies for dealing with bullying  
● Self-esteem exercise - Stand Up, Sit Down game  
● Evaluations - students and teacher  
● Goodbye |
| Year 4 students (1 hour) | ● To further develop student awareness of bullying in its different forms, as unacceptable behaviour.  
● To increase empathy among students for victims.  
● To encourage an attitude of respect for individual differences.  
● To expand strategies available to students faced with bullying situations. | ● Introduction and Rules  
● What is bullying?  
● Why is bullying never acceptable?  
● Individual differences  
● Strategies  
● Self-esteem exercise - What Makes Me Special?  
● Evaluations - students and teacher  
● Goodbye |
| Year 5 students (1½ hours) | ● To review understanding of bullying behaviour in different forms.  
● To introduce the view of bullying as a problem for the whole school community.  
● To analyse some scenarios involving bullying, to encourage empathy and to discuss strategies for helping one another.  
● To consider some positive roles that senior students might play in helping to stop bullying in the school community. | ● Introduction and Rules  
● What is a bully?  
● Identifying bullying  
● Respecting individual differences  
● Dealing with bullies  
● Self-esteem exercise - Rumour Exercise  
● Evaluations - students and teacher  
● Goodbye |
| Year 6 students (1½ hours) | ● To consider the effects of bullying behaviour on victims.  
● To explore the idea of respect for one another and promote an atmosphere of mutual respect.  
● To examine strategies for supporting oneself and others in bullying situations.  
● To affirm Year 6 students in their leadership role and to focus on possible ways they might contribute towards making their school a bully-free environment. | ● Introduction and Rules  
● What is a bully?  
● The effects of bullying  
● Will I Help?  
● Respect  
● Evaluations - students and teacher  
● Goodbye |
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 short and 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 RAB PROGRAM**

As RAB is a classroom-based program, ‘new’ evaluation forms were developed for completion by participating students and teachers (who attend with their class). Included in Appendices B and C, these surveys asked about each group’s experience of attending the RAB program, about their perceived learnings from it and whether they were now more likely to discuss the topics covered, as well as a few basic demographics.

Some Educators also continued to use the ‘old’ Interrelate-developed RAB program evaluation forms (see Appendices D and E), which explored similar issues but often using quite different questions to the ‘new’ forms. As they constituted approximately half of the collected surveys, we have sought to include as much of the data from these ‘old’ evaluation forms as possible, presenting it in conjunction with relevant data from the ‘new’ forms.

**DATA COLLECTION**

In keeping with the participatory nature of this evaluation, Interrelate Educators were asked to use the final versions of these evaluation forms with each RAB group they conducted during Term 1 of the 2011 school year. Educators distributed the Student and Teacher evaluation forms at the end of each program, usually for immediate completion although some forms were returned later (where groups had insufficient time during or after their session). 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., counts, means 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, on data from the ‘new’ evaluation forms, to determine whether any statistically significant response differences existed between i) male and female students or ii) younger (7-9 years) and older (10-12 years) students. The small sample sizes available for these subgroup comparisons 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 0.2. 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 evaluation forms collected from RAB groups delivered in three schools (representing 75% of those receiving the RAB program during the study period): Dapto Public School, in the Illawarra region, Bowral Public School, in the Southern Highlands, and Presbyterian Ladies’ College, in Sydney’s inner-West. Due to variations in school booking and attendance numbers, the exact number of RAB groups conducted is unclear but estimated at approximately 26, based on Interrelate’s invoicing numbers. These groups were attended by 730 students, with almost two-fifths completing evaluation forms at the end of their RAB session. Twenty teachers also completed evaluation forms, representing an estimated three-quarters of those attending the RAB sessions.

<table>
<thead>
<tr>
<th>Raising Awareness of Bullying: Evaluation Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
</tr>
<tr>
<td>RAB Groups</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>
As shown in the table below, participating students were most often female and aged 9 or 10 years (on the new evaluation forms) or in Year 4 (on the old forms), with almost half having already attended a previous RAB session. Participating teachers were reasonably evenly split between the genders and the three age-groups, with almost half having attended a previous RAB session.

For both students and teachers, the new evaluation forms came mostly from RAB sessions held at Bowral Public School and the Presbyterian Ladies’ College while the old evaluation forms came mostly from sessions held at Dapto Public School.

