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'Evaluation Report Kinks and Bends what's the go with relationships? : Preventing Sexual Violence an educational program exploring sexual violence in young people's social lives'.

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**Cover:** At the beginning of the Kinks and Bends project a number of art workshops were held to encourage young women to explore and express issues surrounding date rape and violence in relationships. The artwork is made up of three interrelated panels. One panel depicts the effects of violence and abuse and how it shatters and immobilises people's lives. The middle section displays the lyrics of a song composed by the young women. It talks of the transformation, resilience and opportunities for young women when they are able to live free from violence. The remaining panel displayed on the cover of this report shows a confident young woman who knows herself and expects respect.

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## Executive Summary

*Kinks and Bends* is an educational program to reduce sexual violence aimed at young people 15 to 18 years in age. It is designed to be delivered within either school or community settings by specifically trained facilitators or teachers. The program was developed by the NSW Attorney General's Department, NSW Strategy to Reduce Violence Against Women in partnership with Central Coast Health, Wyong Shire Council, UnitingCare Burnside and Samaritan's Youth Services. UnitingCare Burnside has managed the program's implementation on the Central Coast of NSW

This document reports on an external evaluation of the program as it was conducted in four Central Coast Schools late in 2003. This evaluation was carried out by Grahame Collier from T Issues Consultancy.

The evaluation plan was based on an outcomes hierarchy model. Multi-source data collection processes were used in the evaluation, with both qualitative and quantitative data collected from students and facilitators and a focus group held with teachers from the schools involved in the program.

The evaluation report which follows indicates that despite some caveats about its design and delivery, the *Kinks and Bends* program achieved significant results with the students that it targeted and some quite substantial changes in attitudes towards sexual violence. These are summarised below and expanded in detail in the report.

Encouraging results were observed with male students who demonstrated statistically significant increases in the number who said pressuring someone to have sex is unacceptable [up to 93.5% after the program]. Increases were also observed directly as a result of the program in the numbers of boys who said that using physical force and emotional pressure was not OK.

The situation with girls was somewhat different in that prior to the program over 90% believed that sexual violence was wrong under any circumstances. There were however statistically significant increases in the ways that girls would say "No" to sexual violence, which indicated increased strength and capacity to do so as a result of the program.

As well as evaluative content, this document contains a number of important recommendations. These have been drawn from the evaluation process and are intended to even further improve the *Kinks and Bends* program. In summary the major recommendations are that:

- The Kinks and Bends Program should be continued and enhanced;
- The age appropriateness of the current program needs to be reviewed; Most students felt that the current program was pitched at a slightly low level;
- There is a need for work about sexual violence with students at a younger age; and
- There is a need to improve the logistics of how Kinks and Bends is managed in schools.

## **1. Introduction**

This document contains the Evaluation Report of the *Kinks and Bends* program. *Kinks and Bends* was developed by the NSW Attorney General's Department, NSW Strategy to Reduce Violence Against Women in partnership with Central Coast Health, Wyong Shire Council, Samaritan's Youth Services and UnitingCare Burnside. It is an educational package exploring sexual violence in young people's social lives. Education is conducted by way of a face to face education program developed specifically for young people, aged 15 - 18, on issues around forced sexual experiences in social situations (date rape).

The *Kinks and Bends* program was developed and piloted on the Central Coast of New South Wales. This independent evaluation reports on the delivery of the program at the end of 2003 in four Central Coast High Schools, namely, Wyong High, Henry Kendall High, Woy Woy High and Wadalba High.

The "*Make it More Real*" evaluation report is structured as follows:

- Background to the Project
- Description of the Program
- Evaluation Plan
- Outcomes of the Evaluation
- Major Conclusions
- Recommendations
- Appendices

## **2. Background to the Project**

*Kinks and Bends* has been developed in response to a social need to reduce violence against young women (and some young men), which occurs in the form of sexual assault or rape, in young people's social lives - otherwise known as 'date rape'. Reducing violence involves decreasing tolerance to the use of violence in relationships, changes in beliefs around the acceptability of violence against women and increasing responsibility and accountability for the perpetration of this violence.

For a number of years there has been concern on the Central Coast (NSW) about the incidence of date rape and the effects that violence in relationships has on young women. Youth workers and counsellors had been talking about many of the young men and women that they worked with having attitudes and experiences that reflected their acceptance and sense of inevitability of violence. School teachers and school counsellors acknowledged that sexual assault and rape are not an uncommon occurrence at parties and other places where young people gather. In what they consider safe situations, young people have talked of their own experiences and knowledge of violence against young women. The Central Coast Domestic Violence Committee (CCDVC) had identified domestic violence in young women's relationships as a significant priority for the committee to address.

