Evaluating Interrelate's School Education Programs: consolidated report

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EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS:
CONSOLIDATED REPORT

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- The Interrelate Educators who facilitated the distribution and collection of the evaluation forms with their groups. Special thanks go to Lyndall Caldwell and Sally Sweeney for their invaluable collaboration in developing and promoting these revised evaluation forms.
- The Interrelate School Services’ administrative team and Michelle Wilson and Alison Moss for their assistance with collating, entering and/or coding 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.

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REPORT SUMMARY

In working towards their vision of being a ‘lighthouse’ organisation for recognising children, Interrelate offers a suite of six relationship and sexuality education programs for children, families and teachers across New South Wales. Each program is facilitated by specially trained Educators and has a clearly articulated structure, content and objectives, with the four classroom-based programs having been correlated against the NSW Board of Studies’ PD/H/PE syllabus. 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 Consolidated Report is the final in a series of six reports presenting the results of this large-scale evaluation. It overviews the methods used and summarises the key findings across all six programs, with individual program-level results discussed in more detail in the five earlier reports (Newell and Graham, 2011; Newell et al., 2011a; Newell et al., 2011b; Newell et al., 2011c; Newell et al., 2011d). These findings are based on data collected from 276-1804 students, 20-61 teachers (for the four classroom-based programs) and 749 parents (for the two family-based programs), across 43 Minding Me (MM) groups, 56 Moving Into The Teen Years (MTTY) groups, 39 Where Did I Come From? (WDICF) groups, 39 Preparing For Puberty (PFP) groups, 26 Raising Awareness of Bullying (RAB) groups and 84 Kids ConneXions (KC) groups.

Students, teachers and families all reported very high levels of satisfaction with each of Interrelate’s six programs. Students consistently rated the programs as enjoyable, interesting, fun and good to have discussed in a group, although about half also found them somewhat embarrassing or upsetting. Very few students found any of the programs boring but up to one-third found some bits hard to understand. Similarly, almost all teachers and parents rated the programs as engaging, interesting, enjoyable, good value and good to have discussed in a group. Some teachers and parents reported a little embarrassment but very few considered the programs too long or found anything hard to understand. All groups’ written comments reinforced these positive satisfaction ratings, with only a few suggestions for improvement. Teachers were particularly appreciative of the Interrelate Educators’ delivery style and of having an external professional to introduce the topics covered.

Students, teachers and families also all reported having found each of Interrelate’s six programs a very useful learning experience. Students reported moderate-high levels of learning across the wide range of topics covered, within and across programs. Teachers and parents each reported a refreshed understanding of the topics covered, increased confidence, capacity and comfort to discuss them with the children and having learned more about the children’s attitudes towards and/or pre-existing knowledge about the topics. Again, all groups’ written comments reinforced their perceived learnings from each program.

The programs also appear to have been successful at facilitating parent-child discussion of the topics covered. Almost all parents attending the two family-based programs expected to discuss the topics further with their children (mostly ‘a lot’) and about two-thirds of students expected to talk more about the topics covered in all the programs with their families. Older students, female students and those attending larger groups also felt more likely to discuss the topics with their friends.
While student satisfaction and learning ratings were fairly consistent across participant subgroups, some statistically significant differences were detected when comparing students’ mean ratings between the genders, ages and group sizes:

**Female students:** (compared to males)
- felt more embarrassed in the MM and MITTY programs;
- responded more positively to the WDICF and PFP programs;
- felt more likely to further discuss the topics, with their families, friends and/or teachers; and
- consistently reported having learned more, across all programs.

**Older students:** (compared to younger)
- responded more positively to the MM and MITTY programs; and
- felt more likely to further discuss the WDICF topics with their friends.

**Younger students:** (compared to older)
- responded more positively to the WDICF and PFP programs;
- felt more likely to further discuss the PFP topics with their families; and
- felt they had learned more from the WDICF program.

**Students in smaller groups:** (compared to larger)
- responded more positively to the WDICF and PFP programs;
- felt more likely to further discuss the WDICF topics with their families; and
- felt they had learned more – overall for the WDICF program and in relation to many specific items for the PFP program.

**Students in larger groups:** (compared to smaller)
- felt more likely to further discuss the WDICF topics with their friends; and
- felt more likely to further discuss the PFP topics with their teachers.

There were also many statistically significant differences when comparing the mean ratings of parents having attended either one or both of the programs:

**Parents attending both programs:** (compared to PFP only and/or WDICF only)
- felt they received better value for money;
- may have found it a little more embarrassing;
- more often felt it had refreshed their understanding of the topics covered; and
- found the experience more helpful – overall and in relation to knowing how to raise the topics with their child, where to find more information and answering their children’s questions.

**Parents attending WDICF only:** (compared to both and/or PFP only)
- reported being happier with the program’s length; and
- were happier with the group approach.

**Parents attending PFP only:** (compared to both and/or WDICF only)
- found it less interesting.
Although based on post-only surveys (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. This confidence is further strengthened by the mostly high response rates achieved and the similarity of the findings across all six of Interrelate’s programs.

Therefore, Interrelate can confidently promote their existing programs as an acceptable, curriculum-relevant and effective way of introducing senior primary students to relationship and sexuality education topics. However, Interrelate might like to consider whether the programs could usefully be further refined, based on the few concerns or suggestions raised by students, teachers and/or parents (although some comments may conflict with requirements of the NSW Board of Studies). 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 their 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 programs (Years 3-6) is another strength, given most Australian parents’ belief that this 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 teacher involvement in the classroom-based programs is valuable, given parent and teacher-perceived room for improvement in training teachers in the delivery of sexuality education (Macbeth et al., 2009; Milton, 2003). The parental involvement in the family-based programs is also valuable, 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 offers a suite of six relationship and sexuality education programs for children, families and teachers across New South Wales. 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 to conduct a large-scale evaluation of the above education programs. This Consolidated Report is the final in a series of six presenting the results of this evaluation. It overviews the methods used and summarises the key findings across all six programs, with individual program-level results discussed in more detail in the five earlier reports (Newell and Graham, 2011; Newell et al., 2011a; Newell et al., 2011b; Newell et al., 2011c; Newell et al., 2011d).

