



Safety and Confidence training for people of all ages and abilities

KIDPOWER

NZ Pilot Evaluation Report

Prepared by Cathy Bouma

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**EVALUATION & AUDITING
SERVICES LTD.**

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1 Introduction

KIDPOWER safety workshops are designed to teach young people how to protect themselves from violence without scaring them. The central focus is to create a safe learning environment for students while ensuring high quality service. The training includes everyday safety skills workshops that focus on awareness and violence prevention skills. All workshops emphasize techniques that can stop an attack without violence.

KIDPOWER self-protection and self-confidence trainings for students are specifically designed to work with the ages and life situations of the participants. The workshops are interactive, based on the educational philosophy that students learn better when they are given the opportunity to practice, rather than just talk about or see, skills and techniques.

The workshops involve physical practice, role-plays and entertaining stories to teach skills. The goal of the workshops is to give students the opportunity for successful practice of each idea presented, with the aim of making the ideas so familiar to the students that they are able to recall and use them if a real life situation presents itself.

The schools could choose from the following pilot **one hour** programmes (the full KIDPOWER curriculum takes six to seven hours).

Out and About (Safety skills for when they're on their own) with the specific Learning Outcomes

- Know and demonstrate these safety skills
 - Act and be aware
 - Take charge if something is not safe
 - Get help
- Do one self defence move for an emergency situation on the padded instructor (Eyes) confidently, with a loud 'No' and go to get help.

Safety with Peers (How to avoid and/or stop bullying) with the specific Learning Outcomes

- Demonstrate effective boundary setting when bullied
- Deflect hurtful remarks and acknowledge positive words
- Demonstrate breaking grips and one self defence move for an emergency situation with peers on the padded instructor (kick)

Boundaries on Touch & Teasing (How to set boundaries with people the child knows) with the specific Learning Outcomes

- Demonstrate effective boundary setting to unsafe or inappropriate touch (low level examples are used) based on the safety rules
 - Touch is a choice (except for health and safety)
 - Touch is not a secret
 - Private parts are private
- Say 'NO' in an appropriate, assertive way
- Identify at least two persons they trust and can tell

- Do one self defence move for an emergency situation on the padded instructor (Eyes) confidently, with a loud 'No' and go to get help.

1.1 Method

Three different one hour workshops were presented in schools: Out and About, Safety with Peers, and Boundaries. Students and teachers who participated in the workshops were asked to fill in different evaluation questionnaires on completion of the workshop. Three months later a follow up questionnaire was sent out to the schools and the completed questionnaires were returned to KIDPOWER. The questionnaires differed slightly depending on which workshop had been attended. The questionnaires were analysed using Filemaker Pro.

The surveys were designed to elicit responses about the parts of the programme that participants felt were working well and those parts that they did not feel were so valuable to them. They included open-ended items, which allowed for comments, and items requiring participants to use a Likert scale. For the immediate evaluation, the teachers' used a five-point scale, where 1=strongly disagree; 3=unsure; and 5=strongly agree. The students' scale was a three-point scale, where 1=no; 2=maybe; and 3=yes. The students' post evaluation questionnaire differed slightly, as the students' had to tick one of three boxes depending on how many times they had used the KIDPOWER skills. The choices were: 0 times, 1-5 times and more than 5 times. The surveys are included in the Appendix.

2 Results

There were 845 questionnaires completed by students and 32 by teachers immediately on completing the KIDPOWER workshops. This was estimated by KIDPOWER as being more than a 95% response rate. Of these, 382 (42.5%) students and 17 (53.1%) teachers completed a post evaluative questionnaire sent out three months after they had attended the workshops.

In total there were 12 different questionnaires, two (immediate and post) per workshop for both the students and the teachers. Due to limitations in survey design, it was not possible to distinguish between the differing workshops for the immediate evaluation for either the students or the teachers. These then will be analysed as a whole group: the immediate evaluation for the students in section 2.1 and the immediate evaluation for the teachers in section 2.2.

It was possible though, to evaluate the post workshop questionnaires separately. The total post student evaluation can be seen in section 2.4, while the results from each post student workshop can be seen in sections 2.5 to 2.7. However, because the total number of teachers responding from each workshop was low, the teachers' post evaluations will be analysed together as a group. These results can be seen in section 2.8.

2.1 Immediate Evaluation – Students

2.1.1 I Know:

For questions 1-6, students were presented with a number of statements beginning with I know, to which they had to reply No, Maybe or Yes. Figure 1 shows how the students responded to these questions.

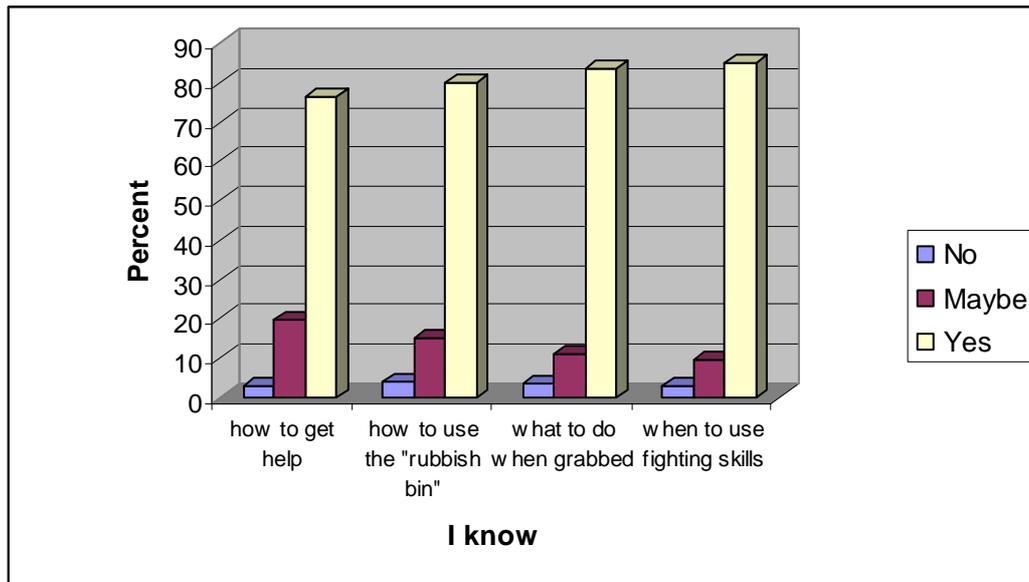


Figure 1
Students' responses to I Know statements (Q1-Q6)

The majority of the students responded yes, they knew what to do in the situations given in the questionnaire. 76.4% knew how to get help, 80.1% knew how to use the “rubbish bin”, 83.2% knew what to do when grabbed and 84.9% knew when it was appropriate to use their fighting skills.

2.1.2 I Believe:

For questions 7-11, students were presented with a number of statements beginning with I believe, to which they had to reply No, Maybe or Yes. Figures 2 and 3 show how the students responded to these questions.

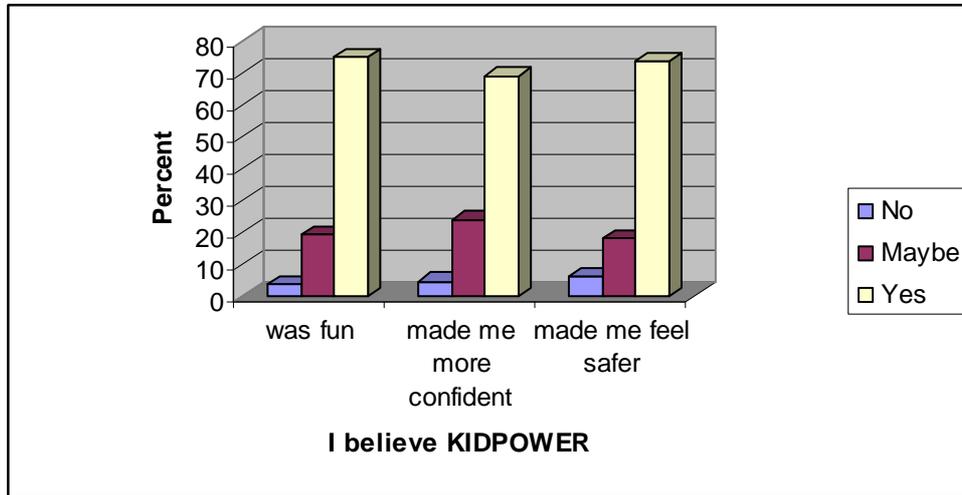


Figure 2
Students' responses to I Believe statements (Q7-Q9)

The majority of students said yes, to questions 7, 8 and 9, with 74.8% believing KIDPOWER was fun, 69% believing KIDPOWER made them more confident and 73.5% believing KIDPOWER made them feel safer.