A review of the relevant literature indicates that young people who are victims are reluctant to report rape to the police or seek support from sexual assault services. Research from Partnerships against Domestic Violence "Youth Attitudes to Sexual Assault" indicates an increase in acceptance of this violence in adolescence<sup>1</sup>.

Crime research suggests socio-economic demographics; unemployment rates, poverty, homelessness and even boredom are contributing factors toward young people perpetrating violence. According to the "Women's Safety Survey"<sup>1</sup> more than one third of teenage girls have experienced a violent dating relationship with males using physical coercion to obtain sex. Young people aged 15 – 19 years of age have been identified as representing the highest risk group for sexual assault.<sup>2</sup> Research has also shown a high correlation between the use of alcohol and sexual assault<sup>3</sup>.

Local information, these studies and many more provide the backdrop for the development of the *Kinks and Bends* program. The research clearly indicates that the use of violence to obtain sex is a significant issue in the lives of many young women and young men. Both genders need help in how to avoid violent situations and in saying and understanding "No means No". Assistance is also required about where to go to seek help if violence occurs and how to help friends deal with violent situations, both when they are occurring and in their aftermath. There is also a particular need to give clear messages to young people (especially males) that sexual violence is not tolerated by the community.

### **The Project - The Kinks and Bends – What's the go with relationships? Phase 1 - Community art and secondary prevention**

The aim of this initial phase was to engage young women into an educative process that would acknowledge their own knowledge and understanding of violence and abuse as well as empower them to express their ideas creatively as a medium of expression and change. Young women were invited into the planning process that resulted in the name 'Kinks and Bends - What's the go with relationships'. To them this reflected the changing nature of relationships and the difficulty of finding the way out from violence.

Ten workshops were held with a mix of group work and creative activities. Young women able to respect and acknowledge other young women's knowledge and experience were employed as facilitators. The group work involved providing a range of methods to discuss some of the issues and dynamics of violence and abuse as it related to the experience of young people. The creative activities, which included collage, singing, games and

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<sup>1</sup> Partnerships against Domestic Violence, 2000. *Young People and Domestic Violence – National Research on young people's attitudes and experiences of domestic violence*. National Crime Prevention AGD

<sup>2</sup> Coumarelos, C. & Allen, J. 1998. *Predicting violence Against Women: The 1996 Women's Safety Survey*. Crime and Justice Bulletin Number 42, BOCSAR

<sup>3</sup> Russo, L. 2000. *Date Rape": A Hidden Crime*, Trends and Issues Number 157 AIC

painting were aimed at building confidence and developing ideas for the final artwork.

The resulting artwork is made up of three door sized interrelated panels. One panel depicts the effects of violence and abuse and how it shatters and immobilizes people's lives. The middle section displays the lyrics of the song composed. It talks of the transformation, resilience and opportunities for young women when they are able to live free from violence. The song has been recorded and can be included with implementing the community education program. The remaining panel shows a young woman who knows herself, is empowered and expects respect. The other side of the art work is a display of a range of posters, publications and information which promote safety, early indicators and danger signs of abusive relationships and date rape, anti violence attitudes and where to go for support.

### **Phase 2 – Primary prevention using community education**

The second phase included ideas from the young women and the art work in the development of a community education program and video. These were developed for young people, aged 15 - 18, on issues specifically around forced sexual experiences in social situations (date rape).

The video 'Date rape – What's That?' is included as part of this program – it features 4 scenes where 'date rape' could potentially occur, young people give their opinions on a range of related issues through vox pop and it includes warning signs and messages to explain that sexual assault and rape is a crime. There is an accompanying discussion guide as the video should not stand alone, rather generate a number of questions and opportunities for discussion with young people.

The education program aims to educate and raise awareness of the issues of 'date rape' relevant to young Australian's lives, to challenge attitudes and behaviour around violence against young women and young men and to decrease the acceptance of violence and abuse. The program also encourages a community response to reducing such violence by providing young people with skills and knowledge on protective behaviours; on knowing that sexual assault is a crime; that the victim is not to blame for the violence and offering strategies and responses that support them as community members to take a stand against violence and abuse.

A decrease in the acceptability of sexual violence and abuse will hopefully lead to a decrease in the incidence of such violence and the resulting traumatic effects on the victims.

### **Phase 3 – Implementation**

The goals of this phase have been to:

- Train co-facilitators from the community i.e. youth workers, sexual assault workers, health workers and teachers.

- Implement the program widely across the Central Coast
- Evaluate the effectiveness of the program and based on evaluation outcomes
- Build in sustainable mechanisms for ongoing implementation.

### **Wider implementation of Kinks and Bends**

The Kinks and Bends program has been sold to a number of organisations across NSW and Australia – The Central Coast is the only region to date to be able to deliver this prevention and early intervention program across the target population. Kinks and Bends is also believed to be the only one of its kind so an evaluation is essential to determine its effectiveness or otherwise for its future use both on the Central Coast and elsewhere.

