

Teenpower Violence Prevention Project

2011 Evaluation



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INTRODUCTION

Standards and Monitoring Services (SAMS) was employed by the Teenpower Violence Prevention Project™ (TPVPP) in 2011 to undertake an evaluation of the Project in year 8 and 10 classrooms in the Nelson/Tasman Districts. The evaluation took the form an intensive quantitative study using survey material that aimed to cover the central aims of the project and qualitative research designed to add depth and richness to the quantitative material.

The quantitative evaluation involved before and after surveys of four classrooms (one year 8 and three year 10), two presentations of the survey to three control groups with a gap equivalent to the length of the Teenpower Project operating in a classroom (included one year 8 and two year 10 classes) and a series of teacher questionnaires.

The qualitative evaluation included interviews with four teachers, one senior instructor in Teenpower, five students and a presentation plus discussion for one entire class. There was also review of student generated scenarios, the draft work programme for teachers, and related Teenpower materials (such as the “skill cards” used to describe and practice particular scenarios and strategies).

The resulting evaluation provides two interrelated groups of material. Firstly, it provides empirical analysis of the effectiveness of the Project material. Secondly, it allows researchers to constructively assess the content of the material based on the reports of students and teachers (primarily) and provide recommendations. It also allows the evaluators and the Project organisers opportunity to further refine the survey for future evaluations.

MAIN FINDINGS

Teacher interviews and related material

- All of the teachers saw value in the Teenpower Project and all indicated they would like to retain all or part of the content for their classrooms.
- The teachers (and students) were impressed with the 'skill cards' use to discuss each topic and used them both as a demonstrative tool and for practical demonstrations of the skills/scenarios outlined on the back of each card.
- All of the teachers believed the students benefited from the Project and were now better able to keep themselves safe in a variety of situations.
- All teachers believed the self defence part of the course was important. However, the number of lessons used to cover the material may be an issue in some classrooms. Teachers were also concerned with the cost when Teenpower instructors presented their part of the project.
- The teachers used various styles to teach the material. Discussion with teachers of what works best may be advisable prior to commencement of the Project in schools
- The teachers believed the material complimented other work they were presenting and one indicated that Teenpower material could be integrated with that material.
- Students had mixed responses to creating their own scenarios, especially if these were shared.

Feeling safer and being confident

- In general students report they did not feel safer in their own community as a results of the Teenpower Project. This may however, be a product of how students perceive their community generally and be outside the scope of the Teenpower Project.
- Year 10 students were generally very confident they could seek and receive help if they needed it. This was evident before the Teenpower Project began and was retained after it was concluded. Maintenance did not occur for the control groups indicating that the Teenpower Project may have affirmed confidence.
- Year 8 students were more confident in their beliefs that they could seek and receive help by the time the Teenpower Project concluded. This result was different from the year 8 control group, indicating that the Teenpower Project may have assisted with feelings of confidence in the year 8 group.

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- More than half of the students in three of the four learning groups believed the Teenpower Project made them “a bit” to “a lot” more confident they could seek help when they felt unsafe.
- More than half of the students in three of the four learning groups believed the Teenpower Project gave them more confidence to handle unsafe situation in ways that are realistic (“some” to “a lot”).
- Most of the students (three out of four learning groups) believed the Teenpower Project had some influence over their ability to recognise when something is wrong or unsafe.
- One year 10 learning group generally did not believe the Teenpower Project assisted with their sense of confidence in recognising, seeking help for or handling unsafe situations.

Seeking help

- More year 10 and year 8 students believed they should seek advice or assistance when a friend tells them a secret that is potentially dangerous to the friend or others when compared with control groups.
- More year 10 students believed they should seek help if they come across a situation where people are fighting or hurting each other both at the end of the Teenpower Project and when compared with control groups.
- Year 10 students increased the range of people they believed they could or would approach when they required assistance by the end of the Teenpower Project and when compared with the control groups.
- More year 10 students stated they would seek help after they escaped an attack by the end of the Teenpower Project and fewer stated they did not know what to do.
- One year 10 class indicated they would seek advice if a friend did something wrong by the end of the Teenpower Project. There were no similar increases in any other learning group.
- Year 8 students did not show positive gains in situations such as friends having dangerous secrets, people fighting or escaping an attack as a result of the Teenpower Project.
- Three out of four learning groups (including the year 8 group) considered they learned “a bit” from the Teenpower Project with regard to understanding how to get help if something is unsafe. One year 10 group did not believe the Teenpower Project assisted in this regard despite evidence to the contrary.

Staying out of reach

- All year 10 learning groups preferred to “leave the situation” as quickly as possible when confronted with a group of drunks looking for trouble. This affect was stronger in the girls group.

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- Year 10 boys and year 8 students preferred to move toward other people (not necessarily leaving the situation entirely) but stay out of reach when confronted by a group of drunks looking for trouble.
- All learning groups provided answers that suggested moving a safe distance away or leaving entirely was an appropriate response when others were fighting or hurting each other.

Being assertive and confident

- Year 10 student indicated that keeping potentially aggressive people in visual range and appearing confident was preferable to keeping the head down and looking vulnerable. This result showed positive change between the first and second survey and in relation to the control groups.
- students in all four learning groups indicated they were more confident in seeking help than the control groups at the time of the second survey. Boys overall, indicated they were more confident than girls.
- Year 8 students did not appear to understand that keeping people visible and being confident were preferred in potentially dangerous situations.
- Year 10 students showed positive maintenance of the options “tell them to stop” and “talk to them about it” when a friend is doing something wrong between the first and second survey and in contrast to the control groups. This result was stronger in girls and was not evident in the year 8 group.
- The number of year 10 students saying they would keep their friends secret or wait and see what happens when the secret was concerning reduced between the first and second survey and in relation to the control groups.
- More year 10 girls and year 8 students stated they would not “always” return a hug that was not wanted or asked by the time of the second survey. Only one other learning group indicated a shift in the same direction.
- Year 8 students decided they would more often only “sometimes” and less often “always” watch a movie they were uncomfortable about when compared with the control group.
- Year 10 students indicated no change from the first survey when asked if they would continue to watch a movie they were uncomfortable with, indicating the Teenpower Project had no effect on this variable. Peer pressure and being “cool” with one’s peers seems to be the rational for this lack of change.
- Year 8 students stated they would actively avoid, “go and do something else”, watching a movie or DVD they were uncomfortable with rather than tell people they did not want to watch.
- Three out of four learning groups (including the year 8 group) suggested the Teenpower Project had some positive influence on whether students believed they were now more mentally prepared or assertive. This result was stronger in year 10 girls than boys.

Avoiding Emotional Triggers and keeping calm

- Year 10 students indicated they would “walk away” from situations where they are being insulted by others and in situations that seem potentially dangerous more often in the second survey and in contrast to the control groups.
- Year 10 students indicated they would practice breathing and calming techniques (counting to 10, listening to music, talking with friends, thinking happy thoughts) as a means of keeping calm in potentially dangerous situations more often in the second survey and in contrast to the control groups.
- Year 10 students stated they would not take insults personally more often in the second survey following the Teenpower Project and in comparison to controls.
- Three out of four learning groups (including year 8 students) indicated that the Teenpower Project provided them with some strategies of what to do if someone tries to provoke them.

Self defence

- Fewer year 10 students indicated they would not know what to do if they were attacked by the end of the Teenpower Project than before.
- More year 10 students indicated they would fight back if attacked at the end of the Teenpower Project than at the beginning.
- Three out of four learning groups (including the year 8 group) indicated that the Teenpower Project had equipped them with skills of what to do if someone attacked them.
- Nearly 60 percent of a subgroup answering a question of what they found most useful from the Teenpower Project indicated it was the self defence part of the Project that was most useful to them.

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- METHOD

Three schools took part in this project with a final tally of seven classes (including three control groups) and 149 students (52 percent male). The year eight students were aged between 12 and 13, and the year ten students 14 and 15 years of age.

Class	1	2	3	4	5	6	7
Control				✓	✓		✓
Learning Group	✓	✓	✓			✓	
Year 8						✓	✓
Year 10	✓	✓	✓	✓	✓		
Males	7	11	18	10	10	12	9
Females	13	10	9	7	8	13	12
Total	20	21	27	17	18	25	21
ages	14-15	14-15	14-15	14-15	14-15	12-13	12-13
School	1	2	2	2	1	3	3
Label	LG1	LG2	LG3	CG2	CG1	LG4	CG3

Table 1: Demographic composition of the seven classes

The classes were divided into four learning groups (those that completed the Teenpower Violence Prevention Project) and three control groups (those that will be involved in the Project at a later date). All of the classes provided responses to the initial survey which covered material that should have been covered in the Project. The control groups then repeated the same survey one to two months later while the learning groups completed the same survey with a number of additional “opinion” related questions about the Project generally. The learning groups completed the second survey soon after they completed the Project.

The questions in the survey were divided between quantitative likert style (one to five graduated options) or preference questions, and open ended questions requiring a written response. The second (post Project) survey is provided in Appendix One. Analysis was conducted primarily using descriptive statistics.

Written responses were analysed for key phrases and words and listed in tables as frequencies. Some written responses are quoted in text to clarify discussions. Interviews and discussion with students were recorded and transcribed. Participants in small group interviews were provided with transcripts and given opportunity to comment further, modify the transcripts, delete portions or withdraw their contribution. All students who participated in interviews had primary caregivers provide signed permission.

Interviews were semi-structured and involved review of the material furnished by the surveys. The class discussion began with a presentation of survey results and also followed a semi-structured format.

Teacher Participation

Seven teachers provided responses to an initial survey prior to participation in the Project. Three teachers completed post Project surveys and consented to interviews with the evaluator. Notes were taken during these interviews and the teachers were furnished with typed versions of these notes. Quotes taken from teachers may not be word for word, but the content of quotes were checked with teachers both at the time of the interview and through presentation of typed version.

In addition to the three teachers a senior Teenpower instructor was also interviewed and there were numerous informal discussions with the Teenpower organiser and programme developer.

DEVELOPMENTAL EVALUATION

SAMS is an organisation that provides developmental evaluations to a variety of organisations. Developmental evaluation is a process that involves all stakeholders (in this case teachers, Teenpower personnel and students) typically using in-depth interviewing, review of relevant documentation and in some cases survey material. The process is usually more qualitative in style but quantitative material can be used to add information such as trends or indications of changes over time. In the present case, very detailed quantitative information is provided. In total, the information gathered will look for trends in the material that might inform the evaluators about the effectiveness of a particular program/service etc., from the perspective of the people who are the focus (in this case the students and teachers). When the analysis is complete the evaluators will specifically outline strengths and successes and use these as a foundation for recommendations for future improvements.

Recommendations are not prescriptive or directive. They are couched as suggestions based on the material that was available at the time of the evaluation.

THE QUALITATIVE MATERIAL

Analysis of the qualitative material will be presented throughout this report since the qualitative discussion casts light on the outcome of many of the questions in the surveys. Teacher interviews can be added into this mix to outline the situation at the time the students took part in the Project and to clarify different methods the teachers used to present material.

There was an expectation that classroom teachers would cover certain portions of the Teenpower Project themselves and then Teenpower Instructors would work with students, particularly for the 'self defence' unit of the work. The 'self defence' unit included an instructor in protective gear so that students could practice particular self defence methods.

CONTENT OF THE TEENPOWER PROJECT AND INTERVIEW FEEDBACK

The teachers who were involved in the Teenpower Project from the earliest phases were also involved in the development of draft instruction manual (in its 10th draft at the time of this evaluation). The booklet outlines the intent of the Teenpower Project and provides step-by-step description of how to teach the content. There are three basic phases to the work;

- Physical practice (role play) of different strategies to follow in a variety of situations (scenarios). These are presented on 16 *skill cards* with a large picture on one side and descriptions of how to practice each on the reverse.
- The development of scenarios by students in the classroom using story boards (sketched sequences). These outline a potential problem situation and then add a solution by using one or more of the strategies presented on the skill cards.
- Practical self defence taught by qualified Teenpower instructors and a man dressed in protective gear (padded man).

Teacher and student Interviews

Some of the teachers indicated that when they initially showed interest in the Teenpower Project they were not aware that they would be actively teaching part of the Project. However the three teachers who provided interviews indicated that the course was not difficult to teach, but rather time consuming in terms of contact time with students. Most of the teachers who were interviewed believed their part of the Project could be shorter (three to four sessions) and be followed by one session with the Teenpower Instructors. One teacher who presented the work in four to five sessions went on to say, “if it was longer they might lose interest, [it was] good to have a range of [topics] so I could pick out what would work for my group”.

The teachers were impressed with the ‘skill cards’ used to assist with each topic area and used these both as a demonstrative tool (by pinning them to the wall) and for following the practice methods listed on the back of the skill cards. Both teachers and students liked the modern style and the clarity of the art work on the cards. One of the teachers was involved in the Project from very early days and did not initially have the ‘cards’ as they were still being developed. It seemed that once the cards were developed the Project could proceed at a better pace. One teacher stated he did not feel a need to practice all of the cards in class but rather made them available to the students when they were developing their own scenarios.

It was evident that each teacher had his or her own preferred style of teaching. It was somewhat confusing how much of the content of the skill cards were covered. For example, five students in one classroom all stated they covered six cards in detail (“emotional raincoat”, “trash can”, “take charge”, “stop! (ready position)”, and “get help”) but individuals from the same groups (there were two groups interviewed from this classroom) also believed they covered other skill cards (for example, “be and act aware”, “stay centred”, “triggers” and “speak up”). It was also evident that both the teachers and the Teenpower instructors covered some of the skill cards either together or separately. In the latter case, this occurred more frequently if the

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Teenpower instructors did not believe the classroom teachers had covered some of the material. The Teenpower instructors generally believed the practice on the skill cards was essential to effectively teaching the Project.

In terms of teaching style, one teacher video-taped the scenarios and solutions the students constructed in teams and played these back. This teacher also made student contributions part of the overall assessment for each student. In this way the assessment was an added incentive for the students to be attentive to the content of the course. For their part, the students from this classroom stated the videos were rather basic (given they did not have props). When asked how they saw this part of the Project one student stated:

I get heaps of stage fright when I'm in front of a camera so I wasn't too sure about seeing myself. It's like (groaning sound).

[Interviewer] did you have a choice? Or did you just have to do it?

We had to do it really.

[another student] Yeah. It wasn't too bad really cos everyone sort of looked or felt like an idiot.

[another student] Oh, it was embarrassing....cos like, it's like you're not confident. Like being filmed and people watching me. But um it was okay.

Some of the students felt the scenarios were interesting but they also believed some were unrealistic or "far-fetched". Some students from another classroom would have preferred to keep them private and were not impressed when they were shared for discussion purposes (even though names were removed).

One teacher believed the Project would work best in smaller groups. For example 10 people could work on the theory material while another group could work on the practical. This teacher had just completed the sexuality unit of the health curriculum and found the Teenpower material followed on from this nicely. Another teacher believed he would ideally integrate some aspects of the Teenpower Project with other work they were doing and would prefer not to teach it as a stand-alone topic. The cost of the Teenpower instructors, especially when the padded man was used in the defence part of the Project was a concern to some of the teachers as their departments had limited funds.

When we asked the teachers if the content was too simple for the students most stated that while many students were fairly aware or street wise, they *did* believe the Project covered material the students did not generally think too carefully about. One teacher stated, "unless you actually cover [the material] you don't think of them... I don't think it was too simple, it was straight to the point".

One of the concerns raised in the initial survey for teachers was whether the content of the Project would arouse issues for some of the students. All of the teachers interviewed stated there were people in their classes who had violence issues

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outside the classroom. Two stated the ones they knew of were initially reluctant to be involved with the material and they had the option of not staying. However, in both of these cases the students concerned became more involved as the Project proceeded and were present for the self-defence practical. On this topic one of the Teenpower instructors stated,

Resistance is usually the first indicator... I don't focus on that, I focus on whether they stay in the room. One kid left in the first session but stayed for the others and did participate in the defence part...I saw that as a good thing...they get a huge benefit by just being there and being exposed to the material.

By way of clarification she went on to say:

What is self defence? It's self belief. You've got to believe you're worth fighting for... [quoting Hanshi Andy Barber, 8th Dan Seido karate master from Nelson]. The bottom line is problems should not have to be a secret... find someone you know and trust.

All of the teachers saw value in the Teenpower Project and all indicated they would like to retain all or part of the content for their classrooms. All of the teachers believed the students benefited from the Project and were now better able to keep themselves safe in a variety of situations.

SURVEY RESULTS AND STUDENT INTERVIEW MATERIAL

The vast majority of the survey material was designed to focus on the main themes covered in the Teenpower Project. The following sections will highlight one or more of those themes either directly or will be titled in terms of the scenarios used to teach the course.

In many of the tables and figures presented in this report the three year 10 learning groups and the two year 10 control groups are presented as “combined” results. Where there were individual classroom differences they are discussed separately.

What is violence?

Given the Teenpower Project was focused on the prevention of violence it was important to consider whether students perception of violence changed as a result of their participation in the Project. There was one long answer question that asked students “what does *violence* mean to you?”

	Combined Learning groups		Control	
	Pre	Post	Pre	Post
Physical	54 76.1%	39 54.9	15 42.9	11 31.4
Hurt (not specific)	13 18.3	18 25.4	9 25.7	14 40.0
Physical / Hurt	65 91.5	57 80.3	24 68.6	25 71.4
Verbal	12 16.9	6 8.5	3 8.6	1 2.9
Mental/Emotional	17 23.9	10 14.1	4 11.4	3 8.6
General / other	2 6.0	2 6.0	0	3 12.0

Table 2: Year 10 students perceptions of what violence is: combined learning and control groups¹.

The year 10 students generally thought of violence in terms of physical aggression or hurting someone. Ninety four percent of the combined year 10 learning groups thought both hurting and/or physical actions constituted violence either in the first or second survey or both. In contrast 85 percent of the control group defined violence according to those terms in either or both the first and second surveys. Verbal abuse was referred to more often by students in the combined learning groups regardless of the which survey (pre or post) when compared with the control groups. A third of the students in the learning groups indicated they believed violence also caused both emotional and mental distress, compared with 11 percent of the control group for year 10 students at least once in both the first and second surveys. Given the way the figures varied in Table 2 between the combined learning group and the combined control group it is difficult to attribute the differences between the two

¹ Percentage refers to number of people providing noted comment against all those written comments

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groups to the Teenpower Project. The figures do however, indicate that most year 10 students regard violence in terms of physical aggression.

	Year 8 Learning		Year 8 Control	
	Pre	Post	Pre	Post
Physical	11 44.0	4 16.0	6 28.6	11 52.4
Hurt (not specific)	12 48.0	13 52.0	2 9.5	6 28.6
Physical / Hurt	21 84.0	15 60.0	8 38.1	17 81.0
Verbal	2 8.0	3 12.0	1 4.8	3 14.3
Mental/Emotional	1 4.0	1 4.0	0	2 9.5
General / other	0	0 12.0	3 14.3	4 19.0

Table 3: Year 8 students perceptions of what violence is: combined learning and control groups.

When we review the results for the year 8 students we also find the majority thought of violence in terms of either hurting people or physical aggression. The variation in the learning and control groups once again makes it difficult to attribute change to the Teenpower Project. However, 92 percent of the year 8 learning group described violence in terms of hurting or physical aggression in either or both of the surveys. This contrasts with 81 percent of the control group. These results are comparable to year 10 students. There were no differences between either the year 8 learning group or year 8 control in terms of the rate at which they defined violence in terms of verbal abuse and these results did not vary greatly from the year 10 students. The main difference between year 10 and 8 students is the rate at which students defined violence in terms of mental or emotional abuse.

Conclusion: what is violence

The majority of both year 8 and 10 students regardless of which groups they assigned to (learning or control groups) defined violence in terms of hurting someone and/or physical aggression. Verbal and emotional/mental abuse was also cited as a form of violence in all of the groups surveyed but these were included in definitions far less frequently than hurting or physical aggression. Sexual violence was very rarely referred to in any of the groups.

There was some variation between how often definitions were attempted in the learning and control groups but it is difficult to attribute the high scores in the learning groups to the Teenpower Project because there was too much variation between first and second surveys. What tended to occur is students attempting a definition at least once in either or both surveys and it is not clear if they did or did not choose to make a definition for any particular reason. There was an indication however, that students in both learning groups did attempt to make a definition more often than students in the control groups.

Group of Drunks Scenario

This scenario was aimed at discovering the type of reactions students would prefer to make in the presence of a potentially dangerous situation. The example used was a group of drunk people coming toward you who seem to be looking for trouble and have directed their attention at you. The students were given eight options of how they would respond and asked to rank the top three from one to three.

The eight responses included four preferred answers and four less than favourable responses. The aim was to stay alert and look confident, then move to a safe location and preferably get away from the situation entirely. The less preferred options were to avoid looking at the group and keep walking, or do something that may provoke a response.

During interviews it was of interest that one class had talked about this type of scenario in terms of being a victim or a survivor. At one point we were talking about the self defence part of the course the following discussion occurred:

(Student 1) Um I also quite enjoyed just learning about that survey they did at the prison. With the prisoners saying who they would attack.

(Another student) yeah

(Interviewer) Oh okay, I didn't hear about. What was that about?

(Student 1) Um it was basically, they chose to attack the people who looked unconfident in themselves.

(Student 3) Yeah when you are in a prison you're not meant to have any expression.

Looking like a victim to these boys meant lacking confidence or doing things that would provoke others. When we later reviewed the group of drunks scenario with this group of students we were able to refer back to the prison scenario the students learned in class.

Two of the unwanted options of the eight included a suggestion to call people on the telephone in the middle of a threatening situation or to simply threaten them back in some way. Neither of these options were generally chosen by any of the learning or control groups as their top three preferred responses and no further analysis was required.

Don't be there

The group of drunks scenario was on two of the skill cards teachers used to talk with the class about “moving out of reach” and the “stop ready position”. The stop ready position would be used in this scenario if the situation escalated to the point that the person could not easily get away. It involves using body language and voice to signal further action would be inappropriate or dangerous. Noise also alerts others to potential danger. The “moving out of reach” card would be used in this scenario earlier in the encounter. It works by being aware of potential dangers and “don't be there”. In self defence terms it is referred to as target denial. The scenario in the survey focused more on the ‘be alert and don't be there’ responses.

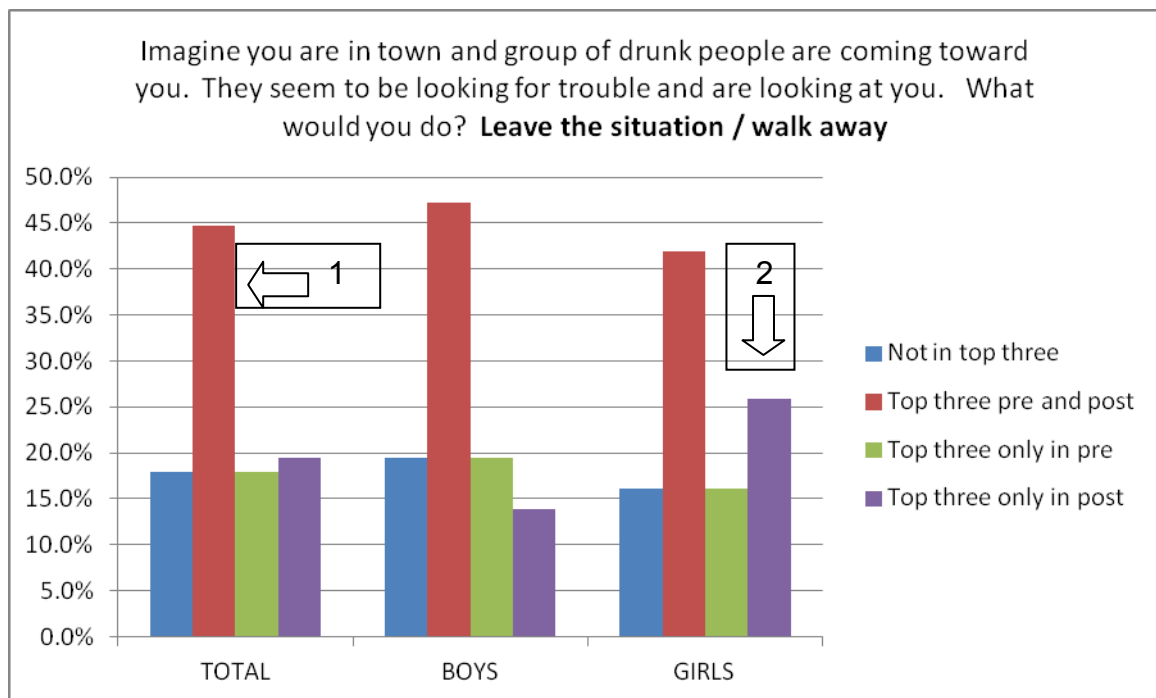


Figure 1: Combined year 10 learning group in total and by gender for the group of drunks scenario: leave the situation / walk away.

The ‘don't be there’ response pre and post survey for the combined year 10 learning groups is presented in figure 1 above. The red line (arrow marked 1) indicates students who rated this in their *top three responses* during both surveys. As can be seen 45 percent of the group were highly motivated to exit the situation as quickly as possible. The purple line indicates students who listed this response in their top three choices only during the second survey, while the green line indicates student who only made this choice at the time of the first survey. A rise in purple line (second survey) over and above the green line would provide a strong indication that learning had occurred (for example see the arrow marked 2). In figure 1 above it can be seen that girls did show improved scores as a result of the Teenpower Project.

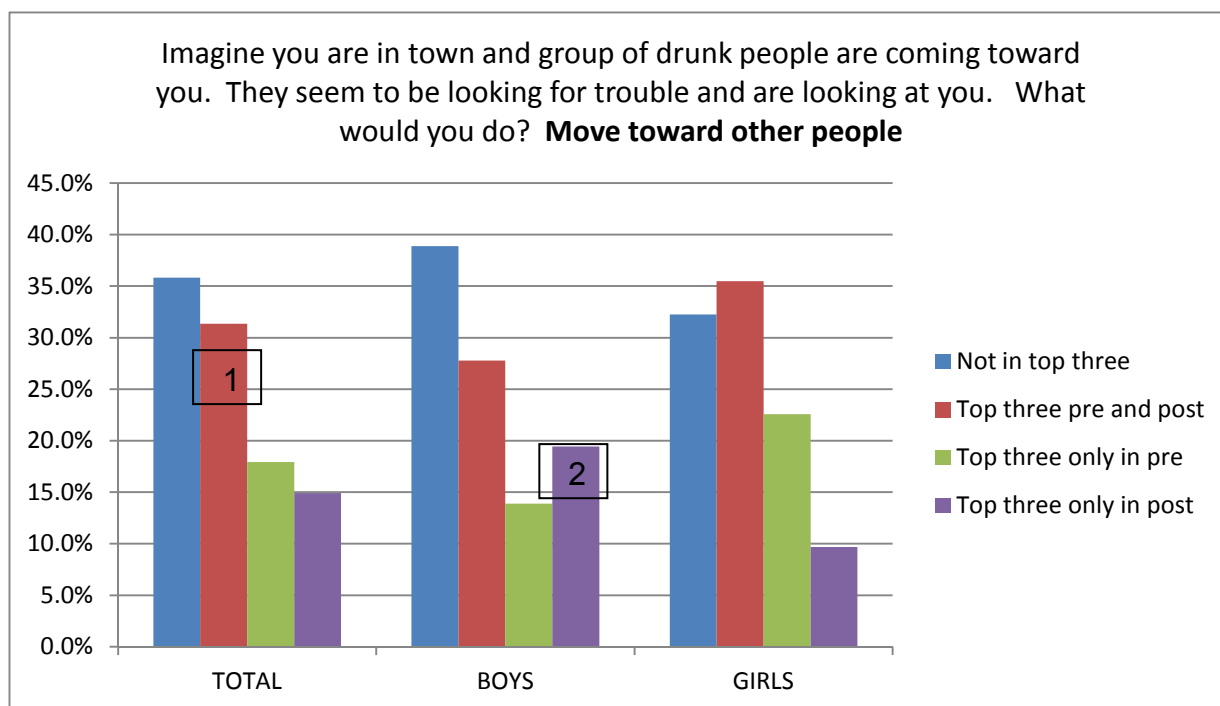


Figure 2: Combined year 10 leaning groups, total and by gender for the group of drunks scenario: move toward other people.

When we consider a similar (but not as favoured) response to the drunk scenario, “move toward other people”, we again see a good level of response for those who chose this option in both surveys (1) and a *slight* rise in responses for boys at the time of the second survey (2). These results suggest that more girls felt the need to completely exit the situation (in figure 1), whereas more boys would remain out of reach (and be with a safe crowd) but would not necessarily leave the situation entirely (figure 2). This response is less favoured only because it may add to bystander issues should the group of drunks manage to find trouble.

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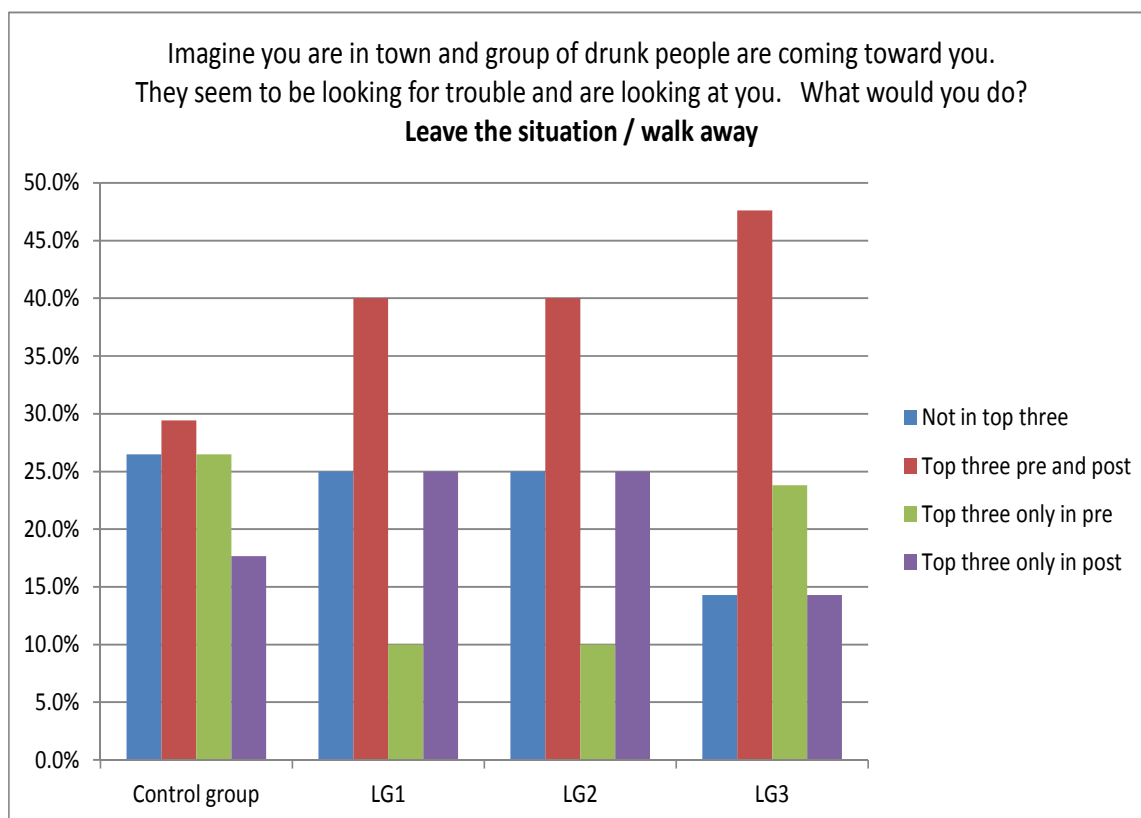


Figure 3: Comparison of the combined control group with all three learning groups for the “leave the situation” option in the group of drunks scenario.

When we compare the pattern of responses for each of the year 10 learning groups in figure 3 against the combined control group for the option “leave the situation” there was a good indication that all three learning groups understood what was being presented. Both learning groups 1 and 2 (LG1 and LG2) showed improved responses (as per the purple line) and learning group three retained a good number of students choosing this option over both presentations of the survey.

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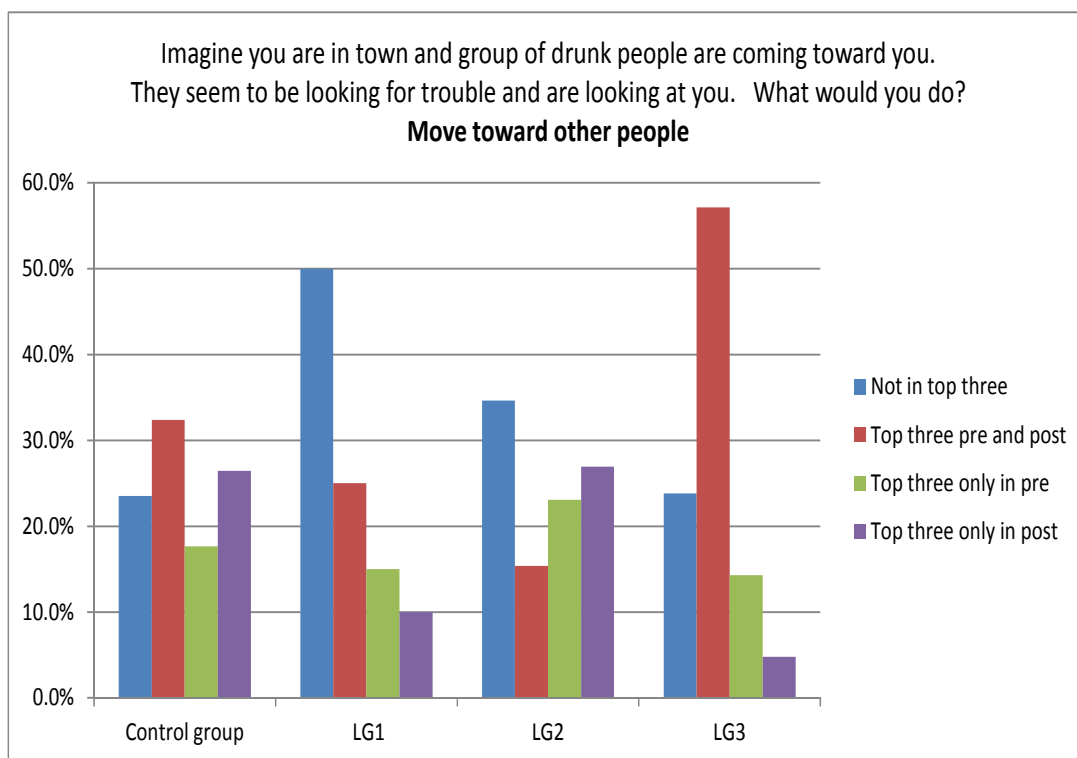


Figure 4: Comparison of the combined control group with all three learning groups for the “move toward other people” option in the group of drunks scenario.

When the class groups are taken separately there were no strong learning effects for the “move toward other people” option for the year 10 students with perhaps the exception of learning group 3 (LG3) which retained a high initial choice for this option over both presentations of the survey. This result taken in combination with the “leave the situation” option in figure 3 suggests that students were more motivated to “not be there” at the conclusion of the Project and did not show a strong preference for remaining in the area even with other people.

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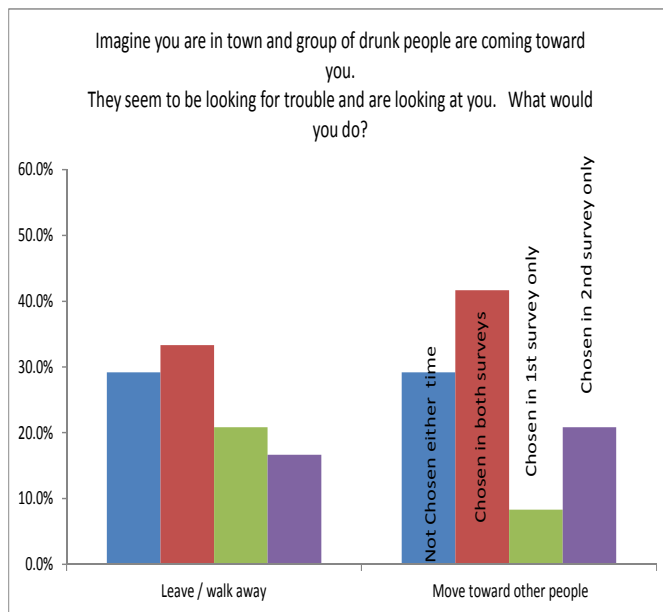


Figure 5: Year 8 group for “leave the situation” and “move toward other people” options in the group of drunks scenario.