<table>
<thead>
<tr>
<th>Raising Awareness of Bullying: Sample Characteristics</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Forms (n = 142)</td>
<td>Old Forms (n = 134)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>67%</td>
<td>---</td>
</tr>
<tr>
<td>Male</td>
<td>33%</td>
<td>---</td>
</tr>
<tr>
<td>Mean &amp; Range</td>
<td>9.5 years (range = 7-12)</td>
<td>---</td>
</tr>
<tr>
<td>7-8 years</td>
<td>29%</td>
<td>---</td>
</tr>
<tr>
<td>9-10 years</td>
<td>45%</td>
<td>---</td>
</tr>
<tr>
<td>11-12 years</td>
<td>26%</td>
<td>---</td>
</tr>
<tr>
<td>Age (Students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>---</td>
<td>38%</td>
</tr>
<tr>
<td>Year 4</td>
<td>---</td>
<td>49%</td>
</tr>
<tr>
<td>Year 5</td>
<td>---</td>
<td>13%</td>
</tr>
<tr>
<td>Age (Teachers)</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>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowral Public School</td>
<td>61%</td>
<td>0%</td>
</tr>
<tr>
<td>Dapto Public School</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Presbyterian Ladies’ College</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>Any Previous RAB attendances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>53%</td>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
<td>47%</td>
<td>---</td>
</tr>
</tbody>
</table>
PARTICIPANT FEEDBACK ABOUT THE RAB PROGRAM

STUDENT SATISFACTION

As shown in the table below, students reported high levels of satisfaction with the RAB program. In particular, the students found it enjoyable, good to have discussed in a group, interesting and fun, with mean ratings above four points from a possible five on the new evaluation forms. Some students found it a little upsetting and/or hard to understand but very few found it boring. On the old evaluation forms, one-quarter of students indicated needing more time to learn about bullying.

RAISING AWARENESS OF BULLYING: STUDENT SATISFACTION

NEW FORMS (n = 142)

<table>
<thead>
<tr>
<th>Questions</th>
<th>No, Not at All / Not Really</th>
<th>Maybe</th>
<th>Yes, a Little / A Lot</th>
<th>Mean Ratings (1= Lowest, 5= Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy this program – overall?</td>
<td>6%</td>
<td>4%</td>
<td>89%</td>
<td>4.41 4.43 4.40 4.44 4.38</td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
<td>5%</td>
<td>14%</td>
<td>81%</td>
<td>4.34 4.20 4.41 4.42 4.28</td>
</tr>
<tr>
<td>It was interesting</td>
<td>8%</td>
<td>9%</td>
<td>83%</td>
<td>4.19 4.04 4.24 4.28 4.12</td>
</tr>
<tr>
<td>It was fun</td>
<td>13%</td>
<td>11%</td>
<td>76%</td>
<td>4.01 3.93 4.05 4.05 3.99</td>
</tr>
<tr>
<td>It was upsetting</td>
<td>58%</td>
<td>14%</td>
<td>28%</td>
<td>2.36 2.18 2.42 2.35 2.36</td>
</tr>
<tr>
<td>Some bits were hard to understand</td>
<td>66%</td>
<td>14%</td>
<td>20%</td>
<td>2.24 2.24 2.26 2.48 2.05</td>
</tr>
<tr>
<td>It was boring</td>
<td>78%</td>
<td>8%</td>
<td>14%</td>
<td>1.88 1.98 1.86 1.64 2.08</td>
</tr>
</tbody>
</table>

OLD FORMS (n = 134)

Please tick the puppet which best shows how you feel about the program

- It was interesting 63%
- It was fun 49%
- I liked talking about bullying with my friends in the session 35%
- Sometimes, it was hard to understand 27%
- I needed more time to find out more about bullying 25%
- It was boring 17%

Male and female students gave similar responses but, highlighted in the table above, there were some age-related differences in students’ mean ratings:

- Although still very few, more older students reported finding the RAB program a little boring (t=2.2349, p<0.05); and
- More younger students may have found some bits a little hard to understand (t=1.9614, p=0.0519).
The positive satisfaction ratings were supported by students’ written responses to open-ended questions asking what they enjoyed most about the RAB program (on the old evaluation forms) or if there was anything else they wanted to say (on the new evaluation forms). Overall, 58% of students (n=160) offered some positive feedback about the RAB program, including:

- 34% (n=94) who commented about specific resources, activities and/or content areas of the RAB program;
- 14% (n=40) who commented about how valuable, helpful, educational or interesting they had found the program;
- 9% (n=26) who commented about having found the program an enjoyable experience;
- 7% (n=19) who expressed their appreciation and/or congratulations for the program; and
- 4% (n=10) who commented that they had enjoyed ‘everything’.

The following quotes illustrate the many ways students expressed these positive reactions:

The bits enjoyed most included:

- Playing spot the bully.
- The wheels special about me game.
- Writing each others strength in the flower petals.
- When we got told how to help your friend.
- That we weren’t just sitting down we played games.
- How you taught us how to get out of being bullied.
- The funny voices and funny people.
- The jokes and showing body actions.
- The flower power game at the end.
- The bullying and not bully game.
- The stand up and sit down part.
- Talking and saying your opinion.
Only 1% of students (n=2) completing the new evaluation forms made less positive comments:

- It was not as good as last time.
- I already knew it so nothing else to say.