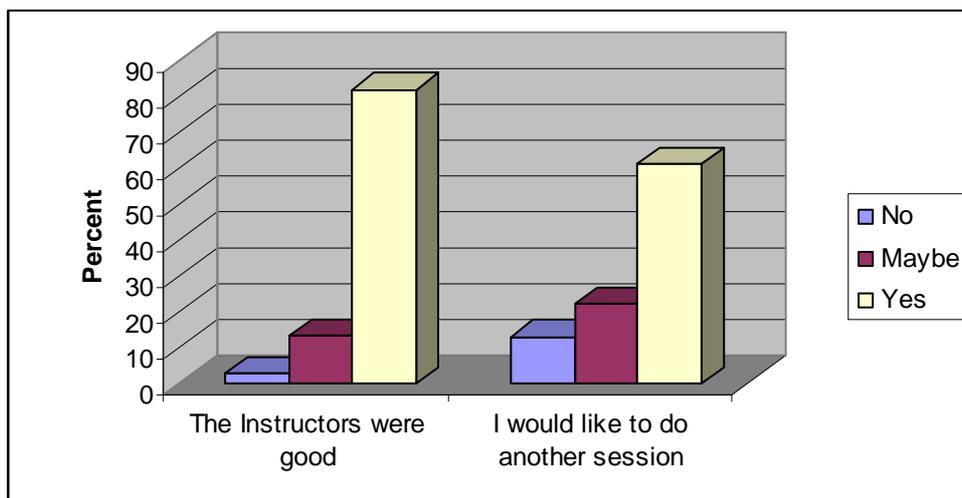


Figure 3
Students' responses to I Believe statements (Q10-Q11)

The majority of students (82%) said yes, the instructors were good and more than half (60.9%) would like to do another session.

2.1.3 Two KIDPOWER Skills that were the most Helpful

The students were asked what two skills from KIDPOWER they thought would help them the most. Table 1 shows the comments given by the students.

Table 1

Comments	Number	Percent
Kick	287	19.6
Saying "NO", "Go away",...with loud voice	198	13.5
Free yourself	178	12.2
Rubbish bin	165	11.3
Walk/get away	112	7.7
Poke in the eyes	95	6.5
Self defence / the moves	80	5.5
Calling / Going for help	76	5.2
the hand thing/chicken beaks	67	4.6
Be more confident	51	3.5
Not talk to strangers	36	2.5
The stop sign	36	2.5
Fighting skills	32	2.2
Hitting	18	1.2
Kidpower emergency	16	1.1
Names called	11	0.8
Did not use it / can't remember	5	0.3
Total	1463	100.0

Note: the shaded comments are ones that differ between the workshops and the numbers add to more than 845 because there are multiple responses

The skill that the students thought was the most helpful was the kick with 19.6% mentioning it. The next most useful skills were, saying “no” (13.5%), free yourself (12.2%) and “rubbish bin” (11.3%).

2.1.4 Things that could be changed

Students were asked what could be changed that would make the session better. Table 2 shows the comments given.

Table 2

Comments	Number	Percent
Nothing	164	23.5
More moves/techniques/skills/self defence...	140	20.1
Make the session longer/more sessions	110	15.8
More practise/add more stuff/more equipment	46	6.6
Less talking / no talking	30	4.3
More action	28	4.0
be more happy...	24	3.4
Do some games	22	3.2
Did not use it / can't remember / don't know	21	3.0
Explain better/do it in slow motion/more help for shy people/make sure everybody feels good	17	2.4
It was cool/fun/awesome	15	2.2
More things that are interesting	11	1.6
Students practice on each other/role play	11	1.6
Take away the pads/live dummy	10	1.4
Separate girls and boys/smaller groups	9	1.3
What to do if there are more bullies/if they have weapons/if we can not find help	8	1.1
Stop some people from being silly/make them listen	7	1.0
More tutors/instructors	7	1.0
No fighting	5	0.7
I'd like to do it again	3	0.4
Talk louder	2	0.3
We like to wear the armour and hold the pads	2	0.3
Do it outside	2	0.3
Make the situation more realistic	1	0.1
Be more organised	1	0.1
Make the things we say more modern	1	0.1
Total	697	100.0

Note: the shaded comments are ones that are not possible due to safety reasons

Of the 697 students who answered this question, 23.5% said nothing needed to be changed, while 20.1% wanted more moves/techniques and 15.8% wanted more or longer sessions.

2.1.5 Other Comments

The students were asked if there were any other comments they would like to make. Table 3 shows the comments made.

Table 3

Comments	Number	Percent
It was cool/fun/awesome	213	35.4
Thank you/Thanks for coming	111	18.4
I liked/enjoyed it	88	14.6
KIDPOWER is useful/important...	61	10.1
KIDPOWER made me feel safer/more confident...	57	9.5
I'd like to do it again	31	5.1
I don't want to do it again	16	2.7
It was ok	13	2.2
Make the session longer/more sessions	4	0.7
More moves/techniques/skills/self defence...	4	0.7
Less talking / no talking	2	0.3
Did not use it / can't remember / don't know	1	0.2
More action	1	0.2
Total	602	100.0

Almost all of the 602 comments made were very positive about KIDPOWER with only 17 (2.9%) making negative comments. Over a third of the students (35.4%) said it was cool/fun/awesome, 18.4% said “thank you” and 14.6% liked/enjoyed it.

2.2 Immediate Evaluation – Teachers

2.2.1 Observations

Teachers were presented with a number of statements and asked to rate them using a 5 point scale, where 1=strongly disagree, 2=agree, 3=unsure, 4=agree and 5=strongly agree. Figure 4 shows the level of agreement the teachers had with the statements.

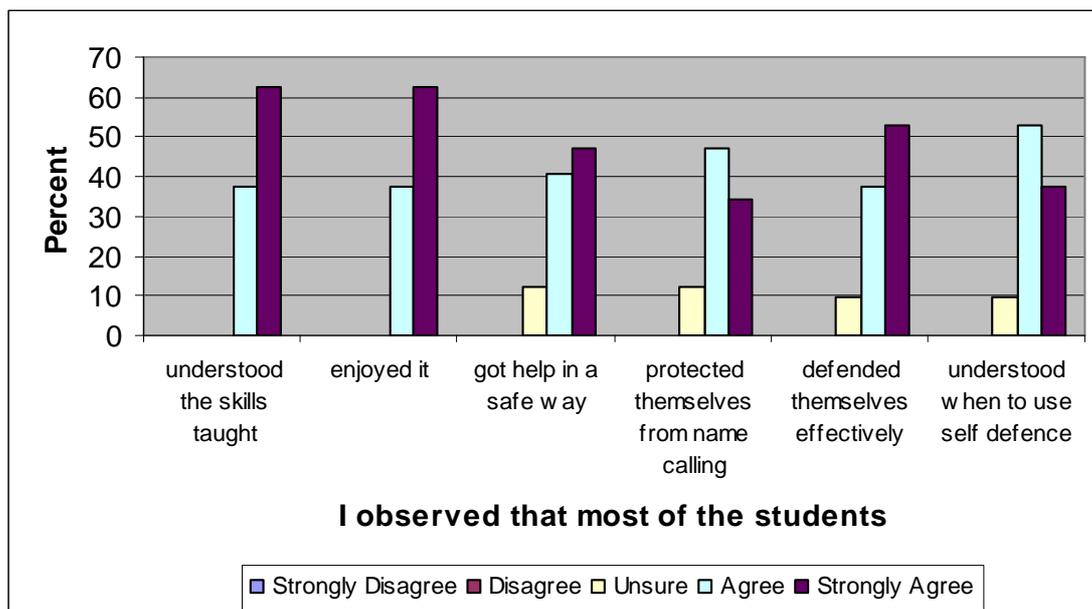


Figure 4
Teachers' Agreement with Observations of Students

Overall, there was a high level of agreement (agree and strongly agree) with all the statements by the teachers. In fact, for questions 1 and 2 (understanding and enjoyment), there was 100% agreement with the statements, with 62% strongly agreeing and 38% agreeing. The level of agreement was not quite so high for the other questions. When asked whether they observed their students getting help in a safe way, 87.5% of the teachers agreed (46.9% strongly agreed, 40.6% agreed) while 12.5% were unsure. Most of the teachers (34.4% strongly agree, 46.9% agree) observed their students protecting themselves from name calling while 12.5% were unsure. Over half of the teachers (53.1%) strongly agreed that their students defended themselves effectively with a further 37.5% agreeing and 9.4% being unsure. Over half of the teachers (53.1%) agreed that they observed their students using their self defence techniques appropriately with 37.5% strongly agreeing and 9.4% unsure.

2.2.2 Useful Skills for Students

Teachers were presented with a number of statements and asked to rate them using a 5 point scale, where 1=strongly disagree, 2=agree, 3=unsure, 4=agree and 5=strongly agree. Figure 5 shows the level of agreement the teachers had with the statements.