**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 incorporates elements from a variety of evaluation theories and models, particularly Empowerment Evaluation, which: “aims to increase the probability of 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);
- They are also 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 our approach is the central place of children and young people in the evaluation process. Doing evaluation with (rather than on) children requires researchers to carefully consider the children’s capacities and characteristics, to determine 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**

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. This collaborative process encompassed five of Interrelate’s six school education programs (excluding Kids ConneXions, which was still in a pilot phase) 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 used across this project.

**Data Collection**

In keeping with the participatory nature of this evaluation, Interrelate Educators distributed the relevant new evaluation forms at the end of each of their relevant groups, between Term 3 of 2010 and Term 1 of 2011 (although Educators also used old-style evaluation forms for some Raising Awareness of Bullying groups). The table below summarises the evaluation tools used for each Interrelate program.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>STUDENT SURVEYS</th>
<th>TEACHER SURVEYS</th>
<th>PARENT SURVEYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minding Me (MM)</td>
<td>Post only (see Appendix A)</td>
<td>Post only (see Appendix C)</td>
<td>---</td>
</tr>
<tr>
<td>Moving Into The Teen Years (MITTY)</td>
<td>Post only (see Appendix B)</td>
<td>Post only (see Appendix C)</td>
<td>---</td>
</tr>
<tr>
<td>Where Did I Come From? (WDICF)</td>
<td>Post only (see Appendix D)</td>
<td>---</td>
<td>Post only (see Appendix F)</td>
</tr>
<tr>
<td>Preparing For Puberty (PFP)</td>
<td>Post only (see Appendix E)</td>
<td>---</td>
<td>Post only (see Appendix F)</td>
</tr>
<tr>
<td>Raising Awareness of Bullying (RAB)</td>
<td>Post only (see Appendices G &amp; H)</td>
<td>Post only (see Appendices I &amp; J)</td>
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</tr>
<tr>
<td>Kids ConneXions (KC)</td>
<td>Pre &amp; Post (see Appendices K &amp; L)</td>
<td>Post only (see Appendix M)</td>
<td>---</td>
</tr>
</tbody>
</table>

Completed forms were usually re-gathered by the Educator although some were mailed back to Interrelate, where groups had insufficient time to complete them immediately. Interrelate’s administrative team then forwarded all completed surveys to the CCYP for logging, data entry, coding, cleaning and analyses (except for Kids ConneXions, where most surveys were entered by Interrelate).
DATA ANALYSES
All survey data were entered and analysed using Microsoft Excel. Basic descriptive statistics (eg: 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.

Where adequate data were available, comparative statistics (two-sample t-tests or Chi square tests) were also calculated to determine whether any statistically significant response differences existed between:
- male and female students (for MM, MITTY, WDICF, PFP & RAB programs);
- younger and older students (for MM, MITTY, WDICF, PFP & RAB programs);
- students attending smaller (less than 100 participants) and larger (100 or more participants) groups (for WDICF & PFP programs only);
- parents attending the WDICF program only, the PFP program only and both programs (for WDICF & PFP programs only);
- students’ Pre and Post responses (for KC program only); and
- the Post responses of students in different Pre response groups (for KC program only).

For the MM, MITTY and KC programs, these results are presented only where the statistical testing produced significance (p) values of less than 0.05, with smaller p values indicating larger differences between the groups being compared. However, the smaller sample sizes available for subgroup comparisons in the WDICF, PFP and RAB programs limited the power of this evaluation to detect what may have been ‘real’ differences. Therefore, in order to acknowledge all potentially meaningful differences, results for these three programs are narratively described as higher-lower or more-less when the statistical testing produced significance (p) values of less than 0.2. Where any such comparative 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.

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

The table below details the number of schools, groups, students and teachers or parents participating in the evaluation of each of the six programs in this series of reports. As shown, each program’s evaluation involved over 25 and up to 84 groups, with data from 276-1804 students, 20-61 teachers (for the classroom-based programs) and 749 parents (for the two family-based programs).

<p>| EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: EVALUATION PARTICIPANTS |
|-------------------------------------|--------|--------|--------|--------|--------|--------|</p>
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SCHOOLS</th>
<th>GROUPS</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>PARENTS</th>
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<td>Minding Me (MM)</td>
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<td>Moving Into The Teen Years (MITTY)</td>
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<td>56</td>
<td>1452</td>
<td>61</td>
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<tr>
<td>Where Did I Come From? (WDICF)</td>
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<td>Preparing For Puberty (PFP)</td>
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<td>26</td>
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<td>20</td>
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<tr>
<td>Raising Awareness of Bullying (RAB)</td>
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<td>26</td>
<td>1659</td>
<td>20</td>
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</tr>
<tr>
<td>Kids ConneXions (KC)</td>
<td>35</td>
<td>84</td>
<td>1659</td>
<td>20</td>
<td>---</td>
</tr>
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</table>

As shown in the table below, participating students were:

- Fairly evenly split between females and males for most programs;
- Aged 8 to 14 years, with means varying with program’s target age-groups;
- Mostly from Public Schools, with the remainders attending Catholic, Anglican, Grammar or Montessori schools; and
- Mostly Sydney-based except for the RAB and KC programs.

| EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: PARTICIPATING STUDENT CHARACTERISTICS |
|-----------------------------------------------|--------|--------|--------|--------|--------|
| CHARACTERISTIC                               | MM     | MITY   | WDICF  | RAB    | KC     |
| Gender                                       | Female | 53%    | 52%    | 57%    | 57%    | 67%    | ---    |
| Age Range (years)                            | 8 - 12 | 10 - 13| 7 - 14 | 8 - 14 | 7 - 12 | ---    |
| Mean (years)                                 | 10.6   | 11.5   | 10.1   | 10.8   | 9.5    | ---    |
| School Type                                  | Public School | 95% | 88% | 80% | 87% | 81% | 82% |
| Interrelate Region                           | Far North Coast | 30% | 11% | --- | --- | --- | 9% |
|                                             | Upper Mid-North Coast | --- | --- | --- | --- | --- | 15% |
|                                             | Lower Mid-North Coast | --- | --- | --- | --- | --- | 15% |
|                                             | Central West          | --- | --- | --- | --- | --- | 6% |
|                                             | Hunter                | --- | --- | 2% | 3% | --- | 9% |
|                                             | Central Coast         | --- | --- | --- | --- | --- | 48% |
|                                             | Sydney                | 56% | 84% | 83% | 78% | 19% | --- |
|                                             | Illawarra, Southern Highlands & South Coast | 14% | 5% | 15% | 19% | 81% | --- |
As shown in the table below, participating teachers:
- Were more often females;
- Were usually aged over 40 years (except at MM groups);
- Worked mostly in Public Schools, with the remainders based in Catholic, Anglican, Grammar or Montessori schools;
- Were mostly Sydney-based for the MM and MITY programs, mostly based South of Sydney for the RAB program and all based North of Sydney for the KC program; and
- Had often attended the same Interrelate program with previous classes of students.