On the old evaluation forms, 37% of students (n=49) responded to an open-ended question asking what they enjoyed least about the RAB program, including:

- 9% (n=12) who least enjoyed ‘seeing the little boy/girl crying’;
- 8% (n=11) who least enjoyed feeling sad in response to seeing images of bullying and/or how it made victims feel;
- 6% (n=8) who least enjoyed all the/too much talking;
- 3% (n=4) who felt the session was too long; and
- 3% (n=4) who least enjoyed ‘the work’ or ‘writing’.

Also on the old evaluation forms, 57% of students (n=76) responded to an open-ended question asking what they would have liked to learn more about, including:

- 26% (n=35) who wanted to learn more about ‘bullying’ or ‘different types of bullying’;
- 12% (n=16) who wanted to learn more about strategies to protect themselves and/or their friends;
- 10% (n=13) who wanted to learn more about ‘how to stop bullying’ or ‘how to deal with a bully’;
- 3% (n=4) who wanted to learn more about specific types of bullying (eg: cyber bullying, physical bullying, racism); and
- 2% (n=3) who wanted to learn more about everything.

**Teacher Satisfaction**

As shown in the following table, teachers also reported very high levels of satisfaction with the RAB program. In particular, teachers found the program engaging for their students, enjoyable, interesting, good to have discussed in a group, good value and helpful for refreshing their understanding about bullying issues, with almost exclusively maximum ratings for these items on the new evaluation forms. Only a few teachers found the program a little upsetting or too long and none found it difficult to understand. Similarly, on the old evaluation forms, all teachers agreed that the RAB program was useful to their students, had fulfilled their own expectations, catered for varying ability levels, was enjoyed by their students and involved suitable activities and visual aids.
### Raising Awareness of Bullying: Teacher Satisfaction

<table>
<thead>
<tr>
<th>Question</th>
<th>New Forms (n = 10)</th>
<th>Mean Rating (1=lowest, 5=highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the program engage your students?</td>
<td>0% 0% 100%</td>
<td>5.00</td>
</tr>
<tr>
<td>Did you enjoy this program – overall?</td>
<td>0% 0% 100%</td>
<td>5.00</td>
</tr>
<tr>
<td>It was interesting</td>
<td>0% 0% 100%</td>
<td>5.00</td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
<td>0% 0% 100%</td>
<td>5.00</td>
</tr>
<tr>
<td>It was good value</td>
<td>0% 0% 100%</td>
<td>4.90</td>
</tr>
<tr>
<td>It refreshed my understanding about bullying issues</td>
<td>0% 0% 100%</td>
<td>4.70</td>
</tr>
<tr>
<td>It was upsetting</td>
<td>70% 20% 10%</td>
<td>1.70</td>
</tr>
<tr>
<td>It was too long</td>
<td>80% 10% 10%</td>
<td>1.70</td>
</tr>
<tr>
<td>Some bits were hard to understand</td>
<td>100% 0% 0%</td>
<td>1.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>OLD Forms (n = 10)</th>
<th>Mean Rating (1=lowest, 4=highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program has been useful to your students</td>
<td>0% 100%</td>
<td>3.80</td>
</tr>
<tr>
<td>Program fulfilled your expectations</td>
<td>0% 100%</td>
<td>3.60</td>
</tr>
<tr>
<td>Consideration was given to varying ability levels</td>
<td>0% 100%</td>
<td>3.60</td>
</tr>
<tr>
<td>Students enjoyed the program</td>
<td>0% 100%</td>
<td>3.50</td>
</tr>
<tr>
<td>Activities and visual aids were suited to your students</td>
<td>0% 100%</td>
<td>3.50</td>
</tr>
</tbody>
</table>

These very positive satisfaction ratings were supported by teachers’ written responses to open-ended questions asking if they had any other comments, where 55% of teachers (n=11) offered positive feedback about the RAB program’s content, approach and/or presenter:

- A worthwhile experience all round.
- A worthwhile programme that engaged students.
- As usual, the presenter was excellent.
- Children were actively involved & willing to share ideas/experiences, they felt vry comfortable to do this.
- Educator spoke very well and relayed comments at all childrens levels.
- <Educator> was brilliant. She kept the lessons and activities moving nicely and smoothing and maintained the children's interest. They were always engaged.
- Engaged the students. Pitched at the correct level.
- Engaging presentation - variety of teaching tools - children involved - educator obviously passionate about topic.
- Presenter did an excellent job. Chn were kept on task. Was a clear msg about what a bully is/does.
- The children were extremely engaged in the lesson.
- The students felt very comfortable and learnt a lot.