The resource has been reviewed by the NSW Department of Education, with Student Welfare, Gender Equity, Drug Education, Behaviour and Attendance, Personal Development, Health and Physical Education areas contributing. The program has been implemented within the context that was recommended by the review.

Recommendations from the evaluation are being implemented.

### **3. Description of the Program**

Kinks and Bends is an educational package exploring sexual violence in young people's social lives. It is centred on a face to face education program and has been developed for young people, aged 15 – 18. It focuses on issues specifically around forced sexual experiences in social situations (date rape).

The program is designed to be delivered by youth and community workers, teachers and other facilitators. It can be delivered in a school setting or outside of schools in community centres etc. The nature and extent of the delivery can be varied given local realities of time, space and need. Selected components can also be used with specific groups of young people. The program and video have been piloted with school groups and youth groups on the Central Coast throughout its development.

In general terms this program encourages a community response to reducing sexual violence. It provides young people with skills and knowledge about protective behaviours, knowledge that sexual assault is a crime, and that the victim is not to blame for the violence. It offers strategies and verbal and non-verbal responses that support young people to take a stand against violence and abuse.

THE KINKS AND BENDS PROGRAM includes:

**Understanding Sexual Violence: What It Is And How It Happens**

Theme 1: Exploring forced sexual experiences in young people's social lives

Theme 2: Peer Pressures

Theme 3: Alcohol and other drugs in forced sexual experiences

**Prevention And Survival Strategies**

Theme 1: Recognising the warning signs

Theme 2: Survival strategies

Theme 3: Getting and giving assistance

**FOR THE EVALUATION**

**The program specifically included:**

- A discussion on "What do you understand about sexual violence in social situations?" This enables young people to explore the terms and the meanings to them and to develop an awareness of the breadth of the term. Some facts and statistics are used to clarify ideas.
- Watching the kinks and bends video followed by discussion. The video includes 4 scenarios relating to different realistic contexts in which sexual violence might occur. Young people look at the main messages of the video, propose alternative outcomes, and discuss issues of consent and responsibility.
- Continuum activity that asks questions which explore whether there is ever a situation in which it is OK to force someone else to have sexual experiences with you. It raises issues around consent, victim blaming and general myths, attitude and facts about forced sexual experiences.
- Young people are given a range of scenarios that assist them to practice possible responses to risky situations they or their friends might be in. This activity allows them to look at survival and prevention activities that might be useful

This document reports on the formal evaluation of the program as it was conducted in the schools setting. It is important to note however, that some lower level evaluation has occurred.

A decrease in the acceptability of sexual violence and abuse is intended to lead to a decrease in the incidence of such violence and a reduction in the resulting traumatic effects on the victims [see outcomes hierarchy in Appendix 1].

The specifically stated program objectives are outlined in the box below. <sup>4</sup>

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<sup>4</sup> Evaluator's Note: These are not real objectives in that they are not framed in the way in which educational objectives need to be framed [for example objectives do not begin with the

### **Program Objectives**

1. Whether understanding that violence against women is unacceptable has increased.
2. Whether discussion about the issue has been stimulated,
3. Whether understanding of the issues around sexual violence has broadened and understanding of the ramifications has been enhanced.
4. There has been a change in attitudes around sexual violence that occurs in young peoples social lives including young women knowing that rape/sexual assault is not their fault, and that young men who are perpetrators are responsible for their actions.
5. There is awareness that date rape is unacceptable.
6. Young people feel more able to talk with their peers about the issues of sexual violence.
7. There is an increase in reporting of sexual assault and rape to school counsellors.
8. There is an awareness of a range of support and prevention strategies”.

This program has been implemented across the Central Coast in a variety of settings. Trained co-facilitators have delivered this program a number of times in two high schools as well as in small group, community youth settings

For the purposes of this evaluation four schools [see above] agreed to have the evaluation undertaken as part of the program being implemented in their school during 4<sup>th</sup> term 2003. The school students were drawn from year 10 and had no prior experience of the program. In each school the program was conducted by trained facilitators drawn from community settings. Two facilitators worked with each group. In the main teachers were not present however, this varied from school to school.<sup>5</sup>

#### **4. Evaluation Plan**

T Issues Consultancy [Grahame Collier] was contracted by the organisers of the *Kinks and Bends* program to independently evaluate the program based on the specified objectives.

The conceptual framework of the evaluation is based upon the program logic model. This model links the outcomes of the project in such a way as to demonstrate that all outcomes are inter-related and that in order to reach the ultimate outcome that there is a need to achieve lower order outcomes. The

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word “whether”]. They do not state the specific measurable objectives of the program. See recommendations Section 7, below.