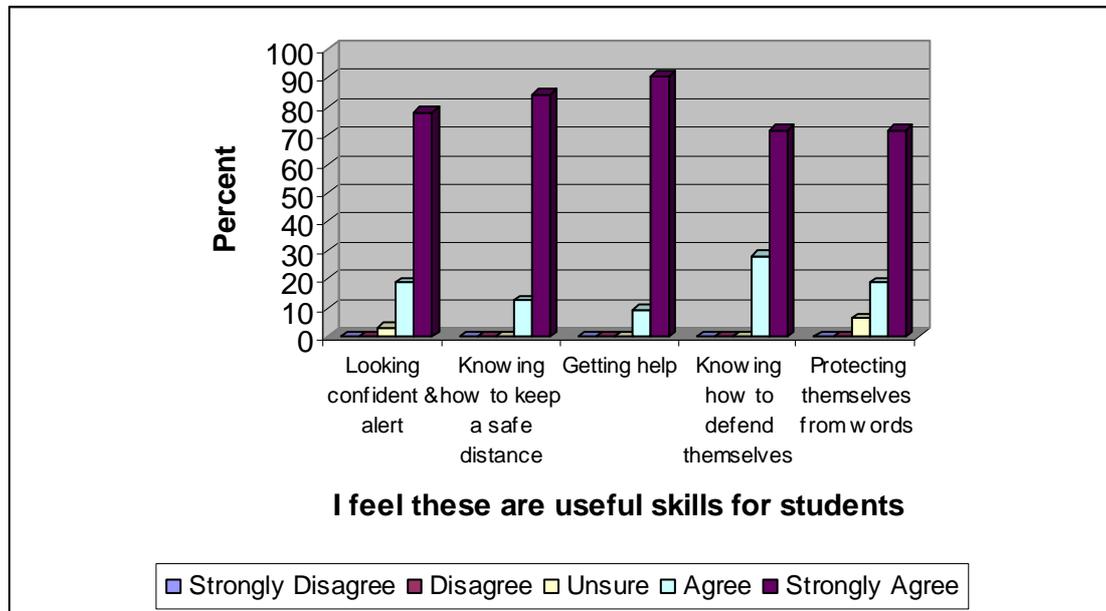


Figure 5
Teachers' Agreement with Useful Skills for Students

Most of the teachers strongly agreed that all the skills were useful for their students. The teachers thought getting help was the most useful skill, with 90.6% of them strongly agreeing and 9.4% agreeing with the statement. More than 70% of teachers strongly agreed that it was useful for their students to know how to keep a safe distance, to look confident and alert, to know how to defend themselves and protect themselves from words.

2.2.3 I believe KIDPOWER:

Teachers were presented with a number of statements and asked to rate them using a 5 point scale, where 1=strongly disagree, 2=agree, 3=unsure, 4=agree and 5=strongly agree. Figure 6 shows the level of agreement the teachers had with questions 14, 15 and 16, while figure 7 shows questions 17 to 21.

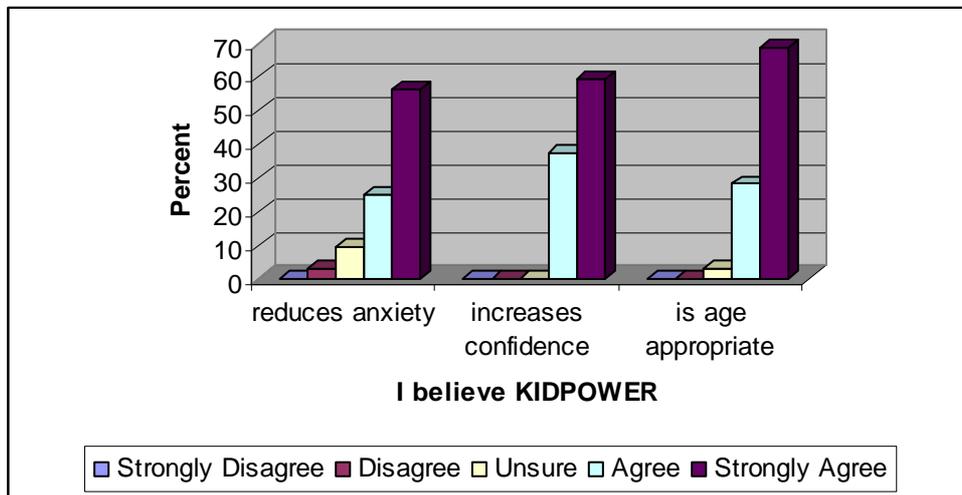


Figure 6
Teachers' Agreement with I believe statements (Q14-16)

There was a high level of agreement by the teachers with regard to the “I believe” statements. Almost 70% (68.8%) strongly agreed that KIDPOWER was age appropriate with 59.4% strongly agreeing that KIDPOWER increased confidence and 56.3% strongly agreeing that it reduced anxiety.

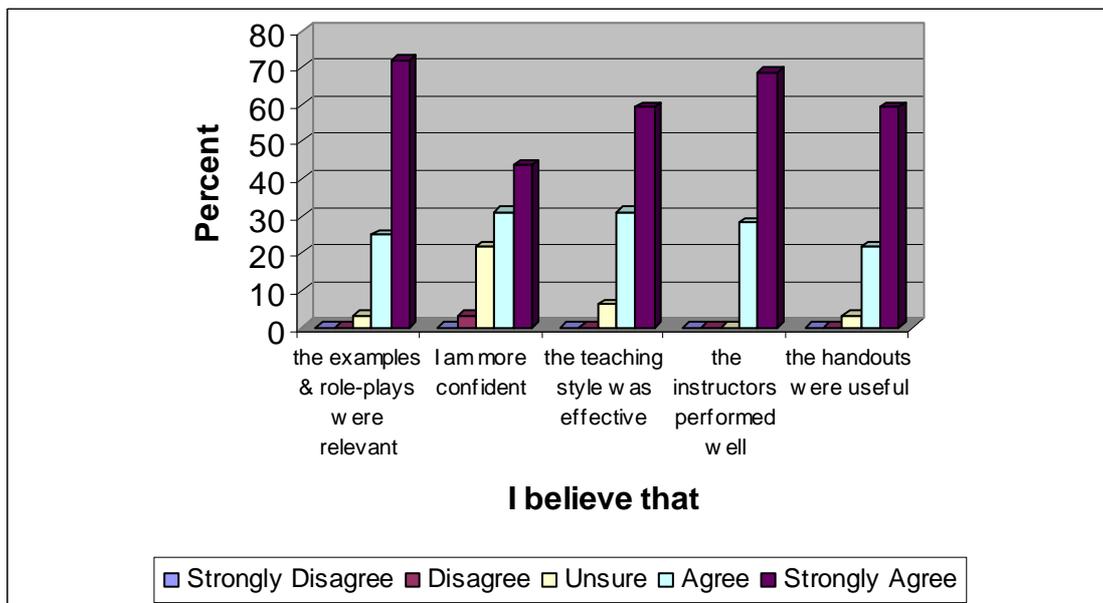


Figure 7
Teachers' Agreement with I believe statements (Q17-21)

There was also a high level of agreement by the teachers with questions 17-21, with most strongly agreeing or agreeing with all the statements. The highest level of agreement was with q17, the examples and role-plays were relevant (71.9% strongly agreed, 25% agreed)

and q20, the instructors performed well (68.8% strongly agreed, 28.1% agreed). The only statement with which there was some disagreement with, was q18, I am more confident about defending myself, where 43.8% strongly agreed, 31.3% agreed, 21.9% were unsure and 3.1% disagreed.

2.2.4 Two Most Beneficial Things

The teachers were asked what the two things were, they found to be the most beneficial. Table 4 shows their responses.

Table 4
Two Most Beneficial things about KIDPOWER

Comments	Number	Percent
Moves	13	26.0
NO	8	16.0
Rubbish bin	6	12.0
Calling / Going for help	4	8.0
Walk away	3	6.0
Kidpower emergency	3	6.0
Reinforcement of messages/actions	2	4.0
Good instructions	2	4.0
Simple actions	2	4.0
Kick	1	2.0
Names called	1	2.0
the hand thing/chicken beaks	1	2.0
Fighting skills	1	2.0
Be more confident	1	2.0
The 3 steps	1	2.0
Including teacher	1	2.0
Total	50	100.0

Note: The numbers add to more than 32 because there are multiple responses

According to the 50 responses given to this question, the most beneficial things about KIDPOWER were the moves (13 comments), saying “no” (8 comments), the ‘rubbish bin’ (6 responses) and calling/going for help (4 responses).

2.2.5 Two Least Beneficial Things

The teachers were then asked what the two things were, they found to be the least beneficial. Table 5 shows their responses.

Table 5
Two Least Beneficial things about KIDPOWER

Comments	Number
Rubbish bin	1
Names called	2
It was cool/fun/awesome	2
KIDPOWER is useful/important...	1
Total	6

There were only 6 (18.8%) responses made to this question and of those 6, only 3 were negative comments. These comments related to the 'names called' (2) and to the 'rubbish bin' (1).

2.2.6 Suggestions to Improve the Programme

The teachers were asked to make any suggestions that could improve the programme. Table 6 shows the suggestions made.

Table 6
Suggestions to Improve the Programme

Comments	Number
Make the session longer	5
You got better and better	2
KIDPOWER is useful/important...	1
Group work?	1
use examples with children rather than adults	1
Find a better way of dealing with name calling	1
Smaller group sizes	1
Simplify language you use with children for maximum understanding (especially with ESOL children)	1
Include 'women' can also be bullies	1
More explanation of how photos will be used	1
More active examples	1
Utilisation of a bigger space like a school hall if available	1
Students giving situations and explaining actions and reasons to partner	1
Practice saying 'no' out loud, Boys and girls sessions separately	1
More role plays involving the children	1
More time to allow the children to ask questions perhaps	1
Something about texting	1
Total	22

There were 22 suggestions made about improving the programme. The most popular suggestion was to make the session longer (5 comments).

2.2.7 Other Training that could be Useful

The teachers were asked if there was any other training that could be useful. Table 7 shows the 13 responses to this question.