Only 10% of teachers (n=2) suggested ways the RAB program may be improved:

- I would use more visuals as reading and listening for 1 hour is hard for Yr 4. Need more cues [eg. Cards with words] Hints on comeback lines with bullies and more depth with concept of compliments. Again more hands on cards. No mention of “bystanders”. This concept is confusing to children. Bystanders = bullies.
- Perhaps a specific cyber-bullying / cyber-safety session as it is such a big thing these days.
**PERCEIVED LEARNINGS**

**STUDENT OVERALL LEARNINGS ABOUT BULLYING**

As shown in the table below, almost all students found the RAB program useful, with moderate-high levels of learning reported across all the topics covered. Almost all students acknowledged that it is not OK to tease people who are different and most agreed that bullying affects everyone and might make people sick. On both evaluation forms, students felt they had learned most about things they could do if they saw someone else being bullied or if they were bullied themselves and about how to keep themselves safe, with mean ratings above 4.3 points from a possible five on the new forms. Three-quarters of students felt they would discuss what they had learned with their families.

### Raising Awareness of Bullying: Student Learnings

<table>
<thead>
<tr>
<th><strong>NEW FORMS (n = 142)</strong></th>
<th><strong>MEAN RATINGS (1=LOWEST, 5=HIGHEST)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTIONS</strong></td>
<td><strong>NO, NOT AT ALL / NOT REALLY</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>Did you find the program useful – overall?</td>
<td>5%</td>
</tr>
<tr>
<td>Do you agree that …?</td>
<td></td>
</tr>
<tr>
<td>Bullying affects everyone</td>
<td>12%</td>
</tr>
<tr>
<td>Being bullied can make someone sick</td>
<td>19%</td>
</tr>
<tr>
<td>It’s OK to tease someone who is different to you</td>
<td>95%</td>
</tr>
<tr>
<td>Did you learn anything new about …?</td>
<td>7%</td>
</tr>
<tr>
<td>Things you can do if you see someone else being bullied</td>
<td>9%</td>
</tr>
<tr>
<td>Things you can do if you are bullied</td>
<td>8%</td>
</tr>
<tr>
<td>How to keep yourself safe</td>
<td>15%</td>
</tr>
<tr>
<td>How it feels to be bullied</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OLD FORMS (n = 134)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please tick the box that shows how much you might talk with your family about what you learned from the program</strong></td>
</tr>
<tr>
<td><strong>NOT AT ALL</strong></td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td><strong>Tick any of the box(es) which tell us the new things you learned from the program</strong></td>
</tr>
<tr>
<td>How to keep myself safe</td>
</tr>
<tr>
<td>How to help someone being bullied</td>
</tr>
<tr>
<td>Strategies to deal with a bully</td>
</tr>
<tr>
<td>The different types of bullying</td>
</tr>
<tr>
<td>Why I am special</td>
</tr>
<tr>
<td>What bullying is</td>
</tr>
<tr>
<td>Strengths in other members of my group</td>
</tr>
</tbody>
</table>

Older and younger students’ responses were all similar, but female students reported consistently higher levels of learning than male students, specifically in relation to:

- Things they could do if they were bullied (t=2.3259, p<0.05);
- The overall usefulness of the program (t=2.0582, p<0.05);
- It not being OK to tease people who are different (t=1.9857, p<0.05);
Agreeing that bullying affects everyone \( (t=1.8544, p=0.0659) \); Things they could do if they saw someone else being bullied \( (t=1.5521, p=0.1230) \); and How to keep themselves safe \( (t=1.5337, p=0.1275) \).

These positive ratings were supported by 89% of students \( (n=126) \) responding to a question on the new evaluation forms: ‘The best thing I learned was …’. While 4% \( (n=6) \) wrote that they had learned ‘lots’, most comments highlighted specific learnings from attending the RAB program:

- 33% of students \( (n=47) \) commented on learning about ways to keep safe or address being bullied themselves;

Try to have someone with you when you’re with a bully.

When someone says something nasty to you, you can say something to make them feel confused.

To tell a teacher about your bully problem.

How to stop people from cyber-bullying or at least what to do in that situation.

If you were getting bullied you could outsmart them.

never give any personal information out at all

The best thing I learned was that if I was being bullied I could walk away, tell the teacher, and if the bully calls you names do call them names.

I learned how to cope with bullying.

The best thing I learned was when someone bullies you you have to fight back (not with violence).

I learnt some things I am going to use in the playground if I am bullied.

the punisher comeback how to get rid of a bully

the thing I learnt most about is to be a little smarter than the bully.