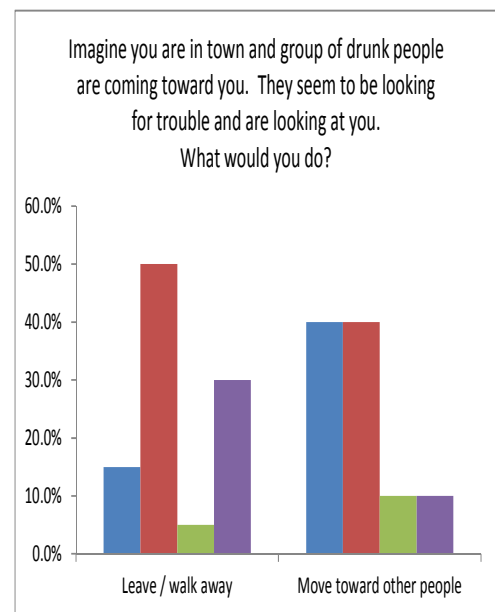


Figure 6: Year 8 group control group for “leave the situation” and “move toward other people” options in the group of drunks scenario.

The situation becomes more complex when we consider the year 8 learning group for the two options “leave the situation” and “move toward other people”. Unlike the year 10 students the year 8 group preferred to move toward other people (figure 5). This option was obviously different from the control (figure 6) at the time of the second survey (purple line) indicating that a positive change occurred for the year 8 learning group.

When “leave/walk away” was considered for the year 8 students, the control group indicated a strong preference of leaving the situation at the time of the second survey even though it had not participated in the Teenpower Project at that time.

Conclusion: Don’t be there

There was clear evidence that year 10 students understood that to leave the situation, if that was possible, was a preferred response to group of drunks scenario. This option was particularly indicated for two of the learning groups and was suggested, through a lack of change in choosing this option, in the third. The results were different from the control group and were stronger in girls when compared with boys. Boys in contrast tended to prefer to move toward other people rather than completely leave the area. The variation in responses for learning group 3 (LG3) may be due to the greater number of boys in this class (66 percent).

When comparing the results with the year 8 students we see a preference to move toward other people rather than exit the area completely. These results are different from the year 10 students and suggest year 8 students may prefer

the concept of safety in numbers whether or not they remain in the vicinity of a problem group.

Be alert and confident

Being alert and confident is obviously preferred to looking uncertain and unaware during potentially dangerous situations. In Figure 7 below we can see a high number of students initially chose to “look away and try to ignore them” only in the first survey for the combined year 10 students (see arrows). This effect was strongest for girls and clearly not evident for boys. Overall, most of the people choosing this option remained at near or below 30 percent at the time of the second survey (combining red and purple lines) for the learning groups. This result is consistent across each learning group when considered separately.

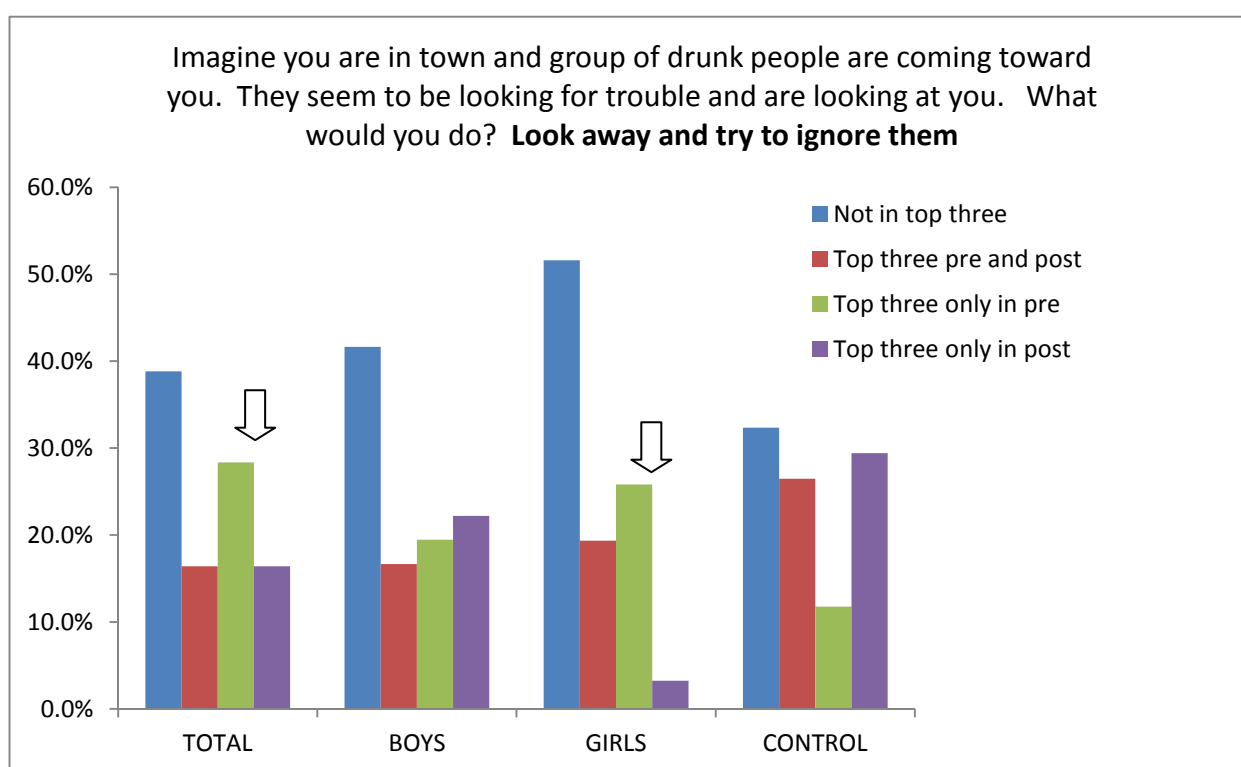


Figure 7: Combined high schools in total and by gender for the group of drunks scenario: Look away and try to ignore them.

The control group for this particular option seemed to favour looking away from the offending group and ignoring them either in both surveys or more strongly at the time of the second survey. This result is clearly different from the combined learning groups and suggests changes did take place in the learning groups as a result of Teenpower Project for this particular option.

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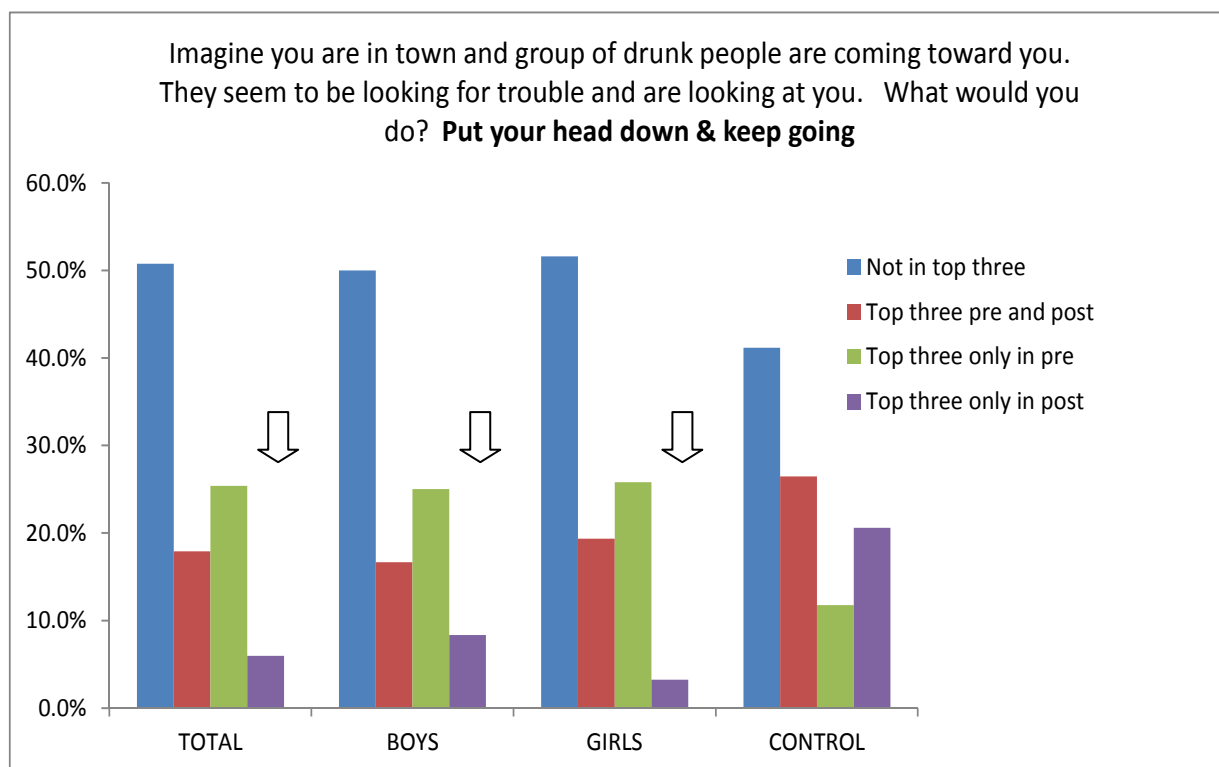


Figure 8: Combined high schools in total and by gender for the group of drunks scenario: Put your head down and keep going.

The second “ignoring” option in the group of eight was to keep ones head down and keep moving. Both this and the “look away” options do not allow the individual to keep the offending group in sight and provide a sense of vulnerability rather than confidence. As with the previous option preference for this fell off once the Teenpower Project was completed (as evidenced by students only preferring this option in the first survey - see arrows) while it did not work this way for the control group. The trends evident in the combined learning groups was very similar to that found in each learning group for the year 10 students when considered separately.

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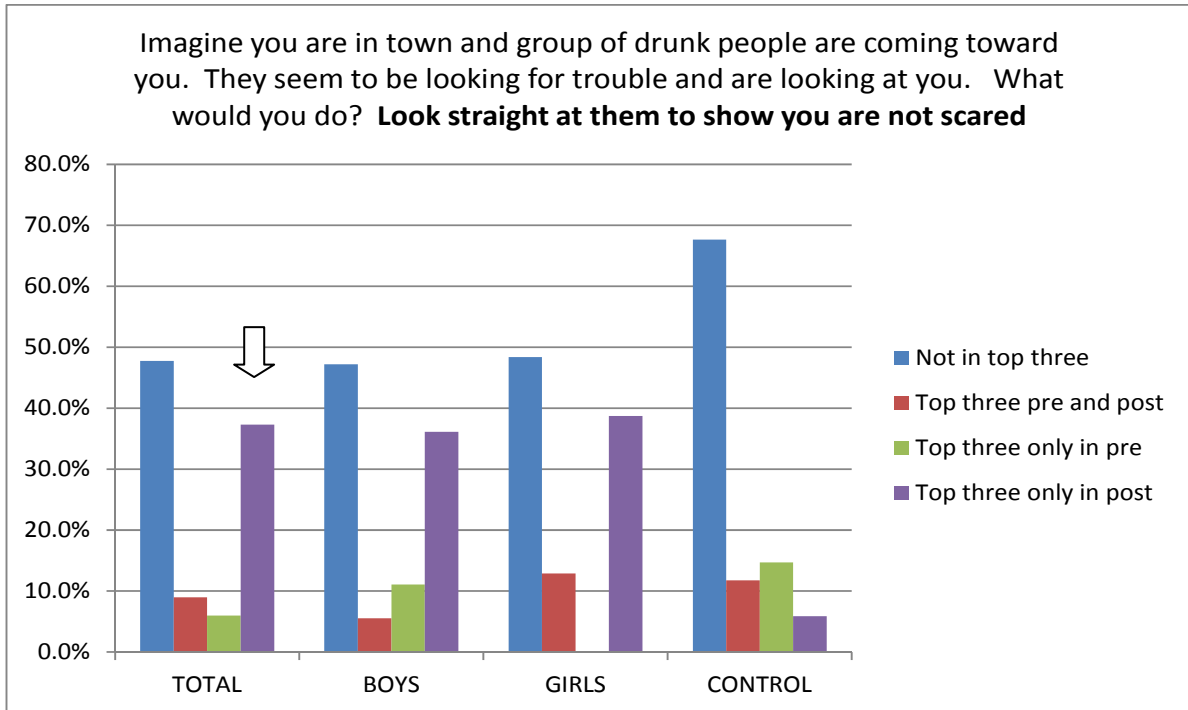


Figure 9: Combined high schools in total and by gender for the group of drunks scenario: Look straight at them to show you are not scared.

Figure 9 indicates the first of two preferred answers for this section of the group of drunks scenarios. As can be seen there is a distinct change in preference toward this option at the conclusion of the Teenpower Project (see arrow). This change was not evident in the control group. This result was consistent in each learning group for the year 10 students.

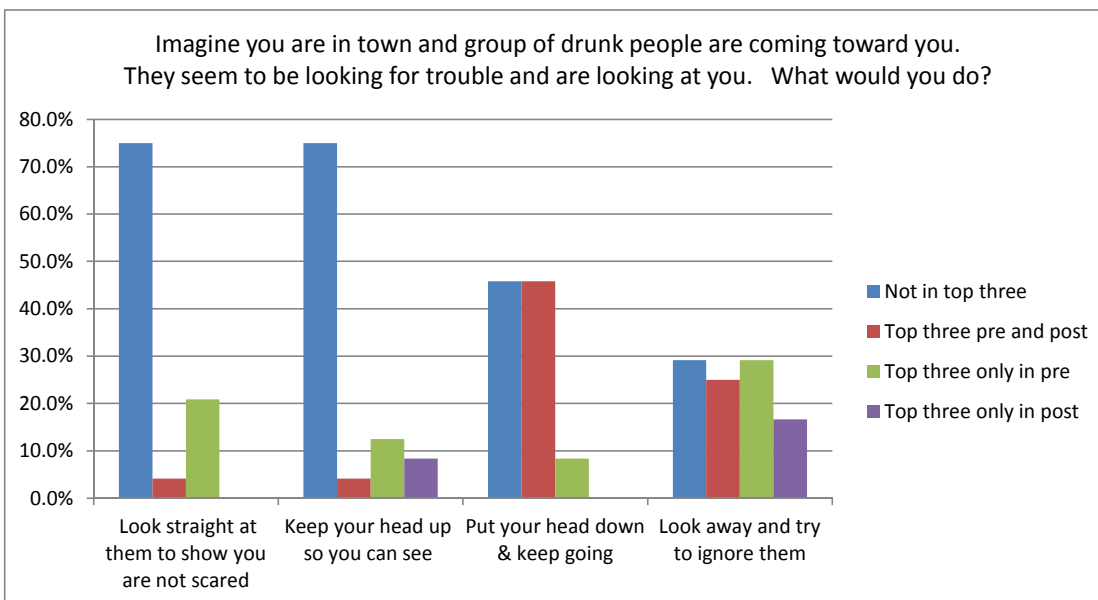


Figure 10: Year 8 students in learning group 4 (LG4) “be alert and confident” section of the group of drunks scenario.

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When we consider the year 8 students in contrast to the year 10 students there are clear differences in confidence between the two age groups. The year 8 students indicated from the beginning that they would not keep the offending group in visual range and would prefer to simply keep their head down and keep going. This result did not change at the close of the Teenpower Project and indicated that either this unit of work was not discussed or it was insufficient to change perceptions for this age group. These figures were also no different than the control group for year 8 students.

Conclusion: Be alert and confident

It was clear from a review of the two least favoured and the two most favoured options for this section of the group of drunks scenario that students in the year 10 learning groups learned that keeping the offending group in visual range and looking confident was a better alternative than not knowing what was going on and looking vulnerable. These results were clearly different than the control group and suggested that the Teenpower Project influenced this result

The Teenpower Project was not shown to have been effective for the group of year 8 students and indicated that this group was generally less confident than the year 10 group.

Overall conclusion: Group of drunks scenario

With the exception of the year 8 students the group of drunk scenario questions provided a successful review of what year 10 students learned for this group of work. Namely:

- Stay out of reach
- Be alert and confident

Year 8 students by contrast did not indicate an understanding that being alert and confident was necessary and although they did indicate they would stay out of reach they did so by preferring to move toward others.

	LG1 Year 10		LG2 Year 10		LG3 Year 10		LG4 Year 8	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Look straight at them to show you are not scared	1	2		3				
Look away and try to ignore them	2		3				1	
Put your head down & keep going	3				2		1	3
Move toward other people					1	1		1
Stay out of reach / walk away		1	1	1	1	1	1	2
Keep your head up so you can see what is happening		3	2	2		2		

Table 4: Top three choices by school group and pre or post survey presentations.

Table 4 indicates changes in the students top three rankings for the group of drunks scenario by class group. It clearly shows a move toward staying out of reach in the top three choices in all four classrooms (yellow cells), but with a preference for moving toward other people in the year 8 group. The year 10 students then indicated that keeping the offending group in visual range (“look straight at them” and “keep your head up”) was preferred in their top three choices at the close of the Teenpower Project (blue cells). There were no similar results for the year 8 group.

Fight scenario

The aim of the fight scenario was to have students who are witnessing a fight or people hurting each other to get out of harm's way and get help. The scenario covers skill cards "move out of reach", "get help", and "take charge". It aims to keep observers safe by getting them to leave the situation and preventing bystander effects (when no-one does anything) by taking charge and getting help. The "getting help" card specifically refers to this scenario.

	Pre	Post
Stay and watch	17 25.8	19 28.8
Cheer them on	5 7.7	4 6.2
Leave the situation or place / walk away	23 34.8	25 37.9
Try to get them to stop (with words)	34 51.5	35 53.0
Move a safe distance away	37 56.1	38 57.6
Get help (other people you trust)	39 59.1	41 62.1
I'm not sure what I would do	7 10.6	8 12.2

Table 5: Year 10 students combined totals for the 'fight' scenario based on students top three ratings.

A quick review of table 5 suggests that there were very few differences in how students responded to this question over both surveys. However, when the pattern of responses were analysed with reference to specific classrooms in figures 11 and 12 clear trends do emerge.

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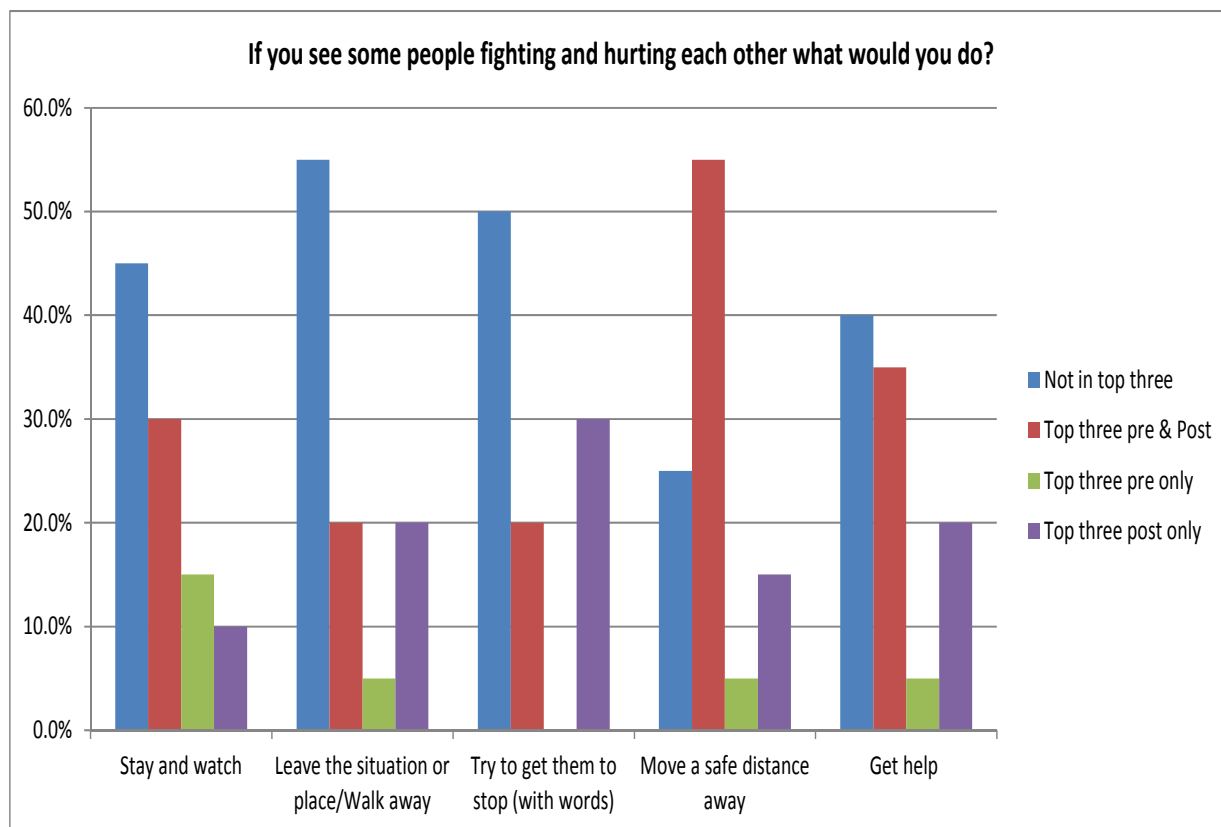


Figure 11: Learning group 1, year 10 general results for the ‘fight’ scenario.

The results for learning group 1 in figure 11 suggests that students learned to leave the situation or move a safe distance away, and to get help as a result of the Teenpower Project. This is indicated by students choosing this option during both presentations of the survey (the red line) and/or deciding to choose this option when the Teenpower Project ended (purple line). It is also noted that a large percentage of this group stated they would also try to get the people fighting to stop with words.

When we review the trend in results for learning group 3 in figure 12 below we can see a positive result for moving a safe distance away and retaining a desire to seek help over both presentations of the survey. There was also a strong preference in trying to get them to stop (with words) in both surveys.

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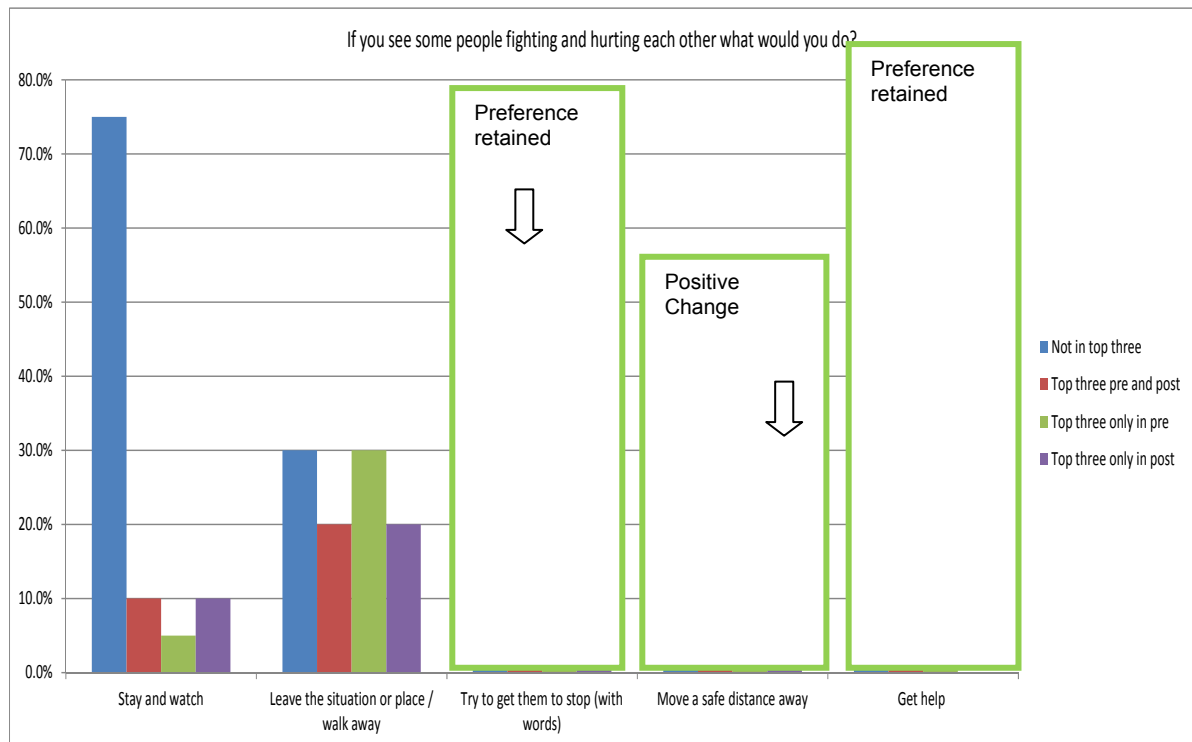


Figure 12: Learning group 3 year 10 general results for the ‘fight’ scenario.

A review of the second learning group in figure 13 we can see a strong preference for “getting them to stop” and “getting help” sustained over both presentations of the survey. Results for leaving the situation either entirely or by moving a safe distance away were inconclusive for this group.

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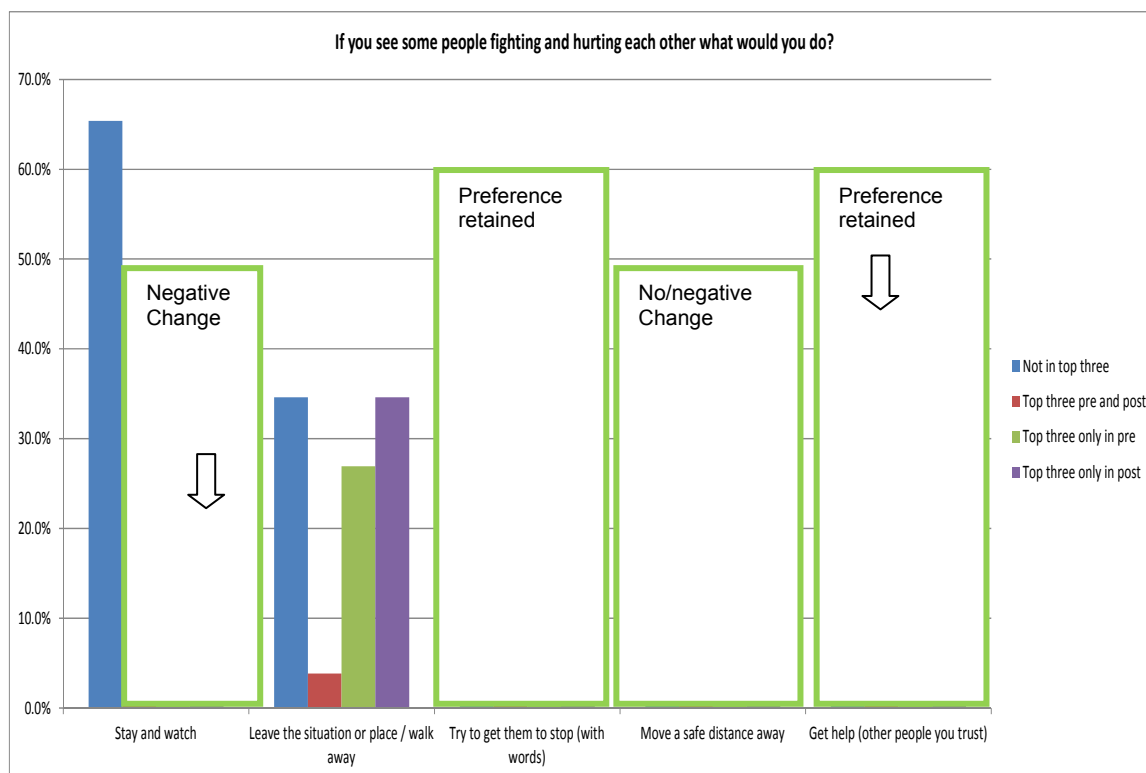


Figure 13: Learning group 2 year 10, general results for the ‘fight’ scenario.

For a comparison figure 14 shows the results for this question for the combined control groups. As expected there are no obvious changes between the two surveys. This result suggests that where the individual learning groups are concerned the high ratings for an option over both presentations of the survey (ie preference retained in the red line) are those probably influenced by Teenpower Project.

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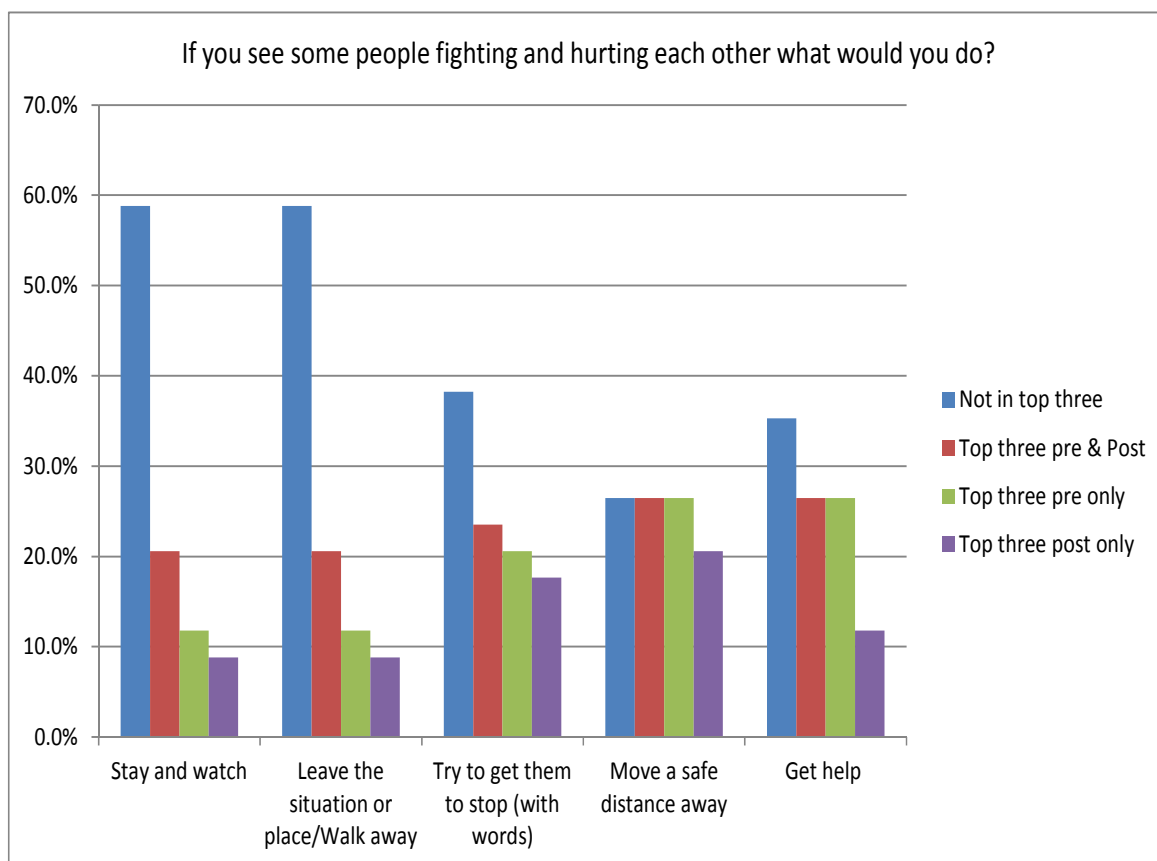


Figure 14: Control group for year 10 students, general results for the ‘fight’ scenario.

When we review the results for the year 8 students in figure 15 there seems to be a positive result for convincing students to leave the vicinity of an altercation or move a safe distance away. Trying to get them to stop (with words) was also strongly indicated over both presentations of the survey, however when compared with the control group approximately same number of students favoured this option at the time of the second survey. A similar result is obtained for “get help” when compared with the control in figure 16.

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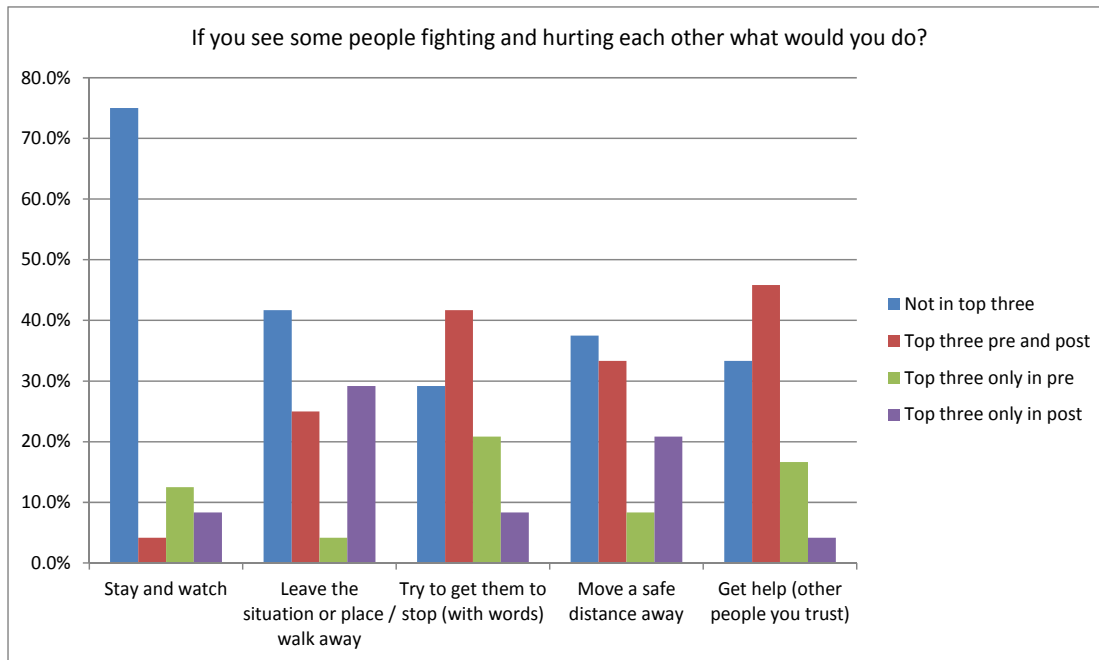


Figure 15: Learning group 4 year 8 students, general results for the ‘fight’ scenario.

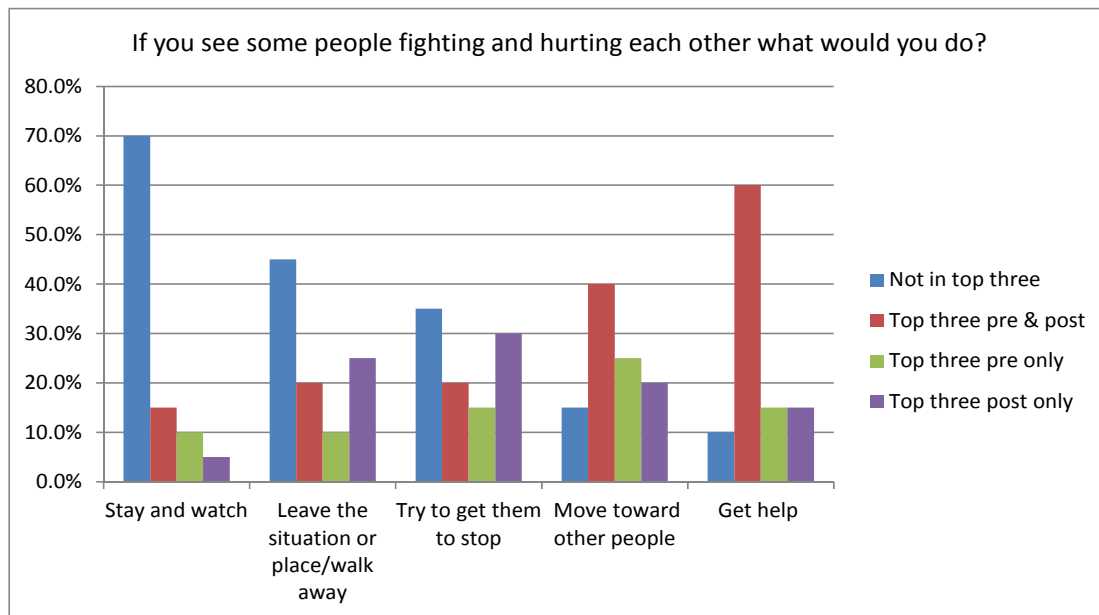


Figure 16: Control group year 8 students, general results for the ‘fight’ scenario.

Conclusion: fight scenario

The results for the fight scenario indicated that for most classes the concept of moving a safe distance away (either leaving all together or simply moving a safe distance away) was chosen and/or maintained in the second survey. These results were noted in both year 8 and year 10 classes when compared with the control groups and were not influenced by gender issues. The concept of getting help in situations such as these was strongly indicated in all three year 10 groups, especially in relation to the control group. It was also strongly indicated in the year 8 learning group but also the control. This means it is difficult to conclude students arrived at this option as a result of their participation in the Teenpower Project.