Table 7
Other Useful Training

Comments	Number
Make the session longer/more sessions	1
Maybe role plays	1
Same programme for year 5/6	1
To be able to not over-react to name calling	1
How to deal with child bullies (poking in eyes may not be suitable).	1
Body language	1
Follow ups	1
"I" statements	1
Prevention	1
How to ASK for help - more time needed	1
How to handle unwanted texting	1
Karate	1
Videos that show models of the techniques	1
Total	13

2.2.8 How KIDPOWER interfaces with the Curriculum

Next, the teachers were asked how they saw KIDPOWER interfacing with the curriculum. Table 8 shows their 26 replies.

Table 8
How KIDPOWER interfaces with the Curriculum

Comments	Number
Fits well with the Health Curriculum	6
Health and PE - keeping ourselves safe	6
Drama / Roleplays	2
Reinforcement of messages/actions	1
Beginning of school year unit of study	1
Being an annual part of our health programme	1
Health - law and order	1
Health - bullying, keeping safe	1
Strong and obvious links to KOS	1
Health and PE - keeping ourselves safe	1
Every area - confident and save kids = better learning	1
Ongoing. It fits with the confidence we hope to grow in our students - orally, physically, socially	1
In conjunction with the DARE and Kia Kaha programme in Health Ed	1
Integrated across all areas but mainly Kia Kaha, health and PE programmes	1
HEAWA/PE - But more precisely if they don't feel safe they won't learn	1
Total	26

2.2.9 How KIDPOWER interfaces with KOS, Kia Kaha and/or Confident Kids

The teachers were also asked how they saw KIDPOWER interfacing with KOS, Kia Kaha and/or Confident Kids. Table 9 shows the 17 responses to this question.

Table 9
How KIDPOWER interfaces with KOS, Kia Kaha and/or Confident Kids

Comments	Number
This links in very well	6
Kidpower solidifies KOS DARE kia kaha. It is the doing - so important.	3
Fab! Great extentions to these programmes	2
Great motivation to introduce the unit	2
Integrating taking age relevant parts/class relevant parts	1
Not sure what these are	1
Well worthwhile	1
Reduces bully, increased self confidence & teaching kids to deal with & defend themselves from bullying	1
Total	17

2.2.10 Why another teacher/school should do KIDPOWER

Question 28 asked the teachers what they would say if they were asked to tell another teacher/school why they should do KIDPOWER. Those comments are listed below.

- It is beneficial in promoting self confidence of children as well as teaching them to deal with rarer situations which could occur with adults. It teaches kids to deal with everyday situations as well as those which are more serious.
- They should do it so the children can learn what to do when they are put in circumstances and figure out what is the wrong circumstance
- A vitally important and sensitive issue which was done in an appropriate way - very age appropriate
- Gives children confidence to use voice and physical messages
- Kidpower builds confidence and self esteem for all children. They learn about positive ways to interact with their peers and look after themselves. The doing is fundamental and taught brilliantly.
- Good practical activities. Programme is passive and active - good balance. Not too much talk . Kind encouraging tutors. Set at kids level.
- Teaches valuable real life skills and attitudes to keep students safe and able to deal with bullying
- Great to build students confidence to deal with bullies, Gives great ideas for students to deal with verbal problems
- Fantastic programme to develop confident kids in and out of school
- During the one hour session, students were modelled all the skills and then given the opportunity to practice them
- User friendly, practical, lends itself to the health curriculum
- That Kidpower teaches children to be safe and to use the skills taught to protect themselves when in danger
- Its a simple yet effective way that children know they could defend themselves if ever such an emergency arose. It's a short but appropriate programme for the children.
- Thank you for coming to our school it was excellent

- Generally relevant. Awareness promoting
- Kidpower will empower your students so they can be more confident about themselves and when dealing with a situation which is potentially dangerous
- Excellent programme. Keep up the good work.
- Keep up the great job
- Kidpower will empower your students so they can be more confident about themselves and when dealing with a situation which is potentially dangerous.
- Great programme
- It is a great course on self-defence techniques, developing a greater confidence when feeling unsafe in situations as well as informing children of their basic powers
- It teaches children simple effective methods for avoiding conflicts

2.2.11 Other Comments

Question 29 asked the teachers if they had any other comments to make. Those comments are listed below.

- interesting
- Some kids may have felt approach slightly patronising.
- "Well done!"
- A fantastic session - superbly presented, great presenters
- Very worthwhile - Thank you
- Thanks - was great!
- With activities - students really enjoy. Maybe a little more focus on technique. Thank you very much.
- Fantastic presentation and hands-on activities, great control of children. They were fully involved.
Well done!
- Look forward to seeing you again. Warm regards
- I like the message about walking away/getting away from an unsafe situation rather than putting up a fight
- Because it's practical and hands on the children loved participating in the programme
- Maybe a statement at the end of the kids evaluation that says I will only use these skills to protect myself - signed..... more effective than a verbal agreement
- I appreciated the rapport and the level that this programme was taught at. The children related to the tutors really well. Thank you.
- Thanks very much for your time and energy.

2.3 Post Evaluation – Students

Three months after they had attended the workshops, the students were asked to complete another questionnaire. The questionnaires were slightly different depending on which workshop they had attended and also differed a little from the immediate evaluation they had already completed. They were asked about whether they had used the skills they had learned in the KIDSPower workshops. At the time of writing this report, nine classes were not yet due for their post evaluation. Of the initial 845 students who had completed the immediate evaluation, 382 have completed the post evaluation, giving a 45.2% response rate, which is a good response rate.

In section 2.4 below, an analysis will be made of the total responses made by the students to the post evaluation questionnaire. Excluded from the analyses will be any questions that pertain solely to one of the workshops.

In section 2.5, an analysis will be made of the responses from the students who had attended the Out and About workshop.

In section 2.6, an analysis will be made of the responses from the students who had attended the Safety with Peers workshop.

In section 2.7, an analysis will be made of the responses from the students who had attended the Boundaries workshop.

2.4 Post Evaluation – All Students

2.4.1 Use KIDPOWER Skills?

In the first 5 or 6 questions, the students were asked whether they had used the KIDPOWER skills learnt in the workshop in a number of different situations. They were given three answer choices – 0 times, 1-5 times and more than 5 times. Depending on the workshop attended, questions 1 and 2 are different. The results for these can be seen in the separate workshop evaluations. Figure 8 shows the results for the remaining four questions. The answers have been summarised so that it shows how many students have used the skill at least 1 or more times.

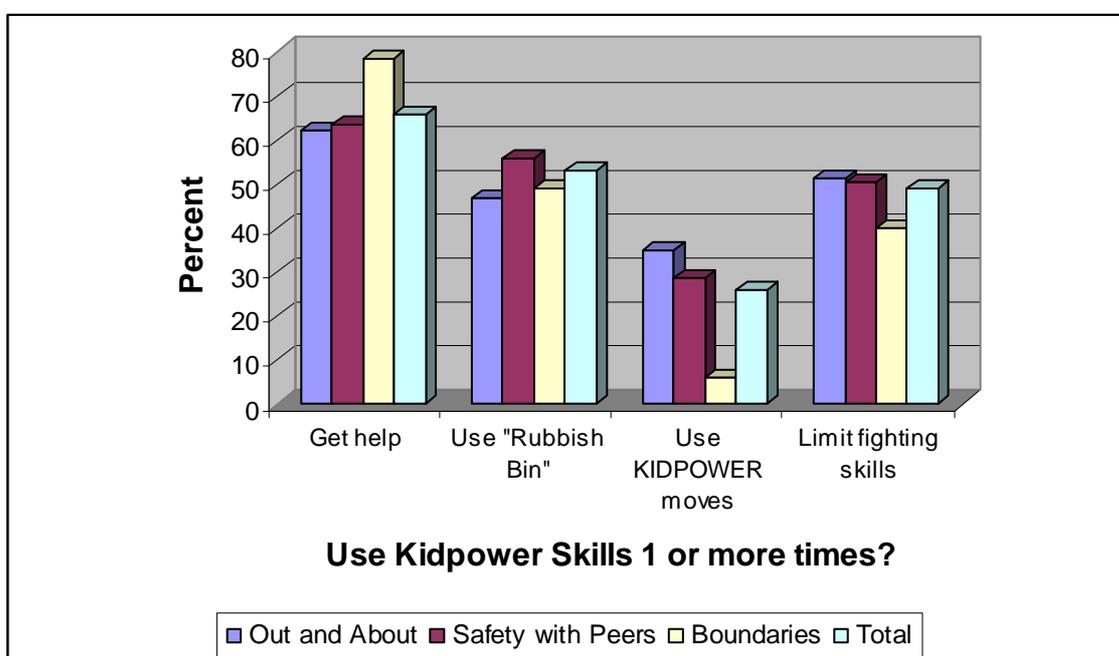


Figure 8
Students who used KIDPOWER Skills

There was quite a variation in whether the KIDPOWER skills had been used by the students and also for some of the skills, quite a variation between workshops. The most highly used KIDPOWER skill was “getting help”, with 65.7% of all students having used that skill at least once and 78.5% of students who had attended the Boundaries workshop using it. Over half of all the students (53.1%), said they had used the “rubbish bin” skill at least once with only little variation between the different workshops. The least used skill was “KIDPOWER moves” with only 25.9% of all students using it. There was a large variation, though, in the use of this skill between the different workshops, with 34.9% of the students who had attended the Out and About workshop using “KIDPOWER moves” while only 6.2% of those attending the Boundaries workshop used it. Almost half of all the students (49%) knew when to use their fighting skills appropriately, although only 40% of the students attending the Boundaries workshop did.