Similarly, participating parents/carers were usually female, aged over 40 years and had attended groups held at Public Schools based in Sydney. The size of their WDICF and/or PFP 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>EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: PARTICIPATING ADULT CHARACTERISTICS</th>
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</thead>
<tbody>
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<td>CHARACTERISTIC</td>
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<td></td>
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</tr>
<tr>
<td>Age</td>
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<td>41-50 years</td>
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<tr>
<td>51+ years</td>
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<td>School Type</td>
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<td>Far North Coast</td>
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<td>Upper Mid-North Coast</td>
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<td>Lower Mid-North Coast</td>
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<td>Hunter</td>
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<td>Central Coast</td>
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<tr>
<td>Sydney</td>
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<tr>
<td>Illawarra, Southern Highlands &amp; South Coast</td>
</tr>
<tr>
<td>Attended Before?</td>
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<tr>
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<td>Group Size (total participants)</td>
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</tr>
<tr>
<td>100-199</td>
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<tr>
<td>200-313</td>
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PARTICIPANT FEEDBACK ABOUT INTERRELATE’S SCHOOL PROGRAMS

STUDENT SATISFACTION
As shown in the graph below, students reported very high satisfaction levels with all of Interrelate’s programs, consistently rating them as enjoyable, interesting, good to discuss in a group and fun. About half the students also found the MM, MITTY, WDICF and PFP programs somewhat embarrassing while a quarter found the RAB program somewhat upsetting. Very few students found any of the programs boring but up to one-third found some bits hard to understand.

While these satisfaction ratings were fairly consistent across participant sub-groups, the table below summarises the differences which reached or approached statistical significance when comparing mean ratings between the genders, ages and group sizes.

NOTE: Group size comparisons were explored for only the WDICF and PFP programs.

NOTE: Student satisfaction was not assessed for the KC program.
As shown in the table below, these 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. Overall, about two-fifths of students offered positive feedback about the class-based programs and about one-fifth offered positive feedback about the evening group programs. Most of these comments related to how useful and enjoyable students found the programs and/or expressed their appreciation. Usually in combination with some positive feedback, a few students also voiced some concern about each program (often in relation to feeling embarrassed) and/or suggested ways it may be improved.

<table>
<thead>
<tr>
<th>Written Program Feedback: Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comment Theme</strong></td>
</tr>
<tr>
<td>ANY Positive Comment</td>
</tr>
<tr>
<td>How helpful, valuable, educational or interesting they found the program</td>
</tr>
<tr>
<td>How enjoyable they found the program</td>
</tr>
<tr>
<td>Expressing appreciation or congratulations for the program</td>
</tr>
<tr>
<td>Particularly acknowledging the Educator’s delivery style</td>
</tr>
<tr>
<td>About the program’s importance and/or the need for it to continue</td>
</tr>
<tr>
<td>ANY Concern or Suggestion for Improvement</td>
</tr>
</tbody>
</table>

**NOTE:** Student satisfaction was not assessed for the KC program.

"THAT WAS AWESOME! It was extremely interesting in numerous ways."

"Interrelate was VERY factual but a little descriptive. As much as we all hate learning its better than our parents!"

"Thank you for an educational night and for teaching me about how I was made and for the help in my future!"

"I felt safe to talk about it as a group, and its an experience I will never forget."

"It was embarrassing at first but then I got used to it and felt more comfortable."

"I was happy I could get some answers to some really embarrassing questions."

"It has been the best learning experience I've ever had."

"Thank you! Great lesson! Recommended to all."

"I don't understand sum stuff but maybe that's a good thing."

"I think it would be better if they split the boys and girls into different groups."

"I learnt some things and it was a good program. I am going to use it in the playground if I am bullied."

"I think every boy and girl in year 6 should go to this program."

"Thank you for teaching me you made me feel comfortable in a non-comfortable zone."

"I really enjoyed the program and it is a better and more sensible way to find out about our bodies rather than gossiping girls."

"I think it was the best learning experience I've ever had."

"I didn't understand sum stuff but maybe that's a good thing."

"I really enjoyed it. I learnt a lot and it's a shame it wasn't longer."

"It was very easy to understand what <Educator> said because she explained it very well."

"I really enjoyed it. I learnt a lot and it's a shame it wasn't longer."

"Thank you! Great lesson! Recommended to all."
**Teacher Satisfaction**

As shown in the graph below, teachers reported extremely high satisfaction levels with Interrelate’s four class-based programs, consistently rating them as engaging for their students, interesting, enjoyable, good value and good to discuss in a group. While some teachers found the MM and MITTY programs embarrassing, very few found anything hard to understand and almost none thought the programs too long.

![Graph showing teacher satisfaction ratings](image)

Using a different evaluation form, almost all teachers also agreed that the KC program involved suitable activities and resources, was enjoyable and useful for their students, fulfilled their own expectations and catered for students with varying ability levels.

As shown in the table below, these positive satisfaction ratings were again supported by teachers’ written responses to a final open-ended question asking if there was anything else they wanted to say. A majority of teachers (up to 85%) offered positive feedback about each of the class-based programs. Most of these comments praised each program’s approach, activities, resource or content areas and the Educators’ delivery styles. A few teachers also raised concerns and/or suggested ways each program might be improved.

<table>
<thead>
<tr>
<th>Written Program Feedback: Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMENT THEME</strong></td>
</tr>
<tr>
<td>ANY Positive Comment</td>
</tr>
<tr>
<td>Praising the program’s approach, activities and/or resources</td>
</tr>
<tr>
<td>Praising the overall program and/or particular content areas</td>
</tr>
<tr>
<td>Particularly acknowledging the Educator’s delivery style</td>
</tr>
<tr>
<td>Expressing appreciation or congratulations for the program</td>
</tr>
<tr>
<td>ANY Concern or Suggestion for Improvement</td>
</tr>
<tr>
<td>ANY Concern or Suggestion for Improvement</td>
</tr>
</tbody>
</table>

*Note: Teachers’ actual comments can be reviewed in the corresponding individual program reports.*
**Parent Satisfaction**

As shown in the table below, parents also reported extremely high satisfaction levels with Interrelate’s two family-based group 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, very few thought it was too long or hard to understand.