It has been assumed that practicing the exercises on the skill cards is essential to understanding what to do in some of these scenarios. In the present case the teacher of learning group 1 covered the card for “move out of reach” but did not cover “get help”. However, students in this class showed they understood both concepts well. The teacher in learning group 2 did not specifically cover the practical exercises the “move out of reach” card and positive results were not obtained. However the teacher did not cover the exercises on the “get help” card but the class scored this option highly.

The difficulty with the scenario provided for this exercise may be the small number of options available to rate from one to three. There are two obvious options that were not suitable answers “stay and watch” and “cheer them on”, both of these options were rarely rated in the top three choices students provided. This left four options from which to choose. It may be prudent if this question is to be repeated in future surveys for evaluation purposes to drop one of the move out of reach options and replace it with another unrelated but plausible option.

Friend doing something wrong scenario

The “friend does something wrong scenario” focuses on students being assertive and inventive. It has similarities to the “secrets from friends” scenario to be presented later inasmuch as the expected outcomes are for students to seek advice from someone else and/or talk with their friend about the situation.

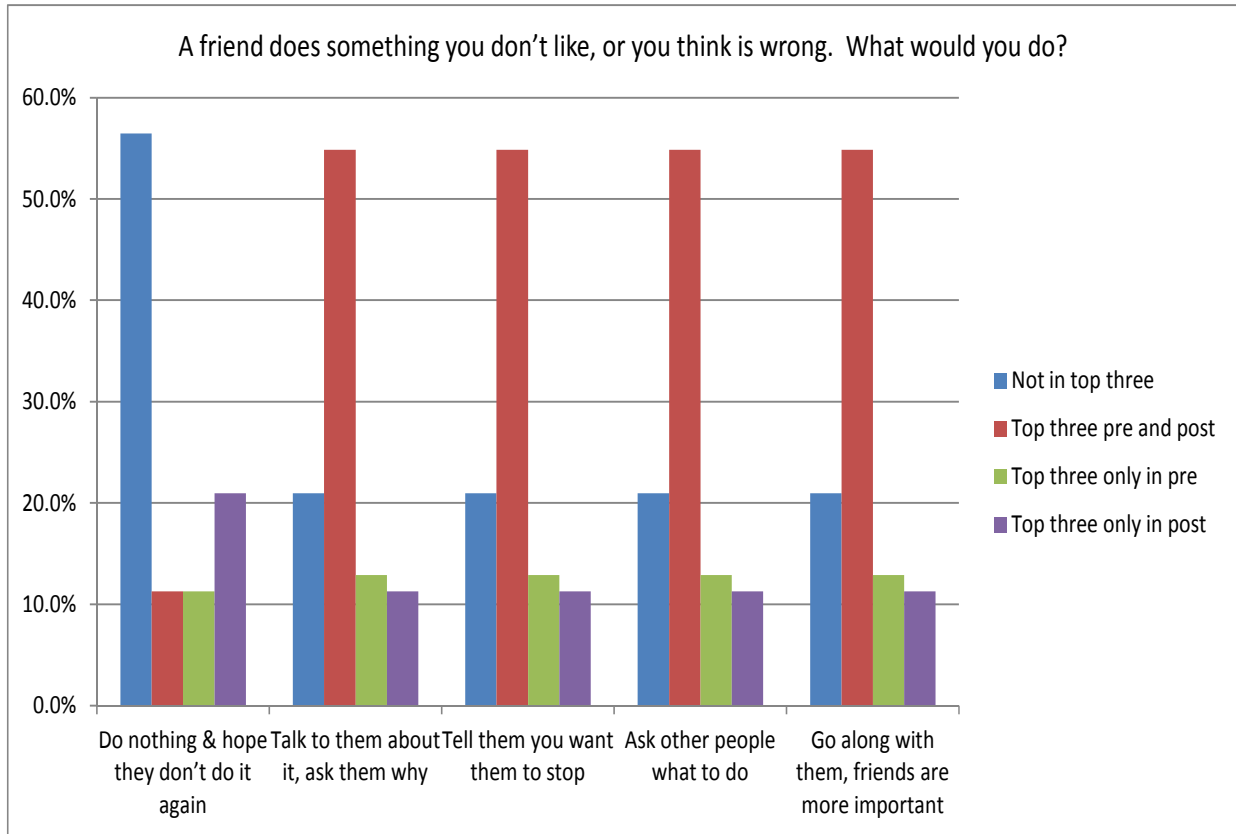


Figure 17: Combined year 10 learning groups for “a friend does something wrong scenario”.

When we look at the results from the combined year 10 learning groups we note that there were strong indicators that the students believed four of the five options were important over both presentations of the survey (red lines). Unexpectedly, the least favoured option “do nothing and hope they don't do it again” option increased by 10 percent at the time of the second survey.

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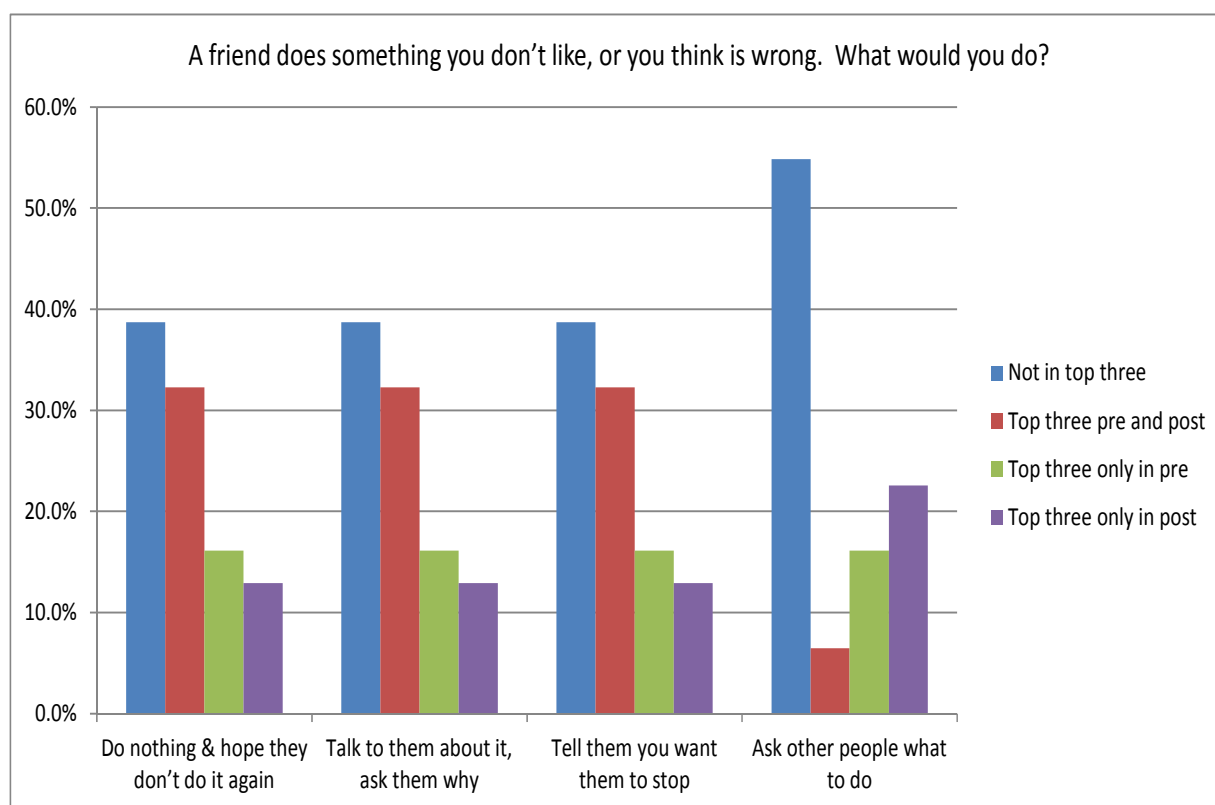


Figure 18: Combined year 10 control groups for “a friend does something wrong scenario”.

When compared with the control group in figure 18 it is suggested that the high scores on the four options in the learning groups reflected what students initially felt and was reinforced by their participation in Teenpower Project. The result for the two assertive approaches “talk to them” and “tell them to stop” was consistent across all three learning groups for the year 10 students. Learning group 3 indicated less than favourable results for the options “do nothing” and “go along with them” (see figure 19). Learning group one was the only group to show positive change with regard “ask other people what to do” (see figure 20).

Teenpower Evaluation

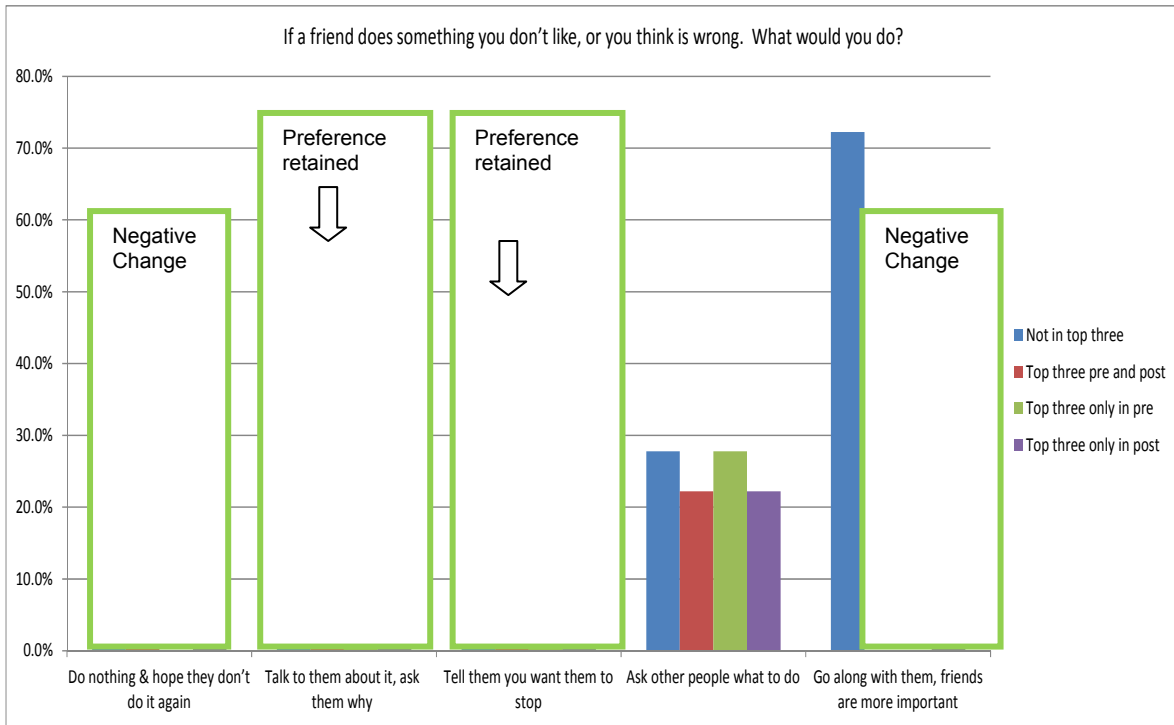


Figure 19: Results for learning group 3 of the year 10 group for the “your friend does something wrong scenario.”

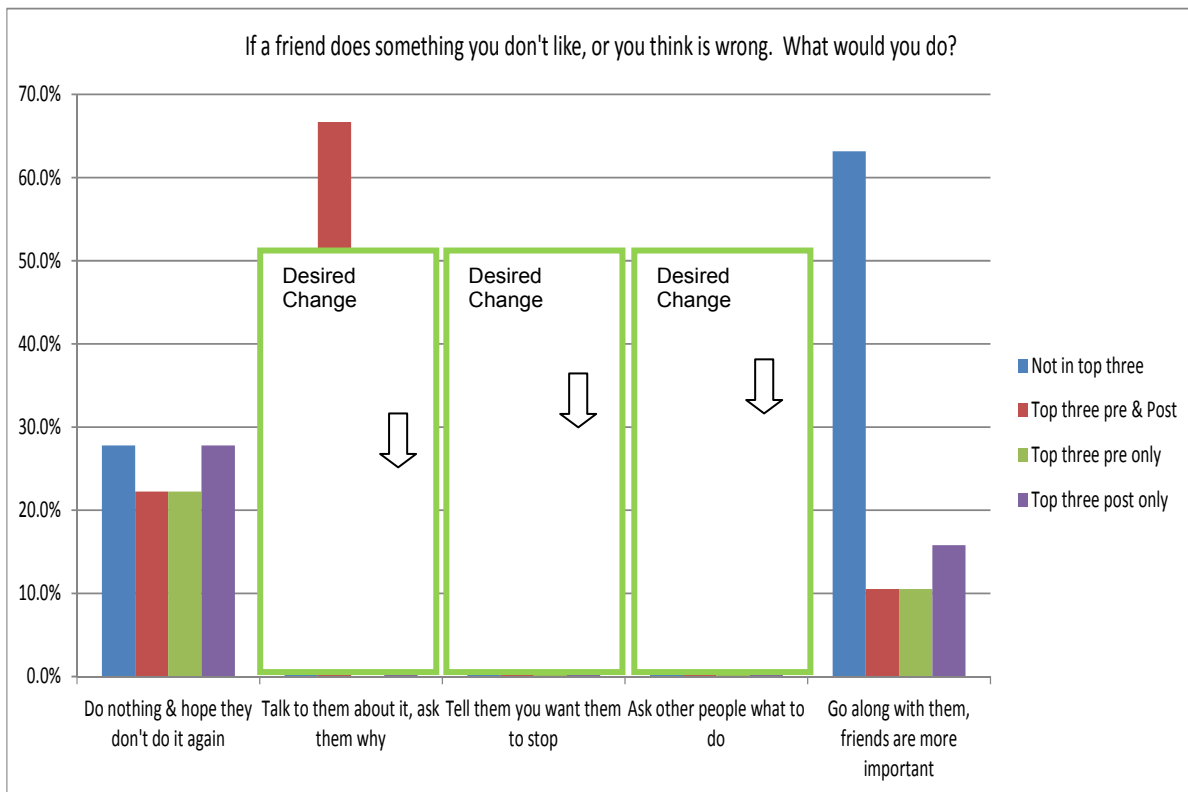


Figure 20: Results for learning group 1 of the year 10 group for the “your friend does something wrong scenario.”

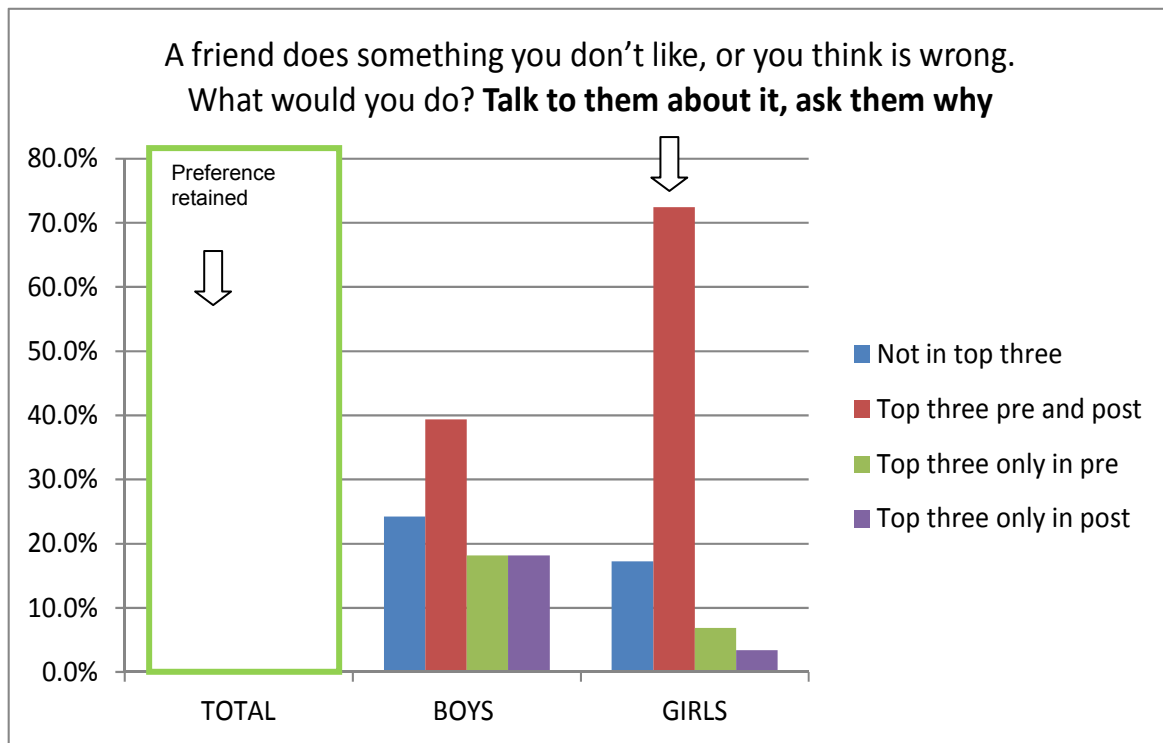


Figure 21: Combined year 10 group by gender for “talk to them about it” for the “your friend does something wrong scenario.

There was one result for the year 10 learning groups that seemed to be influenced by gender. In this case more year 10 girls than boys felt that talking to their friend would be a good option for this scenario.

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The results for the year 8 students are less strong than those for the year 10 students. The most notable improvement was maintenance of the “tell them you want them to stop” between the beginning and end of the Teenpower Project (in figure 22). The second positive result was the reduction in the “go along with them” option (arrow in figure 22).

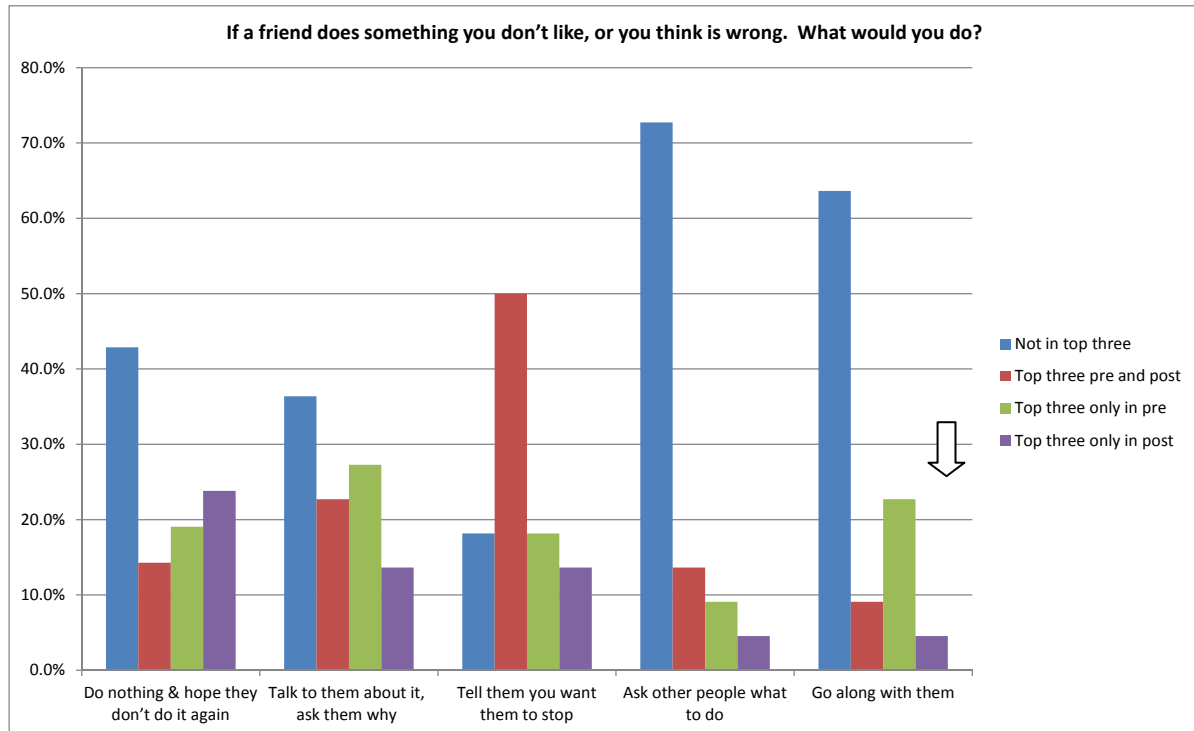


Figure 22: Year 8 learning group (LG4) for the “your friend does something wrong scenario.”

When the year 8 learning group is compared with the control group the only option that confirmed the differences between the groups was for the “go along with them” option. This means there is insufficient evidence that the year 8 group improved for this scenario situation when compared with the year 10 groups, with the exception of the “go along with them option.”

Teenpower Evaluation

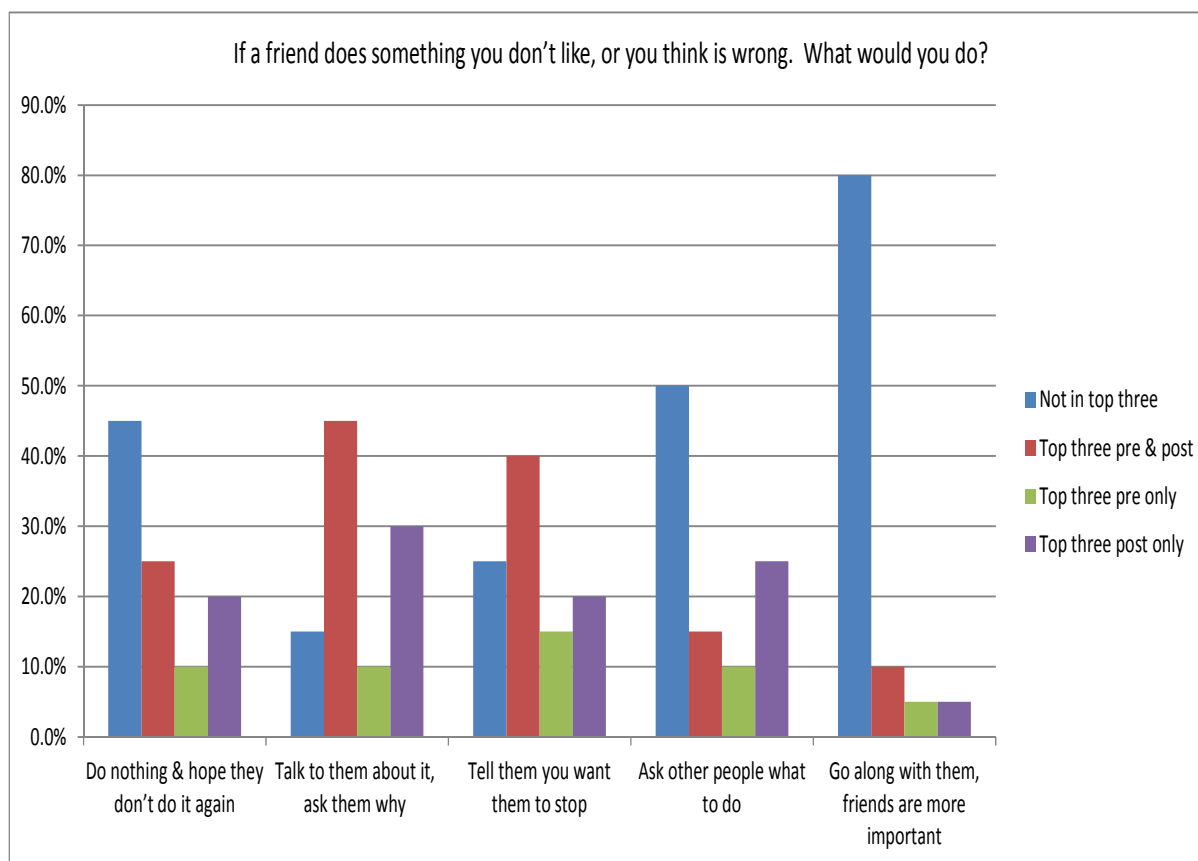


Figure 23: Year 8 control group (LG4) for the “your friend does something wrong scenario.”

Conclusion: your friend does something wrong scenario

The overall result for this scenario was the positive maintenance of both assertive responses (“talk to them about it” and “tell them to stop”) in the year 10 learning groups. This result seems related to participation in the Teenpower Project. The “talk to them about it” option was much stronger in girls than boys. There was some variation between the three year 10 learning groups with the strongest results residing in learning group 1. This was the only group where “ask someone else” indicated positive change as a result of the Teenpower Project.

There was only one result for the year 8 group that indicated a different overall trend than the control group. This was a reduction in the number of students who believed they should simply “go along” with what their friend was doing.

Secrets from friend scenario

Keeping confidences or secrets is important between people when the information being heard is safe. By this we mean nothing bad will happen to the person passing on the secret and the reason for doing so is to help talk through a situation or pass over information to someone they can trust. However, when a secret suggests that the friend is putting themselves or others in danger, the boundaries between keeping the secret and finding a way to act to keep people safe become blurred.

For this question we asked students to imagine that a friend had told them something in confidence but what they told you makes you concerned for their safety. Obviously keeping the confidence or waiting to see what happens could be dangerous for the person so the two preferred options for this scenario is to seek advice from someone trustworthy or look for organisations or services that might have information that could help you inform your friend what to do next.

The responses to the question below were somewhat hampered in the second survey by the accidental addition of the option “seek advice from someone you trust”, as it was essentially the same as, “ask someone else what they would do”. Table 6 therefore adds people rating one or both of these boxes in their top three choices together (for a single count).

	Pre	Post
Keep their secret, they told you in confidence	43 65.2	25 37.9
(A) Ask someone else what they would do	45 68.2	25 37.9
(B) Seek advice from someone you trust	Added at post survey	38 56.7
(A)+(B) chosen at least once per student – Post only		43 65.2
Wait a while and see what happens	33 50.0	25 37.9
Look for organisations or services to help them	23 34.8	22 33.3
I don't know	6 9.1	7 10.6

Table 6: Year 10 students combined totals for the ‘secrets from friends’ scenario based on students top three ratings.

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As can be seen from table 6 the most positive result from this question is the reduction in the number of students who opted to “keep their [friend’s] secret” if they were concerned for them. There was also a high initial score for those who would seek or ask for advice (highlighted number in the ‘pre’ column) and the equally high number that also provided this response at the end of the Project (highlighted figures in the ‘post’ column). There was also a reasonable reduction in the number of students who would opt to “wait a while and see what happens”. These results indicate that generally the year 10 students learned that keeping a secret or waiting was not ideal if they were genuinely concerned for their friend.

When the pattern of responses for the year 10 classes are considered in figure 24 against the combined control group for year 10 in figure 25 it can be seen that seeking advice from others was retained as a preferred option in the learning groups and a desire to keep a secret became less important. This pattern of responses was stronger than for the control group. There were no particular differences relating to gender for this scenario.

Review of the findings for the year 8 group indicated that they were more likely to seek advice when they were concerned for a friend at the end of the Teenpower Project than at the beginning (see figure 26). This result was not indicated in the control group (figure 27). The year 8 students were also slightly less likely to keep their friend’s secret than the control group but this result was not as strong as the year 10 learning groups.

Conclusion: secrets from friends scenario

The pattern of responses for the year 10 students was slightly different than the year 8 students inasmuch as the year 8 students showed the greatest learning with the options to seek advice, while the year 10 students reduced unwanted behaviour, namely to keep a secret or wait to see what happens.

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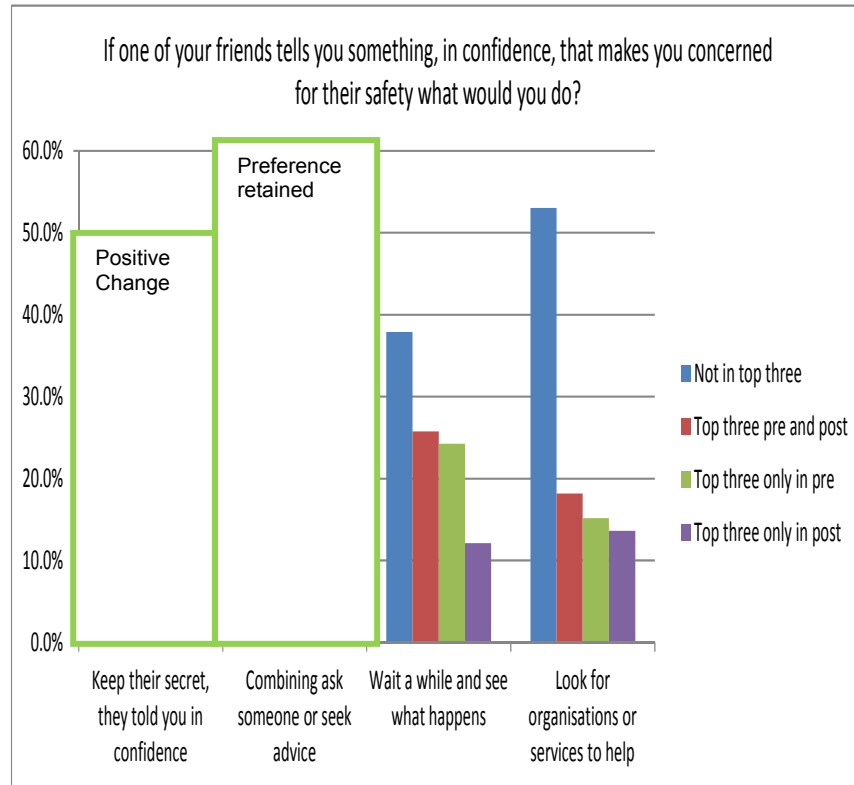


Figure 24: Combined year 10 learning group results for 'secrets from friends scenario'.

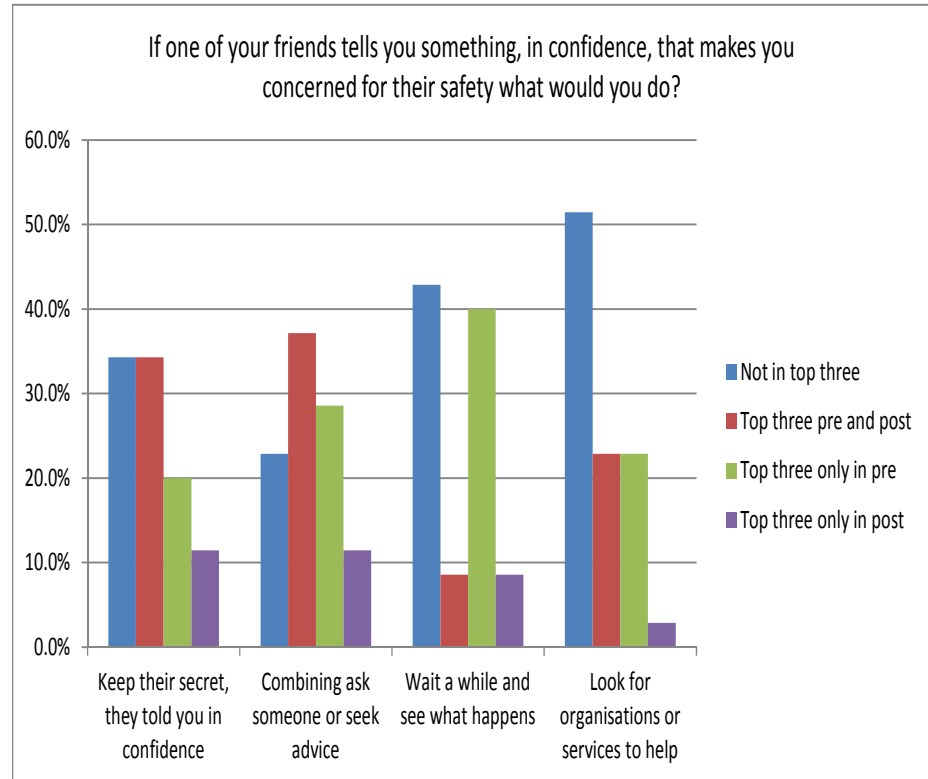


Figure 25: Combined year 10 control group results for 'secrets from friends scenario'.

Teenpower Evaluation

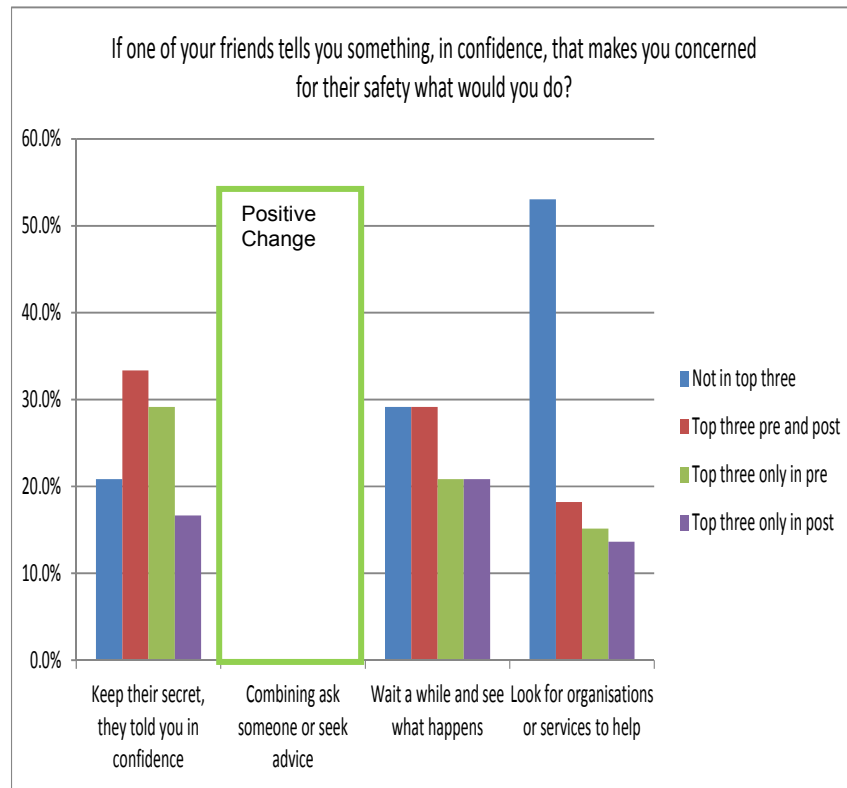


Figure 26: Year 8 learning group results for 'secrets from friends scenario'.

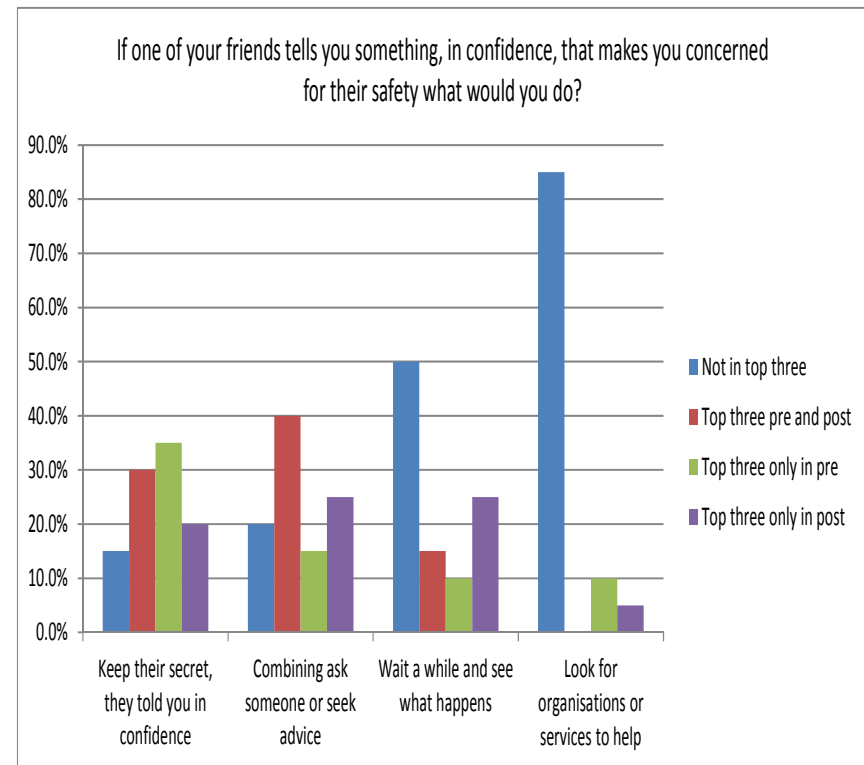


Figure 27: Year 8 control group results for 'secrets from friends scenario'.

Hugs and Movies: Assertive responses

The aim of the hugs and movies scenarios were to see whether students learned that saying no in certain situations was okay, even when it involved friends. The rationale from a Teenpower perspective is learning to avoid situations that may compromise personal values or lead into events that are potentially dangerous.

Hugs Scenario

The hugs scenario sets the scene of someone known to the person wanting to hug them, but the person is uncomfortable with this or simply does not want to reciprocate. It could be used in situations where the person asking for the hug wants more than just a hug or it could just help people be more assertive.



Figure 28: Combined high schools girls only, 'hugs scenario'.