2.4.2 I Believe KIDPOWER was:

Questions 6 to 9 (numbers differed according to workshop), all made statements about KIDPOWER and the students had to answer No, Maybe or Yes. Figure 9 shows the percentage of students who answered Yes to the statements for each workshop.

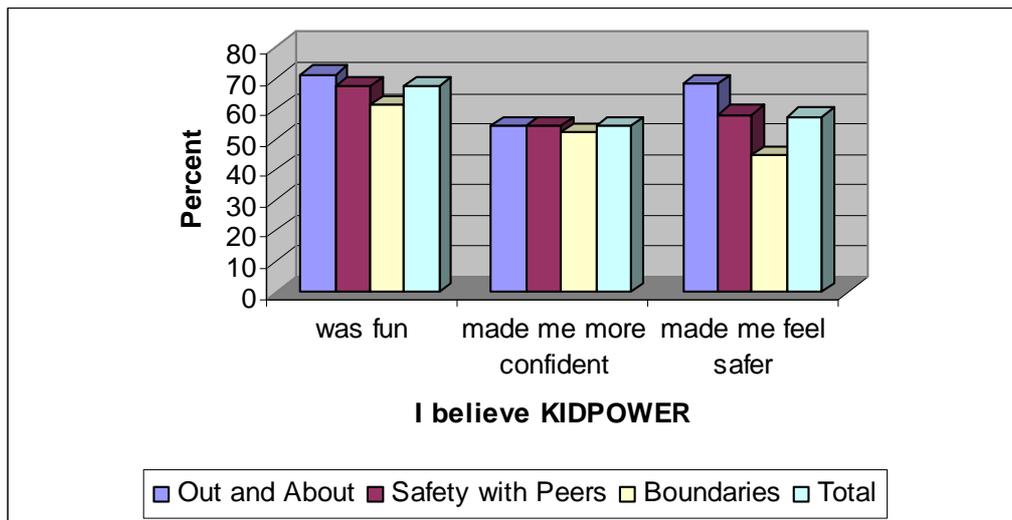


Figure 9
Students who believed KIDPOWER

More than half of all the students answered yes to all the statements, with 67.3% believing KIDPOWER to be fun, 54.2% believing it made them more confident and 57.6% believing it made them feel safer. More students who had attended the Out and About workshop thought KIDPOWER was fun (71.2%) and made them feel safer (68.2%) than did students who had attended the other workshops.

2.4.3 Like to do Another Session

Students were asked whether they would like to do another session. Figure 10 shows the percentage of students who would like to do another session for each workshop.

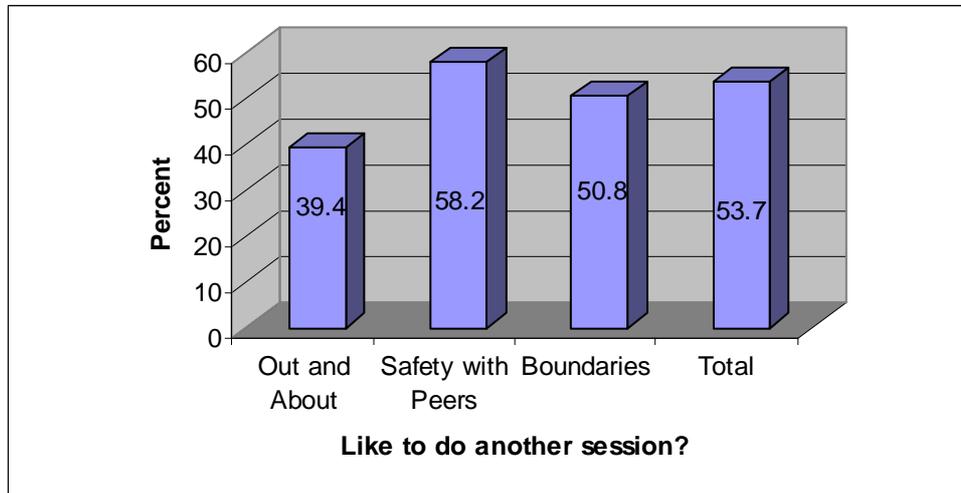


Figure 10
Students who would like to do another session

More than half (53.7%) of all the students would like to do another session. Those students who had attended the Safety with Peers workshop were more likely to want to do another session (58.2%) than those who had attended the Out and About workshop (39.4%).

2.4.4 Comparison between Immediate and Post Responses made by Students

Figure 11 shows the differences between the responses made by the students in the immediate evaluation questionnaire with their responses in the post evaluation questionnaire.

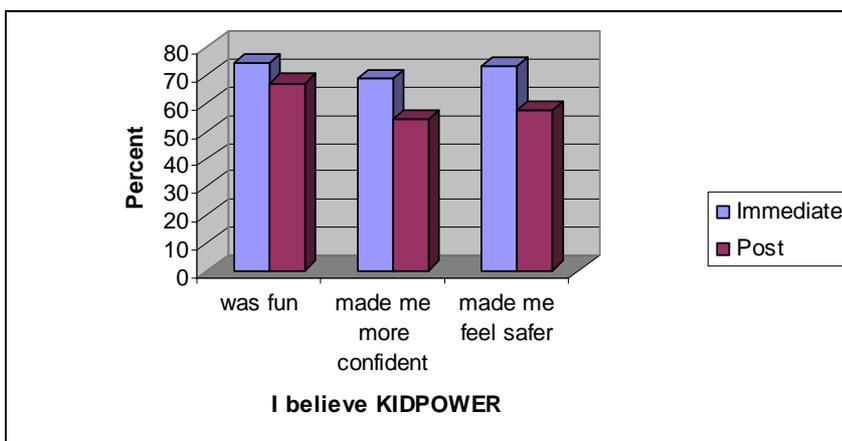


Figure 11
Comparison between Immediate and Post Evaluation Responses

It can be seen that for all the 'I believe' questions, there was a decrease in the percentage of students who answered yes between the immediate and post evaluation questionnaires. In the immediate evaluation, 74.8% of students believed KIDPOWER was fun, 69% believed it made them more confident and 73.5% believed it made them safer.

Three months later in the post evaluation, 67.3% believed KIDPOWER was fun, 54.2% believed it made them more confident and 57.6% that it made them safer.

2.5 Post Evaluation – Students: Out and About Workshop

A total of 66 students completed the post evaluation questionnaire relating to the Out and About Workshop.

2.5.1 How Many times did you use KIDPOWER Skills?

The first 6 questions asked how many times they had used the KIDPOWER skills learnt in the workshop in a number of different situations. They were given three answer choices – 0 times, 1-5 times and more than 5 times. Figure 12 shows the responses to the first 6 questions.

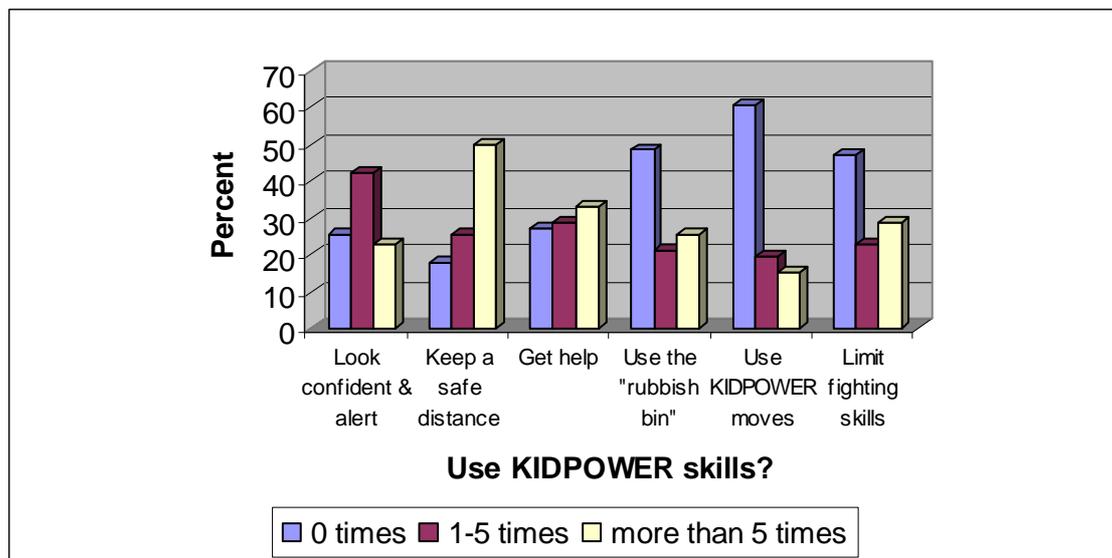


Figure 12
Out and About Attendees who used KIDPOWER Skills

There was a great deal of variation in the number of times the different skills had been used. The most used skill was “keep a safe distance” with 50% of students saying they had used the skill more than 5 times and 25.8% saying they had used it 1-5 times. The least used skill was, using “KIDPOWER moves” with 60.6% of students saying they had not used it.

2.5.2 I Believe KIDPOWER was:

Questions 7, 8 and 9 all made statements about KIDPOWER and the students had to answer No, Maybe or Yes. Figure 13 shows the responses to these three questions.