That if you go somewhere were there is a teacher you will be safe.

<Educator> was a humongous help and when I get to high school I will know what to do.

to just say something nice and ignore them.

You can confuse the bully that is bullying you is what I learnt.
• 26% of students (n=37) commented on learning about what bullying is (and isn’t) and why it happens:

- That a bully may be having a hard time as well as the person that is bullied.
- Bullies only bully for popularity and attention.
- How to tell if someone is bullying or not.
- That bullying is a group of girls teasing, being mean or doing something on purpose not just once but lots of times.
- I learnt that bullying’s repeat accidents so there actuly done on perpes and what a simple means in bulling.
- That bullying has to be repetiv if its bulling.
- I learnt that bully’s always want attention from the victim reacting.
- Why bullies bully people.
- Bulling is not bulling if it is not repeated.
- That we are all effected by bulling.
- Some things like falling over were accidental people who rally do it on purpose and keep doing it.
- Other words for bulling.

• 23% of students (n=32) commented on learning about ways to help others being bullied:

- I learned how to help other people when they’re being bullied.
- Being in year 6, we all have a new responsibility. We have to be good role-models.
- That it was easy to not allow bullying.
- I found out lots about bully and I now know how to stop it.
- I learnt that everyone can bully.
- I learnt that if you do it on accident you say sorry but if you are bullying you do it again and again.
- About needs and bullying
- I learnt bullies bully basis they have been bullied too.
- The best thing I learnt was I got to understand what bullying meant.
- That a bully may be having a hard time as well as the person that is bullied.
- Bullies only bully for popularity and attention.
- How to tell if someone is bullying or not.
- I learnt that bullying’s repeat accidents so there actuly done on perpes and what a simple means in bulling.
- That bullying has to be repetiv if its bulling.
- I learnt that bully’s always want attention from the victim reacting.
- Why bullies bully people.
- Bulling is not bulling if it is not repeated.
- That we are all effected by bulling.
- Some things like falling over were accidental people who rally do it on purpose and keep doing it.
- Other words for bulling.

- People can be kind if other people are bullying somebody else.
- When I see someone getting bullied and I hear what the bully says say something uplifting
- The best thing I learnt was to not agree with the bully.
- The best thing I learnt was how to stop bullying.
- It’s everyones responsibility.
- Don’t leave the victim alone
- Say no to bullying.
- If you see someone getting bullied you could say stop I don’t like it ok!
• 23% of students (n=32) commented on learning about the negative impact of bullying and that they should never do it; and

The best thing I learned was how it feels to be bullied.
The best was when she used some cards to show how the person might feel.
I learnt that bullying other people weren’t really nice.
That when you are bullied you bulled up a barrier to protect you.

If someone bullies you don’t bully back.
Bullying is not okay and how horrible bullying is.
To not become a bully myself.
Not to bully never.

The best thing I learnt that you don’t bully or tell people.
The act were we had to act out bullying and how you feel after.
Don’t forward a mean or nasty email.
Not to be mean to others.

I got to know that bullies are very mean.
I’ve been bullied before, and I didn’t like it. It needs to stop. NOW
Not to hurt people in anyway.
Not to do bullying back.

• 4% of students (n=6) commented on learning that everyone is different.

The best thing I learned was that everyone is different.
I learnt that it’s ok to be different in every way.
I learned that it’s ok to be different
I don’t change the way you are even if you getting bullied.
**Student Learnings about the Different Types of Bullying**

When asked on the new evaluation forms ‘What ways of bullying can you think of?’, 88% of students (n=125) nominated at least one, and up to six, of the following forms of bullying, with most students nominating 2-3 forms:

- **64% (n=91)** mentioned verbal bullying, including name-calling and/or teasing;
- **59% (n=84)** mentioned physical bullying, including hitting, kicking, punching, slapping and/or pushing;
- **42% (n=60)** mentioned cyber bullying, including via internet, text messages and/or emails;
- **27% (n=39)** mentioned social bullying, including excluding people and/or spreading rumours;
- **18% (n=25)** mentioned mental bullying, including causing emotional distress and/or blackmailing;
- **9% (n=13)** mentioned non-verbal bullying, including nasty looks and/or body language; and
- **6% (n=9)** mentioned written bullying, including rude or nasty notes.

You can bully on the internet at school. You can do it by hitting word and the evil eye.

They can call you names, they can hurt you, they can blackmail you, they can still your thing.

Body language, calling nick names like duck face, beating up someone, text messages.

Cyber bullying, verbal bullying, emotional bullying, and social bullying as well.

Taking photos and putting it online, hitting, kicking, not including people, saying bad words, passing notes and writing on them.