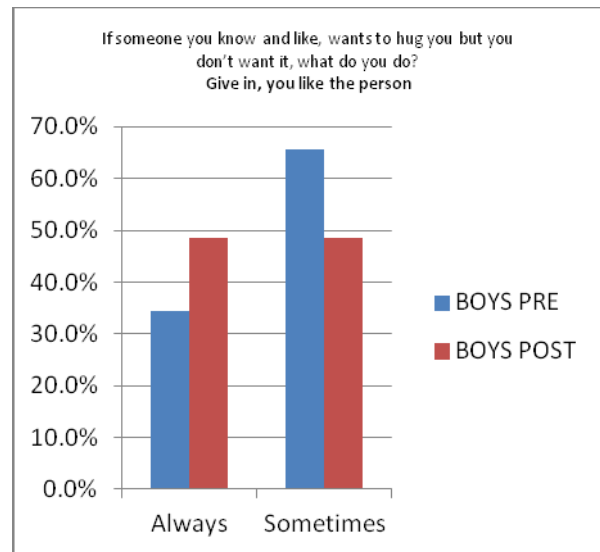


Figure 29: Combined high schools boys only, 'hugs scenario'.

Overall scores for this scenario for the combined year 10 groups indicated no discernable difference between pre and post surveys. Approximately 60 percent of the students suggested they would sometimes hug the person and 40 percent believed they would always return the hug. Given the aim of the question was to assist them to be assertive when physical contact was really not wanted this result was disappointing. However when the overall result was broken down by gender as in the case of the figures 28 and 29 above, a trend in results occur. In particular, there was an increase of 14 percentage points in the number of boys who stated they would always hug the person. Conversely, there was a decrease of 17 percentage points in the number of girls who would always hug the person.

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Figure 30: Learning group 1, 'hugs scenario'.

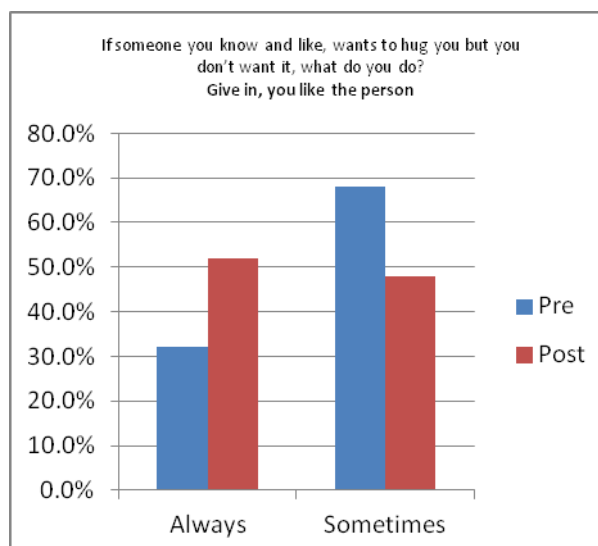


Figure 31: Learning group 3, 'hugs scenario'.

When the individual year 10 classes were taken into consideration in figures 30 and 31, learning group 1 indicated improved responses between the two surveys while learning groups 2 and 3 had either no improvement or results went contrary to expectations, as was the case for learning group 3. On reflection three quarters of learning group 1 were girls while 67 percent of learning group 3 were boys. There is a strong indication therefore that girls were more likely to respond as hoped to the material regarding unwanted physical attention than boys.

Verbal evidence from students in the two classrooms with little or contrary results (learning groups 2 and 3) suggest that the way the question was worded may have influenced how students responded. Girls in particular stated that they would hug a person they liked regardless of whether they wanted to or not. One girl stated:

But if it's someone you like why would you not want to give them a hug.

In another interview the following dialogue occurred,

[First student] At [school name] everyone hugs everyone.

[Second student] yeah.

[First student] It's kind of like. We're quite close. We hug each other like 20 times a day.

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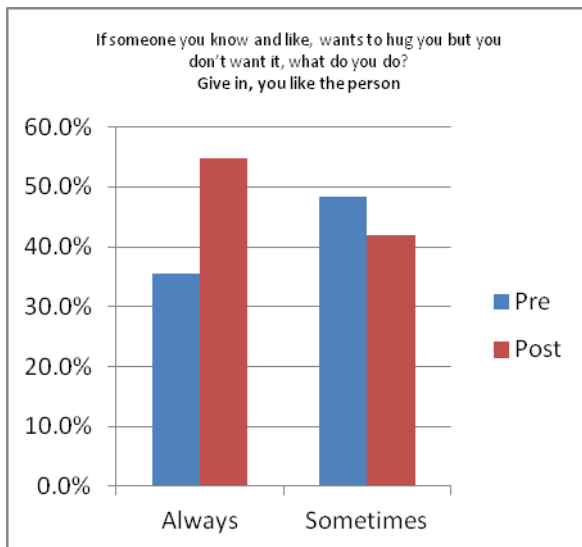


Figure 32: Combined control groups – High schools, 'hugs scenario'.

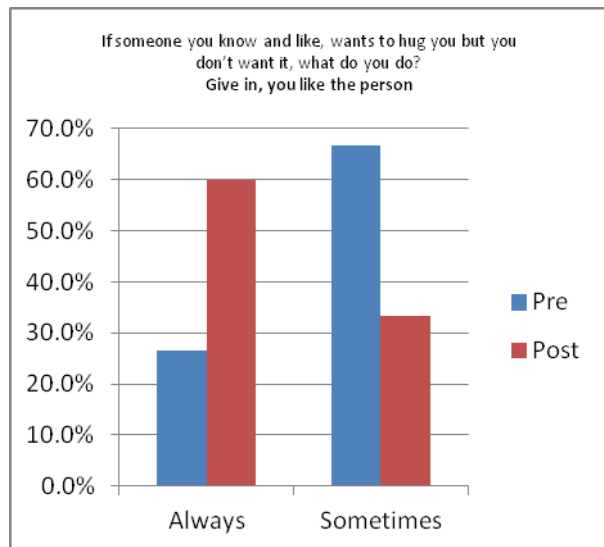


Figure 33: Control group 1, 'hugs scenario'.

The results for the year 10 control groups in figures 32 and 33 indicated a shift toward the “always” category but unlike the learning groups the shift favoured boys rather than girls. The difference was also only evident in the control group 1 from the same school as learning group 1. It shows an opposite trend to that of learning group 1 from the same school.

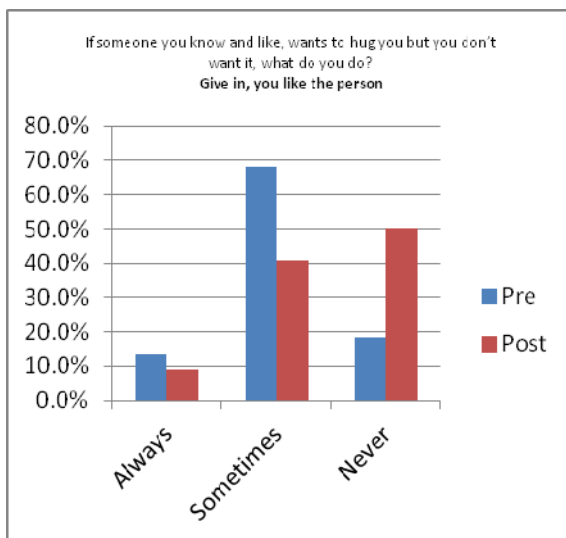


Figure 34: Learning group 4 year 8 students, 'hugs scenario'.

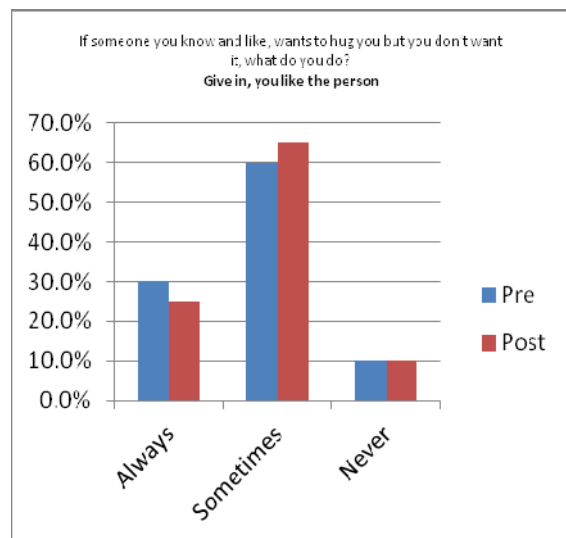


Figure 35: Year 8 Control Group, 'hugs scenario'.

Figure 34 indicates that year 8 students who were involved in the Teenpower Project were less likely to state they would “always” hug a person when they did not want to when compared with all of the high school groups either prior to or following their involvement in the Project. They were more likely to indicate that they would sometimes agree to a hug but by the time the Project was completed the number who said they would never accept a hug increased by over 30 percentage points. When compared with the control group for year 8 students in figure 35, the initial survey results were comparable for the “sometimes” category but remained constant for the second survey. This result indicates that the learning group for year 8

students learned to make a choice not to reciprocate unwanted hugs. This results was stronger for this group than all three high school learning groups and may be related to the age of the students.

How to refuse / avoid an unwanted hug: Tell them you don't want to

Three of the options in the hug scenario considered how students would avoid unwanted physical contact or hugs should they find themselves in that situation. The first of these options was to directly tell the person (politely or otherwise) that they did not want a hug. This was the more assertive of the three options. As can be seen from figure 36 below most year 10 students who responded to this option stated they would “sometimes” tell the person. This response was consistent with both presentations of the survey and is indistinguishable from the combined control group for the high school cohort.

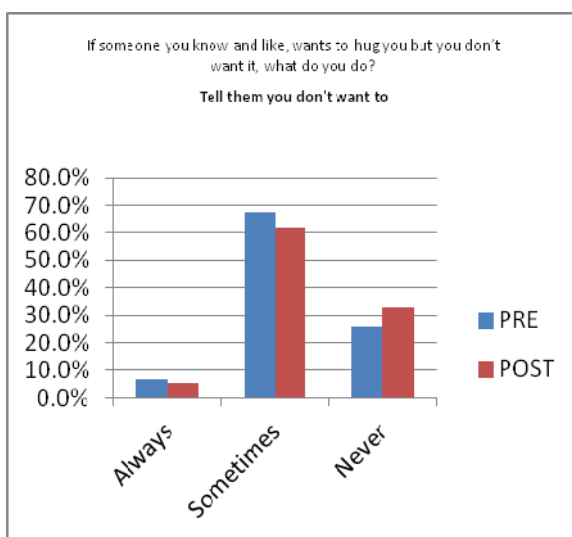


Figure 36: Combined high schools, ‘hugs scenario’ – tell them.

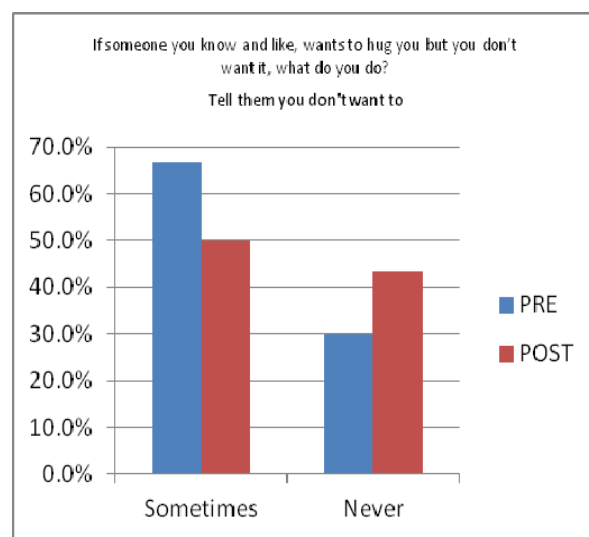


Figure 37: Combined high schools Boys only, ‘hugs scenario’ – tell them.

When gender is considered there is no difference between pre and post surveys for girls but a there was a slight change for boys (figure 37). In this case more boys indicated they would never tell someone they did not want a hug by the end of the Teenpower Project. However, this result is somewhat consistent with the contrary trend for boys noted in the previous option related to this particular scenario. This trend for boys was not evident in the control group.

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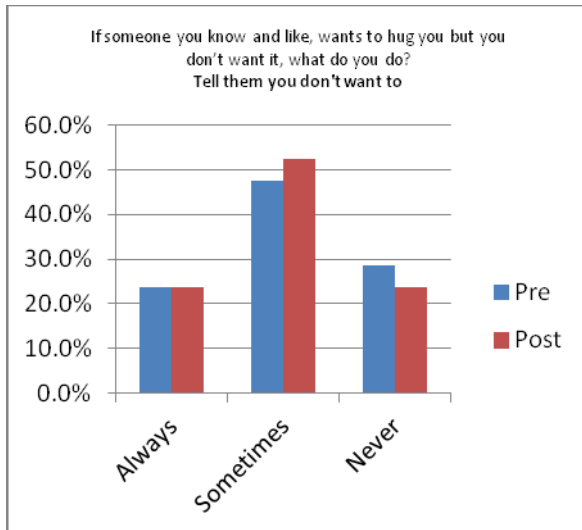


Figure 38: Learning group 4 Year 8, 'hugs scenario' – tell them.

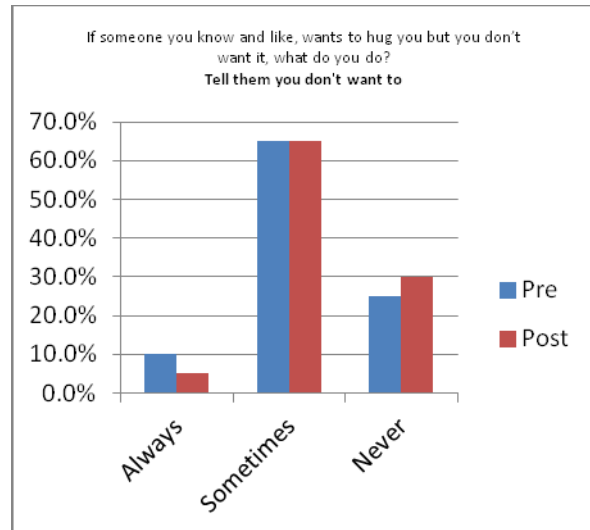


Figure 39: Control group 3 Year 8, 'hugs scenario' – tell them.

Figures 38 and 39 indicate year 8 students provided similar results to the year 10 cohort and did not provide answers different from the control. This means that while year 8 students most often would “sometimes” tell people they did not want a hug it was unrelated to their participation in the Teenpower Project.

How to refuse / avoid an unwanted hug: Tell them you don't want to

This particular option involved students actively avoiding a hug. It was less preferred in many ways as it does not provide a direct response to the person who wants to give the hug and for this reason can be ambiguous.

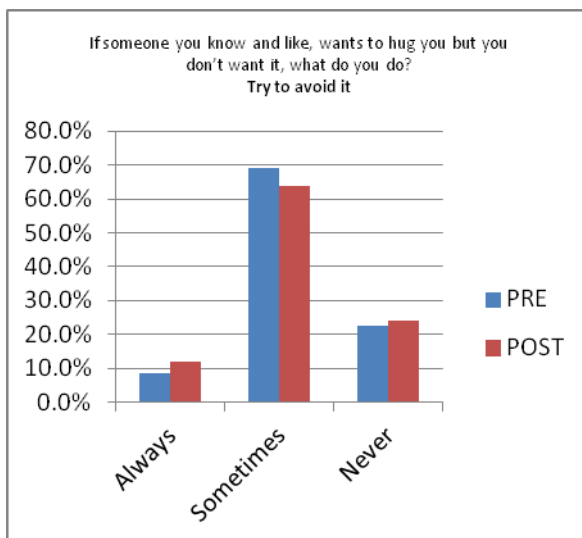


Figure 40: Combined high schools, 'hugs scenario' –try to avoid.

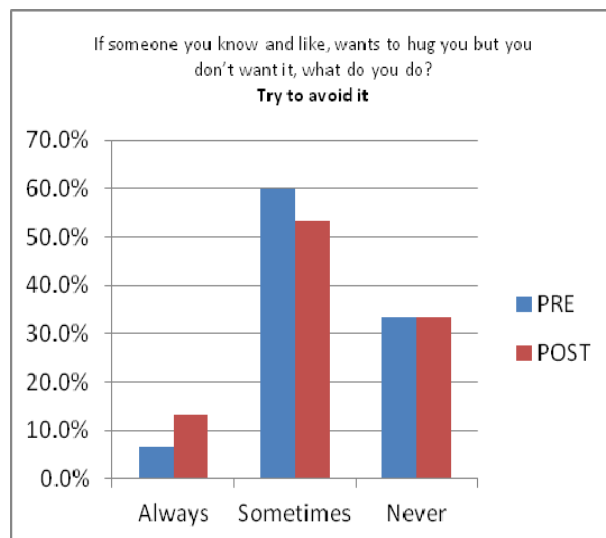


Figure 41: Boys only – combined high schools, 'hugs scenario' –try to avoid.

Figure 40 indicates that responses for this option by all year 10 high school students indicate that over 60 percent stated they would 'sometimes' avoid unwanted hugs if they could. This response did not change as a result of the Teenpower Project and is no different than the control at the time of the second survey. As with the previous option however, boys were more likely than girls to state they would never avoid unwanted hugs (33 percent in contrast to 11 and 14 percent).

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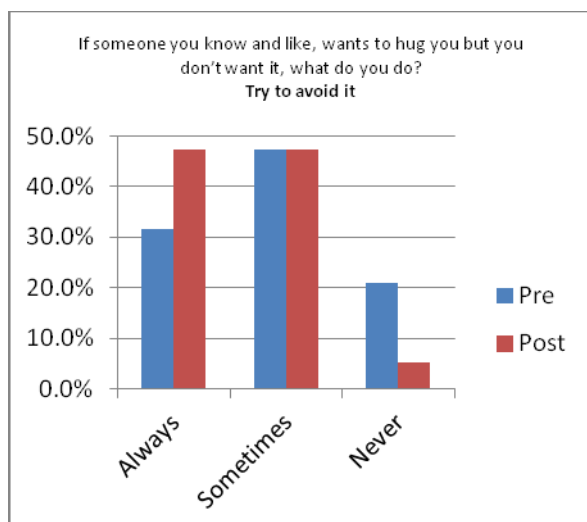


Figure 42: Learning group 4 Year 8, 'hugs scenario' –try to avoid.

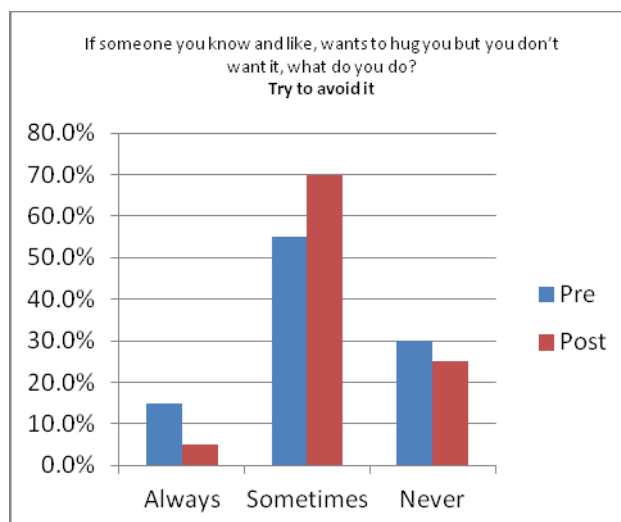


Figure 43: Control group 3 Year 8, 'hugs scenario' –try to avoid.

When considering the year 8 students in contrast to the year 10 high school cohorts there are distinct differences in the pattern of responses that seem to have been influenced by participation in the Teenpower Project. In particular, number of students in figure 42 who stated they would 'never' try to avoid unwanted hugs declined from a relatively high score of 21 to 5 percent. Likewise the number who stated they would 'always' avoid unwanted hugs rose by approximately the same amount. This results was not evident in the control group for year 8 students.

How to refuse / avoid an unwanted hug: Hope they will just give up

The option was the most passive of the three options relating to methods of escaping unwanted hugs.

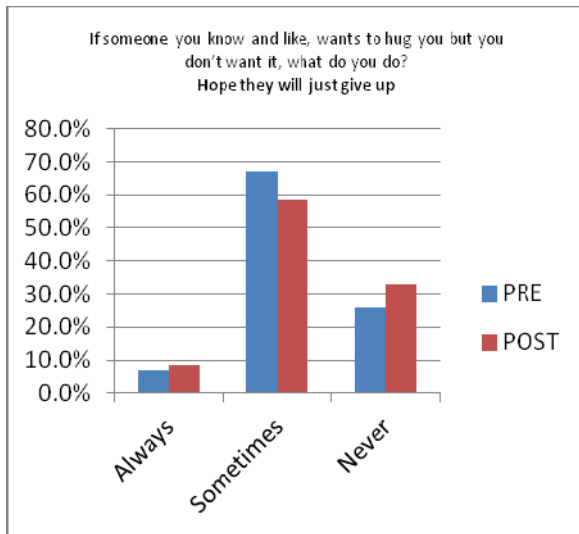


Figure 44: Combined high schools, 'hugs scenario' –hope.

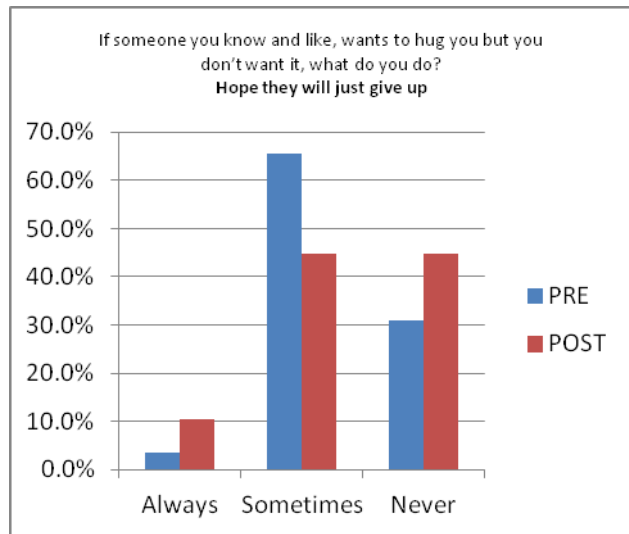


Figure 45: Boys only – combined high schools, 'hugs scenario' –hope.

The results for the combined year 10 students indicated that close to 60 percent of suggested they would “sometimes” just hope the individual would give up, this did not change sufficiently by the end of the Teenpower Project (see figure 44). Again the boys group indicated more negative responses after completion of the Teenpower Project and they account for the slight variation noted for the complete sample.

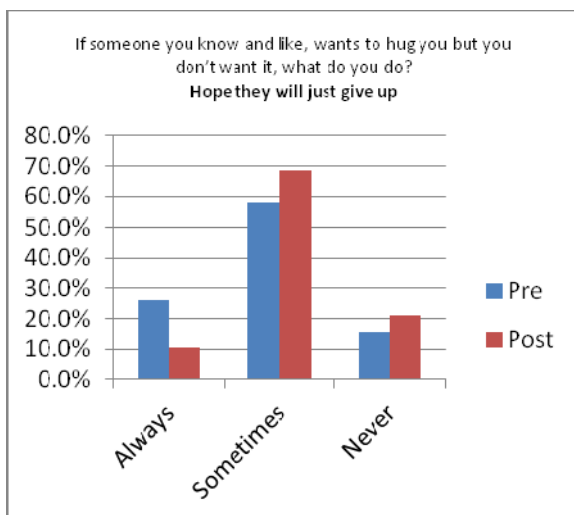


Figure 46: Learning group 4 Year 8, 'hugs scenario' –hope.

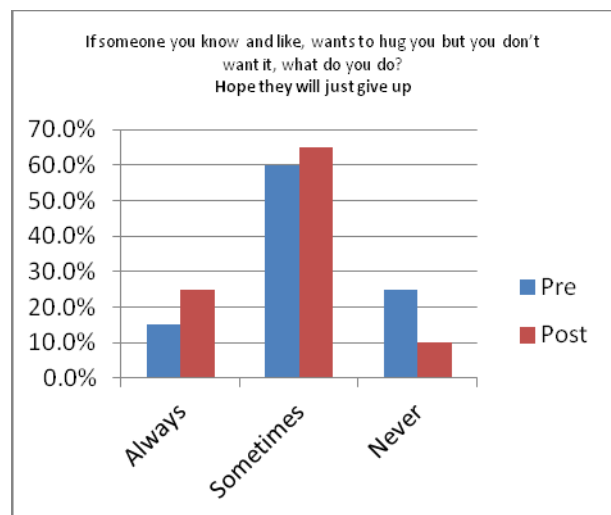


Figure 47: Control group 3 Year 8, 'hugs scenario' –hope.

The year 8 group indicated a small shift away from “always” hoping a person would just give up trying to give an unwanted hug in figure 46 toward “sometimes” and “never”. This result is somewhat the reverse of the control sample for the same age group. A move away from this more passive response and toward an assertive or

even an active avoidance response would be an improvement. While the result for the year 8 group is not strong it is more in the direction hoped for by the Teenpower Project and is in contrast to the older year 10 cohort.

Conclusion: Hug Scenario

It was evident from two of the year 10 classes that the hug scenario was loaded with interpretation issues that may have influenced how the students responded. One year 10 class (learning group 1) showed some learning occurred as a result of the Teenpower Project for this particular scenario. The remaining two year 10 learning groups only showed similar changes when contrasted with the control group. Further analysis revealed that learning was most evident with girls and tended to be contrary to expectations for boys.

When the type of response to unwanted attention was considered there were no obvious strategies adopted by year 10 students as a result of the Teenpower Violence Prevention Project. These results suggest further attention to this topic area may be useful *and* a review of the survey items to clarify what is meant by “unwanted” hugs (even if it is from someone that is known to the person). Another method of strengthening the finding would be for students to rank which response they would make to unwanted attention from highest to lowest. This would allow a more indepth analysis of strategies, particularly for the year 8 cohort.

In consideration of the year 8 cohort there was evidence that the Teenpower Project had a positive result for this group. Far fewer students indicated they would just give in to unwanted hugs by the time the Teenpower Project was completed. The preferred response from this group however was to actively avoid unwanted hugs rather than take a more assertive approach and tell the person their wishes.

Movies Scenario

This scenario was designed to remind students that it is okay to have an opinion and say no to something, even when with a group of peers. It is an important issue for young people who will be repeatedly tested when with friends to try things that may not be to their liking or which may be dangerous or illegal. The scenario chosen in this case is one where friends are together to watch a movie. However, the movie that eventuates may not be one everyone is comfortable with for a myriad of reasons. The scenario may also work for questions concerning, drugs, alcohol consumption, potentially criminal behaviour (such as tagging), dangerous driving, smoking, bullying or sex.

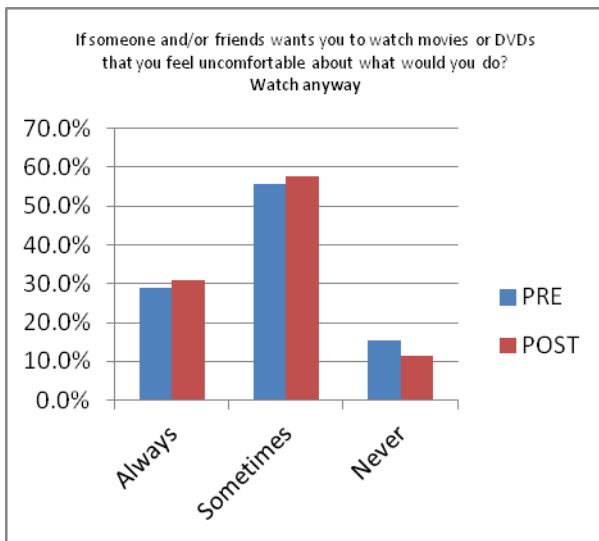


Figure 48: Combined year 10 learning groups, 'movie scenario'.

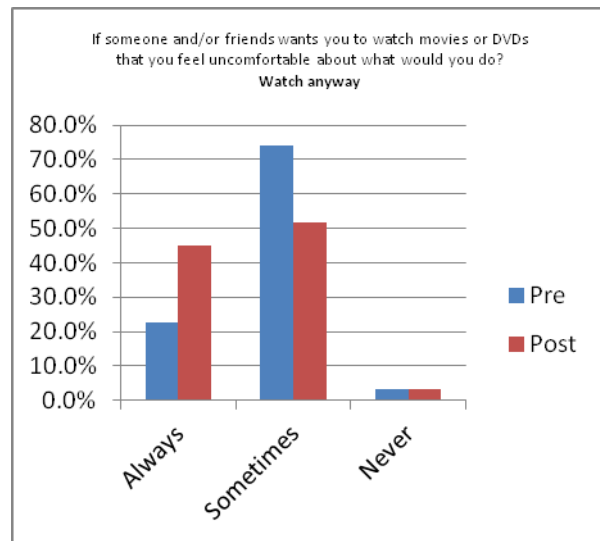


Figure 49: Combined year 10 control groups, 'movie scenario'.

Initial review of this question suggests that the students are highly likely to continue to watch the movie or DVD or at least sometimes continue to watch. If anything the trend for the control groups was to increasingly always watch the movie regardless when compared to the learning groups. These results were consistent across all three learning groups for this question. Thus the overall results suggest that this question did not work well and/or the content of the Teenpower Project was not sufficient to move opinion for this question for the year 10 cohort.

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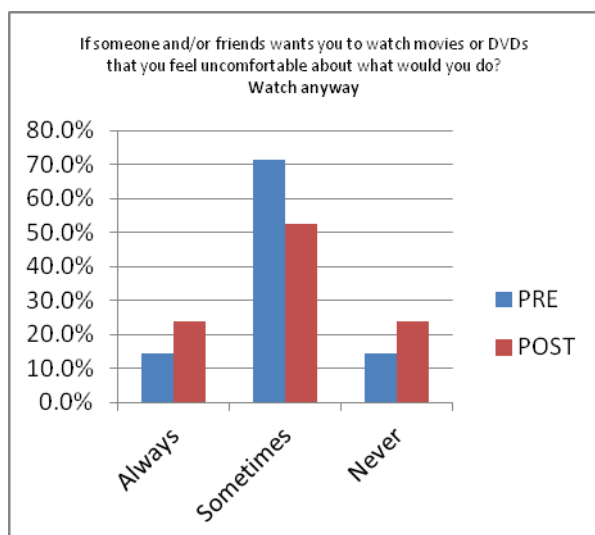


Figure 50: Girls only - combined year 10 learning groups, 'movie scenario'.

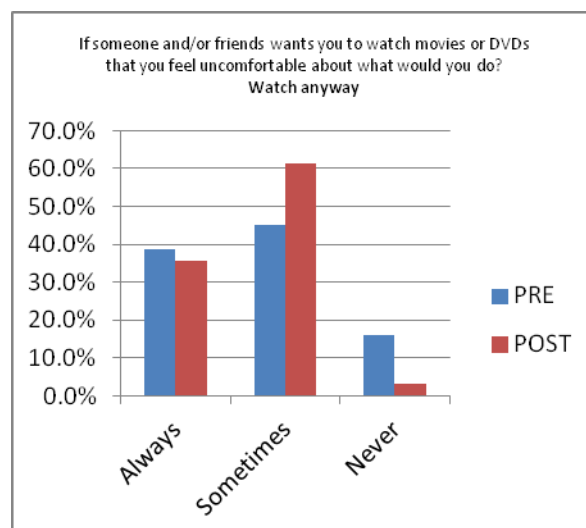


Figure 51: Boys only - combined year 10 learning groups, 'movie scenario'.

A breakdown of gender for the combined year 10 learning groups for this question helps us understand a little of the lack of movement in the group overall. A proportion of girls stating they would never just watch the movie anyway increased at the close of the Teenpower Project whereas for the boys it declined. This result again suggests that each gender related to the content of the Teenpower Project differently. The boys were more likely to go along with their peer group and were perhaps less concerned about the potential content of movies. What is of interest with this question is the comments made by students during discussion with the researcher. When asked why there was a lack of result for one class a female student said:

It's not cool [not to watch a movie with friends]

Another group of girls stated:

Well I don't know, for me there is not very many movies I would be uncomfortable with.

[second student] Yeah.

In a class discussion one student was of the opinion that if they had already sat down to begin watching a movie and then discovered it was not something they would ordinarily watch they would feel obliged to continue anyway.

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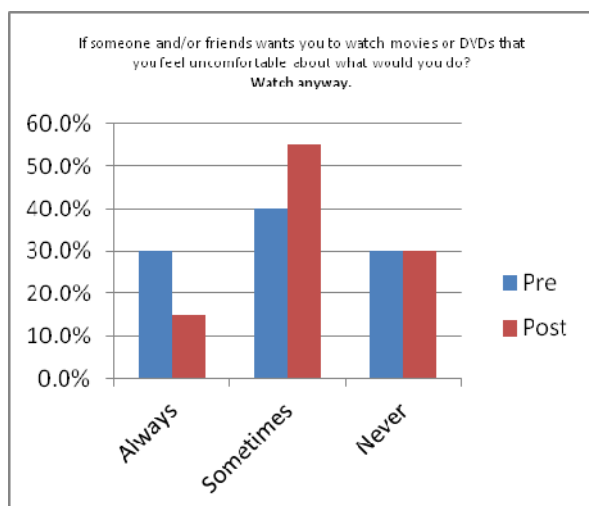


Figure 52: Learning group 4 year 8 students, 'movie scenario'.

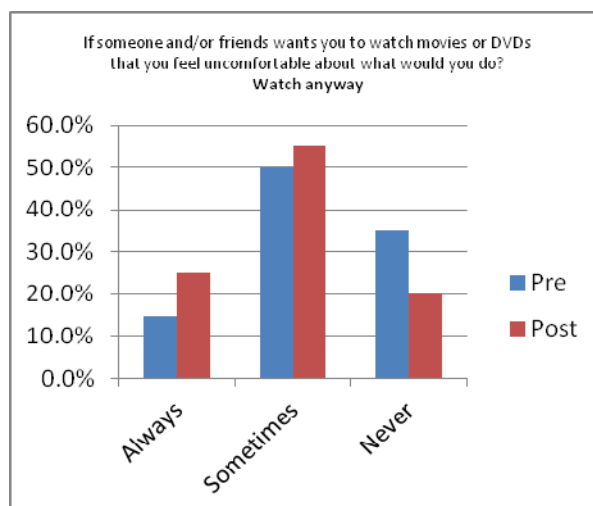


Figure 53: Control group year 8 students, 'movie scenario'.

With the year 8 students quite different results emerge. Thirty percent of the class indicated they would never watch a movie or DVD that made them feel uncomfortable during both presentations of the survey. Furthermore the number saying they would always watch the movie declined in favour of a rise in the figures for "sometimes". This result is somewhat different also from the control group which showed a rise in the "always" category and a fall in the "never" category. These results suggest that unlike the year 10 cohort the younger group were more inclined "never" to watch a movie they were uncomfortable with regardless of their participation in the Teenpower Project. But more importantly the shift from a definitive "always" to for more considered "sometimes" suggests the Teenpower Project may have had an influence on this age cohort.

Movie/DVD scenario - Tell them you don't want to

There were three options for this movie scenario that considered how an individual could extract themselves from having to watch the movie or DVD they decided they did not like. The first of these was the more assertive approach; tell the friend or person concerned that they did not want to watch that particular movie.

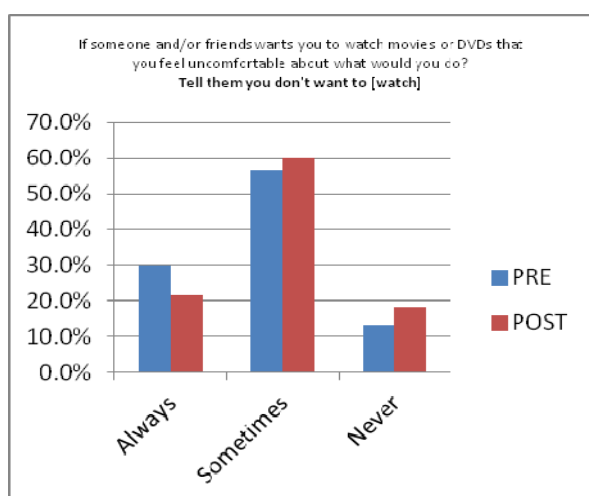


Figure 54: Combined year 10 learning groups, 'movie scenario' – tell them.