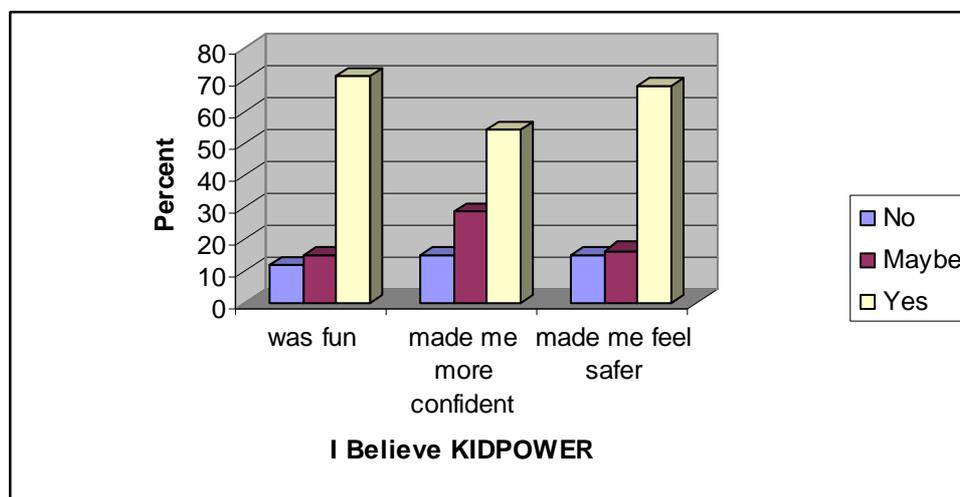


Figure 13
Out and About Attendees who Believed KIDPOWER

More than half of the students attending this workshop said yes, they did believe KIDPOWER was fun (71.2%), that KIDPOWER made them more confident (54.5%) and that KIDPOWER made them feel safer (68.2%).

2.5.3 Like to do Another Session

Students were asked whether they would like to do another session. Just over a third (39.4%) of the students said Yes they would like to do another session, while 34.8% said Maybe, and 19.7 said No.

2.5.4 How KIDPOWER was Used

Students were asked if they had used KIDPOWER to describe how they had used it. Of the 20 students who answered this question, 18 said they had used the “rubbish bin” and the other 2 had used a “safe distance”.

2.5.5 Two Skills from KIDPOWER

Students were asked what two skills from KIDPOWER they thought would help them the most. There were 36 responses to this question, with 14 students saying “poke in the eyes”, 20 saying “rubbish bin” and 2 “fighting skills”.

2.5.6 Other Comments

Students were asked if there were any other comments they would like to make. Six students commented that they liked it and one said “thank you”.

2.6 Post Evaluation – Students: Safety with Peers Workshop

A total of 251 students completed the post evaluation questionnaire relating to the Safety with Peers Workshop.

2.6.1 How Many times did you use KIDPOWER Skills?

The first 6 questions asked how many times they had used the KIDPOWER skills learnt in the workshop in a number of different situations. They were given three answer choices – 0 times, 1-5 times and more than 5 times. Figure 14 shows the responses to the first 6 questions.

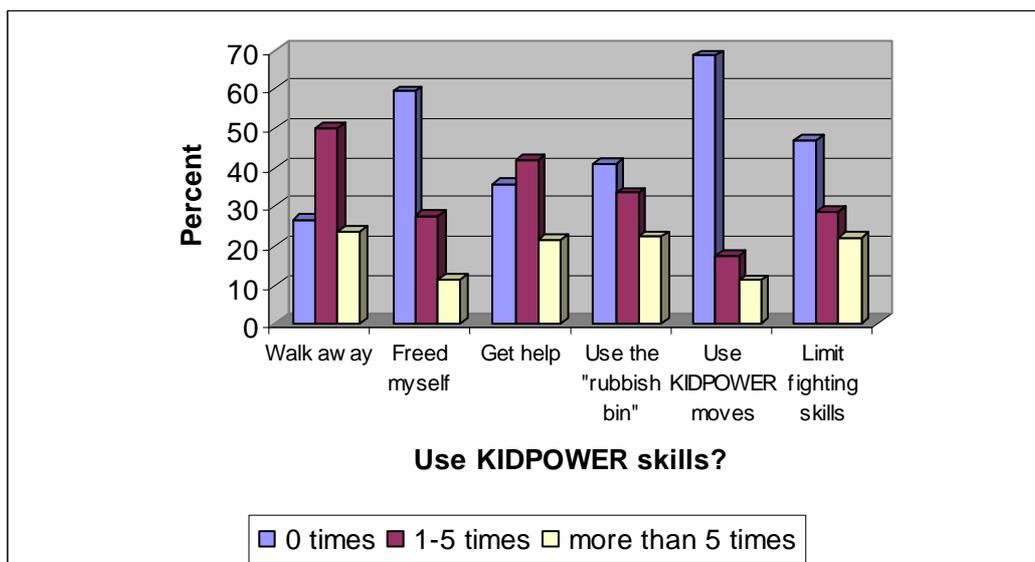


Figure 14
Safety with Peers Attendees who used KIDPOWER Skills

The most often used skill by the students at this workshop was “walking away” with 49.8% saying they had used it 1-5 times and a further 23.5% having used it more than 5 times. The least often used skill was “KIDPOWER moves” with 68.5% of students saying they had never used it and 28.7% saying they had used it 1 or more times.

2.6.2 I Believe KIDPOWER was:

Questions 7, 8 and 9 all made statements about KIDPOWER and the students had to answer No, Maybe or Yes. Figure 15 shows the responses to these three questions.

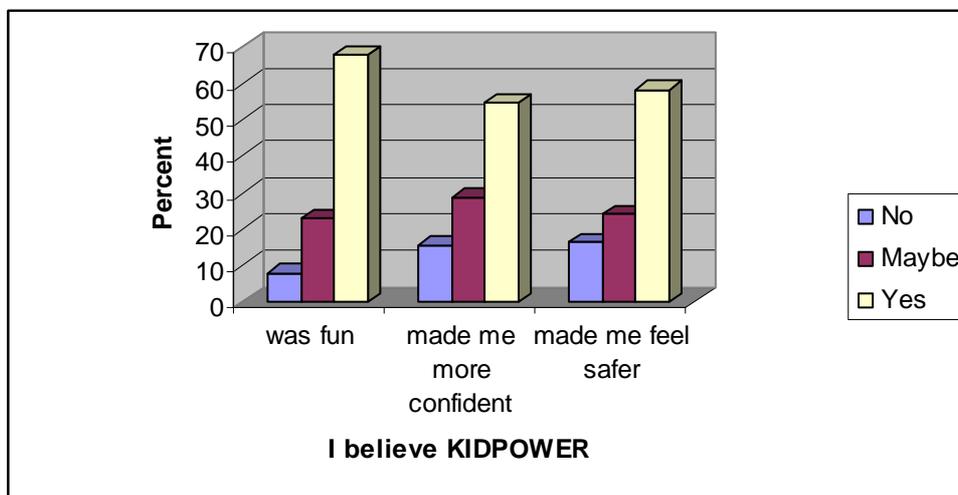


Figure 15
Safety with Peers Attendees who Believed KIDPOWER

More than half of the students attending this workshop said yes, they did believe KIDPOWER was fun (67.7%), that KIDPOWER made them more confident (54.6%) and that KIDPOWER made them feel safer (58.2%).

2.6.3 Like to do Another Session

Students were asked whether they would like to do another session. Over half (58.25) of the students said yes they would like to do another session, while 18.7% said no and 21.9% maybe.

2.6.4 How KIDPOWER was Used

Students were asked if they had used KIDPOWER to describe how they had used it. Table 10 shows the responses of the 116 students who answered this question.

Table 10
How KIDPOWER was used by Safety with Peers Attendees

Comments	Number	Percent
Rubbish bin	47	40.5
Kick	30	25.9
Walk away	13	11.2
Names called	12	10.3
Did not use it	6	5.2
NO	4	3.4
The moves	4	3.4
Total	116	100.0

2.6.5 Two Skills from KIDPOWER

Students were asked which two skills from KIDPOWER they thought would help them the most. Table 11 shows the 385 responses given to this question.

Table 11
Helpful skills from Safety with Peers Attendees

Comments	Number	Percent
Kick	113	29.4
Rubbish bin	100	26.0
Walk away	50	13.0
Free yourself	43	11.2
NO	23	6.0
Fighting skills	11	2.9
Names called	10	2.6
Calling / Going for help	9	2.3
Did not use it / cant' remember	7	1.8
Hitting	5	1.3
Moves	4	1.0
Be more confident	4	1.0
Kidpower emergency	3	0.8
Poke in the eyes	1	0.3
the hand thing	1	0.3
I liked/enjoyed it	1	0.3
Total	385	100.0

Note: The numbers add to more than 251 because there are multiple responses

The students who attended this workshop thought that the most useful skills they had gained from KIDPOWER were: the kick (113 comments), the “rubbish bin” (100 comments), walk away (50 comments) and free yourself (43 comments).

2.6.6 Other Comments

Students were asked if there were any other comments they would like to make. Table 12 shows the 135 comments made by the students.