<sup>5</sup> Note that given the program was late in the year not all year 10 students attended. Schools had different policies regarding whether attendance was compulsory. For a summary of the situation that occurred in each school, see appendix 6. The summary was provided to the evaluator by the program coordinator.

object of the hierarchy is to express the components of the program in a way that demonstrates their inter-relationship and integration.

Using this model, data is collected from Primary Informants [students who have taken part in the program] and Secondary Informants [program facilitators and teachers]. Both quantitative and qualitative collection methods were used with each level of informant, except for teachers who participated in focus groups only.

The Outcomes Hierarchy for this project is found at Appendix 1. It should be read from the most basic outcome [bottom of the page] upwards. It identifies the data collection mechanisms related to each outcome and should be read in conjunction with the steps outlined below and the entire evaluation report.

#### **4a) Steps in the Evaluation**

The following five steps outline the evaluation methodology used to collect data. All data collection was carried out by T Issues Consultancy [Grahame Collier] and was independent from the program. It should be noted that while data was collected from each school, no comparative analysis of data on a school by school basis was undertaken. The purpose of the evaluation was to evaluate the program as a whole rather than the extent to which it worked within individual schools.

##### Step 1: Primary Informant Survey

This involved collecting pre and post program surveys from students at all four schools. (Appendix 2). This was done immediately prior to and after the delivery of the program.

##### Step 2: Secondary Informant Survey

This involved program facilitators completing a survey. (Appendix 3)

##### Step 3: Secondary Informant Focus Groups

This involved two separate focus groups. One with the facilitators of the program and one with the teachers involved in setting up the program in each of the schools. (see appendix 4 for the discussion guide)

##### Step 4: Primary Informant Focus groups

This involved three separate focus groups, from each school except Henry Kendall High School, as this proved difficult to organise. Each group consisted of approximately five boys and five girls who had all participated in the program. In addition to the information gained from the focus groups, each student was asked to write a paragraph to another year 10 student about the *Kinks and Bends* program. (see appendix 5 for discussion guide).

##### Step 5: Drafting the final report

The evaluator collated and analysed results from all data sources and produced this final report.

## **5. Findings of the Evaluation**

This section outlines the detailed findings of the evaluation from the perspectives of students, teachers and program facilitators.

### **5a) Student Perspective**

This section of the evaluation is based on the pre and post program surveys (completed by all students), the focus groups and the written exercise completed by the focus group students.

#### **Qualitative data from Student [Primary Informant] Focus Groups**

Focus Groups were carried out in three of the four schools during February 2004 and consisted of a total of seventeen Girls and thirteen boys.

All students remembered the program without prompting, despite a two month time lapse. Most could recall in some detail the content of the program. The video, the cube and the role plays were commonly recalled, unprompted. When asked what the one thing *Kinks and Bends* is trying to teach the majority of students said, *"about date rape"*, and the message that *"No means No"*.

Some students thought the program gave useful information about alcohol use and sexual violence:

- *"[It] wasn't trying to say, don't drink, just saying It's probably not the best choice"*
- *"watch out when you drink"*
- *"it makes you more aware of date rape and the effects that drinking can have on you"*.

Others found the program was telling them what to do;

- *"it was really preachy"*
- *"pointed the finger"*
- *"they try to tell you what to do, they try to tell you that if you drink you get raped"*.

Students seemed to remember the video with mixed opinions, some thought it was *"confronting"*, *"the video makes you see how dangerous it really is"* and *"makes you see it [sexual assault] and think about it"* others disagreed saying they didn't get anything out of the video and that it was *"fake"*, *"crap"*, *"not a real party"*, *"unrealistic"*, *"the acting was really bad and the language they used was not what anybody would say"*.

Students spoke willingly about strategies they use to prevent sexual violence, examples given included:

- *"keep an eye on a friend"*
- *"stick together"*
- *"watch your friends and stuff"*
- *"tell someone where you're going"*

Many students felt they already used these strategies and that the *Kinks and Bends* program didn't offer any new ideas. However others thought the program offered different ways of saying No or getting out of a difficult situation. Examples given included:

- *"I have my period"*
- *"I have a boyfriend"*
- *"I have AIDS"*
- *"My mum's waiting out the front, I had better go"*

Despite the popularity of the program, as indicated above, a key observation was that many students felt that the program was aimed at younger age groups. Some students felt that it was:

- *"too juvenile"*
- *"not real"*
- *"too soft and cuddly",*
- *"a bit lame, too basic"*
- *"a bit naïve about how things are really"*
- *"I have learnt this stuff before, the program was a little childish"*
- *"the program is a little naïve, they think that these things are only going on in seniors lives, really it's the younger people who are making the mistakes"*
- *"I think it was immature, I think people in our grade know more than the Kinks and Bends program expresses, our grade just laughed it off"*

The majority of students felt that a program for their age needed to be *"more realistic"*, *"more hard hitting"*, *"tell us about real stories"*, *"different from what we have done already"*, *"a more deeper program (sic) needs to be made for seniors"*. This feedback was consistent across all focus groups and even with some prompting there was very little support for the notion that the program was age appropriate.