<table>
<thead>
<tr>
<th>Where Did I Come From? &amp;/or Preparing for Puberty: Parent Satisfaction Ratings (n = 749)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Did you enjoy this program – overall?</td>
</tr>
<tr>
<td>It was interesting</td>
</tr>
<tr>
<td>It was good value</td>
</tr>
<tr>
<td>It was good talking about it in a group</td>
</tr>
<tr>
<td>It was embarrassing</td>
</tr>
<tr>
<td>It was too long</td>
</tr>
<tr>
<td>Some bits were hard to understand</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 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 ($t=2.1785$, $p=0.0864$);
- **Parents attending only WDICF reported being happier with the program’s length** than those attending only PFP ($t=2.5223$, $p<0.05$) 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 ($t=1.7172$, $p=0.0866$).

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

- 17% who praised the overall program and/or particular content areas;
- 15% who welcomed the program’s approach, activities and/or resources;
- 7% who expressed their appreciation and/or congratulations for the program; and
- 6% who particularly acknowledged the Educator’s delivery style.

Usually in combination with some positive feedback, **5% of parents also voiced some concern and/or suggested ways the WDICF & PFP programs may be improved.** Parents’ actual comments can be reviewed in the individual report covering these programs.
EVALUATING INTERRELATE’S SCHOOL EDUCATION PROGRAMS: Consolidated Report

PERCEIVED LEARNINGS FROM INTERRELATE’S SCHOOL PROGRAMS

STUDENT LEARNINGS – OVERALL RATINGS

As shown in the graph below, almost all students found the Interrelate programs useful, with moderate-high levels of learning reported across the wide range of topics covered (within and across programs). Most students also felt they would discuss the topics further, particularly with their families.

The table below summarises the three most highly-rated learnings from each program using the new evaluation forms. Please see Appendix N for a full summary of students’ mean ratings across all learning-related survey items.

Using a different evaluation form, almost all students responded positively to the learning-oriented questions about the KC program:

- 94% (n=1367) of Post survey respondents reported having learned ‘a bit’ or ‘a lot’ about the number of relationships they had;
- 87% (n=1255) of Post survey respondents felt they came to know their relationship strengths and weaknesses ‘a bit’ or ‘a lot’ better;
- 86% (n=1241) of Post survey respondents felt ‘a bit’ or ‘much’ more confident about their ability to leave a bad relationship; and
- 63% (n=913) of Post survey respondents felt it was ‘easy’ to tell if a relationship was healthy or unhealthy (compared to only 24% of Pre survey respondents).
**STUDENT LEARNINGS – SUB-GROUP VARIATIONS**

As detailed in the following table, female students consistently reported having learned more than male students, across all programs using the new evaluation forms. Older and younger students’ responses were mostly similar except for the WDICF program, where younger students reported having learned more than older students. In both evening programs, students attending smaller groups reported learning more than those in larger groups – overall for the WDICF program and in relation to many specific items for the PFP program.

<table>
<thead>
<tr>
<th>SUB-GROUP</th>
<th>MM</th>
<th>MITY</th>
<th>WDICF</th>
<th>PFP</th>
<th>RAB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female students</strong>&lt;br&gt;learned more about:</td>
<td>Menstruation (&lt;0.0001)</td>
<td>How to keep safe (&lt;0.0001)</td>
<td>Boys' bodies (&lt;0.00001)</td>
<td>Overall (&lt;0.001)</td>
<td>Overall (&lt;0.00001)</td>
</tr>
<tr>
<td></td>
<td>‘OK’ &amp; ‘not OK’ behaviours (&lt;0.005)</td>
<td>How babies develop (&lt;0.00005)</td>
<td>How babies are made (&lt;0.005)</td>
<td>How to keep safe (&lt;0.005)</td>
<td>How boys’ bodies change (&lt;0.001)</td>
</tr>
<tr>
<td></td>
<td>Feelings they may have during puberty (&lt;0.005)</td>
<td>How babies develop (&lt;0.00005)</td>
<td>How to keep safe (&lt;0.005)</td>
<td>How to keep safe (&lt;0.005)</td>
<td>Things to do if bullied (&lt;0.05)</td>
</tr>
<tr>
<td></td>
<td>Building good friendships (&lt;0.01)</td>
<td>How to keep safe (&lt;0.005)</td>
<td>Different types of families (&lt;0.05)</td>
<td>Overall (&lt;0.00005)</td>
<td>Things to do if see others bullied (&lt;0.1230)</td>
</tr>
<tr>
<td></td>
<td>Different relationship types (&lt;0.05)</td>
<td>Women’s bodies (&lt;0.0004)</td>
<td></td>
<td></td>
<td>How to keep safe (p=0.1275)</td>
</tr>
<tr>
<td><strong>Male students</strong>&lt;br&gt;learned more about:</td>
<td>Nocturnal emissions/ wet dreams (&lt;0.05)</td>
<td>Girls’ bodies (&lt;0.05)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Younger students</strong>&lt;br&gt;learned more about:</td>
<td>No age-group differences</td>
<td>No age-group differences</td>
<td>How babies are made (&lt;0.0001)</td>
<td>No age-group differences</td>
<td>No age-group differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Men’s bodies (&lt;0.0005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How babies develop (&lt;0.005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Different types of families (&lt;0.05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Women’s bodies (&lt;0.1221)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students in smaller groups</strong>&lt;br&gt;learned more about:</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Overall (&lt;0.0678)</td>
<td>Overall (&lt;0.05)</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nocturnal emissions/ wet dreams (&lt;0.0001)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Erections (&lt;0.0005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overall (&lt;0.05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Menstruation (&lt;0.0501)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Group size comparisons were explored for only WDICF and PFP programs. **NOTE:** Student characteristics were not asked for KC program.