Table 12
Other Comments made by Safety with Peers Attendees

Comments	Number	Percent
It was cool/fun/awesome	43	31.9
I liked/enjoyed it	21	15.6
Thank you/Thanks for coming	20	14.8
KIDPOWER made me feel safer/more confident...	17	12.6
I'd like to do it again	15	11.1
KIDPOWER is useful/important...	13	9.6
Make the session longer	2	1.5
Walk away	1	0.7
Did not use it / can't remember	1	0.7
I don't want to do it again	1	0.7
It was ok	1	0.7
Total	135	100.0

2.7 Post Evaluation – Students: Boundaries Workshop

A total of 65 students completed the post evaluation questionnaire relating to the Boundaries Workshop.

2.7.1 How Many times did you use KIDPOWER Skills?

The first 5 questions asked how many times they had used the KIDPOWER skills learnt in the workshop in a number of different situations. They were given three answer choices – 0 times, 1-5 times and more than 5 times. Figure 16 shows the responses to the first 5 questions.

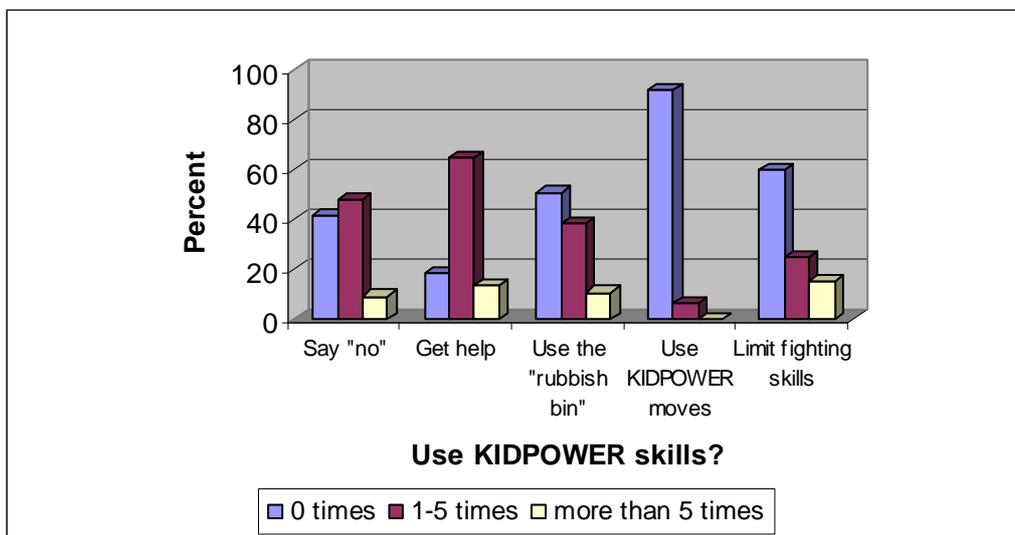


Figure 16
Boundaries Attendees who used KIDPOWER Skills

The most often used skill by the students at this workshop was to get help with 64.6% of students saying they had used this skill 1-5 times and a further 13.8% having used it more than 5 times. The least used skill was using KIDPOWER moves with almost all (92.3%) of students saying they had not used it. More than 50% of students had not used the "rubbish bin" (50.8%) or used the fighting skills appropriately (60%) either.

2.7.2 I Believe KIDPOWER was:

Questions 6, 7 and 8 all made statements about KIDPOWER and the students had to answer No, Maybe or Yes. Figure 17 shows the responses to these three questions.

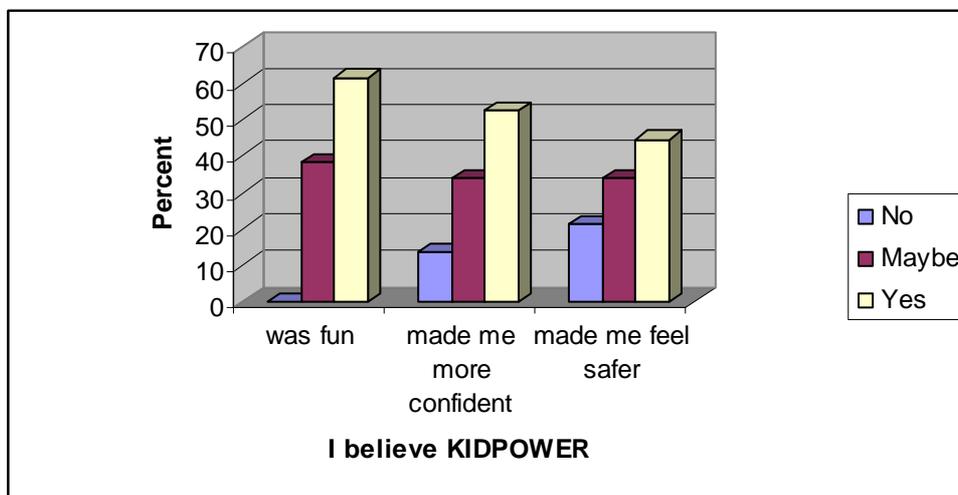


Figure 17
Boundaries Attendees who Believed KIDPOWER

More than half of the students attending this workshop said yes, they did believe KIDPOWER was fun (61.5%) and that KIDPOWER made them more confident (52.3%) while only 44.6% believed KIDPOWER made them feel safer.

2.7.3 Like to do Another Session

Students were asked whether they would like to do another session. Just over half (50.8%) of the students said yes they would like to do another session, while 6.2% said no and 41.5% maybe.

2.7.4 How KIDPOWER was Used

Students were asked if they had used KIDPOWER, to describe how they had used it. Table 13 shows the responses of the 34 students who answered this question.

Table 13
How KIDPOWER was used by Boundaries Attendees

Comments	Number	Percent
Rubbish bin	9	26.5
Names called	8	23.5
Calling / Going for help	6	17.6
NO	5	14.7
Moves	2	5.9
Did not use it / can't remember	2	5.9
Walk away	1	2.9
the hand thing	1	2.9
Total	34	100.0

2.7.5 Two Skills from KIDPOWER

Students were asked which two skills from KIDPOWER they thought would help them the most. Table 14 shows the 108 responses given to this question.

Table 14
Helpful skills from Safety with Peers Attendees

Comments	Number	Percent
Rubbish bin	35	32.4
NO	22	20.4
Moves	22	20.4
the hand thing/chicken beaks	10	9.3
Calling / Going for help	7	6.5
Poke in the eyes	6	5.6
Kick	2	1.9
Did not use it / can't remember	2	1.9
Fighting skills	1	0.9
Be more confident	1	0.9
Total	108	100.0

2.7.6 Other Comments

Students were asked if there were any other comments they would like to make. Table 15 shows the 22 comments made by the students.

Table 15
Other Comments made by Boundaries Attendees

Comments	Number	Percent
I'd like to do it again	10	45.5
It was cool/fun/awesome	9	40.9
KIDPOWER is useful/important...	1	4.5
I don't want to do it again	1	4.5
It was ok	1	4.5
Total	22	100.0

2.8 Post Evaluation – Teachers

Three months after they had attended the workshops, the teachers were asked to complete another questionnaire. The questionnaires were slightly different depending on which workshop they had attended and differed from the immediate evaluation they had completed. They were asked about whether they had observed their students using the skills they had learned in the KIDSPower workshops. At the time of writing this report, nine classes were not yet due for their post evaluation. Of the initial 32 teachers who had completed the immediate evaluation, 17 have completed the post evaluation, giving a 53.1% response rate which is a good response rate.

Due to the small number of teachers' completing the post evaluation questionnaire, the responses will be analysed as a group and not split into their workshop components.

2.8.1 I Observed that:

The teachers were given a number of statements relating to things they had observed with their students and asked to give an agreement rating, where 1=strongly disagree, 3=unsure and 5=strongly agree. Figure 18 shows what the teachers observed from their students.

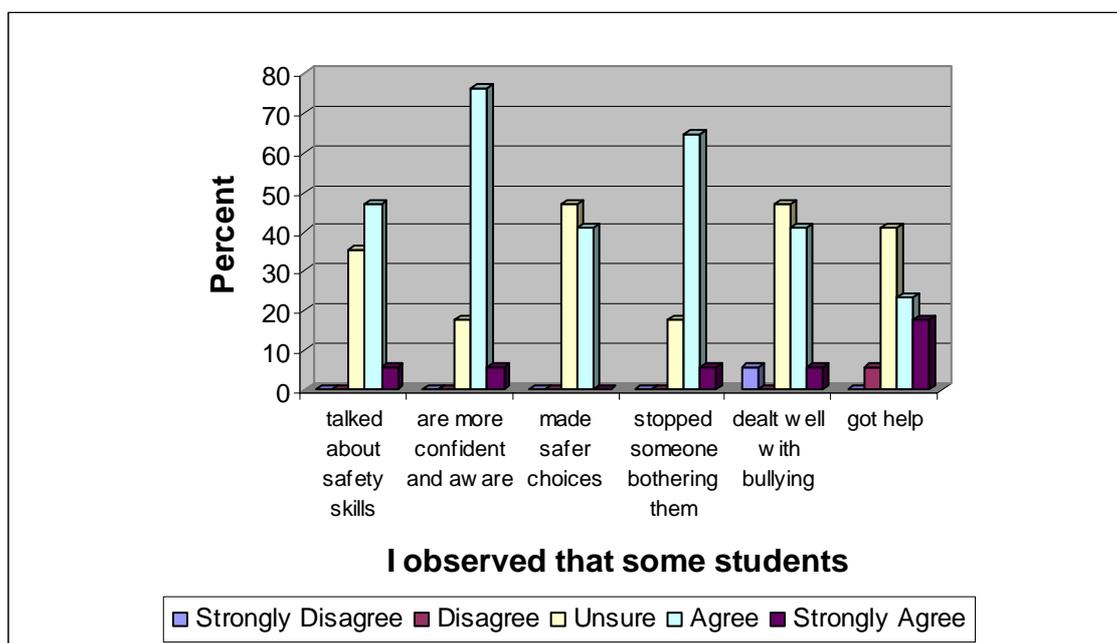


Figure 18
Teachers' Agreement with Observations of Students

Over half of the teachers (53%) agreed or strongly agreed their students talked about safety skills, while 82.4% agreed or strongly agreed that their students seemed more confident and aware. Over 47% of teachers were unsure whether their students were making safer choices, while 41.2% agreed that they were making safer choices. Over 70% of teachers agreed or strongly agreed that their students stopped someone bothering them. Over 47% of teachers were unsure whether their students dealt well with name

calling or bullying, while a further 41% agreed that their students did deal well. Just over 40% of teachers were unsure whether their students got help, while 23.5% agreed and 17.6% strongly agreed that their students did get help.