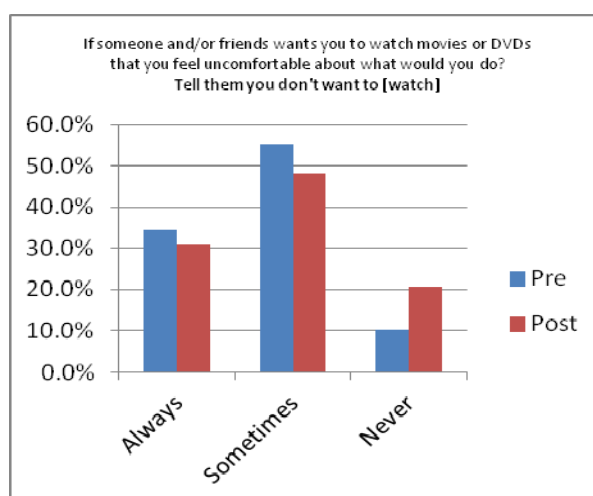


Figure 55: Combined control groups, 'movie scenario' – tell them.

On initial inspection there were no discernable differences between the three year 10 learning groups and the two control groups when they were combined (figures 54 and 55). There were likewise only moderate variations between the learning groups when taken separately (the most notably being learning groups 1 and 3). Both the combined totals for all three learning groups and those of the two controls indicate that approximately 50 percent of this age group would sometimes tell someone they did not want to watch a movie and between 20 and 30 percent would always be assertive in this way. When the results were considered relative to gender however a slightly different trend emerges.

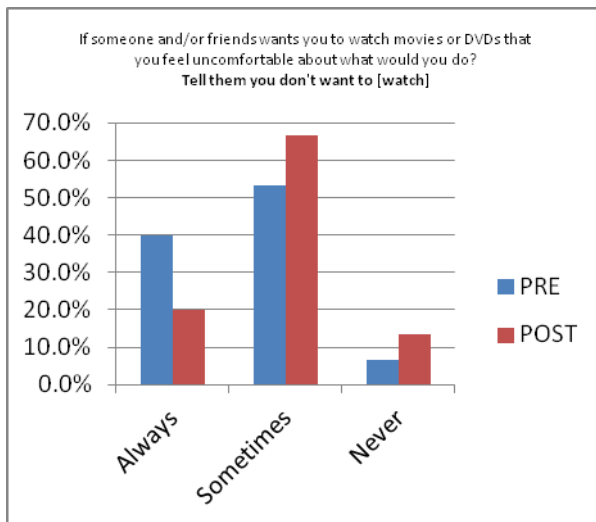


Figure 56: Girls only - combined year 10 learning groups, 'movie scenario' – tell them.

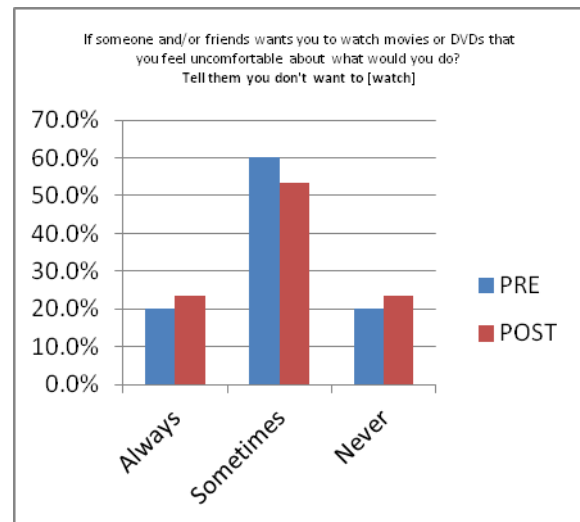


Figure 57: Boys only – combined year 10 learning groups, 'movie scenario' – tell them.

There was a shift in the number of girls who stated they would “always” tell someone they did not want to watch a movie from a relatively high 40 percent to 20 percent when the Project concluded (see figure 56). This result is almost identical to learning group 1 which had a composition of 75 percent girls. When compared with boys in figure 57 above the girls were more likely to refuse a movie verbally. These results did not seem to be influenced by participation in the Teenpower Project.

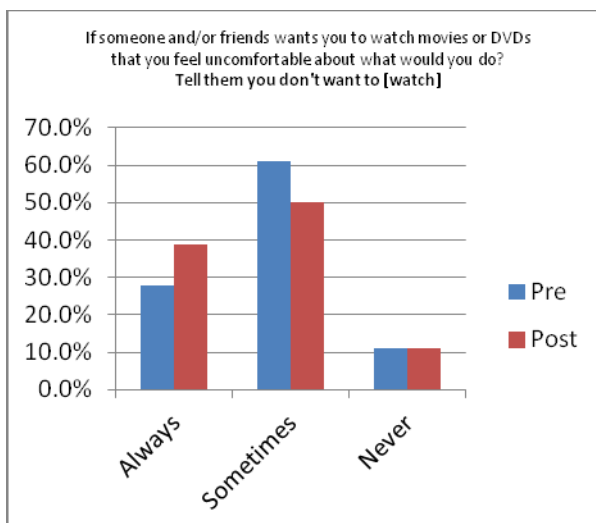


Figure 58: Learning group 4 year 8 students, 'movie scenario'.

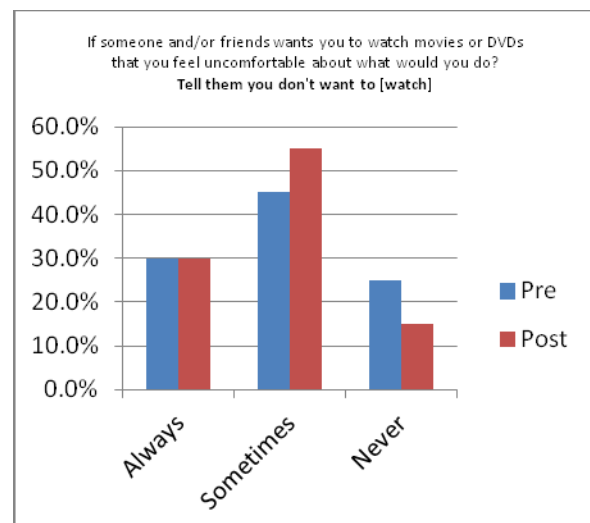


Figure 59: Control group year 8 students, 'movie scenario'.

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Comparisons between the learning group and control group for the year 8 students indicated very few differences. The results for both groups however suggest very similar results to the year 10 cohort. Overall, there were no discernable learning outcomes for this particular option.

Movie/DVD scenario – Make an excuse to leave

A second option in the movie scenario involved a choice to make an excuse to leave rather than watch a movie they did not want to watch. This option was less assertive since it did not directly focus on the issue at hand. It was more an avoidance response.

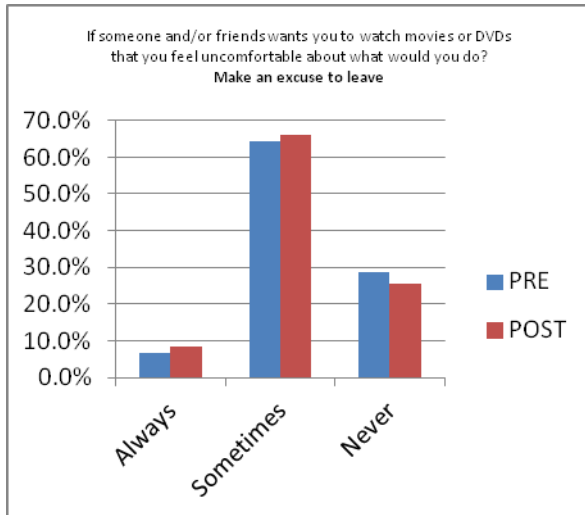


Figure 60: Combined year 10 learning groups, 'movie scenario' - leave.

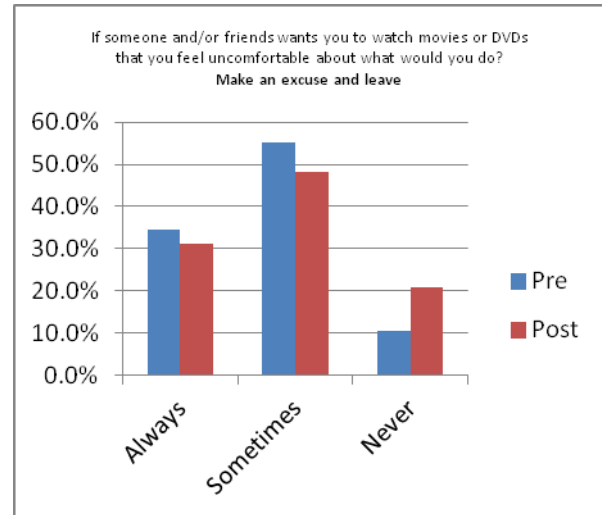


Figure 61: Combined year 10 control groups, 'movie scenario' - leave.

There were few differences between the combined learning groups and the control groups when students considered the option “make an excuse to leave” (figures 60 and 61). These trends are consistent across individual learning groups.

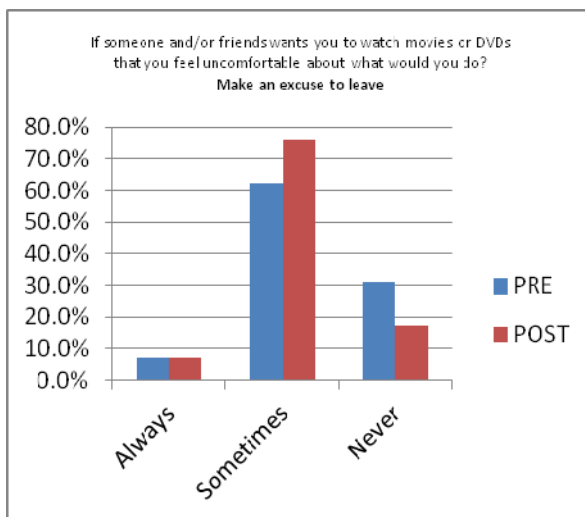


Figure 62: Girls only - combined high schools, 'movie scenario'.

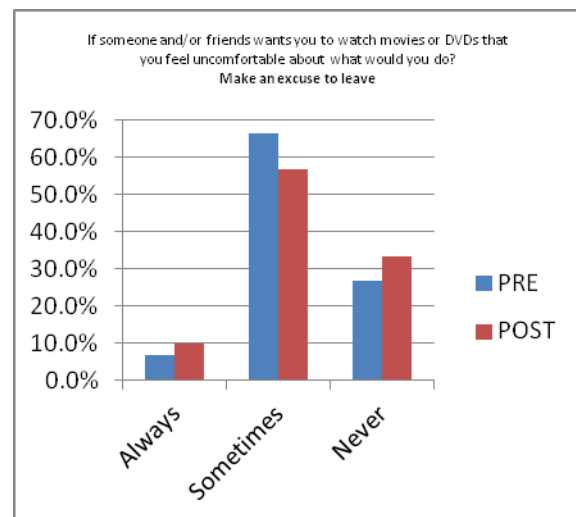


Figure 63: Boys only – combined high schools, 'movie scenario'.

There was one positive result for this option for the year 10 girls from all three year 10 learning groups. In this case, rather than never making an excuse to leave, close to 12 percent of the group decided that they may sometimes make an excuse to leave if a movie was in some way disturbing. In contrast the number of boys who indicated they would never make an excuse to leave increased slightly.

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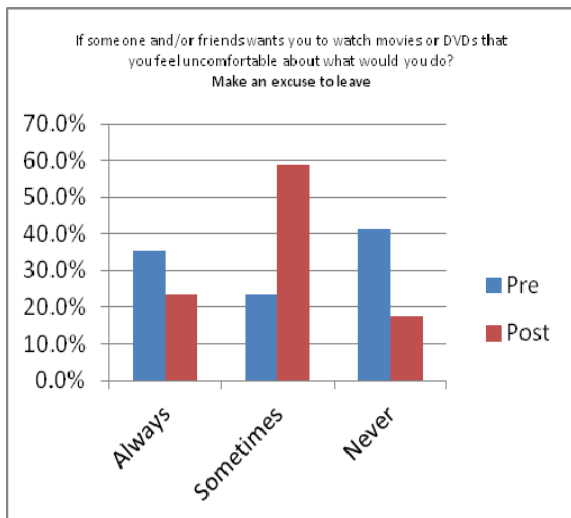


Figure 64: Learning group 4 year 8 students, 'movie scenario' - leave.

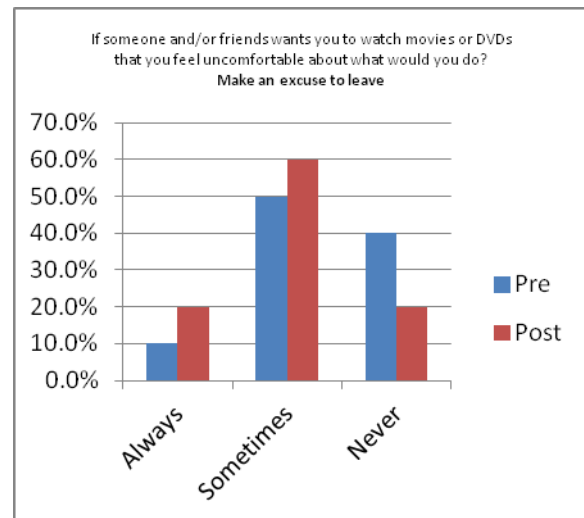


Figure 65: Control group year 8 students, 'movie scenario' - leave.

The results for the year 8 groups in figures 64 and 65 were difficult to understand given there were similar changes between the two surveys for the “never” category, regardless of whether the class had participated in the Teenpower Project or not. Comparisons with the year 10 cohort suggest the year 8 students were more inclined to “never” make an excuse to leave, although they seemed to reconsider this option over time and finish with similar results to the year 10 group. The change in the year 8 learning group in stating they would more often “sometimes” make an excuse to leave seemed to further indicate a positive change. However, the comparison with the control remains confusing.

Movie/DVD scenario - Go and do something else

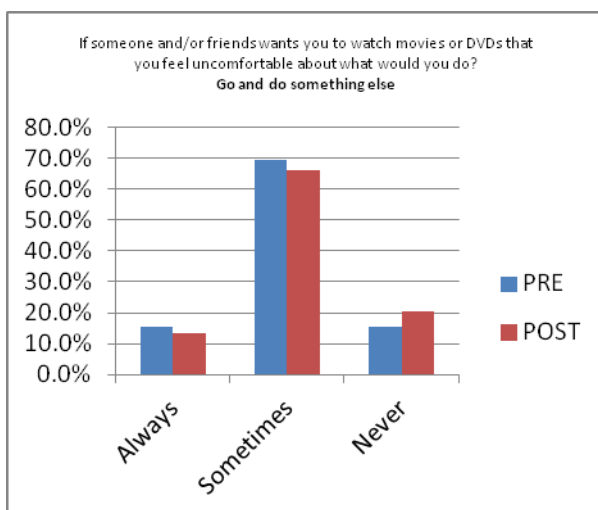


Figure 66: Combined year 10 learning groups, 'movie scenario' - do something else.

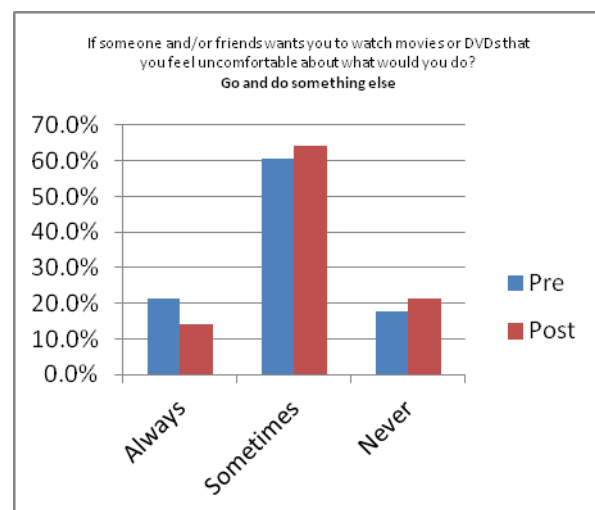


Figure 67: Combined year 10 control groups, 'movie scenario' - do something else.

There were almost no differences between the combined learning groups and the control for this option. Most students would “sometimes” go and do something else to avoid watching an unwanted movie and participation in the Teenpower Project

seemed to have no influence on this outcome. These results are consistent with both genders and across all learning groups when considered individually.

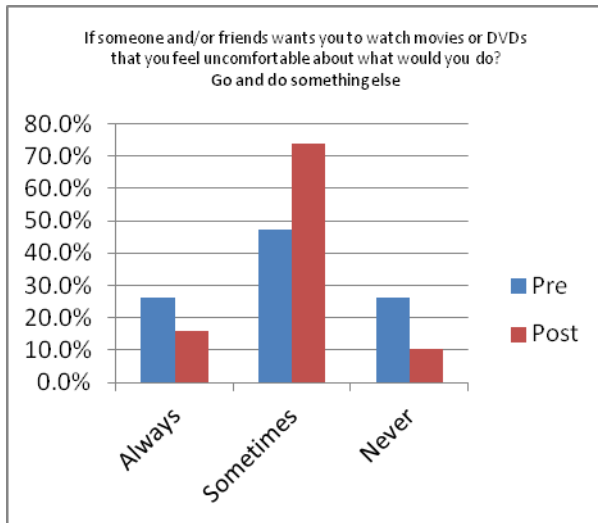


Figure 68: Learning group 4 year 8 students, 'movie scenario'- do something else.

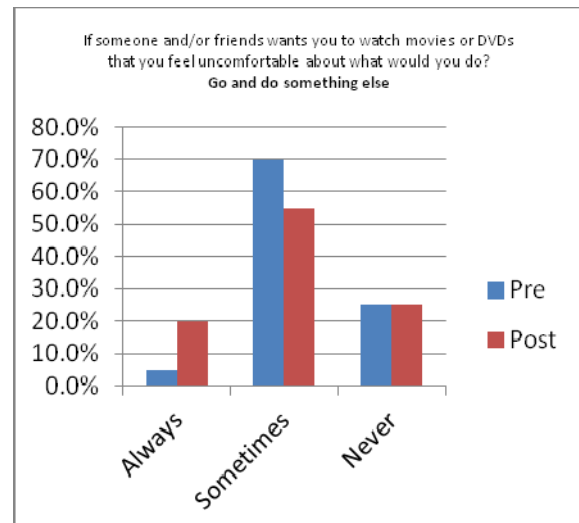


Figure 69: Control group year 8 students, 'movie scenario' – do something else.

The year 8 group did indicate a positive change in contrast to the control group at the time of the second survey. The number of student who stated they would never go and do something else rather than watch an unwanted movie or DVD reduced in favour of a rise in the number of students who said they would “sometimes” use this strategy. An avoidance response of this type is preferable to just doing what one’s peers are doing.

Conclusion: Movie Scenario

There were few strong learning effects that influenced how students responded to this scenario in the year 10 learning groups, when compared with the control. The one exception concerned small shifts for year 10 girls indicating that more would never watch anyway, although this shift was matched by the same number saying they would always stay and watch. For the year 8 group there was a suggestion that year 8 students might modify their opinion from saying they would “always” watch anyway to “sometimes” as a result of the Teenpower Project. General results for both groups suggest that peer pressure to watch movies or DVDs regardless, is fairly strong for both year 8 and year 10 students, although it is reassuring that approximately 10 percent more year 8 students would never watch a disturbing movie or DVD than the year 10 students.

In terms of strategies to avoid watching unwanted movies between 60 and 70 percent of all high school students believed they would “sometimes” use each of the three options. There were generally changes for the year 10 groups as a result of the Teenpower Project in terms of using specific strategies. For the year 8 students fewer people indicated they would “never” go and do something else as a specific strategy to avoid watching a disturbing movie. This result did seem to be influenced by the Teenpower Project.

It is of interest that although the Teenpower Project allows space to discuss peer pressure and group behaviours (such as bystander effects), it does not specifically discuss strategies to escape unwanted peer pressure situations. The lack of focus in

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the Teenpower Project may explain the generally poor responses to this scenario. . It may, therefore be prudent to review peer pressure issues during Teenpower courses and perhaps use scenarios that involve issues topical to young people (for instance, alcohol, driving behaviour, drugs and so on). Modification of the question may also be suggested by including a scenario that is more challenging or topical for this age group.

Techniques in self calming

One of the aims of the Teenpower Project was to help students understand how they could keep calm and thinking clearly in potentially dangerous situations. Several of the skill cards centred on strategies to use in difficult situations, all of which emphasise being aware, focused and calm. For example, the card “be and act aware” states, “people will bother you less and listen to you more if you show awareness, calm[ness] and confidence”. The “stay centred” card likewise states that being centred means “that we feel calm and present with our bodies and minds”. Both of these skill cards use a problem where someone is behind you. The “stay centred” card asks students to practice being aware of their body and breathing and to keep focused on something in their environment as a means of calming. The “be and act aware” card also focuses on being aware of the environment, standing tall with the head up and being purposeful but relaxed. The third card that emphasises calming techniques is the “triggers” card. This card refers to how we can react to certain triggers either emotionally and/or physically. Not responding to emotional triggers requires a level of calmness. The exercise on the skill card looks at word associations that defuse or take the sting out of insults. Likewise the “emotional raincoat” card or the “trash can” card suggest the best way to deal with verbal abuse is to disengage or “not be there” either physically by walking away or emotionally by using the techniques outlined on the skill cards.

	LG1		LG2		LG3		Combined	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Walk away	6 30.0	8 40.0	12 46.2	9 34.6	9 36.0	2 8.0	27 38.0	19 26.8
Breathing exercise	2 10.0	2 10.0	4 15.4	7 26.9	5 20.0	2 8.0	11 15.5	11 15.5
Counting exercise	2 10.0	1 5.0	6 23.1	2 7.7	2 8.0	4 16.0	10 14.1	7 9.9
Ignore	1 5.0	0	0	0	0	0	1 2.8	0
Thinking	1 5.0	2 10.0	3 11.5	3 11.5	1 4.0	2 8.0	5 7.0	7 9.9
Aggressive response	3 15.0	1 5.0	2 7.7	1 3.8	0	0	5 7.0	2 2.8
Other	0	2 10.0	3 11.5	2 7.7	4 16.0	3 12.0	7 9.9	7 9.9
I don't know	1 5.0	2 10.0	0	0	0	1 4.0	1 1.4	3 4.2

Table 7: Strategies for self calming – written responses – year 10 students individual and combined learning groups.

Tables 7 and 8 make it clear that students understood that if they can exit themselves physically from potentially dangerous situations then that would be the best approach. The language used in this exercise is typically one of “walk away”. Some examples from all three learning groups are presented below (note that student will frequently use more than one strategy to answer this question):

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Get away so I'm by myself

Try to get out of the situation without any trouble

Walk away and give yourself some time to chill out otherwise you might take your anger out on someone you care about.

Walk away from others (as to not take it out on them). Breathe deeply and think of something else (happy thoughts).

Take deep breaths. Walk away. Tell them how I feel.

Walk away, count to ten, ignore them.

Isolate myself from others or do something else.

As can be seen from the examples calming oneself is often defined in terms not reacting to triggers within oneself that might escalate the situation. The examples above also give examples of taking stock of breathing counting, and taking out frustrations in private; for example, by punching things.

Responses to the question by learning group 3 were generally varied, ranging from "listen to music" (x2 recorded as other), "stay alert but chill", "breathe, think about something else" and "kick something (not alive)". The number of students stating they would "walk away" dropped from nine to two examples at the time of the second survey. Most students in this class gave one short response to the question using one idea and thus the percentages (which are based on responses to each idea presented in table 7 divided by the total number of people making a response in the survey) for single ideas such as "walk away" may be reduced. Overall **however**, learning group 3 were less responsive than other groups.

	Combined Learning groups		Control	
	Pre	Post	Pre	Post
Walk away	27 38.0	19 26.8	10 28.6	2 5.7
Breathing exercise	11 15.5	11 15.5	1 2.9	2 8.6
Counting exercise	10 14.1	7 9.9	1 2.9	2 5.7
Ignore	1 2.8	0	2 5.7	1 2.9
Thinking	5 7.0	7 9.9	2 5.7	4 11.4
Aggressive response	5 7.0	2 2.8	2 5.7	0
Other	7 9.9	7 9.9	6 17.1	1 2.9
I don't know	1 1.4	3 4.2	2 5.7	5 14.3

Table 8: Strategies for self calming – written responses – year 10 students learning and control groups.

A review of the combined year 10 learning groups responses when compared with the combined control in table 8 indicate that the learning groups maintained high responses to the three strategies “walk away”, focusing on “breathing” and “counting” when contrasted with the control group. This indicates that these ideas were initially strong and maintained at the time of the second survey.

	Year 8 Learning Group		Year 8 Control	
	Pre	Post	Pre	Post
Walk away	8 32.0	1 4.0	5 23.8	5 23.8
Breathing exercise	2 8.0	1 4.0	2 9.5	3 14.3
Counting exercise	3 12.0	3 12.0	2 9.5	1 4.8
Ignore	0	0	1 4.8	0
Thinking	4 16.0	3 12.0	1 4.8	0
Aggressive response	3 12.0	1 4.0	1 4.8	0
Other	1 4.0	0	4 19.0	4 19.0
I don't know	4 16.0	6 24.0	0	1 4.8

Table 9: Strategies for self calming – written responses – year 8 learning group and control group.

It is immediately obvious when reviewing the pattern of responses in table 9 that there were no specific learning strategies in the year 8 learning group indicated or maintained over time. In fact the control group seemed to have a better set of responses to this item when contrasted with the learning group. This indicates that calming strategies were not well learned and where previously known, not well maintained by participation in the Teenpower Project.

Conclusion: Techniques in self calming

In general it appears the year 10 students had a positive response to exercises and discussion with regard to calming techniques. It seems evident that strategies already known have been reinforced and/or new strategies have been learned and noted at the time of the second survey. The main methods recorded by students includes methods of exiting the situation, focusing on breathing to remain calm and counting techniques.

The trend found in the year 10 cohort was not evident for year 8 students . There may be a number of reasons for this including failure to cover the material on the skill cards in detail (e.g. doing the exercises) and/or it may be a general reluctance to provide written responses in this age group.

Insults Scenario

The insults scenario sets the scene of someone or a group of people calling you names or put-downs. It provides seven options from which to tick the most obvious responses the person would make. This was *not* a ranking question where students had to rank the top three choices in order or priority.

The skill cards covered for this scenario included the “emotional raincoat”, “trash can”, and “triggers”.

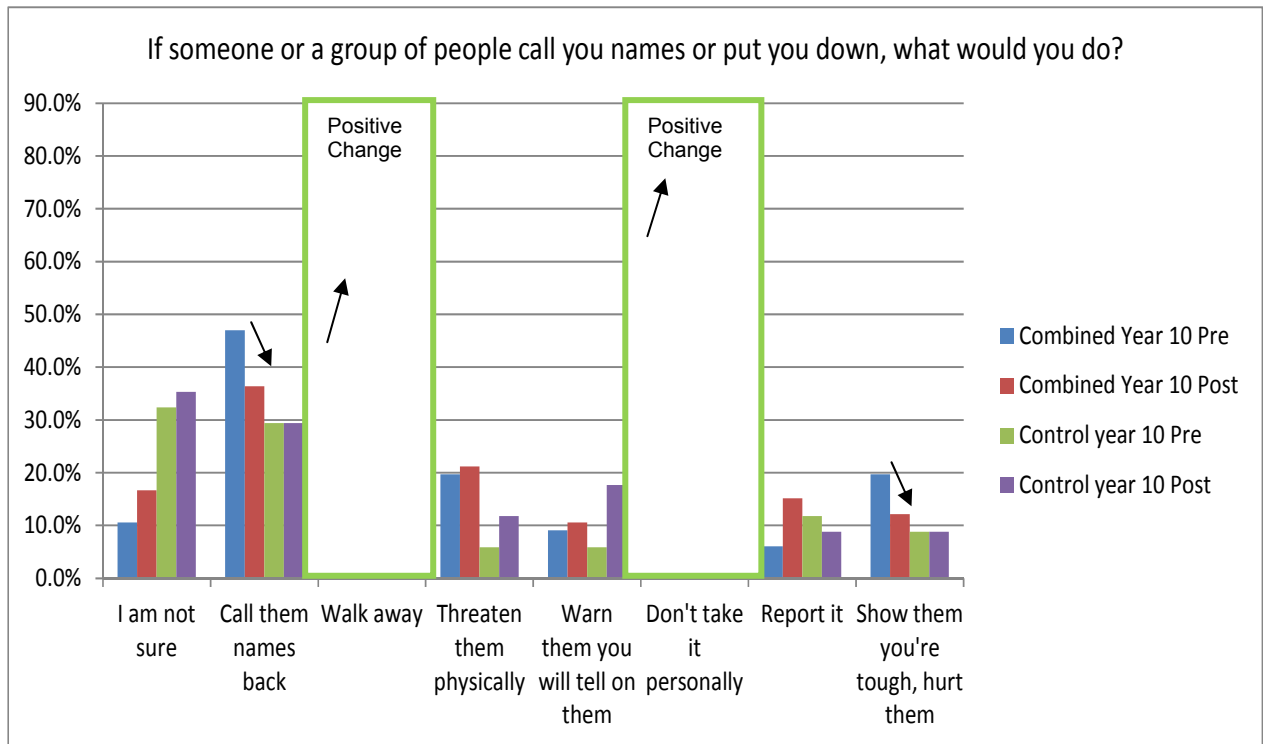


Figure 70: Combined year 10 students and combined year 10 control groups for the “insults” scenario.

A review of the responses for this question show that the options “walk away” and “don’t take it personally” had strong results at the time of the second survey for those students who participated in the Teenpower Project in contrast to the control group. Likewise, there was a decline in options that would results in escalating the situation “call them names back” and “show them you’re tough, hurt them”. These vary somewhat between learning groups.

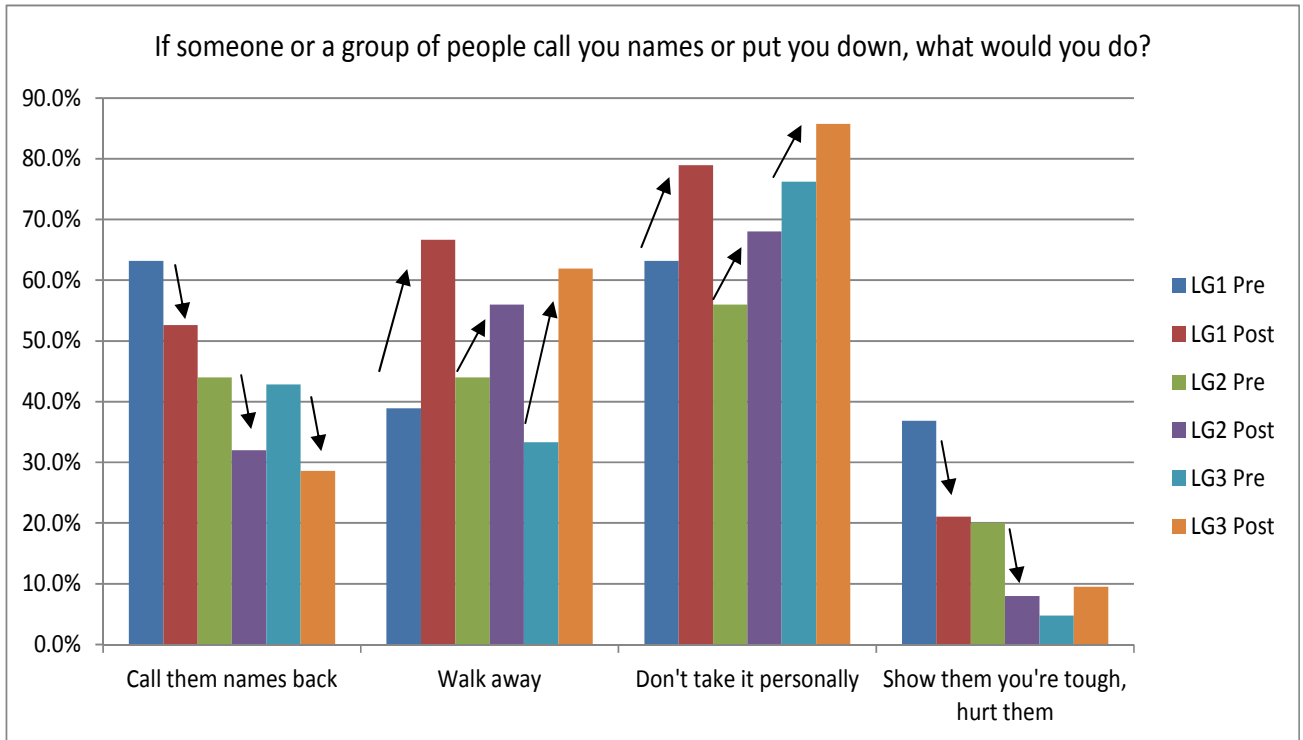


Figure 71: The three learning groups for year 10 students, main trends for the “insult scenario”.

Figure 71 graphically indicates the direction of change for each learning group for each of four options. These trends vary from class to class. For example, the option “show them you’re tough” declined over time in learning groups 1 and 2 but rose slightly in learning group three. Also gains were largest in learning groups 1 and 3 for “walk away”. This latter result may be tied to the “move out of reach” card not being practiced in learning group 2. The biggest gains for “don’t take it personally” was in learning group 1 and amongst girls generally. Learning group 1 was composed of 75 percent girls.

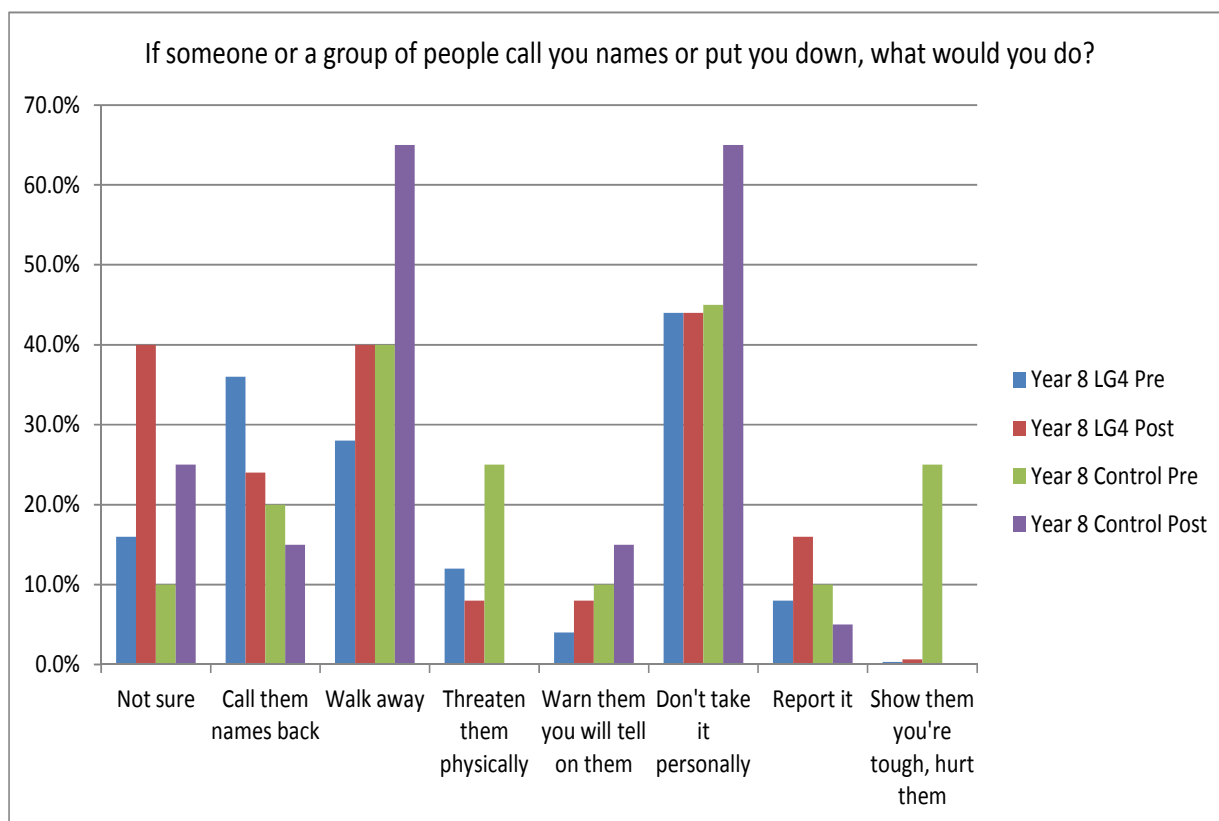


Figure 72: Year 8 learning group (LG4) and the year 8 control group for the “insults scenario”.

The results for the year 8 learning group when compared with the year 8 control group show the learning group made positive changes for walking away, reporting incidents and calling them names back. Unusually the control group also showed positive changes over time in the “walk away” and “don’t take them it personally” options. They also showed dramatic reductions in potentially threatening behaviour such as “calling them names back”, “threaten them physically” and “show them you’re tough, hurt them”. Given the control group indicated the best gains it cannot be concluded the learning groups responses were the result of the Teenpower Project.