Female students consistently felt more likely than male students to further discuss the topics:

- **with their families** – for the MM (t=5.1336, p<0.00005), MITY (t=3.9386, p<0.0001), PFP (t=3.3893, p<0.001) and WDICF (t=1.7000, p=0.0870) programs;
- **with their friends** – for the MM (t=2.7284, p<0.01), MITY (t=3.8329, p<0.0001) and PFP (t=1.7160, p=0.0870) programs; and
- **with their teacher** – for the MM (t=2.7990, p<0.01) program.

For the WDICF program, older students (t=3.8630, p<0.0001) and students from larger groups (t=2.4338, p<0.05) felt more likely to further discuss the topics with their friends, while students from smaller groups (t=2.4821, p<0.05) felt more likely to do so with their families. For the PFP program, 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).
**Student Learnings – Written Comments**

As shown in the graph below, the positive learning ratings were supported by students’ written responses, with the majority of students answering an open-ended question about ‘The best thing I learned was …’ for each of the Interrelate programs. While a few students wrote simply that they had learned “lots”, most comments highlighted specific, and often multiple, learnings, across five broad themes that related well back to each program’s key learning objectives.

![Graph showing percentage of students' responses](image)

**Note:** This question was not asked for the KC program.

**Examples of Learnings about Puberty**

- How our bodies develop and how to handle it.
- About things I did not know and that it was normal and don’t be embarrassed.
- The random erection thing. The penis sticks up several times at night.
- How the ladies change like there boobs and how the mens penis and testicles change.
- That boy’s also have it hard in puberty.
- That having mood changes is perfectly normal and that everyone changes.
- About the girl peroid how it works why we have it and what to do about it.
- That every body will get a pimple. How to control acne and zits.
- Knowing what's going on in my body so I can prepare.

**Examples of Learnings about Reproduction**

- That you need a man and women to make a baby.
- That not everyone was born by having sex.
- How the baby breathes in the mum’s uterus. How the baby develops.
- About how babies are born and develop in the mums tummy.
- That the vagina open from during birth.
- How a baby can be born (the different ways)
- The responsibilities of parents and how hard it is to be a parent when your young.
- It takes 1 sperm and 1 egg to make a baby.
- Lots of people have also been caesareans.
Examples of Learnings about Bodies and Sexuality

- The human body is very weird and amazing.
- That there is milky stuff that you sweat and it makes you like something or be attracted to something.
- The man has hairs all over the body such as chest hair and arm hair.
- The different between a girl's private parts and a boy's, how both genders private part work.
- That females have 3 openings but males have 2.
- That there's more to sex then I realised.
- How the body works and how to take care of our body.
- Having sex brings great responsibilities. The dangers of underage sex.
- How you have sex and how the penis has to be erect for sex.
- To wear protection if you don't want a baby.
- That even with a condom on you can still catch HIV (AIDS).
- That there is milky stuff that you sweat and it makes you like something or be attracted to something.

Examples of Self-related Learnings

- It helped me understand who I am as an individual.
- About the Ripple effect. Also how making one bad dissision can end up being a bad life.
- How to keep yourself safe, making good choices.
- I learned not to put myself down and I learned some self respect.
- I will make the right decisions in life and that everyone is special in there own way.
- About precious parts we should keep to ourselves.
- What I can do to help myself and knowing I'm in control of my life.
- That it is ok to talk about anything we need to.

Examples of Learnings about Relationships and Bullying

- I learnt a lot about relationships and that there are responsibility in them because I am in a relationship.
- That my friends and I will probably not be best friends forever. It's ok if your best friend changes.
- It helped me understand how to maintain relationships.
- I learnt that you should treat your friends the way you wanted to be treated.
- What do friendships could be broken so easy and how they could be put back together.
- I learnt some things I am going to use in the playground if I am bullied.
- The thing I learnt most about is to be a little smarter then the bully.
- That cyber bullying is just as bad as normal bullying.
- When someone bullies you you have to fight back (not with violence).
- I learnt that if you do it on accident you say sorry but if you are bullying you do it again and again.
- If you see someone getting bullied you could say stop I don't like it old.
**Teacher Learnings**

As shown in the graph below, almost all teachers found the class-based Interrelate programs useful, overall and particularly for boosting their confidence, capacity and comfort to discuss the topics covered with their students. Most teachers also felt the programs had refreshed their understanding of the topics covered and expected to talk more about them with their classes.

As shown in the table below, these positive learning ratings were supported by teachers’ written comments, with about half indicating some personal learning in response to an open-ended question asking ‘The best thing I learned was …’. Although the order varied across programs, all the teachers’ written comments related to four key themes: having gained some additional content knowledge, having learned about the students and their pre-existing knowledge levels and feeling better equipped to discuss the topics further with their students.

<table>
<thead>
<tr>
<th>Comment Theme</th>
<th>MM (n=45)</th>
<th>MTTY (n=61)</th>
<th>RAB (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Perceived Personal Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gained some extra content knowledge about the topics covered in the program</td>
<td>60%</td>
<td>52%</td>
<td>45%</td>
</tr>
<tr>
<td>Learned about their students (eg: maturity, openness, point of view) from their reactions during the program</td>
<td>22%</td>
<td>8%</td>
<td>20%</td>
</tr>
<tr>
<td>Felt better prepared or more confident to discuss the topics with their students</td>
<td>18%</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>Surprised by their students’ pre-existing knowledge levels about the topics covered</td>
<td>9%</td>
<td>16%</td>
<td>15%</td>
</tr>
</tbody>
</table>

*Note: Teachers’ actual comments can be reviewed in the corresponding individual program reports.*

*Note: Teachers’ perceived learnings were not assessed for the KC program.*
**Parent Learnings**

As shown in the table below, parents found Interrelate's two family-based programs extremely useful, particularly for boosting their confidence, comfort and capacity to discuss the topics covered. Three-quarters of parents felt the programs had refreshed their own understanding of the topics covered and almost all expected to discuss them further with their children.

<table>
<thead>
<tr>
<th>Question</th>
<th>No, not at all / not really</th>
<th>Maybe</th>
<th>Yes, a little / 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>
<tr>
<td>It refreshed my understanding of the topics covered</td>
<td>16%</td>
<td>7%</td>
<td>76%</td>
<td>4.01, 3.81, 4.09, 4.18</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:
  - Having refreshed their understanding of the topics covered (t=3.5899, p<0.0005);
  - 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 PFP program felt more helped than those attending only WDICF** in relation to: Having refreshed their understanding of the topics covered (t=2.3065, p<0.05).