1. passing mean notes. 2. teasing about something. 3. whispering and making up secrets. 4. saying rude things.

By say your not welcome here get lost I don’t like you, you can’t play with us.

Teasing, calling people names, laughing at them and then up on doing it over and over again.

Racism, repeatedly hurting, beaten up, teased.

Cyber bullying, verbal bullying, physical bullying, social, emotional, etc.

1. people hitting each other and 2. mean words 3. internet and being terribly mean.
TEACHER LEARNINGS

Only the new evaluation forms asked about teachers’ perceived impact of the RAB program on themselves. As shown in the table below, teachers also reported finding the RAB program very useful, particularly for boosting their comfort, confidence and capacity to discussing bullying issues with their students. All teachers expected to discuss bullying further with their classes.

RAISING AWARENESS OF BULLYING: TEACHER LEARNINGS

<table>
<thead>
<tr>
<th>NEW FORMS (N = 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
</tr>
<tr>
<td>Did you find the program useful – overall?</td>
</tr>
<tr>
<td>Has coming helped you with ...?</td>
</tr>
<tr>
<td>• Feeling comfortable discussing bullying issues with your class</td>
</tr>
<tr>
<td>• Feeling confident that you can answer questions on bullying issues</td>
</tr>
<tr>
<td>• Knowing how to raise bullying issues with your class</td>
</tr>
<tr>
<td>• Where to find more information on bullying issues</td>
</tr>
<tr>
<td>Will you now talk any more with your class about bullying issue?</td>
</tr>
</tbody>
</table>

These very positive ratings were supported by teachers’ written responses to open-ended questions asking about their best learning (new evaluation forms) or any other comments (old evaluation forms): 45% of teachers (n=9) indicated personal learnings from having attended the RAB program:

• 20% (n=4) felt they had gained some extra content knowledge about bullying issues:
  - Simple explanations/definitions of bullying and the different ‘labels’ used to define/categorise bullying behaviour.
  - Reminded that bullying is happening to chn I thought would not be bullied.
  - Focus on unique individuality!! All different.
  - Reinforced previous PD on bullying.

• 15% (n=3) commented about their students’ pre-existing knowledge levels about bullying:
  - The children had remembered prior anti bullying lessons.
  - It was encouraging to see and hear much the children already understood.
  - Students have differing views of bullying and this program has clarified it.

• 10% (n=2) commented on having learned about their students from their reactions during the program; and
  - They participated intelligently and honestly.
  - Children were actively involved and willing to share ideas / experiences, they felt very comfortable to do this.

• 5% (n=1) felt better prepared to discuss bullying with their students.
  - Ways to open dialogue with the children about bullying.
REFERENCES


## APPENDICES

### APPENDIX A: HOW RAB CORRELATES TO THE NSW PD/H/PE SYLLABUS

Correlation to BOS PD/H/PE SYLLABUS to Bullying Awareness program- stages 2 & 3

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>SKILLS</th>
<th>KNOWLEDGE &amp; UNDERSTANDING</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ADDRESS CYBER-BULLYING</td>
<td>Communicating</td>
<td>Interpersonal relationships</td>
<td>V1 A student refers to a sense of their own worth and dignity.</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups.</td>
<td></td>
<td>V2 A student respects the rights of others to hold different values and attitudes from their own.</td>
</tr>
<tr>
<td></td>
<td>COS3.3 Communicates confidently in a variety of situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interacting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INS2.3 Makes positive contributions in group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS82.5 Uses a range of problem solving strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS83.5 Suggests, considers and selects appropriate alternatives when resolving problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. RAISE AWARENESS OF BULLYING BEHAVIOUR</td>
<td>Communicating</td>
<td>Growth &amp; Development</td>
<td>V1 A student refers to a sense of their own worth and dignity.</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups.</td>
<td></td>
<td>V2 A student respects the rights of others to hold different values and attitudes from their own.</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DM82.2 Makes decisions as an individual and as a group member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interacting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS82.5 Uses a range of problem solving strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PROMOTE AN ATMOSPHERE OF MUTUAL RESPECT</td>
<td>Decision Making</td>
<td>Interpersonal relationships</td>
<td>V1 A student refers to a sense of their own worth and dignity.</td>
</tr>
<tr>
<td></td>
<td>DM82.2 Makes decisions as an individual and as a group member.</td>
<td></td>
<td>V2 A student respects the rights of others to hold different values and attitudes from their own.</td>
</tr>
<tr>
<td></td>
<td>DM83.2 Makes informed decisions and accepts responsibility for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>consequences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: Raising Awareness of Bullying