Many students felt the content of the program was repetitive:

- *"heard it all 10 million times before"*
- *"here we go again"*
- *"parts in PE/H/PPD are very similar"*
- *"done it all before"*.

In terms of the structure of the program, students generally liked having outside facilitation as they felt they could talk more openly about what actually happens. Students felt that having teachers present during the program meant they couldn't talk openly as things might get back to the school or their parents or to other teachers;

- *"get the teachers out"*
- *"you can't talk about this stuff in front of teachers"*.

Students felt the program was too short and although it had some benefit in the short term *"you need a more ongoing program so people remember it"*.

Students had the chance to offer one additional piece of advice to the developers of the *Kinks and Bends* program. Issues raised included:

- Most students felt the program lacked information and advice on what to do if you are raped or if a friend has been raped. Students want to talk about after effects; what to say to a friend who has told you they have been raped; what to do about pregnancy or possible sexually

transmitted infections; where to go for help without having to disclose to others etc.

- *“Make it more real”*, students want real life stories, or people to talk to them that have been through sexual violence and can offer advice or information.
- Students felt the language used in the program was *“like adults trying to talk like kids and say what they think kids would say”*. They suggested having young people involved in writing the program, the same was suggested for the video.
- Although most students felt the program is best run with boys and girls together, some suggested also having a part of the program where they are separated.

### **Quantitative Data from all students**

These findings are drawn from the written questionnaires conducted immediately prior to and immediately after the delivery of the program. Responses were obtained as follows.<sup>6</sup>

	Number of girls	Number of boys
Pre-test	208	161
Post-test	195	153

The information below reports on all quantitative findings from the survey and relates them to program objectives.

### **There is an increased awareness that date rape is unacceptable [objective 5] and a greater level of responsibility taken over issues of sexual violence [objectives 3 & 4]**

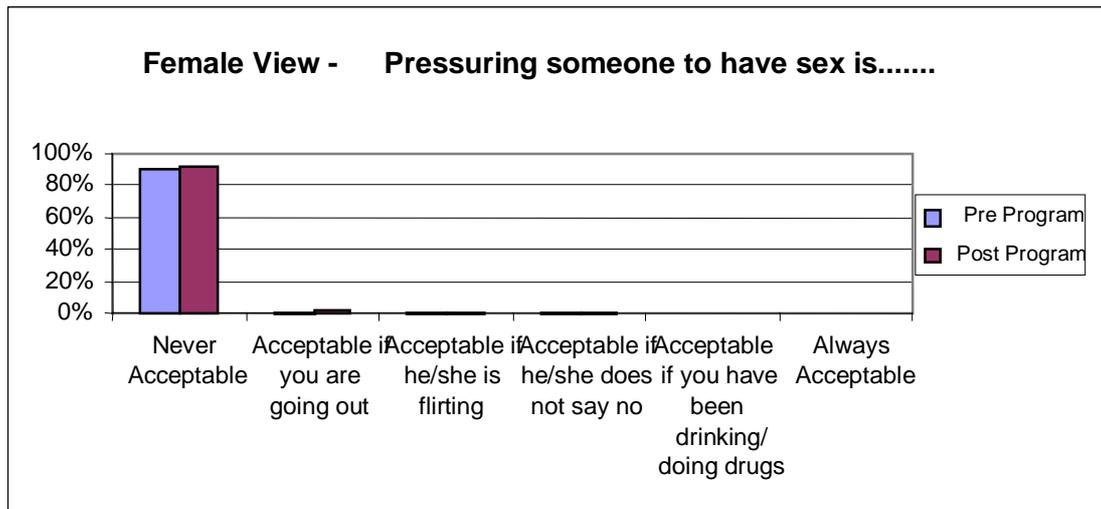
Students were asked to share their views on pressuring someone to have sex. Table 1 shows the female students already have a very high base level response (pre program) that pressuring someone to have sex is never acceptable (89.4%). This leaves little room to observe a change in attitude [awareness or responsibility] as a result the program. For male students (table 2), the base level response is also quite high (82%), however there is a statistically significant increase in the number of male students who, following the program now feel that pressuring someone to have sex is never acceptable (93.5%). This shift can also be seen in the decrease in the post program test about acceptability under certain circumstances [table 1], although given the low number of responses here the results are not statistically significant.