- **However, parents attending only the WDICF program may have felt more helped than those attending only PFP** 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 learning ratings were supported by parents’ written comments, with over one-third indicating some personal learning, including:

- **19% (n=139)** who commented on having gained some extra or refreshed their knowledge about the topics covered;
- **11% (n=81)** who commented on feeling better prepared or more confident to discuss the topics with their children; and
- **5% (n=36)** who commented on having learned more about their children (e.g., maturity, openness, point of view, pre-existing knowledge) from their responses during the program.
REFERENCES


# APPENDICES

## Appendix A: Student Evaluation Form – *Minding Me*

**STUDENT Evaluation**

**Minding Me**

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

<table>
<thead>
<tr>
<th>1. Did you enjoy this program – over all? (please tick a box)</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>2. And did you find the program useful – over all? (please tick a box)</td>
<td>☐ No, not at all</td>
<td>☐ Not really</td>
<td>☐ Maybe</td>
<td>☐ Yes, a little</td>
<td>☐ 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>

| 4. The best thing I learned was: | ............................................................................................................. |

<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) How to build good friendships</td>
</tr>
<tr>
<td>b) Different types of relationships</td>
</tr>
<tr>
<td>c) “OK” and “Not OK” behaviours</td>
</tr>
<tr>
<td>d) How girls’ bodies change in puberty</td>
</tr>
<tr>
<td>e) How boys bodies change in puberty</td>
</tr>
<tr>
<td>f) The different feelings you may have as your body changes</td>
</tr>
<tr>
<td>g) Menstruation (periods)</td>
</tr>
<tr>
<td>h) Nocturnal emissions (wet dreams)</td>
</tr>
<tr>
<td>i) 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) Female Male</th>
<th>HOW OLD ARE YOU? years</th>
</tr>
</thead>
</table>

| 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: STUDENT EVALUATION FORM – MOVING INTO THE TEEN YEARS

**STUDENT Evaluation**

**MOVING INTO THE TEEN YEARS**

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

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>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) It was interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) It was embarrassing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) It was fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Some bits were hard to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) It was boring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) It was good talking about it in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Girls’ bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Boys’ bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) How we’re all unique individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) How bodies change during puberty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) The different feelings you may have as your body changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Menstruation (periods)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Nocturnal emissions (wet dreams)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) How babies are made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) How babies develop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Making good choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) How to keep yourself safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Will you talk more about these things now? *(please tick a box for each person)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) With your friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) With your teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) With your family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 C: TEACHER EVALUATION FORM - MINDING ME & MOVING INTO THE TEEN YEARS

**TEACHER Evaluation**

MINDING ME/ MOVING INTO THE TEEN YEARS

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

---

Which program did your class attend? *(please tick a box)*

- [ ] Minding Me
- [ ] Moving Into the Teen Years

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)*

<table>
<thead>
<tr>
<th>a) It was interesting</th>
<th>b) It was embarrassing</th>
<th>c) It was good value</th>
<th>d) Some bits were hard to understand</th>
<th>e) It was too long</th>
<th>f) It was good talking about it in a group</th>
<th>g) It refreshed my understanding about the topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO, NOT AT ALL</td>
<td>NOT REALLY</td>
<td>MAYBE</td>
<td>YES, A LITTLE</td>
<td>YES, A LOT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The best thing I learned was:

---

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

<table>
<thead>
<tr>
<th>a) Knowing how to raise the topics with your class</th>
<th>b) Feeling comfortable discussing the topics with your class</th>
<th>c) Feeling confident that you can answer questions on the topics</th>
<th>d) Where to find more information on these topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO, NOT AT ALL</td>
<td>NOT REALLY</td>
<td>MAYBE</td>
<td>YES, A LITTLE</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

7. Will you now talk any more with your class about these things? *(please tick a box)*

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

8. Have you attended this program before? *(please tick a box)*

   - 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: Student Evaluation Form – Where Did I Come From?

**Student Evaluation**

**Where Did I Come From?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you enjoy this program – overall? (please tick a box)</td>
<td>No, not at all</td>
</tr>
<tr>
<td>2. And did you find the program useful – overall? (please tick a box)</td>
<td>No, not at all</td>
</tr>
<tr>
<td>3. Do you agree with these things people have said about the program?</td>
<td>No, Not at All</td>
</tr>
<tr>
<td>a) It was interesting</td>
<td>1</td>
</tr>
<tr>
<td>b) It was embarrassing</td>
<td>1</td>
</tr>
<tr>
<td>c) It was fun</td>
<td>1</td>
</tr>
<tr>
<td>d) Some bits were hard to understand</td>
<td>1</td>
</tr>
<tr>
<td>e) It was boring</td>
<td>1</td>
</tr>
<tr>
<td>f) It was good talking about it in a group</td>
<td>1</td>
</tr>
<tr>
<td>4. The best thing I learned was:</td>
<td></td>
</tr>
<tr>
<td>5. Did you learn anything new about …?</td>
<td>No, Not at All</td>
</tr>
<tr>
<td>a) Different types of families</td>
<td>1</td>
</tr>
<tr>
<td>b) Women’s bodies</td>
<td>1</td>
</tr>
<tr>
<td>c) Men’s bodies</td>
<td>1</td>
</tr>
<tr>
<td>d) How babies are made</td>
<td>1</td>
</tr>
<tr>
<td>e) How babies develop</td>
<td>1</td>
</tr>
<tr>
<td>f) How to keep yourself safe</td>
<td>1</td>
</tr>
<tr>
<td>6. Will you talk more about these things now?</td>
<td>No, Not at All</td>
</tr>
<tr>
<td>a) With your friends</td>
<td></td>
</tr>
<tr>
<td>b) With your teacher</td>
<td></td>
</tr>
<tr>
<td>c) With your family</td>
<td></td>
</tr>
<tr>
<td>7. About you:</td>
<td></td>
</tr>
<tr>
<td>ARE YOU? (please circle one)</td>
<td>Female</td>
</tr>
<tr>
<td>How OLD are YOU?</td>
<td>years</td>
</tr>
<tr>
<td>8. Anything else you want to say?</td>
<td></td>
</tr>
</tbody>
</table>

**Thank you very much** – for your help during the program & for taking the time to answer these questions
## Appendix E: Student Evaluation Form – Preparing for Puberty