Conclusion: Insult Scenario

The overall results for the insult scenario is strongest for the year 10 students who showed improvements in “walk away” and “don’t take it personally”. Both of these options were covered in three of the skill cards provided to support practice in the Teenpower Project. There is some room to suggest that if the cards are not practiced the results are not as strong, given the results of this and the fight scenario.

There is also sufficient evidence to suggest that year 10 students learned that calling people names back, threatening or attacking them would probably escalate the situation. The result for the year 8 students were generally positive but the lack of comparison with the control groups makes it difficult to draw conclusions.

Defending oneself

It was obvious from reviewing student’s written comments and interviews that the section concerned with self defence was the most enjoyed part of the Teenpower Project. In particular, the final question in the second survey asked students what they liked the most from the Project. Well over half (57.9 percent) of all students who made responses to that question stated they enjoyed the self defence part of the Project. During interviews and the class discussion at one of the school students also indicated they enjoyed the self defence section, although some students stated they would like to have practiced multiple scenarios rather than just attacks from behind. Be that as it may, the one open ended question concerned with an attack from behind was expected to reveal particular strategies student might learn, hopefully as a result of their participation in the Project.

	LG1		LG2		LG3		Combined	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I don't know								
Fight back	12 60.0	16 80.0	13 50.0	12 46.2	18 72.0	13 52.0	43 60.6	41 57.7
Scream / Yell	4 20.0	4 20.0	5 19.2	3 11.5	7 28.0	2 8.0	16 22.5	9 12.7
Escape / Run	2 10.0	2 10.0	2 7.7	3 11.5	0	1 4.0	4 5.6	6 8.5
Use Teenpower skills (not specific)	0	4 20.0	0	4 15.4	0	1 4.0	0	9 12.7
Other (not specific)	2 10.0	0	1 3.8	1 3.8	0	2 8.0	3 4.2	3 4.2

Table 10: Strategies for defending oneself – written responses – year 10 students individual and combined learning groups.

In the main year 10 students stated they would fight back in an attempt to extract themselves from an attack from behind. Some classes were more focused on this response than others but overall the combined learning groups made a response that they would fight back more often than the control groups (see table 11).

The second desired response by the Teenpower Project would be to make a great deal of noise if being attacked. This result did not show a desired improvement over time or in contrast with the combined control groups. What did occur however, were direct references to skills learned after participation in the Teenpower Project. Students made direct reference the “no! no!” method and the “stop ready position” strategy among others:

The skill I learned in self defence.

Use the self defence I learned during the course.

Yell for help or what teenpower taught me.

Do the stop ready position thingy.

Use the “NO! NO!” method.

No, No. Get help

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	Combined Learning groups		Control	
	Pre	Post	Pre	Post
I don't know	15 22.4	12 18.2	12 35.5	12 38.7
Fight back	43 60.6	41 57.7	16 45.7	14 40.0
Scream / Yell	16 22.5	9 12.7	2 5.7	5 14.3
Escape / Run	4 5.6	6 8.5	3 8.6	2 5.7
Use Teenpower skills (not specific)	0	9 12.7	0	0
Other (not specific)	3 4.2	3 4.2	6 17.1	3 8.6

Table 11: Strategies for defending oneself – written responses – year 10 students combined learning and control groups.

One more result that gives strength to positive learning strategies resulting from the Teenpower Project is the number of students who stated they did not know what they would do in the case of an attack. In this case fewer students in the combined year 10 learning groups indicated they would not know what to do at the second presentation of the survey when compared with the combined control groups. Furthermore, the number who said they did not know what they would do over both surveys was higher in the control group (19.4 percent) when compared with the combined learning groups (7.6 percent).

When we reviewed the learning group as opposed to the control group for the year 8 students there were few to no differences with regard to the statements that students would fight back or with regard to screaming and yelling. The year 8 learning group also had more students saying they did not know what they would do at the time of the second survey when contrasted with the control group. However, the year 8 learning group did provide three statements relating to specific Teenpower skills.

	Year 8 Learning group		Year 8 control group	
	Pre	Post	Pre	Post
I don't know	6 25.0	12 50.0	6 28.6	6 28.6
Fight back	14 52.0	8 32.0	7 33.3	9 42.9
Scream / Yell	7 28.0	3 12.0	5 23.8	4 19.0
Escape / Run	2 8.0	2 8.0	4 19.0	4 19.0
Use Teenpower skills (not specific)	0	3 12.0	0	0
Other (not specific)	0	0	3 14.3	2 9.5

Table 12: Strategies for defending oneself – written responses – year 8 students combined learning and control groups.

Conclusion: defending yourself

The written responses to the question about what one would do if attacked and could not initially get away indicated that some learning occurred in the year 10 learning groups. This was indicated by the reduction in the number of year 10 students who stated they would not know what to do when compared with the control group and increases in the number who stated they would fight back.

There were generally low numbers of students indicating they would make lots of noise or use the “No! No!” method. This suggests that further discussion of why this method is important may be useful to students. Real life examples of people escaping situations because of particular noise related methods may be helpful in these situations. In discussions for instances, some students stated they did not like the “No! No!” method simply because it would not be the most likely method they would use if they were to make noise.

The responses from the year 8 students was not as satisfactory as the year 10 students and it appeared that little learning occurred as a result of the Teenpower Project.

Seeking help following an attack

The written responses to the scenario of escaping an attack was linked to the “get help” and “persist in getting help” cards. The question in the survey asked students to provide written responses to a scenario of what strategies they would use after escaping an attack.

	LG1		LG2		LG3		Combined Learning groups	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Tell someone (general)	4 20.0	12 60.0	6 23.1	11 42.3	11 44.0	8 32.0	21 29.6	31 43.7
Family	7 35.0	1 5.0	3 11.5	1 3.8	3 12.0	0	13 18.3	2 2.8
Friend	2 10.0	0	0	0	1 4.0	1 4.0	3 4.2	1 1.4
Police	4 20.0	1 5.0	6 23.1	6 23.1	6 24.0	4 16.0	16 22.5	11 15.5
Combined: tell someone	12 60.0	13 65.0	11 42.3	16 61.5	17 68.0	12 48.0	40 56.3	41 57.7
Other	1 5.0	0	1 3.8	2 7.7	2 8.0	2 8.0	4 5.6	4 5.6
Physical/ Aggressive							11 31.1	6 16.9
Run / Hide							0	0

Table 13: Strategies for defending oneself – written responses – year 10 class and combined learning groups.

The results for this question appear to support the view that the students who participated in the Teenpower Project learned that the best response was to seek help from someone, when compared with the control group. The results in table 13 show the range of people students identified as people they would go to if they escaped an attack. Family and police figure highly except in the second survey when the responses tended toward a general response; “tell someone”.

The section labelled “combined: tell someone” lists students who either named someone or gave the “tell someone” response at least once in their written responses. The combined learning groups for year 10 students show that initial responding was maintained or students added “tell someone” to their responses following the Teenpower Project. In contrast, the combined control group in Table 14 indicates a lower number of students making this response and a decline in the number of students that did state “tell someone” in their responses at the time of the second survey.

Table 14 also indicates that the combined control group provided slightly more “don’t know” responses than the combined learning groups when the percentage values are considered. Examples of physical retaliation (for example ‘get my mates and go back’) decrease for the learning group between the two surveys and examples of

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students saying they would hide or keep running increased in the control group. These latter two responses are not favoured by Teenpower tutors.

	Combined Learning groups		Control	
	Pre	Post	Pre	Post
I don't know	7 10.4	10 15.2	7 20.0	7 21.9
Tell someone (general)	21 29.6	31 43.7	10 28.6	7 20.0
Family	13 18.3	2 2.8	5 14.3	2 5.7
Friend	3 4.2	1 1.4	1 2.9	0
Police	16 22.5	11 15.5	6 17.1	6 17.1
Combined: tell someone	40 56.3	41 57.7	17 48.6	13 37.1
Other	4 5.6	4 5.6	4 11.4	6 17.1
Physical/ Aggressive	11 31.1	6 16.9	2 5.7	2 5.7
Run / Hide	0	0	3 8.6	6 17.1

Table 14: Strategies for defending oneself – written responses – year 10 students combined learning and control groups.

When reviewing the pattern of response for the year 8 students there was a higher number of students who stated they did not know what to do if they escaped an attack in the learning group when compared with the control. There was also a corresponding decrease in the number of students who stated they would go and tell someone. This result is contrary to what would be expected.

	Year 8 learning group		Year 8 Control	
	Pre	Post	Pre	Post
I don't know	5 20.8	11 45.8	5 23.8	3 14.3
Tell someone (general)	9 36.0	8 32.0	4 19.0	5 23.8
Family	2 8.0	1 4.0	4 19.0	7 33.3
Friend	2 8.0	0	1 4.8	0
Police	5 20.0	4 16.0	6 28.6	5 23.8
Combined: tell someone	17 68.0	12 48.0	10 47.6	14 66.7
Other	1 4.0	0	0	3 14.3
Physical/ Aggressive	1 4.0	1 4.0	0	0
Run / Hide	1 4.0	0	5 23.8	3 14.3

Table 15: Strategies for defending oneself – written responses – year 8 learning and control groups.

Conclusion: seeking help following an attack

The written responses to the scenario of what to do after someone escaped an attack indicated that the year 10 learning groups increased in the number of suggestions that they should “tell someone” and reduced the number of “don’t know” responses. These results when compared with the combined control groups suggest that the Teenpower Project had a favourable influence on the learning groups with regard to seeking help.

When the results were compared for year 8 students no differences were noted across time (besides contrary trends) or when compared with the control. It is not clear why learning did not appear to occur for the year 8 learning group for either of the written responses in this section.

Getting help questions

A large part of the Teenpower Project concerns teaching students to get help or ask advice in situations where there is, was or potentially will be an issue that puts themselves or others at risk. Understanding how to get help and having the confidence to persist when people are not responding is covered in two cards in the Project “getting help” and “persist in getting help”.

Who to approach

The first “help” question looks at who students feel they can approach if they are looking for help. There is no real correct answer for this question but rather an understanding that it can be anyone the person feels they can trust. Therefore we were looking for more people on the list being ticked off rather than specific people.

	Pre	Post
I am not sure	16 24.2	17 25.8
Talk with a parent	25 37.9	34 51.5
Talk with a teacher	17 25.8	21 31.8
Ask friends for help	24 36.8	38 57.6
Talk with other family you trust	17 25.8	27 40.9
Talk with a friend’s parent	12 18.2	18 27.3
Go to the police	11 16.7	18 27.3
School official (e.g. school counsellor, principal)	19 28.8	16 24.2

Table 16: Combined year 10 learning groups, “how would you get help” question.

The biggest shift for the combined high school group for this question was an increase in the number of students who felt they would approach a parent or extended family member or ask their friends for help. There were however, general increases across options with the exception of a small decline in the numbers of students who stated they would approach school officials. The shift in numbers represents a broader range of choices provided by students at the time of the second survey. For example, an average of two options (1.89, SD 1.35) were chosen during the first survey and an average of closer to three (2.69, 1.71) for the second survey, $F(7.01)$, $p<0.01$. Girls (3.00, SD 1.81) were more likely to choose more options than boys (2.25, SD 1.58) for the second presentation of the survey when compared with the first (girls 1.53, boys 1.74) with a significant difference between presentations for the girls, $F(10.22)$, $p<0.01$. Therefore approaching anyone was better than approaching no one and approaching a range of possible choices indicated that students understood that it could be any one of a range of trusted people. This conclusion seemed to be stronger for girls and boys.

When compared with the control group the number of options chosen for the second survey is larger on average (2.5, SD 2.24) when compared with the first survey (2.0,

SD1.88) but the difference is not as great as the learning group totals and was not significant.

Each of the year 10 learning groups yielded somewhat different results with learning group 1 having a before course average of 1.75 options chosen and a post Project average of 2.7, $F(4.18)$, $p < 0.05$. This class had more girls than both other learning groups and neither of these produced significantly different means.

	Year 8 LG4		Year 8 Control	
	Pre	Post	Pre	Post
I am not sure	4 16.0	8 32.0	4 20.0	5 25.0
Talk with a parent	11 44.0	8 32.0	9 45.0	14 70.0
Talk with a teacher	2 8.0	1 4.0	3 15.0	2 10.0
Ask friends for help	12 48.0	10 40.0	9 45.0	8 40.0
Talk with other family you trust	5 20.0	5 20.0	4 20.0	5 25.0
Talk with a friend's parent	2 8.0	2 8.0	1 5.0	2 10.0
Go to the police	4 16.0	5 20.0	6 30.0	3 15.0
School official	5 20.0	1 4.0	4 20.0	1 5.0

Table 17: Year 8 learning group and control group, “how would you get help” question.

The year 8 learning group (LG8) indicated very few differences when the number of times an option was chosen were placed side by side in table 17. Neither the learning group nor the control had significantly more options chosen in the second survey. Thus, from the data provided there are few differences of note between the two year 8 groups.

Persist in getting help

Another question in the survey asked students what they would do if they asked someone for help but they did not respond. The answer would have been covered in the card “persist in getting help”. The practice for this card involves an exercise where the person approaches someone and is simply told “don’t rock the boat”. Students were expected to either persist by seeking help from another person.

	LG1		LG2		LG3	
	Pre	Post	Pre	Post	Pre	Post
Don't know	15 75.0	6 30.0	11 42.3	10 38.5	4 20.0	3 15.0
Go and ask someone else	5 25.0	10 50.0	15 55.5	14 51.8	16 76.2	15 71.4
Persist – ask again	1 5.0	1 5.0	2 7.4	1 3.7	0	1 4.8
Give up/other	2 10.0	1 5.0	1 3.7	0	0	1 4.8

Table 18: Analysis of long answers for question “if you ask someone for help but they don’t understand or don’t seem to want to help what would you do?” Year 10 learning groups.

This was an open ended question requiring a written response. Analysis was conducted by categorising the responses. Table 18 indicates that there was very little change over time for two of the year 10 classrooms (LG2 and 3) and the very high initial and post scores for “find someone else” indicated they had a good understanding of what to do. Learning group 1 indicated a reduction in the number of students who “did not know” what to do and a corresponding rise in the number who stated they should go and find someone else.

	Year 8 LG4		Year 8 Control	
	Pre	Post	Pre	Post
Don't know	19 76.0	19 76.7	10 50.0	9 45.0
Go and ask someone else	4 16.0	3 12.0	9 45.0	11 55.0
Persist – ask again	0	2 8.0	0	1 5.0
Give up/other	0	1 4.0	1 5.0	1 5.0

Table 19: Analysis of long answers for question “if you ask someone for help but they don’t understand or don’t seem to want to help what would you do?” Year 8 learning group and control group.

There was a poor response from the year 8 learning group for this answer which did not allow for easy comparisons. Overall most students who provided answers focused on finding someone else to help.

Conclusion: Seeking help and persisting in getting help

There was an increase in the range of people the year 10 learning groups would go to seek help at the close of the Teenpower Project. There was no corresponding increase in the control group. This result suggests that year 10 students who participated in the Teenpower Project understood once the course was completed that they did not need to restrict the range of people they could go to in order to receive help.

Year 8 students did not increase the range of people they believed they would approach and did not provide answers different than the control group. Furthermore, the year 8 learning group more often indicated they would not know what to do if someone did not respond to their plea for help when compared with the control group or any of the year 10 groups. There was also no change over time. This result indicates that the year 8 group had difficulty grasping the concepts of where to get help and persisting in getting help. This may be due to how the Teenpower material was covered (for example the skill cards relating to this section of work may not have been practiced), or it may have something to do with the composition of the group.

Confidence in seeking help

Two questions in the surveys focused on whether students believed they had the confidence to seek help if they needed it. The aim here was to find out if perceptions shifted as a result of the Teenpower Project and whether students believed the Project increased their sense of confidence.

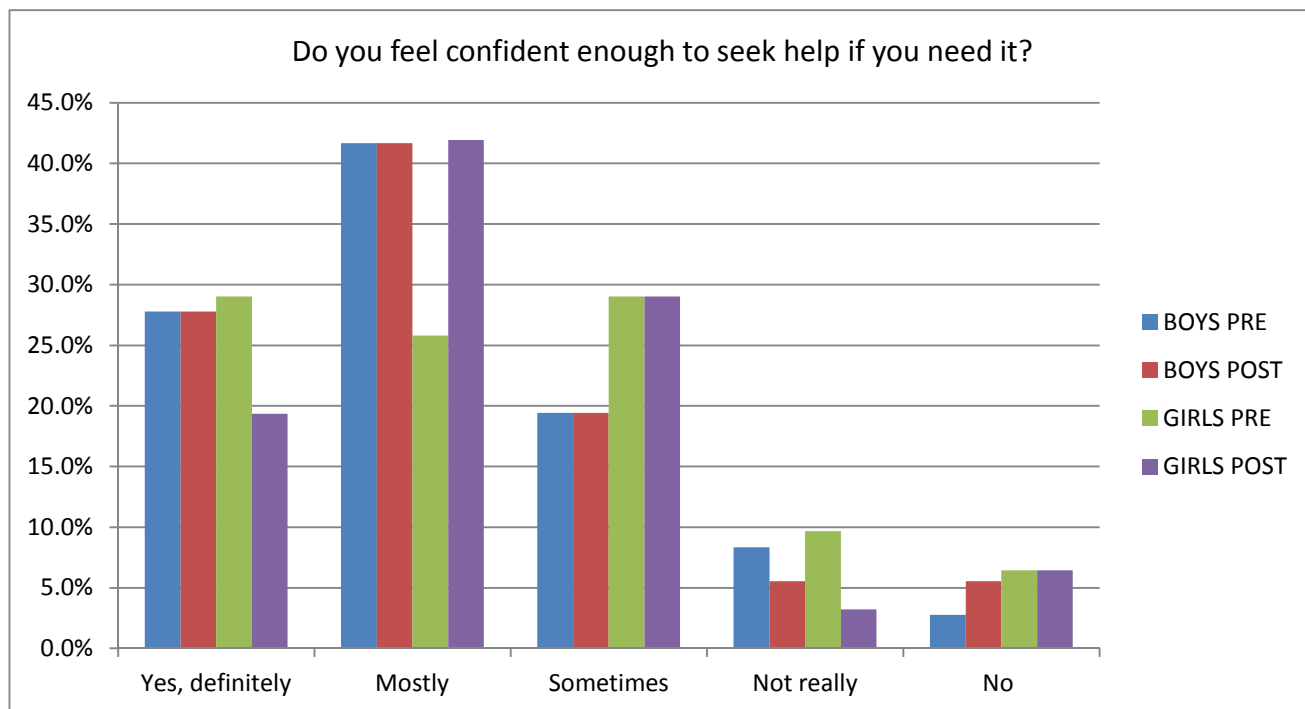


Figure 73 “Do you feel confident enough to seek help if you need it?” Combined year 10 students by gender.

Figure 73 above illustrates that most year 10 students were fairly confident they could seek help if they needed it. There was a general trend for girls to modify their responses between by the time of the second survey from being very confident to mostly or sometimes confident.

	Yes, definitely	mostly	sometimes	not really	no
Pre	2 10.0	6 30.0	10 50.0	1 5.0	1 5.0
Post	4 20.0	7 35.0	6 30.0	1 5.0	2 10.0

Table 20: “Do you feel confident enough to seek help if you need it?” Learning group 1.

When we consider learning group 1 in more detail in table 20 we can see a shift from a fairly conservative “sometimes” confident to slightly more confident by the end of the Teenpower Project. This result was somewhat surprising as 75 percent of this class were girls. It does suggest that by the close of the Teenpower Project students in this learning group generally felt more confident than at the start of the Project.

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	Yes, definitely	mostly	sometimes	not really	no
Pre	10 38.5	7 26.9	6 23.1	3 11.5	0
Post	5 19.2	13 50.0	7 26.9	1 3.8	

Table 21: “Do you feel confident enough to seek help if you need it?” Learning group 2.

Students in learning group 2 indicated they were very confident on average in the first survey but this shifted to a more moderate “mostly” by the end of the Teenpower Project.

	Yes, definitely	mostly	sometimes	not really	no
Pre	7 33.3	10 47.6	0	2 9.5	2 9.5
Post	7 33.3	8 38.1	3 14.3	1 4.8	2 9.5

Table 22: “Do you feel confident enough to seek help if you need it?” Learning group 3.

Overall, students in learning group 3 varied between very and mostly confident over both presentations of the survey.

	Yes, definitely	mostly	sometimes	not really	no
Pre	11 32.4	8 23.5	8 23.5	4 11.8	3 8.8
Post	4 11.8	11 32.4	14 41.2	5 14.7	0

Table 23: “Do you feel confident enough to seek help if you need it?” Combined control groups.

When compared with the combined control group there was a general trend from a more confident position in the survey to a more moderate position in the second survey. Overall, students in all three year 10 learning groups indicated they were more confident than the control group at the time of the second survey despite slight movements within the two top ratings. Boys overall, indicated they were more confident than girls.

	Yes, definitely	mostly	sometimes	not really	no
Pre	2 8.0	4 16.0	13 52.0	6 24.0	0 0.0
Post	3 12.0	12 48.0	5 20.0	3 12.0	2 8.0

Table 24: “Do you feel confident enough to seek help if you need it?” Year 8 learning group.

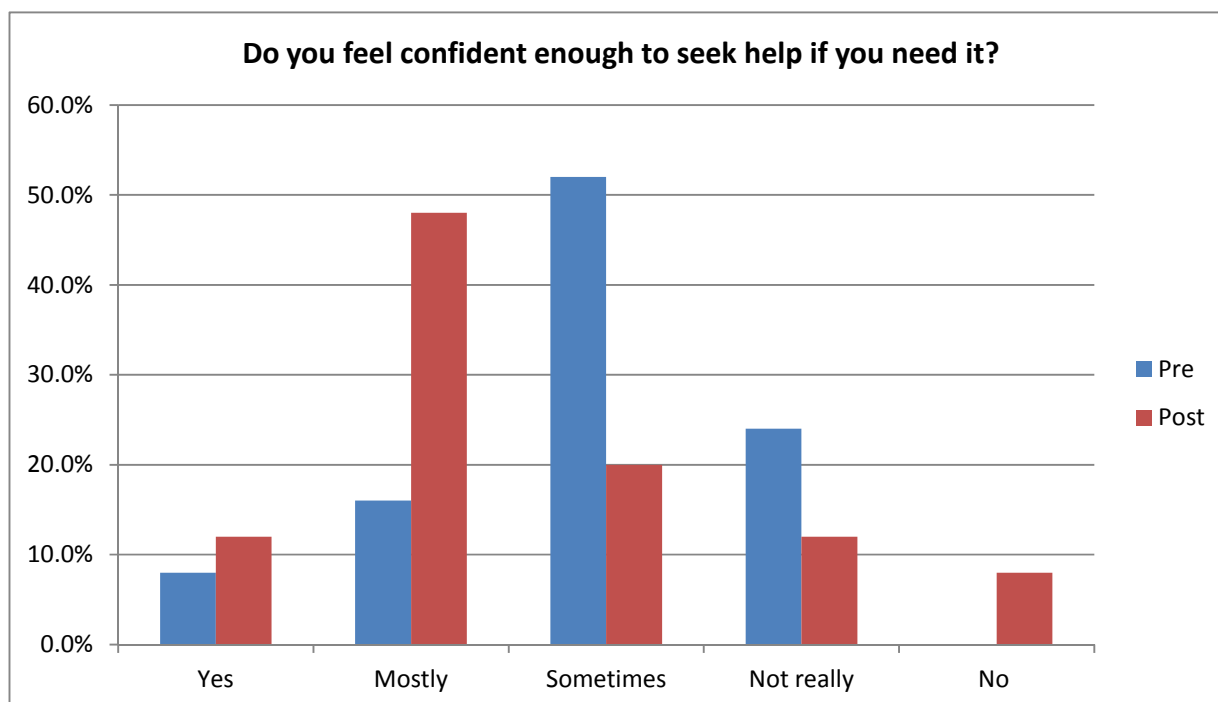


Figure 74: “Do you feel confident enough to seek help if you need it?” Year 8 learning group.

Table 24 indicates a clear shift in the year 8 learning group from being “sometimes” confident they could seek help if they needed it to “mostly”. This result is more dramatic when shown in figure 74. When compared with the year 10 cohort the outcome measures are similar for the conclusion of the Teenpower Project. They also show an improvement when contrasted with the year 8 control group in table 25 below.

	Yes, definitely	mostly	sometimes	not really	no
Pre	4 21.1	1 5.3	9 47.4	4 21.1	1 5.3
Post	1 5.3	4 21.1	9 47.4	5 26.3	0 0.0

Table 25: “Do you feel confident enough to seek help if you need it?” Year 8 control group.

Confidence in receiving help

There is a qualitative difference between being confident enough to ask for help and expecting that help would be forthcoming. Nevertheless, in a perfect world we would expect similarities in the trends between the two concepts.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	5 25.0	10 50.0	2 10.0	3 15.0	0
Post	6 30.0	9 45.0	2 10.0	1 5.0	2 10.0

Table 26: “Do you feel that you would receive help if you ask for it?” Learning group 1.

Table 26 indicates that in learning group 1 most student were “mostly” to “definitely” confident they would receive help if they asked for it. There was no difference between pre and post surveys for this question. The result also reflects the relatively high confidence this group had that they could ask for help if needed.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	13 50.0	6 23.1	2 7.7	3 11.5	2 7.7
Post	8 30.8	7 26.9	6 23.1	3 11.5	2 7.7

Table 27: “Do you feel that you would receive help if you ask for it?” Learning group 2.

Learning group 2 were even more confident than learning group 1 that they would receive help if they asked for it. Although as indicated in figure 75 there was a general slide in responses from a very confident position toward a more moderate response by the end of the Teenpower Project. This slide mirrors somewhat the response provided in the belief students had in their own confidence in getting help.

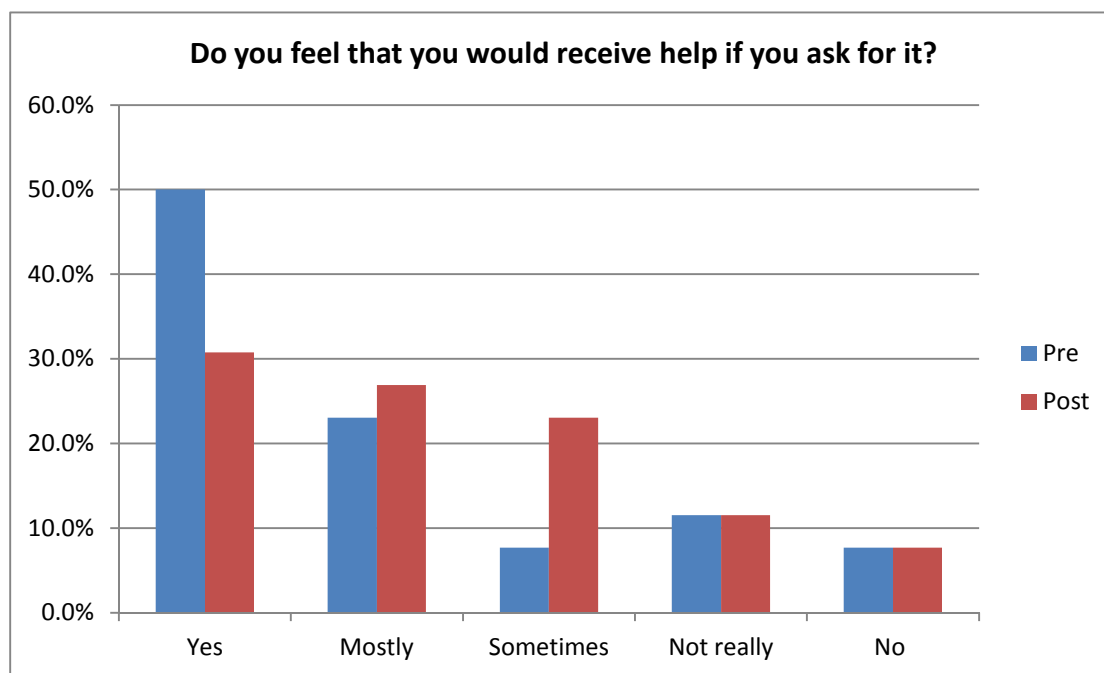


Figure 75: “Do you feel that you would receive help if you ask for it?” Learning group 2.

Learning group 3 in table 28 indicated they were very confident they would receive help if they looked for it. This result also mirrors this groups general confidence in seeking help if they needed it.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	5 23.8	8 38.1	4 19.0	1 4.8	3 14.3
Post	9 42.9	7 33.3	1 4.8	3 14.3	1 4.8

Table 28: “Do you feel that you would receive help if you ask for it?” Learning group 3.

When we compare the learning groups with the control group we note that they are generally more confident they would receive help if they needed it. This was even more evident when we consider the control groups responses move from a more confident position in the first survey to a more moderate position in the second. This result also reflects the confidence they had that they could ask for help if they wanted it.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	10 30.3	11 33.3	8 24.2	2 6.1	2 6.1
Post	9 27.3	7 21.2	13 39.4	3 9.1	1 3.0

Table 29: “Do you feel that you would receive help if you ask for it?” Combined control group.

When we compare the year 10 students with the year 8 learning group in table 30 we note that the year 8 students are fairly confident they will receive help if they looked for it. This result is consistent with the year 10 students.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	8 32.0	8 32.0	4 16.0	4 16.0	1 4.0
Post	7 28.0	8 32.0	6 24.0	2 8.0	2 8.0

Table 30: “Do you feel that you would receive help if you ask for it?” Year 8 learning group.

Comparing the year 8 learning group with the control group reveals that students in the learning group were generally more confident they will receive help if they asked for it and retained this belief when compared with the control group. It is not clear if this perception was a result of the Teenpower Project or merely represented a difference in the composition of the classrooms.

	Yes, definitely	Mostly	sometimes	not really	no
Pre	3 15.8	7 36.8	8 42.1	1 5.3	0
Post	4 21.1	7 36.8	5 26.3	3 15.8	0

Table 31: “Do you feel that you would receive help if you ask for it?” Year 8 control group.

Conclusion: Confidence in getting and receiving help

Overall year 10 students, in particular, appear to be relatively to very confident they could seek help if they needed it. By the end of the Teenpower Project this view did not greatly shift, except for a slight moderating in the responses for year 10 girls. The control group by contrast indicated similar levels of confidence in the first survey but these dropped to more moderate answers by the time of the second survey. This difference allows a tentative conclusion that the Teenpower Project may have affirmed student’s confidence in their ability to seek help if they need it. These results are generally reflected in the perception that students would receive help if they asked for it. Once again the control group for year 10 students produced less confident and more moderate results at the time of the second survey.

There were more dramatic differences when comparing year 8 students against the year 8 control group and over time. The year 8 learning group seemed to be more confidence at the time of the second survey, a trend that did not occur in the control group. Year 8 students were also confident they would receive help if they looked for it, but it is not clear whether the Teenpower Project was influential in this perception.

Student opinions of the Teenpower Project

In the final survey there were a series of eight questions that asked students for their opinion of how the Teenpower course influenced their sense of safety in the community, whether it assisted with their awareness of when something was wrong or not safe, how to get help, keeping calm and defending oneself. The final and perhaps the more important question asked if the project was fun. In the analysis of these questions we will refer to interview material and the general results of the survey.

Feeling safer in your community

	No	Not much	A bit	Reasonably	Much safer
LG 1	5 21.7	7 30.4	6 26.1	4 17.4	1 4.3
LG2	7 26.9	9 34.6	9 34.6	1 3.8	0
LG3	14 66.7	5 23.8	2 9.5	0	0
Combined	26 37.1	20 28.6	18 25.7	5 7.1	1 1.4
LG 4 Year 8	9 34.6	4 15.4	8 30.8	2 7.7	3 11.5

Table 32: Has participation in the Teenpower Violence Prevention Project helped you feel safer in your community?

The pattern of responding to the first opinion question in many ways reflects the dynamics within each of the classrooms. Learning group 3 for example did not have a regular classroom teacher assisting with the course and although there were learning gains for the class there was an evident lack of interest in and enjoyment of the Teenpower Project. This is reflected in all of the opinion questions to follow and because of this, influenced the combined result for the year 10 group. In the case above, students from learning groups 1 and 2 did not believe the project helped them feel safer in their community generally, but there were a group students who were more positive (“a bit” to “reasonably”). In learning group 3 students were overwhelming negative about whether the Project helped the feel safer in their own community with one student commenting, “now I feel a lot more paranoid about my town”. This was clearly not the intent of the Teenpower Project and it is unclear what occurred in this classroom to evoke this response.

There were no specific gender differences noted in the combined results for the year 10 students, so although the majority of learning group 3 were boys this did not account for the degree of negativity toward this question.

Year 8 students provided more varied responses when compared with the year 10 students with half the students tending toward negative views and half indicating that the Project helped “a bit” to “a lot”.

Conclusion: Feeling safer in your community

It is immediately apparent from reviewing the results of this first “opinion” question that despite positive gains in learning in all three year 10 groups there were poor results when students were asked if the Teenpower Project helped them feel safer in the community. The rationale for this may be a general understanding of the issues facing students in their community which the Teenpower Project may highlight in more detail. Thus, while students evidently learned how to be safer they may have associated the question with how unsafe their community is in reality. It is possible that rewording the question may remove ambiguity over its intent or it may be better to favour later questions that focused on how the skills learned in the Teenpower Project helped people feel safer when moving around their community.

The more extreme negative response in learning group 3 may highlight a number of dynamics within the group itself which we will discuss in more detail as this section proceeds. It was suggested for instance that the relief teacher may have overly focused on negative events that have occurred in the community without focusing on methods of keeping safe. Even if this were the case the students themselves were interested in having more practice examples of how people escaped or evaded dangerous situations. More examples may not assist with a general sense of safety, but may help inform students of what others had done to resolve particular situations successfully.

Understanding how to get help if something is unsafe

	No	Not much	A bit	Mostly	Always
LG 1	2 9.1%	3 13.6	10 45.5	7 31.8	0
LG2	1 4.0	8 32.0	13 52.0	3 12.0	0
LG3	9 42.9	6 28.6	5 23.5	1 4.8	0
Combined	12 17.6	17 25.0	28 41.2	11 16.2	0
LG 4 Year 8	4 16.7	7 29.2	7 29.2	3 12.5	3 12.5

Table 33: The stuff I learned in Teenpower has helped me understand how to get help if I believe something is unsafe?

The yellow boxes in table 33 indicate the mode (or most frequent responses) to the question of how the Teenpower Project helped people understand “how to get help if something were unsafe”. They show the first two learning groups tended to provide moderate (“a bit”) responses whereas learning group 3 tended toward the most negative response. Thus well over 60 percent of the students in the first two year 10 learning groups felt the Project helped “a bit” to “reasonably” in their understanding of what to do if something were unsafe, in contrast to only 28 percent of learning group 3. There was, however, some variation in the pattern of responses for learning group 3 that was based on whether students had participated in violence prevention or safety programmes in the past. The figure 76 below indicates that students who believed they had participated in previous violence prevention or safety

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projects were less negative than those students who had not. For this question over 40 percent of those who felt they had participated in similar projects/courses believed the present Project helped them understand “a bit”, how to get help if they believed something was unsafe.