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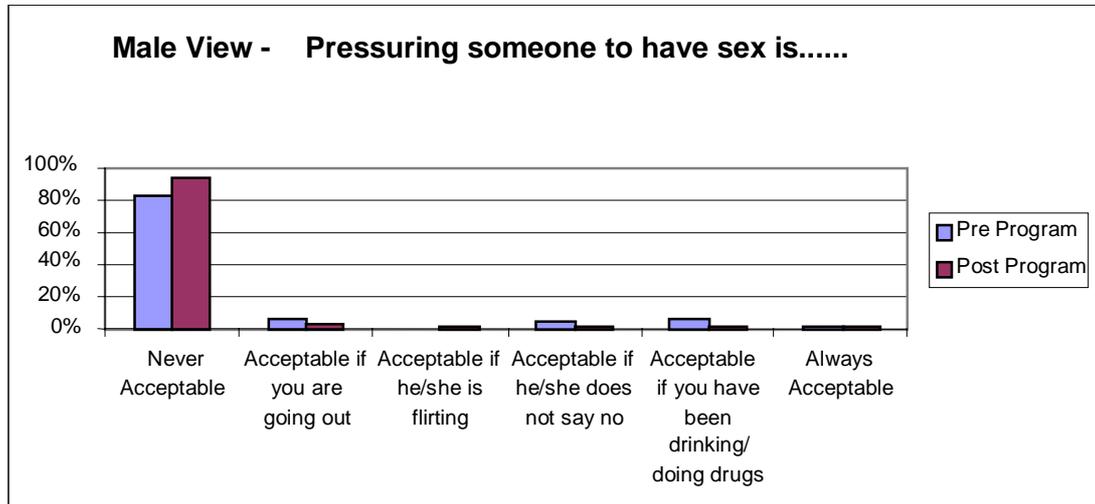
<sup>6</sup> Note that the differences in numbers pre and post-test are accounted for by a number of students who did not complete the session and some who did not complete the post-test questionnaire. Numbers at post-test remain high enough for valid comparisons to be made with pre-test data.

It should be noted that it would have been better methodologically if the pre test survey had been administered some time prior to the program delivery. From the school perspective, this was not possible and so the pre-test was given before the start of the delivery of the program. It is impossible to determine what impact this might have had on program delivery.