Correlation to BOS PD/H/PE SYLLABUS

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>SKILLS</th>
<th>KNOWLEDGE &amp; UNDERSTANDING</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. PROMOTE AN ATMOSPHERE OF MUTUAL RESPECT.</td>
<td>INTERACTING</td>
<td>INTERPERSONAL RELATIONSHIPS</td>
<td>V3 A student enjoys a sense of belonging.</td>
</tr>
<tr>
<td>CONTINUED...</td>
<td>INS3.3 Males positive contributions in group activities.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</td>
<td>V4 A student increasingly accepts responsibility for personal and community health.</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. DEVELOP AGE-APPROPRIATE STRATEGIES FOR BULLYING SITUATIONS.</td>
<td>COMMUNICATING</td>
<td>INTERPERSONAL RELATIONSHIPS</td>
<td>V2 A student respects the rights of others to hold different values and attitudes from their own.</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing.</td>
<td>V4 A student increasingly accepts responsibility for personal and community health.</td>
</tr>
<tr>
<td></td>
<td>COS3.3 Communicates confidently in a variety of situations.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PERSONAL HEALTH CHOICES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DECISION MAKING</td>
<td>PHS2.12 Discusses the factors influencing personal health choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DM82.2 Males decisions as an individual and as a group member.</td>
<td>PHS3.12 Explains the consequences of personal lifestyle choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DM83.2 Males informed decisions and accepts responsibility for consequences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PROBLEM SOLVING</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS82.5 Uses a range of problem solving strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS83.5 Suggests, considers and selects appropriate alternatives when resolving problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. FOCUS ON WAYS STUDENTS CAN CONTRIBUTE TO A BULLY-FREE SCHOOL ENVIRONMENT</td>
<td>PERSONAL HEALTH CHOICES</td>
<td>INTERPERSONAL RELATIONSHIPS</td>
<td>V1 A student refers to a sense of their own worth and dignity.</td>
</tr>
<tr>
<td></td>
<td>PHS2.12 Discusses the factors influencing personal health choices.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing.</td>
<td>V2 A student respects the rights of others to hold different values and attitudes from their own.</td>
</tr>
<tr>
<td></td>
<td>PHS3.12 Explains the consequences of personal lifestyle choices.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</td>
<td>V4 A student increasingly accepts responsibility for personal and community health.</td>
</tr>
<tr>
<td></td>
<td>PROBLEM SOLVING</td>
<td>PERSONAL HEALTH CHOICES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS82.5 Uses a range of problem solving strategies.</td>
<td>PHS2.12 Discusses the factors influencing personal health choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS83.5 Suggests, considers and selects appropriate alternatives when resolving problems.</td>
<td>PHS3.12 Explains the consequences of personal lifestyle choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTERACTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INS2.3 Males positive contributions in group activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMUNICATING</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

interrelate...since 1926
<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>SKILLS</th>
<th>KNOWLEDGE &amp; UNDERSTANDING</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. FOCUS ON WAYS STUDENTS CAN CONTRIBUTE TO A BULLY-FREE SCHOOL ENVIRONMENT CONTINUED...</td>
<td>COMMUNICATING COS3.3 Communicates confidently in a variety of situations.</td>
<td>DECISION MAKING DMS2.2 Makes decisions as an individual and as a group member. DMS3.2 Makes informed decisions and accepts responsibility for consequences.</td>
<td></td>
</tr>
<tr>
<td>6. ENCOURAGE THE VIEW THAT BULLYING IS A PROBLEM FOR THE WHOLE SCHOOL COMMUNITY.</td>
<td>DECISION MAKING DMS2.2 Makes decisions as an individual and as a group member. DMS3.2 Makes informed decisions and accepts responsibility for consequences.</td>
<td>INTERPERSONAL RELATIONSHIPS IRS2.11 Describes how relationships with a range of people enhance wellbeing. IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships. PERSONAL HEALTH CHOICES PHS2.12 Discusses the factors influencing personal health choices. PHS3.12 Explains the consequences of personal lifestyle choices.</td>
<td>V3 A student enjoys a sense of belonging. V4 A student increasingly accepts responsibility for personal and community health.</td>
</tr>
</tbody>
</table>
APPENDIX B: NEW STUDENT EVALUATION FORM – RAB PROGRAM

STUDENT Evaluation
RAISING AWARENESS OF BULLYING

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>
<tbody>
<tr>
<td>a) It was interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b) It was upsetting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c) It was fun</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d) Some bits were hard to understand</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e) It was boring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f) It was good talking about it in a group</td>
<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. Do you agree that ...?
   (please circle a number for each item)

<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>
<tbody>
<tr>
<td>a) It’s OK to tease someone who is different to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b) Being bullied can make someone sick</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c) Bullying affects everyone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Did you learn anything new about ...?
   (please circle a number for each item)