The teachers were also asked to use the agreement scale to rate the statement “I remember most of the skills taught”. Of the 17 teachers, 11 (64.7%) agreed with the statement, 4 (23.5) strongly agreed and 2 (11.8) were unsure.

2.8.2 Skills Reviewed with the Class

The teachers were asked whether they had reviewed the skills learned with the class. If they said yes they had, then they were asked about the aspects of the programme they had reviewed. If they said no, then, they were asked for the reasons why they had not reviewed the programme. The answers were given in a Yes, No format. Some of the teachers did not use the Yes/No format, instead carried on using the 5 point scale from the preceding questions. Their responses were moved into the appropriate category.

Table 16
Skills Reviewed by the Teacher with the Class

Reviewed the skills	No	Yes	Total
<i>Safety with Peers</i>			
Walk away from trouble		7	7
Break free from a grab	2	4	6
<i>Out and About</i>			
To look confident		6	6
Setting Boundaries		1	1
<i>Boundaries</i>			
To Keep out of reach	1	3	4
To get help	1	10	11
Use the "rubbish bin"	1	5	6
Self protection	6	4	10

If the teacher had not reviewed the skill with their class, they were asked for the reasons why they had not. Only 4 teachers answered this part of the questionnaire and they all said they had not reviewed the skills because the occasion had not arisen.

2.8.3 Other Comments

- Children thoroughly enjoyed the workshop some got a bit carried away - but overall children were hooked and interested.
- Very impressed with the programme. See you next year.
- Students commented on the skills they learned for the first 2 weeks after the course. Since then - haven't really heard any comments from them.
- The practical sessions were valuable in that they were visual and all children got a chance to join in. I think that one session per term would maximise the skills and techniques that have already been taught. I know that this is probably impractical.
- A one-off session as we had was better than nothing but I don't think we did it justice a minimum of 2 sessions next time.

3 Summary and Conclusion

3.1 Summary of Results

Immediate Evaluation – Students

- 84.9% knew when it was appropriate to use their fighting skills
- 83.2% knew what to do when grabbed
- 80.1% knew how to use the “rubbish bin”
- 76.4% knew how to get help
- 74.8% believed KIDPOWER was fun
- 73.5% believed KIDPOWER made them feel safer
- 69% believed KIDPOWER made them more confident
- 82% said the instructors were good
- 60.9% would like to do another session
- The most useful skills were: the kick (19.6%), saying no (13.5%), free yourself (12.2%) and “rubbish bin” (11.3%)
- 23.5% thought nothing needed to be changed about the workshop, 20.1% wanted more moves/techniques, 15.8% wanted more/longer sessions
- 35.4% said the workshops were cool/fun/awesome

Immediate Evaluation – Teachers

- The teachers’ observed their students:
 - Understood the skills – 65.2% strongly agreed
 - Enjoyed the workshop – 65.2% strongly agreed
 - Getting help in a safe way – 46.9% strongly agreed
 - Protecting themselves from name calling – 34.4% strongly agreed
 - Defending themselves effectively – 53.1% strongly agreed
 - Using their self defence techniques appropriately – 37.5% strongly agreed
- The teachers’ thought the following were useful skills:
 - Getting help – 90.6% strongly agreed
- 68.8% strongly agreed that KIDPOWER was age appropriate
- 59.4% strongly agreed that KIDPOWER increased confidence
- 56.3% strongly agreed that KIDPOWER reduced anxiety
- 71.9% strongly agreed that examples and role-plays were relevant
- 68.8% strongly agreed the instructors performed well
- 43.8% strongly agreed that they felt more confident about defending themselves
- The most beneficial things about KIDPOWER were the moves (13 comments), saying no (8 comments) and the “rubbish bin” (6 responses)
- Of the 22 suggestions to improve the programme, the most popular (5) was to make the session longer

Post Evaluation – all Students

- 65.7% had used the “getting help” skill at least once
- 53.1% had used the “rubbish bin” at least once
- 25.9% used “KIDPOWER moves” at least once
- 67.3% believed KIDPOWER was fun
- 54.2% believed KIDPOWER made them more confident
- 57.6% believed KIDPOWER made them feel safer
- 58.6% would like to do another session

Post Evaluation – Students: Out and About Workshop

- 50% had used “keeping a safe distance” more than 5 times
- 60.6% had not used “KIDPOWER moves”
- 71.2% believed KIDPOWER was fun
- 54.5% believed KIDPOWER made them more confident
- 68.2% believed KIDPOWER made them feel safer
- 39.4% would like to do another session
- KIDPOWER was used:
 - “rubbish bin” – 18 comments
- Most helpful skills from KIDPOWER:
 - The “rubbish bin” – 20 comments
 - Poke in the eye – 14 comments

Post Evaluation – Students: Safety with Peers Workshop

- 49.8% had used “walking away” 1-5 times
- 68.5% had not used “KIDPOWER moves”
- 67.7% believed KIDPOWER was fun
- 54.6% believed KIDPOWER made them more confident
- 58.2% believed KIDPOWER made them feel safer
- 58.2% would like to do another session
- KIDPOWER was used:
 - “rubbish bin” – 47 comments
 - kick – 30 comments
- Most helpful skills from KIDPOWER:
 - The kick – 113 comments
 - The “rubbish bin” – 100 comments
 - Walk away – 50 comments
 - Free yourself – 43 comments

Post Evaluation – Students: Safety with Peers Workshop

- 64.6% had used “getting help” 1-5 times
- 92.3% had not used “KIDPOWER moves”
- 61.5% believed KIDPOWER was fun
- 52.3% believed KIDPOWER made them more confident
- 44.6% believed KIDPOWER made them feel safer
- 50.8% would like to do another session
- KIDPOWER was used:
 - “rubbish bin” – 9 comments

- names called – 8 comments
- Most helpful skills from KIDPOWER:
 - The “rubbish bin” – 35 comments
 - No – 22 comments
 - Move – 22 comments

Post Evaluation – Teachers

- 53% agreed or strongly agreed their students talked about safety skills
- 82.4% agreed or strongly agreed their students seemed more confident and aware
- 47% were unsure whether their students were making safer choices
- 70% agreed or strongly agreed their students stopped someone bothering them
- 47% were unsure whether their students dealt well with name calling or bullying
- 88.2% agreed or strongly agreed they remembered most of the skills taught

3.2 Conclusion

In general, both the students who attended the workshops and their teachers seemed very happy with the KIDPOWER programme. Most of the students believed that KIDPOWER made them feel safer and more confident as well as being fun. Straight after the workshop most of them knew all about the KIDPOWER skills that had been taught – things such as what to do when grabbed, how to get help and using the “rubbish bin”. Even three months later, most of the students had used some of the skills at least once that they had learned at the workshop, especially getting help and the “rubbish bin”. The only skill which a lot of the students said they had not used was KIDPOWER moves. In fact almost all of the students who had attended the Safety with Peers workshop said they had not used this skill at all. Most of the comments made about the workshops by the students were very positive with very few negative comments being made. The students thought the most useful skills they learned from the workshops were the kick, saying no, freeing themselves and the “rubbish bin”. An indication of their overall satisfaction with KIDPOWER was that more than half of all the students said they would like to do another session. The only exception to this was the students who had attended the Out and About workshop and who were mostly not keen to do another session.

The teachers were also very happy with the KIDPOWER programme mostly believing that it increased their students’ confidence and reduced their anxiety. Even three months later, most of the teachers still thought their students seemed more confident and aware. They observed at the time that their students understood the skills taught as well as enjoying the workshops and later thought their students talked about safety skills. They also observed that the workshops were very effective in teaching their students to get help in a safe way and to defend themselves effectively. They thought the workshops were pretty effective in teaching their students to protect themselves from name calling and knowing when to use their self defence techniques appropriately. The teachers also had lots of positive comments to make about KIDPOWER, with very few negative ones. They thought the most beneficial things about the programme were the moves, saying no and the “rubbish bin” which is very similar to what the students thought also.

It seems then, that KIDPOWER is an effective and enjoyable programme for helping children to protect themselves from violence, which both the students and teachers are happy to attend. The skills learnt at the workshops have both an immediate as well as a lasting impact with some of them still being used three months later.