**Table 1**



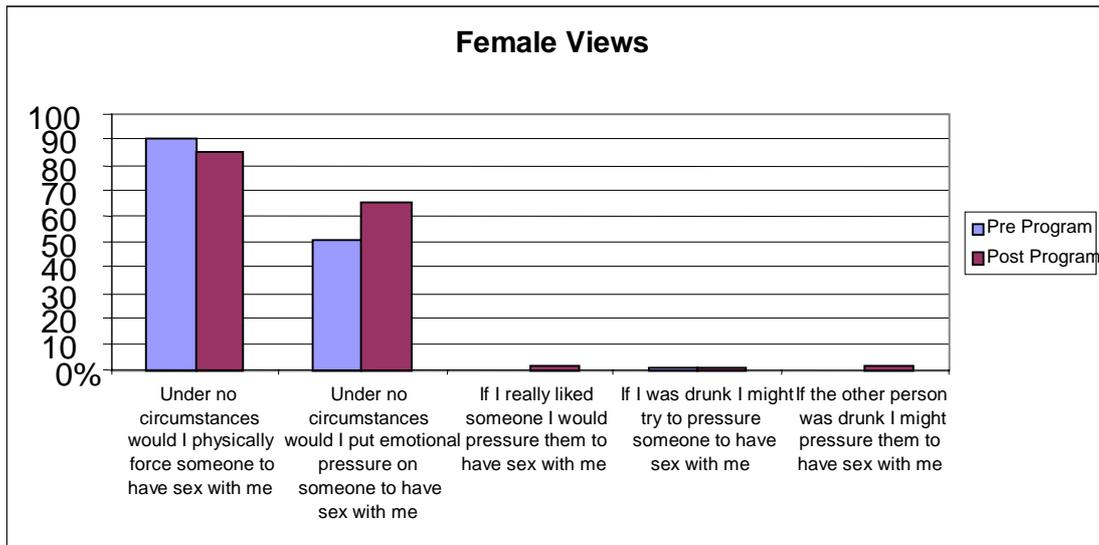
**Table 2**



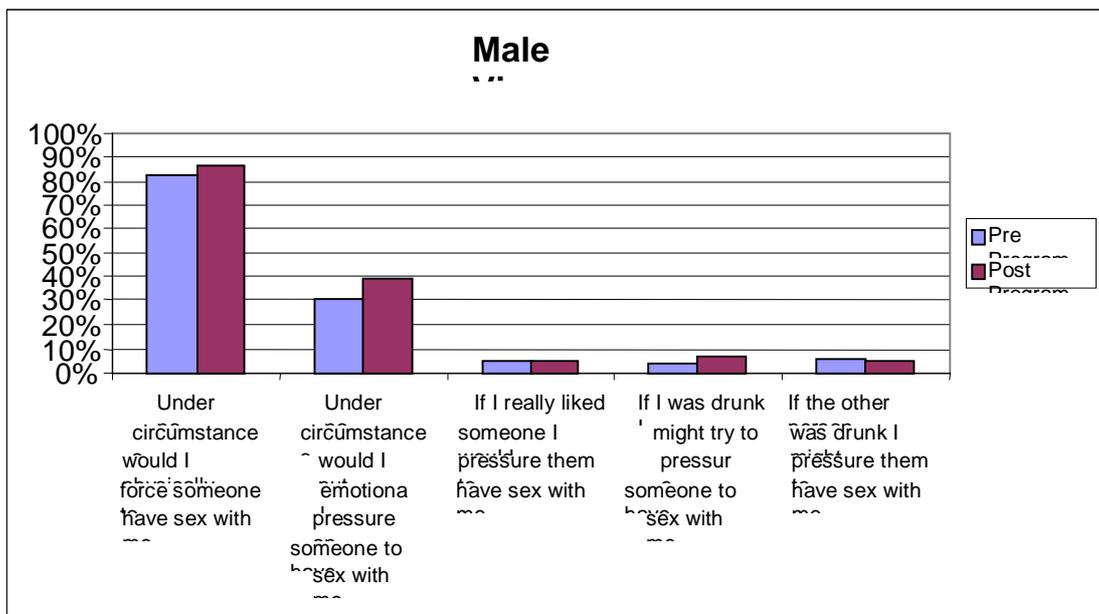
**There has been some change in attitude around the sexual violence that occurs in young peoples social lives. [objectives 1, 4 & 5]**

Tables 3 & 4 show the results when students were asked to choose a statement that best described their views. From the pre program surveys it can be noted that the vast majority of females feel that under no circumstances is it OK to physically or emotionally force someone to have sex. With such high base line levels (90%), it is again difficult to view any change in attitude, however a slight shift can be observed with an increase in those who feel putting emotional pressure on someone to have sex is not acceptable. For male students (table 4) a change in attitude is more evident. Post program data again shows a significant increase in male students who feel that under no circumstances would they put emotional pressure on someone to have sex with them. There is also a slight increase in male students who feel physically forcing someone to have sex is unacceptable.