<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>
<tbody>
<tr>
<td>a) How it feels to be bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b) How we’re all unique individuals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c) How to keep yourself safe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d) Things you can do if you are bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e) Things you can do if you see someone else being bullied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. What ways of bullying can you think of:

8. About you: ARE YOU: Female Male

   HOW OLD ARE YOU? ______ years
   HAVE YOU DONE THIS PROGRAM BEFORE? Yes No

9. 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 C: NEW TEACHER EVALUATION FORM – RAB PROGRAM

TEACHER Evaluation
RAISING AWARENESS OF BULLYING

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. Did the program engage your students? (please tick a box)
   - No, not at all
   - Not really
   - Maybe
   - Yes, a little
   - Yes, a lot

4. 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 upsetting
   - c) It was good value
   - d) Some bits were hard to understand
   - e) It was too long
   - f) It was good talking about it in a group
   - g) It refreshed my understanding about bullying issues
   - NO, NOT AT ALL: 1, 2, 3, 4, 5
   - NOT REALLY: 1, 2, 3, 4, 5
   - MAYBE: 4, 5
   - YES, A LITTLE: 1, 2, 3, 4, 5
   - YES, A LOT: 1, 2, 3, 4, 5

5. The best thing I learned was: ____________________________________________________________

6. Has coming to the program helped you with …?
   (please circle a number for each item)
   - a) Knowing how to raise bullying issues with your class
   - b) Feeling comfortable discussing bullying issues with your class
   - c) Feeling confident that you can answer questions on bullying issues
   - d) Where to find more information on bullying issues
   - NO, NOT AT ALL: 1, 2, 3, 4, 5
   - NOT REALLY: 1, 2, 3, 4, 5
   - MAYBE: 4, 5
   - YES, A LITTLE: 1, 2, 3, 4, 5
   - YES, A LOT: 1, 2, 3, 4, 5

7. Will you now talk any more with your class about bullying issues?
   - No, not at all
   - Not really
   - Maybe
   - Yes, a little
   - Yes, a lot

8. Have you attended this program before?
   - No, never
   - Yes, once before
   - Yes, multiple times

9. About you:
   - ARE YOU: Female Male
   - WHICH AGE-GROUP ARE YOU? Under 30 31-40 41-50 51+

10. Any other comments or suggestions?

THANK YOU VERY MUCH – FOR YOUR HELP DURING THE PROGRAM & FOR TAKING THE TIME TO ANSWER THESE QUESTIONS
APPENDIX D: OLD STUDENT EVALUATION FORM – RAB PROGRAM

STUDENT’S Evaluation

Bullying Awareness

“Stopping Bullying is Everyone’s Responsibility”

Your name: ..........................................................

Class: ........................................ School: ...........

1 Please tick the puppet which best shows how you feel about the program.

☐ ☐ ☐

2 Tick any of the box(es) which were true for you about the program:

☐ It was interesting  ☐ It was boring
☐ It was fun
☐ Sometimes, it was hard to understand
☐ I liked talking about bullying with my friends in the sessions
☐ I needed more time to find out more about bullying

3 Tick the box(es) which tell us the new things you learned from the program:

☐ What bullying is  ☐ The different types of bullying
☐ Strategies to deal with a bully  ☐ How to keep myself safe
☐ How to help someone being bullied  ☐ Why I am special
☐ Strengths in other members of my group

4 I wish you had told me more about:

..........................................................

5 The thing I enjoyed MOST about the program was:

..........................................................

6 The thing I enjoyed LEAST about the program was:

..........................................................

7 Tick the box that shows how much you might talk with your family
   about what you learned from the program:

☐ A lot  ☐ A little  ☐ Not at All

...and from the Educator: thank you

for your help during the program
& taking the time to fill out this form for us.
APPENDIX E: OLD TEACHER EVALUATION FORM – RAB PROGRAM

TEACHER’S Evaluation
Bullying Awareness
“Stopping Bullying is Everyone’s Responsibility”

School: ..............................................................
Date: ................. Educator: ..............................

Students enjoyed the program
Program fulfilled your expectations
Consideration was given to varying ability levels
Program has been useful to your students
Activities and visual aids were suited to your students

1 Are there further comments you wish to make about the above, the educator and/or their method of presentation?

.............................................................................
.............................................................................
.............................................................................
.............................................................................

2 Are there any other needs in your school the program could have covered?

.............................................................................
.............................................................................

...and from the Educator: thank you
for your help during the program
& taking the time to give us this feedback

Please return to Educator
or post to:
Co-ordinator, Interrelate School Services,
P.O Box 6307 Baulkham Hills NSW 1755

interrelate Strengthening family relationships...since 1926