### Student Evaluation

**Preparation for Puberty**

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

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
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - b) It was embarrassing
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - c) It was fun
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - d) Some bits were hard to understand
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - e) It was boring
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - f) It was good talking about it in a group
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot

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
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - b) How girls’ bodies change
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - c) How boys bodies change
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - d) The different feelings you may have as your body changes
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - e) Menstruation (periods)
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - f) Erections
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - g) Nocturnal emissions (wet dreams)
     - [ ] No, not at all
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot

6. Will you talk more about these things now? (please tick a box for each person)
   - a) With your friends
     - [ ] No
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - b) With your teacher
     - [ ] No
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot
   - c) With your family
     - [ ] No
     - [ ] Not really
     - [ ] Maybe
     - [ ] Yes, a little
     - [ ] Yes, a lot

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 F: PARENT EVALUATION FORM – WHERE DID I COME FROM? & PREPARING FOR PUBERTY

<table>
<thead>
<tr>
<th>PARENT/ FAMILY Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHERE DID I COME FROM? / PREPARING FOR PUBERTY</td>
</tr>
<tr>
<td>Return completed forms to: the Educator … or … Reply Paid 637, Intereate School Services, PO Box 6307, Baulkham Hills, NSW 1755</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which program(s) did you attend? (please tick a box)</td>
<td>Where Did I Come From?</td>
<td></td>
</tr>
<tr>
<td>Preparing for Puberty</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>1. Did you enjoy this program – overall? (please tick a box)</td>
<td>No, not at all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not really</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maybe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a little</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a lot</td>
<td></td>
</tr>
<tr>
<td>2. And did you find the program useful – overall? (please tick a box)</td>
<td>No, not at all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not really</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maybe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a little</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a lot</td>
<td></td>
</tr>
<tr>
<td>3. Do you agree with these things people have said about the program?</td>
<td>(please circle a number for each comment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO, NOT AT ALL</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NOT REALLY</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MAYBE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>YES, A LITTLE</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>YES, A LOT</td>
<td>5</td>
</tr>
<tr>
<td>a) It was interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) It was embarrassing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) It was good value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Some bits were hard to understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) It was too long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) It was good talking about it in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) It refreshed my understanding about the topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The best thing I learned was:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has coming to the program helped you with …?</td>
<td>(please circle a number for each item)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO, NOT AT ALL</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NOT REALLY</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MAYBE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>YES, A LITTLE</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>YES, A LOT</td>
<td>5</td>
</tr>
<tr>
<td>a) Knowing how to raise the topics with your child/ children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Feeling comfortable discussing the topics with your child/ children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Feeling confident that you can answer your child’s questions on these topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Where to find more information on these topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Will you now talk any more with your child/ children about these things? (please tick a box)</td>
<td>No, not at all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not really</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maybe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a little</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, a lot</td>
<td></td>
</tr>
<tr>
<td>7. About you: ARE YOU: Female Male</td>
<td>WHICH AGE-GROUP ARE YOU?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Under 30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>51+</td>
<td>4</td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH – FOR YOUR HELP DURING THE PROGRAM & FOR TAKING THE TIME TO ANSWER THESE QUESTIONS
**APPENDIX G: STUDENT EVALUATION FORM (NEW) – RAISING AWARENESS OF BULLYING**

**STUDENT Evaluation**

**RAISING AWARENESS OF BULLYING**

<table>
<thead>
<tr>
<th></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>1. Did you enjoy this program – overall?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>No, not at all</td>
<td>Not really</td>
<td>Maybe</td>
<td>Yes, a little</td>
<td>Yes, a lot</td>
</tr>
<tr>
<td>2. And did you find the program useful – overall?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>No, not at all</td>
<td>Not really</td>
<td>Maybe</td>
<td>Yes, a little</td>
<td>Yes, a lot</td>
</tr>
<tr>
<td>3. Do you agree with these things people have said about the program?</td>
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<td></td>
<td>(please circle a number for each comment)</td>
<td></td>
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<td></td>
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</tr>
<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>
<tr>
<td>4. The best thing I learned was:</td>
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<tr>
<td>5. Do you agree that …?</td>
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<td></td>
<td>(please circle a number for each item)</td>
<td></td>
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<td></td>
</tr>
<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>
<tr>
<td>6. Did you learn anything new about …?</td>
<td></td>
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<td></td>
<td>(please circle a number for each item)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>7. What ways of bullying can you think of:</td>
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<td></td>
</tr>
<tr>
<td>8. About you:</td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>HOW OLD ARE YOU?</td>
<td>years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HAVE YOU DONE THIS PROGRAM BEFORE?</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Anything else you want to say?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

**THANK YOU VERY MUCH** – FOR YOUR HELP DURING THE PROGRAM & FOR TAKING THE TIME TO ANSWER THESE QUESTIONS
APPENDIX H: STUDENT EVALUATION FORM (OLD) – RAISING AWARENESS OF BULLYING

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

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.

interrelate  Strengthening family relationships...since 1920
APPENDIX I: TEACHER EVALUATION FORM (NEW) – RAISING AWARENESS OF BULLYING

TEACHER Evaluation

RAISING AWARENESS OF BULLYING

Return completed forms to: the Educator … or … Reply Paid 837, Intergelate School Services, PO Box 6307, Baulkham Hills, NSW 1755

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
   - 1
   - 2
   - 3
   - 4
   - 5

   b) It was upsetting
   - 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 bullying issues
   - 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
   - 1
   - 2
   - 3
   - 4
   - 5

   b) Feeling comfortable discussing bullying issues with your class
   - 1
   - 2
   - 3
   - 4
   - 5

   c) Feeling confident that you can answer questions on bullying issues
   - 1
   - 2
   - 3
   - 4
   - 5

   d) Where to find more information on bullying issues
   - 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 J: TEACHER EVALUATION FORM (OLD) – RAISING AWARENESS OF BULLYING

TEACHER’S Evaluation

Bullying Awareness

“Stopping Bullying is Everyone’s Responsibility”

School: .................................................................