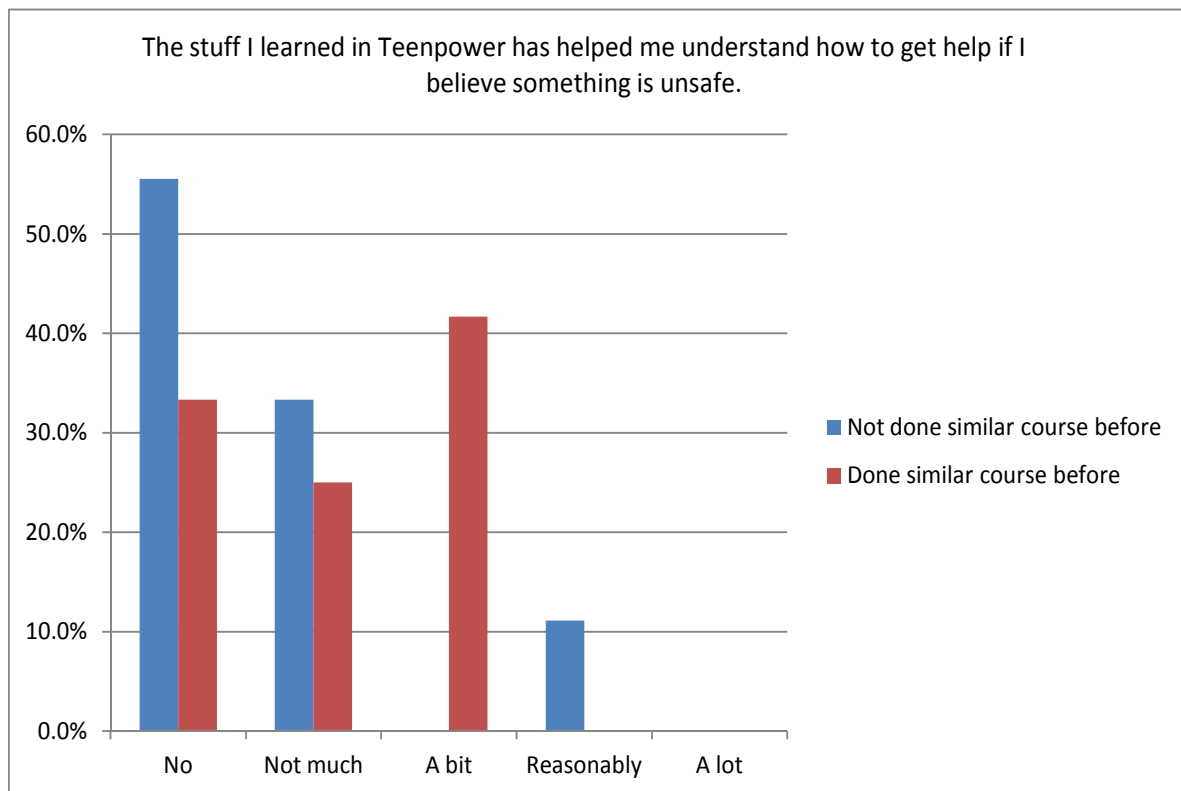


Figure 76: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The stuff I learned in Teenpower has helped me understand how to get help if I believe something is unsafe?

When gender is considered it is noted in figure 77 that girls tended to provide more positive responses to this particular question than boys when the combined year 10 learning groups are considered although similar numbers ranged over the “a bit” to “mostly” categories. It should be noted that the majority of students in learning group 1 are girls (75 percent) and the majority of in learning group 3 are boys (67 percent). These results suggest that a combination of gender and previous participation in violence prevention or safety programmes may influence how students respond to opinion type questions.

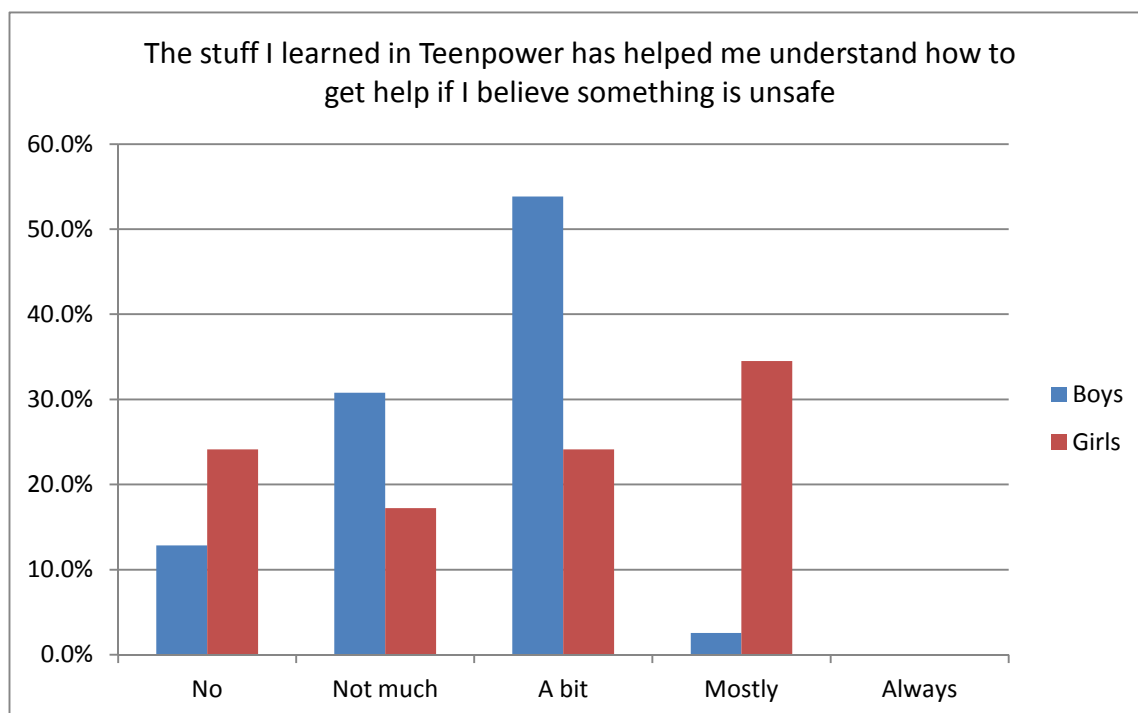


Figure 77: Pattern of responding for combined year 10 group based on gender: The stuff I learned in Teenpower has helped me understand how to get help if I believe something is unsafe?

When we consider the year 8 students in table 33 over half (54 percent) provided positive responses to the question that ranged from “a bit” to “always”.

Conclusion: Understanding how to get help if something is unsafe

Overall most students (year 8 or year 10) considered they learned “a bit” from the Teenpower Project with regard to understanding how to get help if something is unsafe. The general negative trend for learning group 3 continues but with variation according to whether students had been involved in similar courses in the past or whether they are boys or girls. Both students who had completed similar courses in the past and girls provided more positive responses to this question.

Recognising when something is wrong or unsafe

	No	Not much	A bit	Mostly	Always
LG 1	3 12.5	3 12.5	17 70.8	1 4.2	0
LG2	2 8.0	5 20.0	12 48.0	4 16.0	2 8.0
LG3	7 33.3	9 42.9	4 19.0	1 4.8	0
Combined	12 17.1	17 24.3	33 47.1	6 8.6	2 2.9
LG 4 Year 8	4 16.0	5 20.0	8 32.0	4 16.0	4 16.0

Table 34: The stuff I learned in Teenpower helps me realise when something is wrong or unsafe?

Both the first two year 10 learning groups and the year 8 learning group felt that the Teenpower provided them with some understanding of how to recognise when something was wrong or unsafe. There were few differences based on gender for this question although all but one of the “mostly” responses were from girls. The responses from learning group 3 once again tended toward the negative.

Conclusion: Recognising when something is wrong or unsafe

Overall most students believed the Teenpower Project had some influence over their ability to recognise when something is wrong or unsafe. As with all of the opinion questions the results are rather modest and for learning groups 2 and 4 in particular tend to form something like a bell curve when considered graphically. Gender did not seem to influence the pattern of responding for this question and there was the now predictable trend toward the negative in learning group 3.

Did Teenpower assist confidence?

There were two opinion based questions that reviewed whether the Teenpower Project had a positive influence on student’s general sense of confidence and their confidence in their ability to handle unsafe situations. These two questions closely followed the questions concerned with each student’s general beliefs in their own confidence presented in a previous section (*confidence in seeking help*, pp 86). It was noted in that section that most students were generally fairly confident in their ability to seek help if they needed it and in their belief that they would receive help if they asked for it (see figure 73, pp 86).

	No	Not much	A bit	Mostly	Always
LG 1	3 12.5	8 33.3	9 37.5	4 16.7	0
LG2	3 11.5	8 30.8	10 38.5	4 15.4	1 3.8
LG3	11 52.4	7 33.3	3 14.3	0	0
Combined	17 23.9	23 32.4	22 31.0	8 11.3	1 1.4
LG 4 Year 8	5 19.2	7 26.9	8 30.8	5 19.2	1 3.8

Table 35: The Teenpower Project has made me more confident in seeking help when I feel unsafe.

When we review the pattern of responding for the “confidence in seeking help” question in table 35 we can see that responses tended to range from quite negative to moderate in both year 8 and 10 groups. Predictably learning group 3 was most negative, although involvement in previous violence prevention or safety courses moderated these results somewhat (see figure 78 below). The results for this question however should be considered against the already high levels of confidence that students believed they had in previous sections (see the *confidence in seeking help* section, pp 86). It suggests that if confidence is already moderate to high then gains in confidence would be modest.

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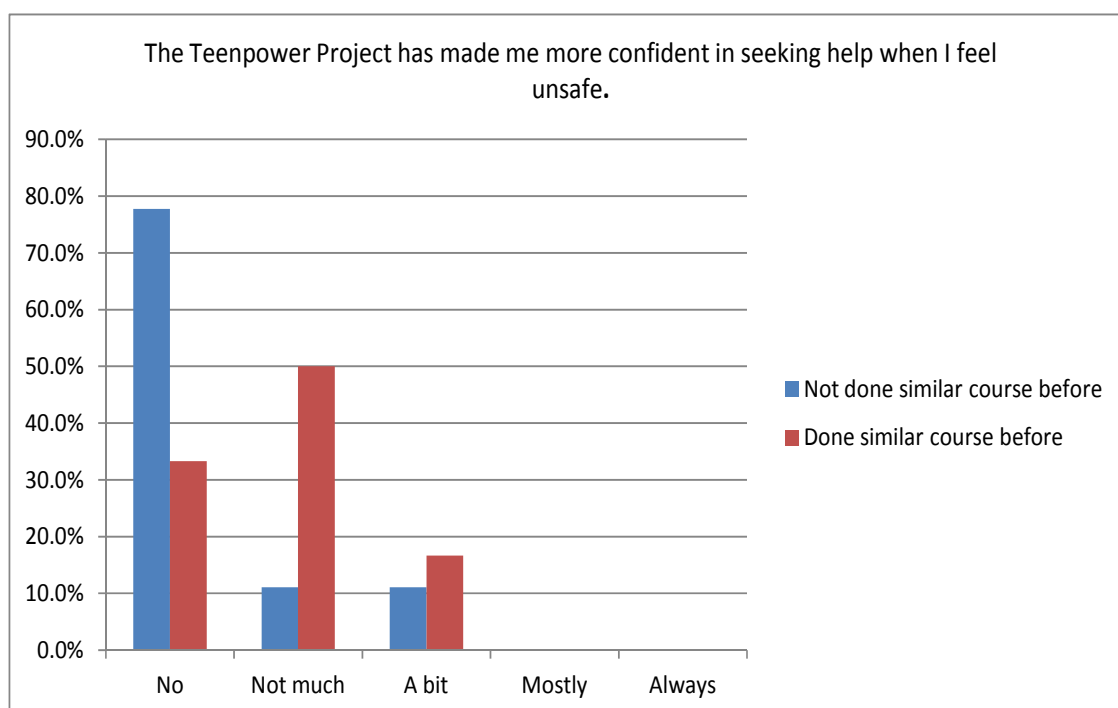


Figure 78: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The Teenpower Project has made me more confident in seeking help when I feel unsafe.

The pattern of responses for the question concerned with whether the Teenpower Project had given people more confidence in their “ability to handle unsafe situations” produced slightly more varied responses which for the year 8 and two of the year 10 groups tended toward the moderate range (e.g. “a bit”). There begins to be a trend in these general opinion questions that three of the four learning groups are responding in a similar way and often in something like a normal distribution (bell curve) around the mid-point. There were no differences according to gender for this question.

	No	Not much	A bit	Mostly	Always
LG 1	2 8.3	6 25.0	10 41.7	5 20.8	1 4.2
LG2	3 11.5	4 15.4	10 38.5	9 34.6	0
LG3	11 52.4	6 28.6	3 14.3	1 4.8	0
Combined	16 22.5	16 22.5	23 32.4	12 21.1	1 1.4
LG 4 Year 8	4 15.4	7 26.9	7 26.9	7 26.9	1 3.8

Table 36: Teenpower has given me more confidence in my ability to handle unsafe situations in ways that are realistic.

Once again learning group 3 produced overwhelming negative responses to this question that were moderated a little by whether students had participated in similar

courses in the past (see figure 79). However even for these students the responses still tended toward the negative end of the options. It should be noted however, that of the four groups involved in this research learning group 3 were the most confident according to their responses in confidence section sections (see the *confidence in seeking help* section, pp 86). Confidence that already exists may not register improvements even at the close of the Teenpower Project.

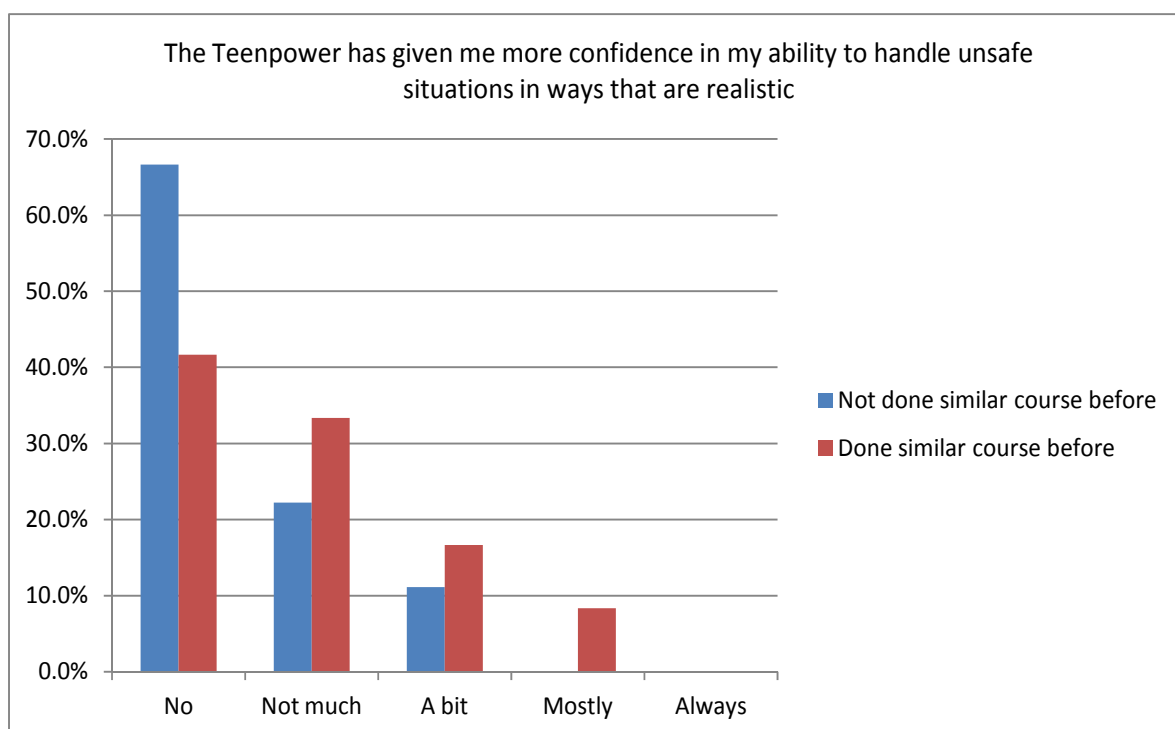


Figure 79: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: Teenpower has given me more confidence in my ability to handle unsafe situations in ways that are realistic.

Conclusion: Did Teenpower assist confidence?

Over half of three of the four learning groups (year 10 groups 1 & 2, and year 8 students) believed the Teenpower Project made them “a bit” or more than a bit confident they could seek help when they felt unsafe. Likewise, more than half of the students in these three learning groups indicated that Teenpower had improved their confidence to handle unsafe situations in ways that are realistic (“some” to “a lot”). This result was strongest in the two year 10 groups (67 and 73 percent respectively).

The results for learning group 3 by contrast were overwhelmingly negative for both of these questions with some slight moderation observed in those students who had previously participated in violence prevention or safety courses. It was noted earlier that learning group 3, in particular, indicated they were very confident in themselves with reference to their ability to seek help if they needed it, prior to and following the Teenpower Project. Quite apart from the negative trend in responding to these opinion questions for this group, being confident already may not allow for any great shift in confidence once the Teenpower Project was completed.

Did the Teenpower Project help student to be more assertive?

	No	Not much	A bit	Mostly	Always
LG 1	1 4.2	5 20.8	13 54.2	2 8.3	3 12.5
LG2	7 26.9	4 15.4	10 38.5	4 15.4	1 3.8
LG3	13 61.9	5 23.8	2 9.5	1 4.8	0
Combined	21 29.6	14 19.7	25 35.2	7 9.9	4 5.6
LG 4 Year 8	5 20.0	6 24.0	10 40.0	4 16.0	0

Table 37: I believe I am mentally prepared and more assertive because of my participation in the Teenpower Project.

Review of table 37 indicates that for two of the year 10 learning groups and the year 8 learning group more than half of the students believed the Teenpower Project assisted them to be more mentally prepared and assertive. Figure 80 indicates that year 10 girls were more positive about this question than boys with 61 percent rating “a bit” to “always” compared with 43 percent of boys.

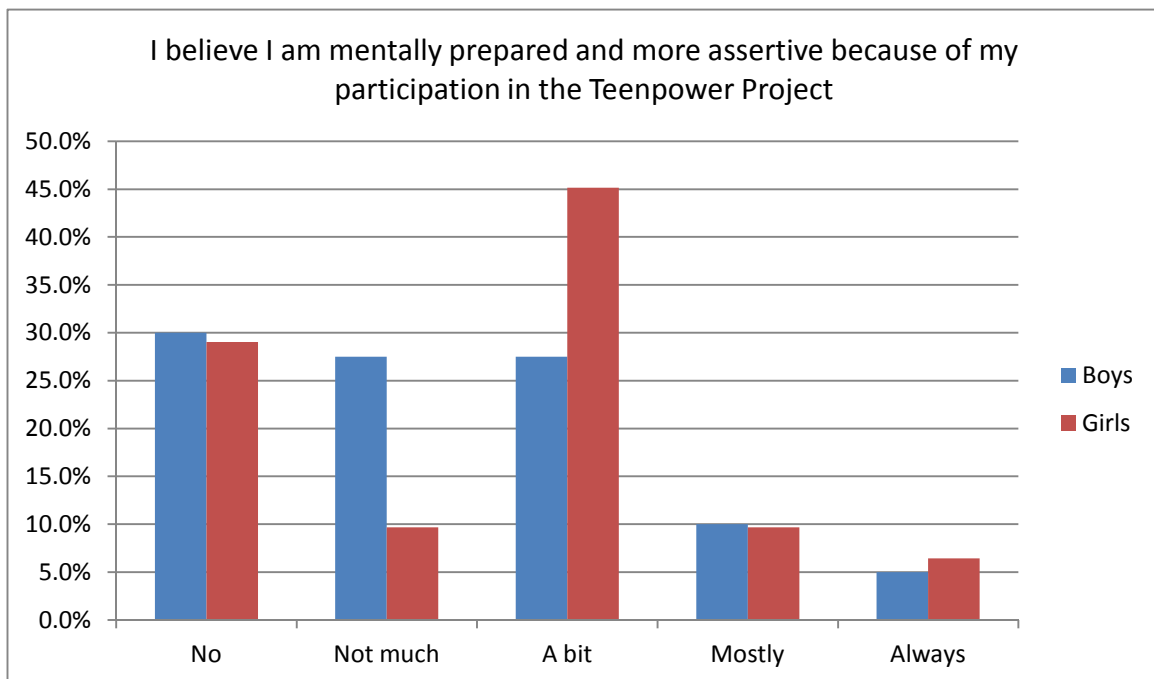


Figure 80: Pattern of responding for combined year 10 group based on gender: I believe I am mentally prepared and more assertive because of my participation in the Teenpower Project.

Learning group 3 predictably provided negative responses to this question with only 14 percent of the total group in the positive range (“a bit” to “always”). The results were once again moderated by whether students had participated in violence prevention or safety courses in the past (see figure 81). These students provided fewer more extremely negative responses. This learning group was also dominated

by boys (67 percent) and this may also account for some of the more extremely negative responses.

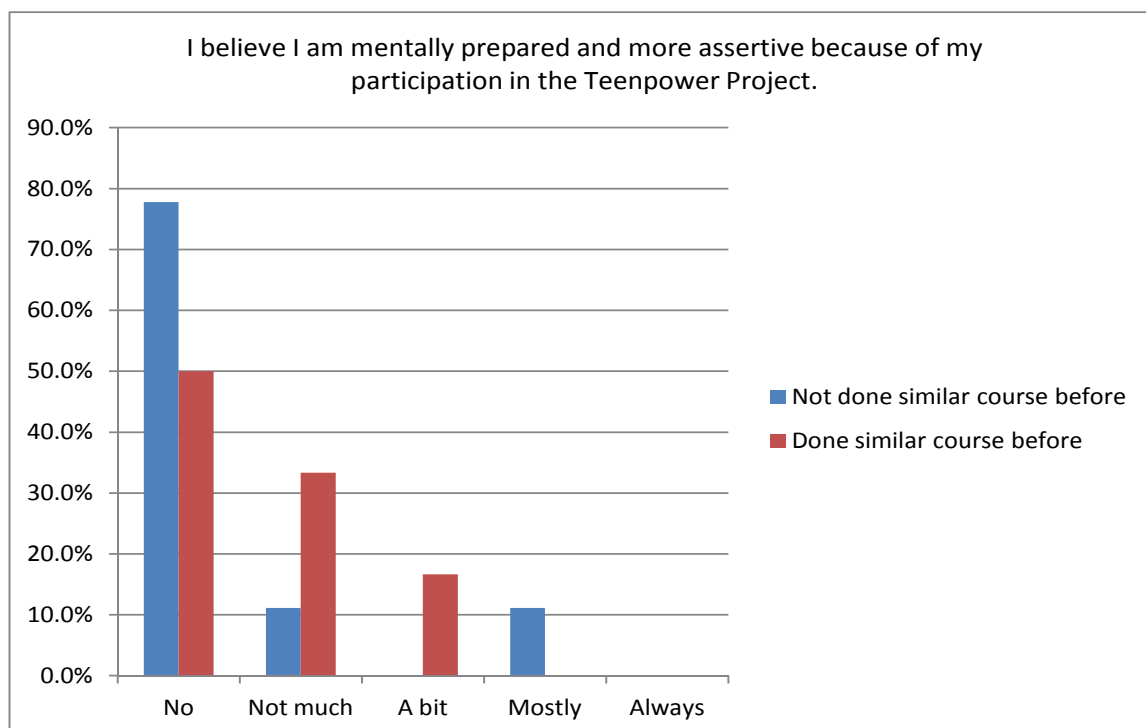


Figure 81: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: I believe I am mentally prepared and more assertive because of my participation in the Teenpower Project.

Conclusion: Did the Teenpower Project help student to be more assertive?

For three of the four learning groups it seems evident that the Teenpower Project had some positive influence whether students believed they were now more mentally prepared or assertive. This result was influenced by gender with more girls believing the Teenpower Project had a positive effect than boys. Learning group 3 which also had more boys than girls tended toward more negative responses to this question. Students in this group who have previously participated in violence prevention or safety courses were less extremely negative than those who had not.

How to respond when provoked

In the section concerned with the “insults scenario” we discussed the scenario of what students would do if someone or a group of people call them names. Situations that provoke others were the focus of skill cards, “stay centred”, “emotional raincoat” and “trash can”. The cards also dealt with how to be calm and remain calm in dangerous situations (see the section “keeping calm” section). The opinion question therefore asked students to rate whether the Teenpower Project had taught them what to do when someone tries to provoke them.

	No	Not much	A bit	Mostly	Always
LG 1	3 12.5	5 20.8	11 45.5	3 12.5	2 8.3
LG2	5 20.0	4 16.0	11 44.0	5 20.0	0
LG3	11 54.2	5 23.8	5 23.8	0	0
Combined	19 27.1	14 20.0	27 38.6	8 11.4	2 2.9
LG 4 Year 8	5 19.2	8 30.8	9 34.6	3 11.6	1 3.8

Table 38: The Teenpower Project has taught me what to do if someone tries to provoke me.

Review of table 38 reveals what is becoming a familiar pattern of responding for each of the four learning groups. Half or more than half of the students in learning groups 1, 2 and 4 were giving supportive responses as to whether the Teenpower Project taught them what to do if someone tried to provoke them. The result were less strong in the year 8 group. None of these results were influenced by gender. Learning group 3 produced negative responses to this question with a less negative trend for students who have done similar courses in the past (see figure 82 below).

Teenpower Evaluation

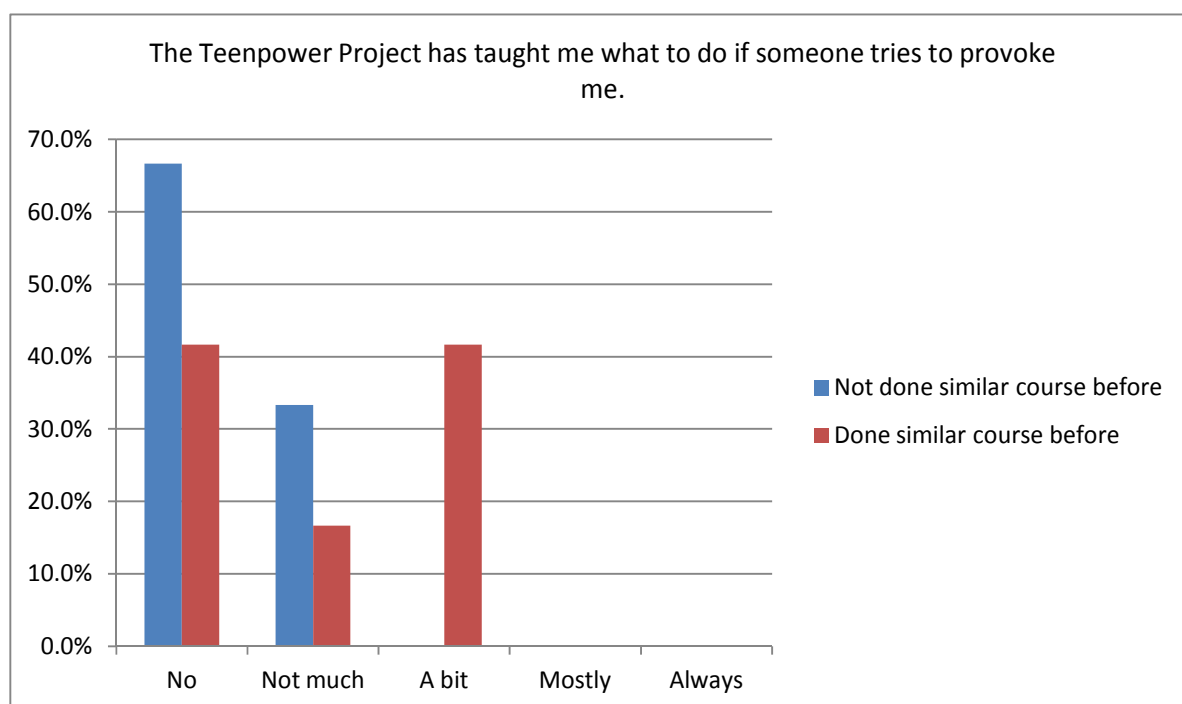


Figure 82: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The Teenpower Project has taught me what to do if someone tries to provoke me.

Conclusion: How to respond when provoked

Overall most students indicated that the Teenpower Project did provide some strategies of what to do if someone tried to provoke them. This view is supported by positive results in related scenario questions (the “insults scenarios” and “keeping calm” sections), particularly for the year 10 students where the question above produced a strongly positive response in two of the three year 10 classes. In combination, it can be argued that year 10 students learned or reinforced existing knowledge of what to do in situations where people attempted to provoke or in situations where they needed to calm themselves and not to react negatively (the “insults scenarios” and “keeping calm” sections). The exception was one year 10 class (learning group 3) which failed to attribute positive changes within their group to knowledge gained from the Teenpower Project.

Self defence

There were two opinion questions relating to the self defence which followed the two long answer (written) questions relating to the same topic. The long answer questions attempted to determine whether students understood what to do if they were attacked and/or following an attack (self defence and seeking help section, pp 76 and 79). The two opinion questions asked students directly if the Teenpower Project had taught them strategies of what to do in these situations.

	No	Not much	A bit	Mostly	Always
LG 1	1 4.2	3 12.5	10 41.7	6 25.0	4 16.7
LG2	1 4.0	3 12.0	8 32.0	9 36.0	4 16.0
LG3	7 33.3	8 38.1	5 23.8	1 4.8	0
Combined	9 12.9	14 20.0	23 32.9	16 22.9	8 11.4
LG 4 Year 8	4 15.4	6 23.1	6 23.1	7 26.9	3 11.5

Table 39: The Teenpower Project has taught me strategies to defend myself when someone wants to hurt me and I cannot get help.

Review of table 39 indicates that more than half of learning groups 1, 2 and 4 believed the Teenpower Project taught them “a bit” to a lot (“always”) in ways to defend oneself. This work is supported by the general responses to the self defence question where it was found that year 10 students, in particular, either gained new self defence insights or had previous insights reinforced (see the earlier self defence, pp 76). It was also noted in that section that over half (57.9 percent of those who responded to the question) named the self defence part of the Project as being one of the two areas where they believed Teenpower had been of most use.

Teenpower Evaluation

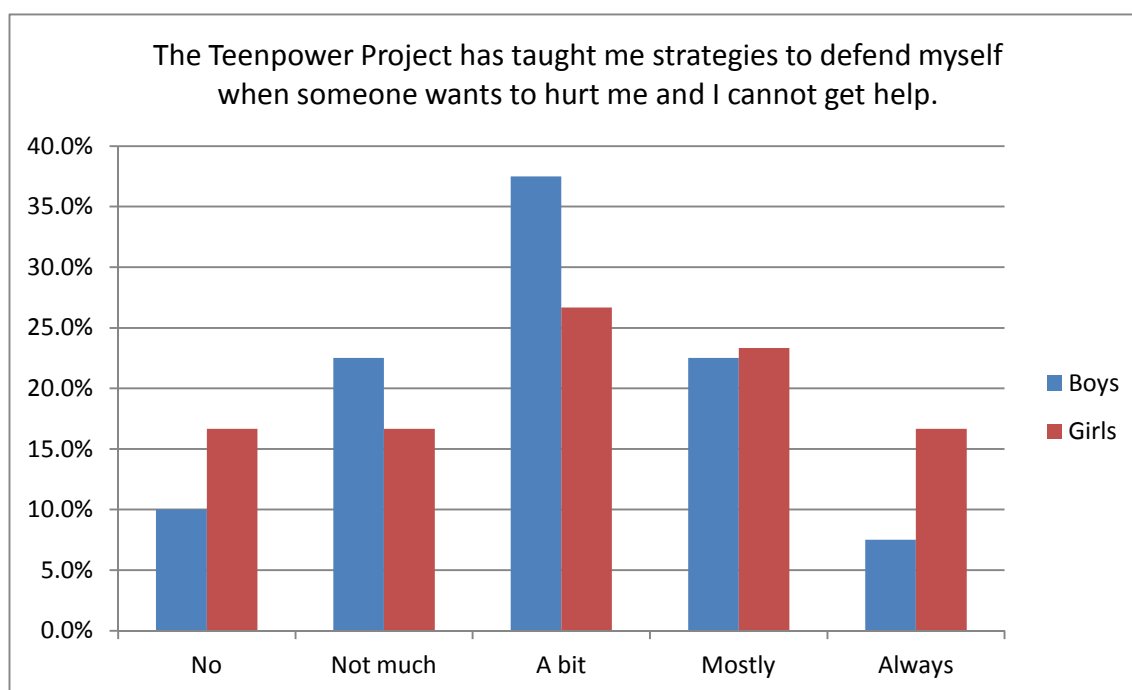


Figure 83: Pattern of responding for combined year 10 group based on gender: The Teenpower Project has taught me strategies to defend myself when someone wants to hurt me and I cannot get help.

Figure 83 indicates that year 10 girls were more positive about how much the Teenpower Project assisted them than year 10 boys. Both however form a relatively normal distribution either side of the mid-point on the graph above (especially the boys).

Once again the learning perception is stronger in the year 10 groups (learning groups 1 and 2) than in the year 8 group. Given we did not find any strong indicators for learning in the year 8 group with regards to the self defence section this result is not surprising, however, over 61 percent of the group rated in the positive range (“a bit” to “always”).

Learning group 3 indicated that the majority did not believe the Teenpower project taught them self defence strategies. However, figure 84 shows that 50 percent of people in this group who did similar courses in the past did indicate that they learned “a bit” to more than a bit (“mostly”), while none of the remaining group fell into those categories.

Teenpower Evaluation

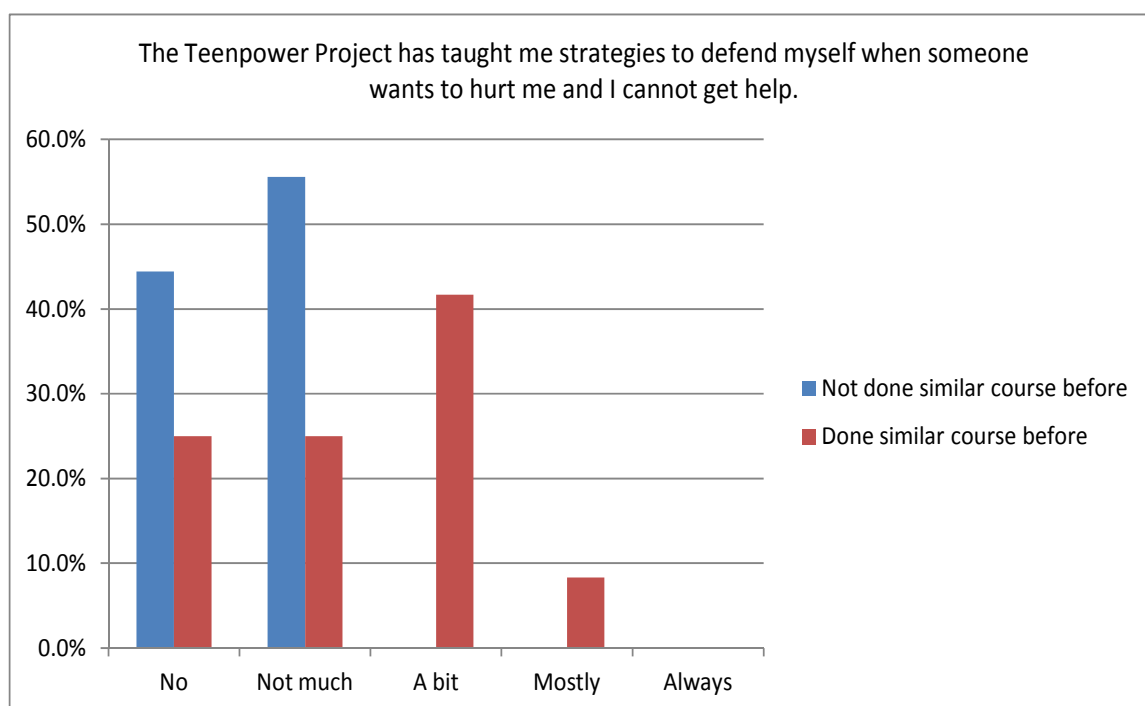


Figure 84: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The Teenpower Project has taught me strategies to defend myself when someone wants to hurt me and I cannot get help.

	No	Not much	A bit	Mostly	Always
LG 1	1 4.2	4 16.7	9 37.5	6 25.0	4 16.7
LG2	1 4.2	4 16.7	8 33.3	3 33.3	3 12.5
LG3	9 42.9	5 23.8	5 23.8	1 4.8	1 4.8
Combined	11 15.9	13 18.8	22 31.9	15 21.7	8 11.6
LG 4 Year 8	4 15.4	5 19.2	8 30.8	6 23.1	3 11.5

Table 40: The Teenpower Project has taught me to get help after I have defended myself and/or escaped from a situation.

When we considered whether students believed the Teenpower Project equipped them with the skills of knowing what to do if they escaped a situation in table 40 we find a similar trend to the previous question. Once again girls were much more positive in responding to this question than boys in the year 10 group (see figure 85). Forty percent of girls rated “mostly” to “always” for this question in contrast to 28 percent of the boys.

Teenpower Evaluation

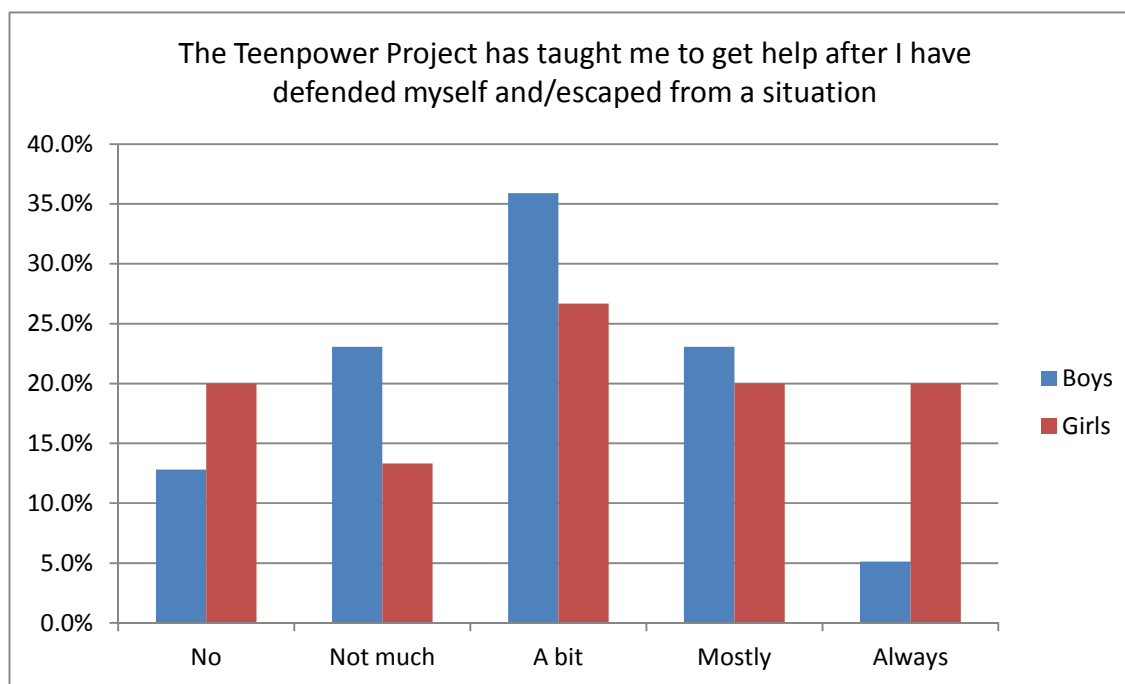


Figure 85: Pattern of responding for combined year 10 group based on gender: The Teenpower Project has taught me to get help after I have defended myself and/or escaped from a situation.

The pattern of responses for learning group 3 once again indicates that people who had previously completed similar courses were providing the majority of the favourable responses to this item (see figure 86).

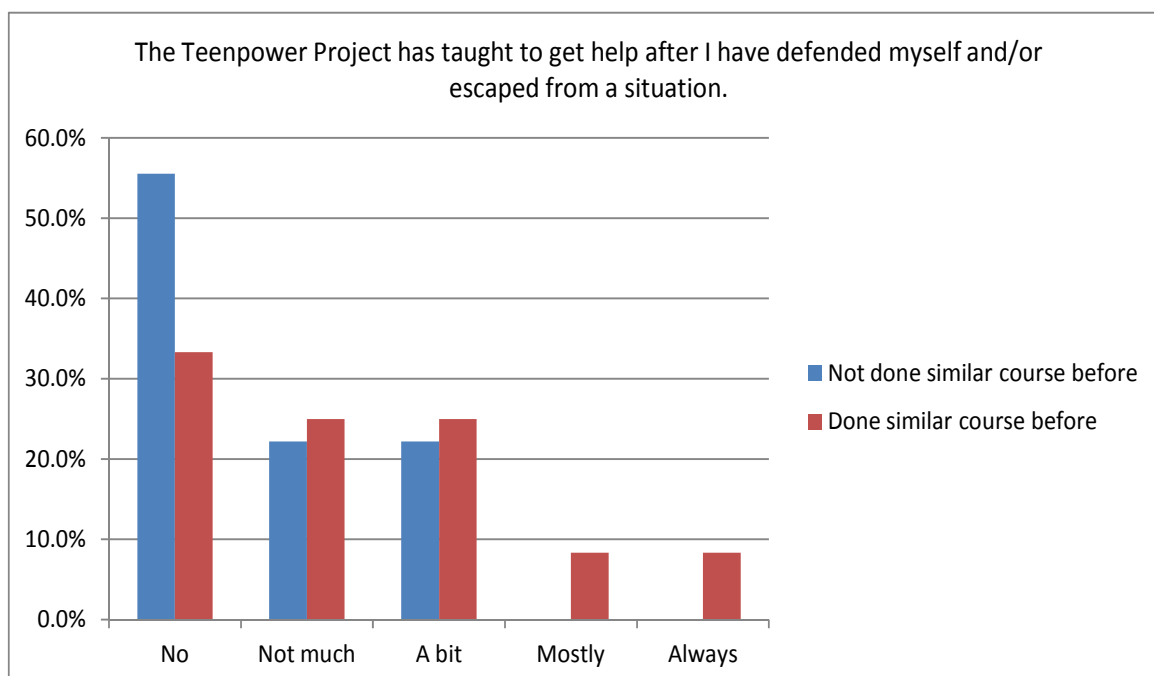


Figure 86: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The Teenpower Project has taught me to get help after I have defended myself and/or escaped from a situation.

Conclusion: self defence

It has been previously noted that students generally found the self defence aspects of the Teenpower project to be the most useful. The learning outcomes in the previous defence section also indicate that the Project reinforced appropriate strategies for year 10 students and/or taught them new skills. These results were not as strong or apparent for the year 8 learning group. When we considered how much students actually believed they gained from this part of the Project we find that responses by two of the three year 10 learning groups confirmed what we had assumed from the learning outcomes in previous defence section. In these cases well over half of the students stated they believed the Project taught them strategies in how to defend themselves and how to get help once they had escaped a situation in which they had been attacked.

The ambiguous results in previous defence section for the year 8 students suggested that it was impossible to tell whether learning had occurred in this group when self defence strategies were concerned. We suggested at that time that teaching style or a reluctance to provide written responses may have been some of the reason for the lack of results. However, in the opinion questions more than half the learning group believed they learned at least “a bit” from the Project with regard self defence and seeking assistance following attack. This result was not as strong as the learning groups 1 and 2 for the year 10 students but they did suggest that something positive may have been gained for the year 8 students.

The poor responses within learning group 3 have been following a general pattern throughout all opinion based questions for this group. The group is dominated by boys and it is evident that for the self defence section of the Teenpower Project girls felt they learned more. When we talked with this class following the project many of the students complained that the self defence section was too restrictive inasmuch as it only covered one type of attack. They stated they would prefer it to be extended to cover multiple scenarios. One or two of the boys also stated that the skills being taught were contrary to the skills they would use in those situations and perhaps would even confuse their responses should they find themselves in a defence situation. Also some students found the teaching style from the Teenpower Instructors demeaning inasmuch as it seemed, to them, to be geared toward younger students. In sum the group preferred more and varied examples, more serious and/or adult styles of teaching, and reassurance that what students already felt comfortable with doing in these situations may be just as appropriate as what was being added to or taught. The comments made by students in learning group 3 do suggest that they could see some value in the project. It may be that whatever happened to turn these students off early on, is more the issue than the content of the project per se.

Enjoyment of the Project and did they want more?

A major breakthrough in any teaching endeavour is to teach in a manner that students enjoy and provide content that is exciting. The Teenpower Project had the potential to provide a variety of learning methods and practical exercises that were topical and attractive to both year 8 and 10 students. The last two opinion based questions asked students if they enjoyed the Project and whether they would like to learn more.

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	No	Not much	A bit	Mostly	A lot
LG 1	3 13.0	4 17.4	10 43.5	4 17.4	2 8.7
LG2	0	6 25.0	9 37.5	5 20.8	4 16.7
LG3	11 55.0	4 20.0	4 20.0	1 5.0	0
Combined	14 20.9	14 20.9	23 34.3	10 14.9	0
LG 4 Year 8	4 16.7	4 16.7	8 33.3	3 12.5	5 20.8

Table 41: The Teenpower Project was fun.

When asked if they enjoyed the Teenpower Project most students responded positively (within the “a bit” to “a lot” range). It was evident when combined year 10 figures were broken down by gender in figure 87, that boys enjoyed the Project more than girls, with 59 percent of girls responding in the negative range (“no” and “not much”) when compared with boys (29 percent). This results is somewhat surprising since girls apparently got more out of the course in many of the scenarios and categories throughout this evaluation. In this regard, Teenpower Instructors made the observation that girls often do not seem to enjoy situations where they need to show assertiveness and strength, nor perhaps, situations which review “the risks of life”.

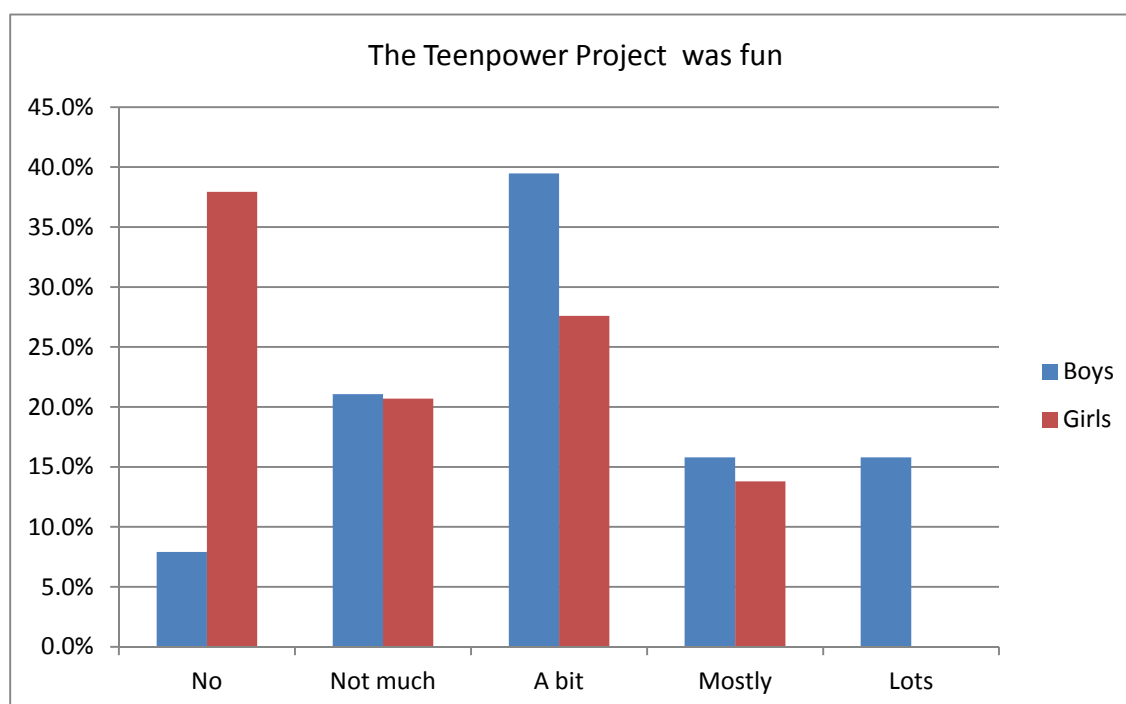


Figure 87: Pattern of responding for combined year 10 group based on gender: The Teenpower Project was fun.

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Table 41 indicates that learning group 3 were the most unhappy with 75 percent of the class noting they did not enjoy their participation in the Teenpower Project. When these figures were broken down by previous participation in similar courses in figure 88 it can be seen that the majority of those in the positive range were people who had done a similar course before.

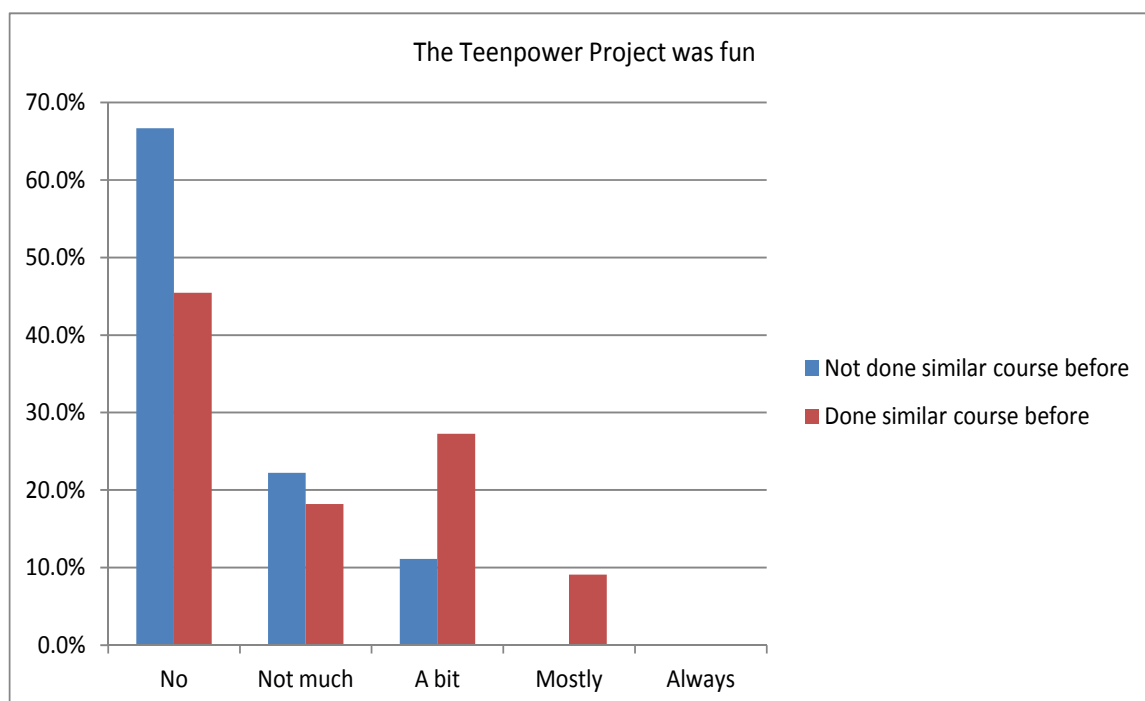


Figure 88: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: The Teenpower Project was fun.

A review of table 42 indicates that over half of all the learning groups (learning group 3 included) wanted to learn more about protecting themselves and others. Figure 89 indicates that approximately even numbers of boys and girls (58 and 63 percent respectively) wanted to learn more despite girls indicating they did not overly enjoy the Teenpower Project.

	No	Not much	A bit	Mostly	A lot
LG 1	2 12.5	7 29.2	8 33.3	4 16.7	2 8.3
LG2	4 16.7	4 16.7	9 37.5	3 12.5	4 16.7
LG3	5 25.0	4 20.0	9 45.0	0	2 10.0
Combined	12 17.6	15 22.1	26 38.2	7 10.3	8 11.8
LG 4 Year 8	2 8.3	7 29.2	8 33.3	4 16.7	3 12.5

Table 42: I would like to learn more about protecting myself and others.

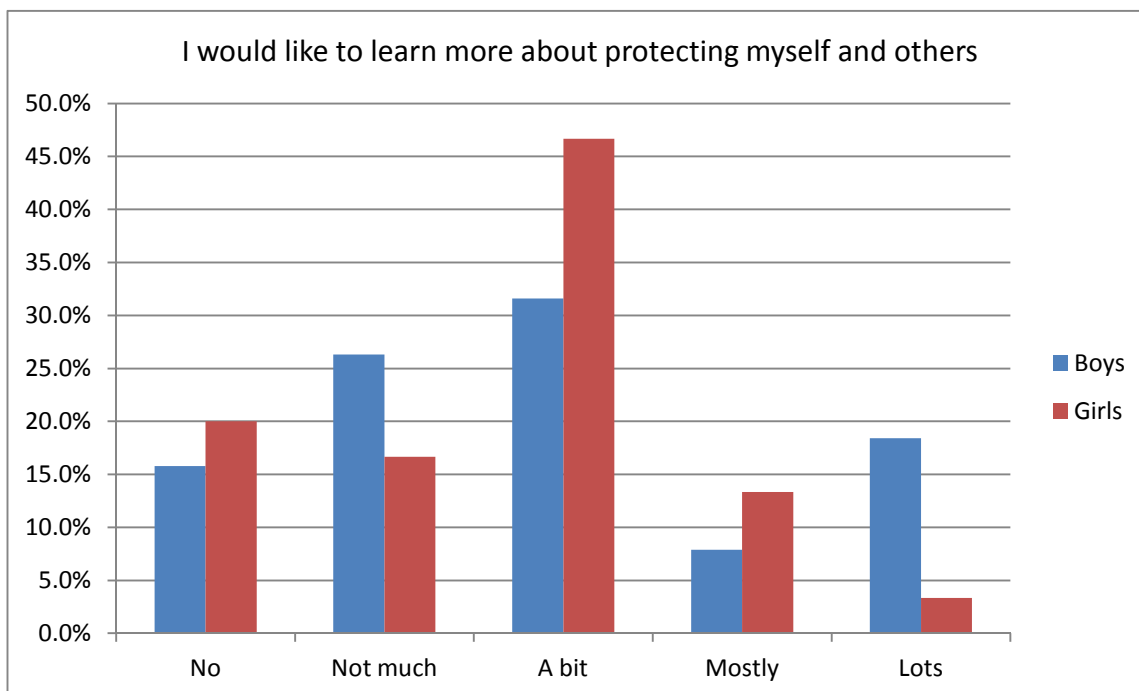


Figure 89: Pattern of responding for combined year 10 group based on gender: I would like to learn more about protecting myself and others.

Review of figure 90 indicates that students who had *not* participated in a similar course before, in learning group 3, were more predisposed to learning more and both groups were generally interested in learning “a bit” more.

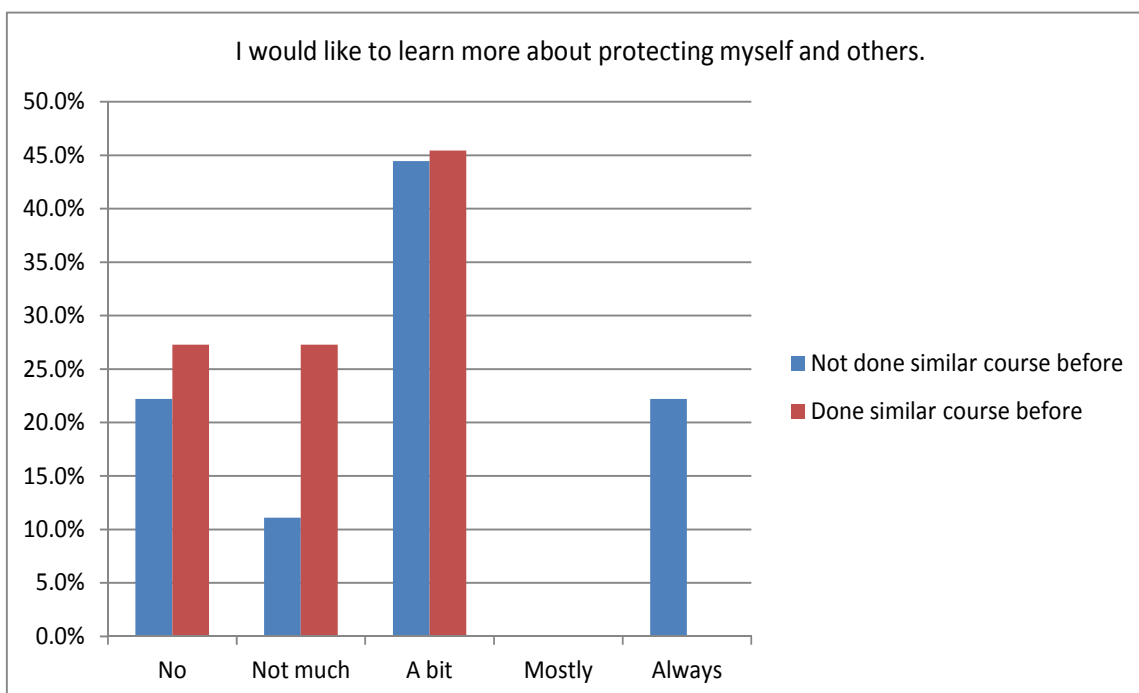


Figure 90: Pattern of responding in learning group 3 based on whether students had previously participated in violence prevention or safety course before: I would like to learn more about protecting myself and others.

Conclusion and discussion: Enjoyment of the Project and did they want more

In general, over 67 percent of all but learning group 3 stated they believed the Teenpower project was fun (“a bit” to “a lot”). When asked if they would like to learn more over 55 percent all of the groups (including learning group 3) stated they would.

More boys than girls indicated they enjoyed the Teenpower Project when compared with the girls in the year 10 combined group (71 and 41 percent respectively). Conversely, when asked if they would like to learn more about protecting themselves and others similar numbers of boys to girls indicated they would (“a bit” to “a lot”). Thus, although girls tended not to enjoy the Project they were still inclined to learn more about protecting themselves. Also, even though the boys did not seem to learn as much during the project as the girls they too indicated a desire to learn more.

As expected learning group 3 obviously did not enjoy the Teenpower Project but when asked if they would like to learn more over half (55 percent) said they would. Clearly the less than positive learning experience for this group did not dampen their awareness that learning more about protecting themselves and others was desirable. This conclusion is perhaps reinforced by the fact that the students who had previous experience with similar courses were less obviously interested in learning more when compared with people who had not done similar courses. It was almost as if those who had not done similar courses understood that they had not learned enough to reduce anxiety about safety and protection issues.

Discussion: when negativity produces good discussion and review

When we consider learning group 3 in terms of the class discussion following the Teenpower Project we noted their very negativity toward the Project held within it quite clear ideas about what they wanted from the course. These ideas and other comments for consideration have been listed below:

- They would like to hear real life examples of what people had done to escape situations.
- They would like course organisers to affirm or discuss skills they already employed in defence situations.
- They would like to practice multiple attack and escape scenarios.
- They would like to be treated and taught like adults: in particular the “emotional raincoat”, “trash can”, counting to 10 and “No! No!” methods were viewed as demeaning and/or unrealistic.
- They wanted organisers to rethink of how student generated scenarios were treated.

For many reasons learning group 3 did not enjoy the Teenpower Project. It seemed that once the ball of negativity started rolling the class were very quick to discuss

and point out faults, not just in the discussion at the end of the Project but also throughout. The Project may have started on a wrong foot when a temporary teacher ended up teaching the practice and scenario parts of the Project. This teacher did not have the benefit of time spent with the Teenpower instructors before the Project began and had to rely on written material and instructions. The students also did not enjoy the section of the course where they had to write their own scenarios and were shocked that their scenarios were then presented for class discussion when they thought they were confidential (leaving the names off was insufficient). Finally, they believed that “emotional raincoat”, “trash can”, “counting to ten” and “no! no!” methods were either unrealistic or more suited to younger children. In this regard the class were surprised that the material in the Teenpower Project was also taught to year 8 students and re-emphasised the need for more sophisticated content for older students.

Given that three of the four learning groups did provide relatively positive responses for the majority of the opinion based questions there are grounds for supporting the content of the Teenpower Project in its current form, but with some minor alterations. One of the more pressing points learned from this evaluation however, is knowledge of how to salvage a situation that is turning negative early in the instruction process. Keeping teaching methods adaptable and adding content to classes that are clearly ready to be challenged more may be helpful. There is also no substitute for experience when teaching a course of this type. For example, Teenpower Instructors have stated that they themselves must become comfortable with the material in order to teach it effectively. Likewise, as classroom teachers become more experienced with the material they will be able to adapt it to suit the classes they teach and be able to demonstrate methods more effectively. It was clear from discussion with teachers that being engaged with the Project material was a positive method of reducing anxiety about how to teach it and how students may react. Having an open and positive connection with Teenpower Instructors was also helpful to teachers.

GENERAL DISCUSSION

Most the main findings from this report are listed at the beginning of the document. For the purposes of discussion we will therefore reflect on the pattern of those findings. Overall, the year 10 learning groups showed improvements in most of the learning areas tested by the survey. These results stand regardless of how the students perceived the project in general. The year 8 students in contrast show few gains as a result of the project, even though they perceived that learning had occurred in the opinion related questions.

The differences between the year 10 and year 8 students may be age related, but there may also have been difficulties due to having only one year 8 learning group with comparable results for this part of the project. In this regard the composition of students within the group or the teaching style provided may have influenced the overall results for this group. Differences between learning groups for instance, were noted for the year 10 groups, although these differences tended to be reflected in gender differences, except for the opinion questions.

There was some suggestion that the practice exercises on the skill cards were essential to effectively learning the material. Some teachers physically practiced exercises more than others and these may have influenced the pattern of results. Further research may be required to look for class differences between year 8 students and/or the influence of actually practicing the exercises on the skill cards (as opposed to having them available or just reading them out), before we can conclude that the differences between the year 10 and 8 students were age related.

The differences noted between the scenario type questions that looked at what the students actually learned and the students own opinions of what they learned draws out some interesting variations. For example, one year 10 learning group clearly did not enjoy their participation in the Teenpower Project and this was reflected in all of the opinion related questions. It was also reflected in the fact that five students from this class defaced their second survey sufficiently to exclude them from the final results. This did not happen in any other group (including the control groups). However, enjoyment of the Project and learning did not seem to be related since this year 10 group did show improvements in many of the scenario questions by the time the Project concluded. It was noted however, that students who had completed similar courses before were more positive about their involvement in the project.

When we consider the year 8 learning group we found that students were relatively positive about their involvement in the Project but the scenario questions did not support their views that learning had occurred. It is possible however, that the year 8 group did learn something but the scenario questions were not able to draw out what learning had occurred.

One particular area that did not indicate improvements, especially for the year 10 students was the movie scenario questions. During interviews and class discussions the students were quite clear that they would rarely not watch a movie if their friends were also watching, it simply “wasn’t cool” not to do so. The influence of peer pressure and the value of being assertive is one area where young people may particularly benefit from learning. The scenario offered in this case may not have been sufficiently challenging or topical for the year 10 students, even though some

positive results occurred for the year 8 group. This particular difference between the two age cohorts suggests an age related effect. It also suggests that care may be needed when choosing scenarios based on what is important to each particular group (maybe also regardless of age).

The gender differences noted in various questions throughout this report suggest that girls gained more from the Project than boys. For example, girls are more inclined to attempt to completely leave a threatening situation (e.g. other people fighting or hurting each other, or the group of drunks scenario) while boys are more likely to keep out of reach but stay nearby. Girls also seemed more inclined to deal with problems with friends (keeping secrets or friends doing something wrong) by talking to them or telling them to stop. Girls were also less likely to accept a hug that is not wanted than boys. Finally, girls more often report that the Teenpower Project had a positive influence on being more mentally prepared or assertive in unsafe situations than boys. These gender differences may be more pronounced overall than even these results suggests and may be a good reason to consider teaching this project to particular subgroups rather than whole classes. The teachers themselves could also see value in teaching the Project to smaller groups in order to encourage discussion.

Questions that considered assertiveness and “not looking like a victim” seemed to work better with the older cohort (year 10) than the younger group. In the group of drunks scenario (in particular) the year 10 students clearly showed that keeping people in visual range and looking confident (e.g. not avoiding eye contact), was preferable to looking down. One student related this to a scenario he heard during the Project about a prison survey where people who were bullied were people who did not show confidence in themselves and therefore appeared more of a target or victim. Year 8 students also indicated they would prefer to avoid difficult situations (e.g. doing something else or making an excuse to leave in the movies scenario) rather than taking a more assertive approach (e.g. telling people they did not want to do something). Again these differences may not necessarily be age related as only one year 8 group was used for this research. However, Project organisers may wish to consider how assertiveness and confidence aspects of the Project are presented to year 8 students.

The use of real life scenarios or examples while teaching the Project may add value for some groups as the prison survey example in the paragraph above suggests. It is possible that real escape examples may stick in the mind of some students better than arbitrary practice exercises. It may also be the case that real life examples help explain why some practices are used from the skills cards; for example the No! No! or “stop ready” examples.

The overall results were sufficiently strong in most dimensions that significance testing would not greatly add value to the results. However, at a later date significance testing will be conducted on some key variables for publication purposes. The strength of the shift in some results were mediated by less strong results in other questions as a result of how the questions were constructed. The conclusions to each scenario question therefore provides a number of suggestions of where improvements or changes to questions can occur. These are also provided in the list of recommendations to follow.

Recommendations:

Possible changes in course content or teaching techniques

1. Carefully instruct teachers new to using the Teenpower material that practicing the material on the skill cards is essential to effectively teaching the Project.
2. Discuss with teachers the viability of integrating the Teenpower material with other aspects of the Health curriculum so that it may be taught over a longer period of time and be even more relevant to certain aspects of the curriculum.
3. Discuss with teachers the use of student generated scenarios to assist them to construct scenarios that would reflect potentially real situations they may encounter themselves. Reinforce that the scenarios do not need to be situations they have already experienced, but if they are, be clear that scenarios are to be shared with the rest of the class for discussion purposes.
4. Find a method of addressing peer pressure issues more thoroughly, particularly for year 10 students.
5. Find methods of reviewing assertiveness training, particularly with year 8 students.
6. Discuss methods of focusing on exiting from potentially dangerous situations and/or methods of calming for year 8 students.
7. Certain year 10 classes may wish to extend the number of scenarios in the self defence section of the work or could benefit from more complex material. Reading the class' ability (and understanding how many students had participated in Teenpower or personal safety events previously) could be useful in gauging complexity.
8. Certain year 10 classes may benefit from real life examples given those that were discussed (for example the prison survey) seemed to stick in the minds of students and be transferable to other situations.
9. Discuss with students generally about the rationale for making a lot of noise if attacked may be useful in clarifying why the "No! No!" method is important. Likewise, use of noise in real life attack situations where people successfully escaped may help cement the rationale for noise making.
10. Reduce the size of the group being taught or split a larger group so that fewer students at one time practice parts of the course being taught by Teenpower Instructors and/or teachers.

11. Teach girls and boys separately, or balance the class group to include even numbers of girls to boys. This may reduce pockets of negativity or allow certain groups of students to discuss scenarios that may be more difficult with both genders present.

Future research suggestions and amendments to existing survey

1. Future research attempt to link whether a “skill card” is practiced physically in class to pre and post survey results. For example, deliberately leave out a card or group of related cards and test for learning outcomes.
2. Review the options in the group of drunks scenario, for example drop one of the two the “move out of reach” options and replace it with another unrelated but plausible option.
3. Reword the ‘hugs scenario’ to remove ambiguity. Possibly have students rank the options from one to three.
4. Remove or change the ‘movies scenario’. Perhaps change the scenario to be more topical for students, such as drug use, alcohol use, drink driving etc.
5. Review the “keeping secrets from friends” options to include only one option for “seeking advice from others”.
6. For year 8 students, reduce the number of questions in the survey and/or reduce survey complexity – for example do not use or do reduce the number of open ended questions requiring a written response.
7. Increase the number of year 8 classrooms who participate in subsequent surveys to account for different teaching styles and classroom make up.

APPENDIX ONE

“Teenpower”™:

Post-course survey²

You may remember the pre-course survey we asked you to complete before the “Teenpower”™ course began. The current survey is used to compare what people thought before the course and what they now think after it has finished. We will be looking at the group as a whole NOT individual responses. IF YOU FEEL UNCOMFORTABLE WITH ANY QUESTION THEN YOU DON'T HAVE TO ANSWER

THE MORE ANSWERS WE GET THE BETTER THE RESULT

School Name: _____

NUMBER: _____ Please make sure your number is noted

Age: _____

Class: (Year) _____

Male Female Date: (D/M/Year) ____/____/2011

Tick this box you have done a Teenpower or Kidpower before

² This survey is a the same as the first survey but with the added opinion questions (questions 5, 8, 10 etc).

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1. Do you know of people in your school or area who have been hurt or insulted on purpose?

No 1-5 people 6-10 people 11-15 people more

2. Do you have examples that will help us understand what can happen?

3. Has someone ever hurt or insulted you on purpose? [tick one]

often quite often sometimes almost never never

Do you have examples that will help us understand what can happen?

4. Where DON'T you feel safe?

5. Has participation in the Teenpower Violence Prevention Project helped you feel safer in your community?

No Not much A bit Reasonably really safe

6. What does *violence* mean to you?

7. Imagine you are in town and group of drunk people are coming toward you. They seem to be looking for trouble and are looking at you. What would you do?

[Rank from ONE to THREE or more; 1=do this first, 2=do this next, etc]

Look straight at them to show you are not scared	<input type="checkbox"/>
Put your head down & keep going	<input type="checkbox"/>
Look away and try to ignore them	<input type="checkbox"/>
Move toward other people	<input type="checkbox"/>
Cross the road/ Leave the situation or place/walk away	<input type="checkbox"/>
Call someone on your phone	<input type="checkbox"/>
Threaten them back / show you are tough too	<input type="checkbox"/>
Keep your head up so you can see what is happening	<input type="checkbox"/>
Other:.....	

8. The stuff I learned in Teenpower has helped me understand how to get help if I believe something is unsafe.

No Not much A bit Mostly Always

9. If you see some people fighting and hurting each other what would you do?

I'm not sure what I would do OR

[Rank from ONE to THREE or more; 1=do this first, 2=do this next, etc]

Stay and watch	<input type="checkbox"/>
Cheer them on	<input type="checkbox"/>
Leave the situation or place / walk away	<input type="checkbox"/>
Try to get them to stop (with words)	<input type="checkbox"/>
Move a safe distance away	<input type="checkbox"/>
Get help (other people you trust)	<input type="checkbox"/>

10. The stuff I learned in Teenpower has helped me to realise when something is wrong or unsafe.

No Not much A bit Mostly Always

11. If one of your friends tells you something, in confidence, that makes you concerned for their safety what would you do?

I don't know OR

[Rank from ONE to THREE or more; 1=do this first, 2=do this next, etc]

Keep their secret, they told you in confidence	<input type="checkbox"/>
Ask someone else what they would do	<input type="checkbox"/>
Seek advice from someone you trust	<input type="checkbox"/>
Wait a while and see what happens	<input type="checkbox"/>
Look for organisations or services to help them	<input type="checkbox"/>

Other:.....

12. How would you get help for yourself or others?
(tick whichever boxes apply)

I am not sure <input type="checkbox"/>	Talk with other family you trust <input type="checkbox"/>
Talk with a parent <input type="checkbox"/>	Talk with a friend's parent <input type="checkbox"/>
Talk with a teacher <input type="checkbox"/>	Go to the police <input type="checkbox"/>
Ask friends for help <input type="checkbox"/>	School official <input type="checkbox"/>
	(e.g. school counsellor, principal)

Other:_____

13. Do you feel confident enough to seek help if you need it?

Yes, definitely mostly sometimes not really no

14. Do you feel that you would receive help if you ask for it?

yes usually sometimes occasionally no

15. If you ask someone for help but they don't understand or don't seem to want to help you what would you do?

I don't know OR

.....
.....

16. The Teenpower Project has made me more confident in seeking help when I feel unsafe.

No Not much A bit Mostly Always

17. If someone you know and like, wants to hug you but you don't want it, what do you do?

[Tick once for each option]

Give in, you like the person	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Tell them you don't want to	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Try to avoid it	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Hope they will just give up	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Other:.....						

18. If someone and/or friends wants you to watch movies or DVDs that you feel uncomfortable about what would you do?

[Tick once for each option]

Watch anyway	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Make an excuse to leave	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Tell them you don't want to	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Go and do something else	<input type="checkbox"/>	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	never
Other:.....						

19. I believe I am mentally prepared and more assertive because of my participation in the Teenpower Project .

No Not much A bit Mostly Always

20. How would you calm yourself in a potentially dangerous situation. What strategies would you use?

.....

21. If someone or a group of people call you names or put you down what would you do?

(tick whichever boxes apply)

I am not sure <input type="checkbox"/>	Warn them you will tell on them <input type="checkbox"/>
Call them names back <input type="checkbox"/>	Don't take it personally <input type="checkbox"/>
Walk away <input type="checkbox"/>	Report it <input type="checkbox"/>
Threaten them physically <input type="checkbox"/>	Show you're tough, hurt them <input type="checkbox"/>

22. The Teenpower Project has taught me what to do if someone tries to provoke me.

No Not much A bit Mostly Always

23. What would you do if someone attacks you physically and you can't get away?

I don't know OR

.....
.....

24. If someone threatened you or attacked you and you got away? What would you do next?

I don't know OR

.....
.....

25. The Teenpower Project has taught me strategies to defend myself when someone wants to hurt me and I cannot get help.

No Not much A bit Mostly Always

26. The Teenpower Project has taught to get help after I have defended myself and/or escaped from a situation.

No Not much A bit Mostly Always

27. If a friend does something you don't like, or you think is wrong. What would you do?

I am not sure OR

[Rank from ONE to THREE or more; 1=do this first, 2=do this next, etc]

Do nothing & hope they don't do it again	<input type="checkbox"/>
Talk to them about it, ask them why	<input type="checkbox"/>
Tell them you want them to stop	<input type="checkbox"/>
Ask other people what to do (friends / family etc)	<input type="checkbox"/>
Go along with them, friends are more important	<input type="checkbox"/>
Other:.....	

28. The Teenpower Project was fun.

No Not much A bit Mostly Absolutely

29. I would like to learn more about protecting myself and others.

No Not really Maybe Yeah a bit more Lots

30. Please list two areas where you think the Teenpower project was most useful to you.

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