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

Students enjoyed the program
Strongly Agree  Agree  Disagree  Strongly Disagree
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, Intere late School Services,
P O Box 6307 Baulkham Hills NSW 1755
### Student’s Pre Evaluation

**Your name:**

**Class:**

**School:**

1. How many relationships do you think you have?

2. How much do you know about what makes the difference between good and bad relationships?
   - [ ] I wish I knew a lot more
   - [ ] I’d like to know a bit more
   - [ ] I’m happy with what I know already

3. How easy is it, do you think, to be able to tell if a relationship is healthy or unhealthy for you?
   - [ ] easy
   - [ ] equally easy or hard
   - [ ] hard
   - [ ] mostly don’t think about it

4. Would you say you bring to your relationships...
   - [ ] mostly good stuff
   - [ ] more good stuff than bad
   - [ ] equal good and bad stuff
   - [ ] more bad stuff than good
   - [ ] mostly bad stuff

5. How well do you think you know your strengths and weaknesses in relationships?
   - [ ] know myself very well
   - [ ] know myself enough to get by
   - [ ] don’t know myself well enough

6. When a relationship becomes uncomfortable, unpleasant, unhealthy or unsafe, how confident are you in saying “No” or walking away?
   - [ ] very confident
   - [ ] confident enough
   - [ ] not very confident
   - [ ] not at all confident

---

**Interrelate Family Centres**

Strengthening Family Relationships...since 1926

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APPENDIX L: STUDENT EVALUATION FORM (POST) – KIDS CONNECTIONS

Student’s Post Evaluation

Your name...................................................................................................................................................

Class..................................................................................................................School....................................................................................................................................

1. When you guessed how many relationships you have do you now think you...
   □ guessed too many?
   □ got it right?
   □ guessed not enough?

2. How much more did you learn about this than you’d thought about beforehand? I learned -
   □ a lot more
   □ a bit more
   □ nothing new

3. How easy do you think it will now be to tell if a relationship is healthy or unhealthy for you?
   □ easy
   □ equally easy or hard
   □ hard
   □ mostly don’t think about it

4. What do you think now about your future part in your relationships, would you say you are more likely to bring
to these relationships.....
   □ mostly good stuff
   □ more good stuff than bad
   □ equal good and bad stuff
   □ more bad stuff than good
   □ mostly bad stuff

5. Thinking now about your strengths and weaknesses in relationships...
   Following the session I know my strengths and weaknesses -
   □ a lot better
   □ a bit better
   □ just about the same/not sure
   □ less or confused

6. Say a relationship becomes uncomfortable, unpleasant, unhealthy or unsafe, having completed this session how confident are you in saying “No” or walking away?
   □ I’m much more confident now
   □ I’m a bit more confident now
   □ Not much difference or just the same
   □ Less confident or confused

Thank you for filling in this form!

www.interrelate.org.au

CENTRE FOR CHILDREN & YOUNG PEOPLE, SOUTHERN CROSS UNIVERSITY

research. education. advocacy
APPENDIX M: TEACHER EVALUATION FORM – KIDS CONNEXIONS

Teacher’s Evaluation

School: .................................................................

Date: .......................... Trainer: .................................

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?

3. Have you ever seen this program before? □ Yes □ No

4. If Yes, A) How many times ...........................................
   B) How did this compare to previous presentations
      —with regards to program content: .........................
      —with regards to Trainer’s presentation: ...................

...and from the Trainer: thank you

for your help during the program
& taking the time to give us this feedback

Please return to Educator
or post to: Project Officer - Kids ConneXions
PO BOX 2349, Danger NSW 2309

Add any additional regional info here!
## APPENDIX N: STUDENTS’ LEARNING RATINGS – ALL PROGRAMS

**PROGRAM LEARNINGS: STUDENTS’ MEAN RATINGS**  
(Maximum rating = 5 points)

<table>
<thead>
<tr>
<th>Learning about …</th>
<th>MM (N=979)</th>
<th>MITTY (N=1452)</th>
<th>WDICF (N=590)</th>
<th>PFP (N=413)</th>
<th>RAB (N=142)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bodies</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Girls’ / Women’s bodies</td>
<td>---</td>
<td>4.01</td>
<td>4.11</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Boys’ / Men’s bodies</td>
<td>---</td>
<td>3.90</td>
<td>4.00</td>
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<tr>
<td><strong>Reproduction</strong></td>
<td></td>
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<tr>
<td>How babies are made</td>
<td>---</td>
<td>3.95</td>
<td>4.12</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How babies develop</td>
<td>---</td>
<td>4.09</td>
<td>4.15</td>
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</tr>
<tr>
<td>Different types of families</td>
<td>---</td>
<td>---</td>
<td>3.34</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Relationships &amp; Personal Safety</strong></td>
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<tr>
<td>How we’re all unique individuals</td>
<td>---</td>
<td>3.83</td>
<td>---</td>
<td>---</td>
<td>3.89</td>
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<tr>
<td>Different types of relationships</td>
<td>3.86</td>
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<tr>
<td>How to build good friendships</td>
<td>3.96</td>
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</tr>
<tr>
<td>How to keep yourself safe</td>
<td><strong>4.29</strong></td>
<td><strong>4.16</strong></td>
<td>3.74</td>
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<td><strong>4.34</strong></td>
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<tr>
<td>Making good choices</td>
<td>---</td>
<td>4.13</td>
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<tr>
<td>“OK” and “Not OK” behaviours</td>
<td>4.11</td>
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<tr>
<td><strong>Bullying</strong></td>
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<tr>
<td>Things you can do if you are bullied</td>
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<td><strong>4.34</strong></td>
</tr>
<tr>
<td>Things you can do if you see someone else being bullied</td>
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<td><strong>4.40</strong></td>
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<td>How it feels to be bullied</td>
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<td>3.98</td>
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<tr>
<td><strong>Puberty</strong></td>
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<tr>
<td>Why puberty happens</td>
<td>---</td>
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<td>4.19</td>
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<tr>
<td>How bodies change during puberty</td>
<td><strong>4.34</strong> (girls’ bodies)</td>
<td>4.09</td>
<td>---</td>
<td>4.28 (girls’ bodies)</td>
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</tr>
<tr>
<td>4.26 (boys’ bodies)</td>
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<td>---</td>
<td>---</td>
<td>4.16 (boys’ bodies)</td>
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<tr>
<td>The different feelings you may have as your body changes</td>
<td>4.16</td>
<td>3.97</td>
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<td>Menstruation (periods)</td>
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<td>Nocturnal emissions (wet dreams)</td>
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<tr>
<td>Erections</td>
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<td>3.91</td>
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**Note:** These questions were not asked in the KC program.