**Table 3**



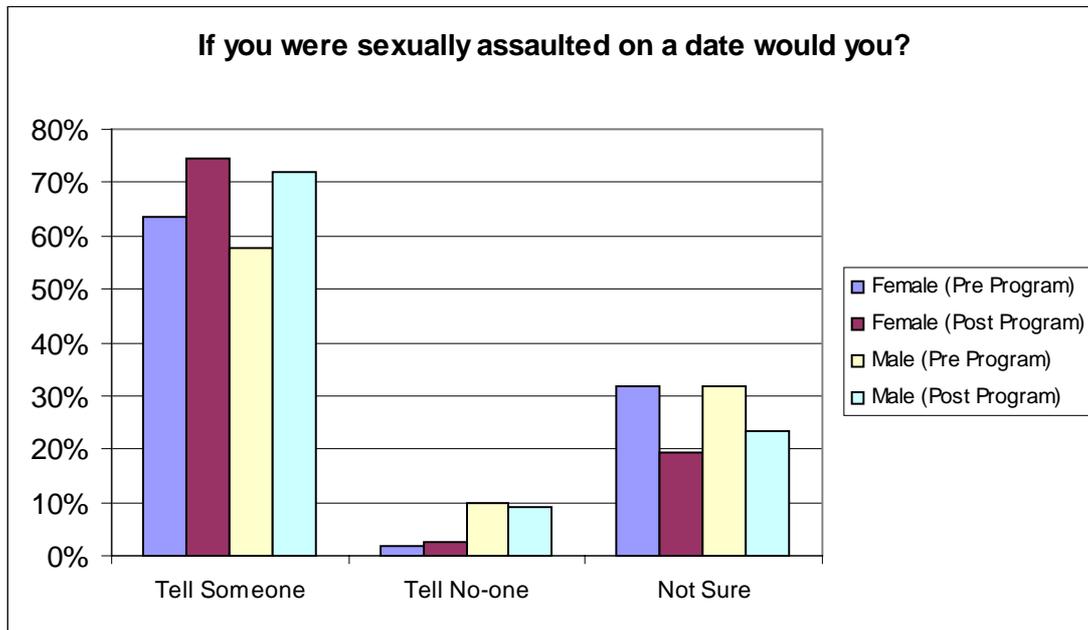
**Table 4**



**Young people feel more willing to talk about sexual violence [objective 6]**

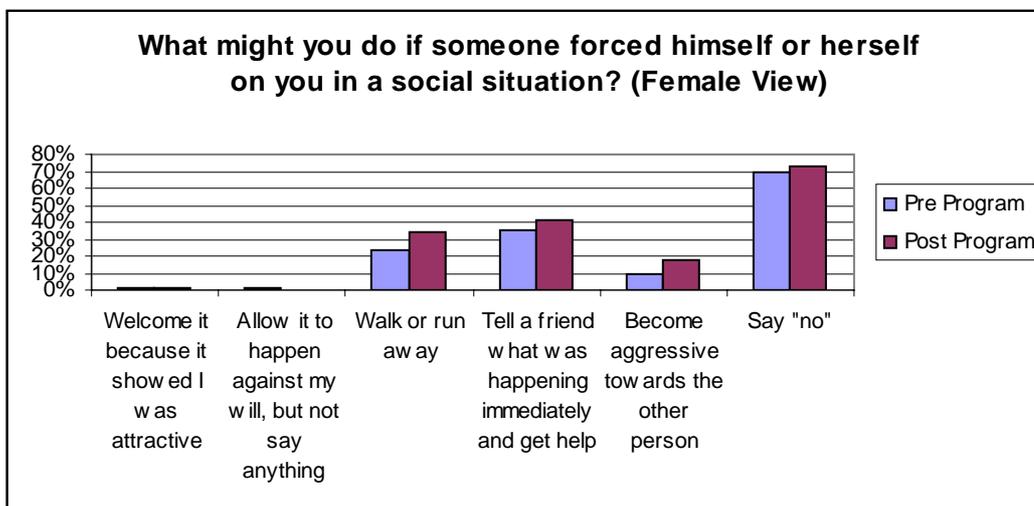
Table 5 shows that following the *Kinks and Bends* program there has been a significant increase, for both male and female students, in their willingness to talk about sexual assault. There is also a significant decrease in those students who are unsure about whether or not they would talk about sexual assault. Female students, decrease from 32% 'not sure' to 19% 'not sure', Male students, decrease from 32% 'not sure' to 24% 'not sure'. Additionally the students were asked to specify who they would be most likely to discuss incidents of sexual assault with. Both males and female stated they would be most likely to tell a friend and least likely to tell a doctor or health professional. This remained unchanged post program. This remains a significant problem for health and welfare professionals.

**Table 5**

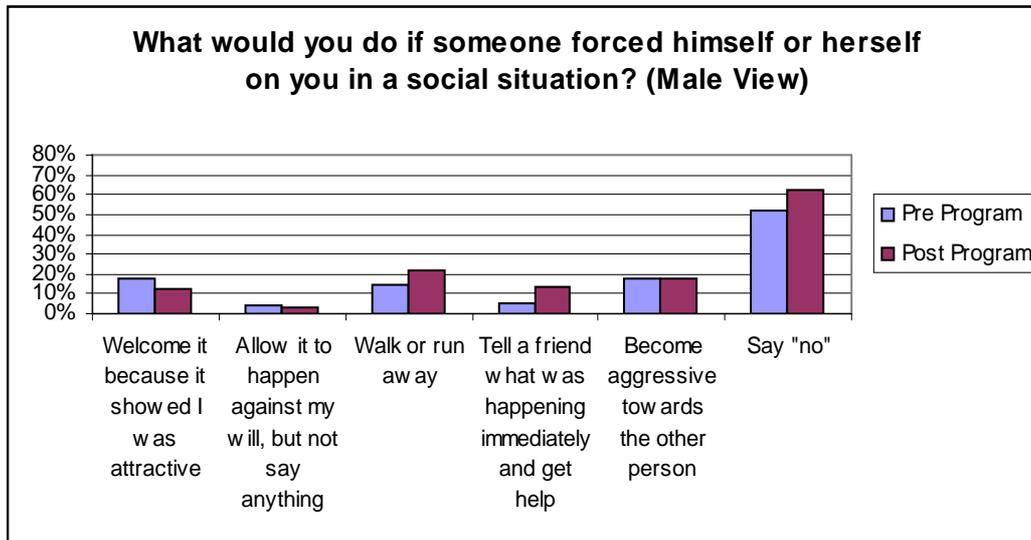


**An increased knowledge about support and prevention strategies [objective 8] and a change behaviour toward the perpetrators of sexual violence [objectives 3 & 4],** can be observed in tables 6 & 7. Table 6 shows significant increases in female students attempting to prevent sexual assault through prevention strategies; walk away; tell a friend; become aggressive; and say 'No'. For male students (table 7) these increases can also be seen, as well as a significant decrease in those boys who would let sexual assault happen to show they were attractive or those who let it happen and say nothing. These findings demonstrate a post program change in knowledge of appropriate strategies and in attitudes to their use. This would indicate that students would most likely decide on a different behaviour.

**Table 6**

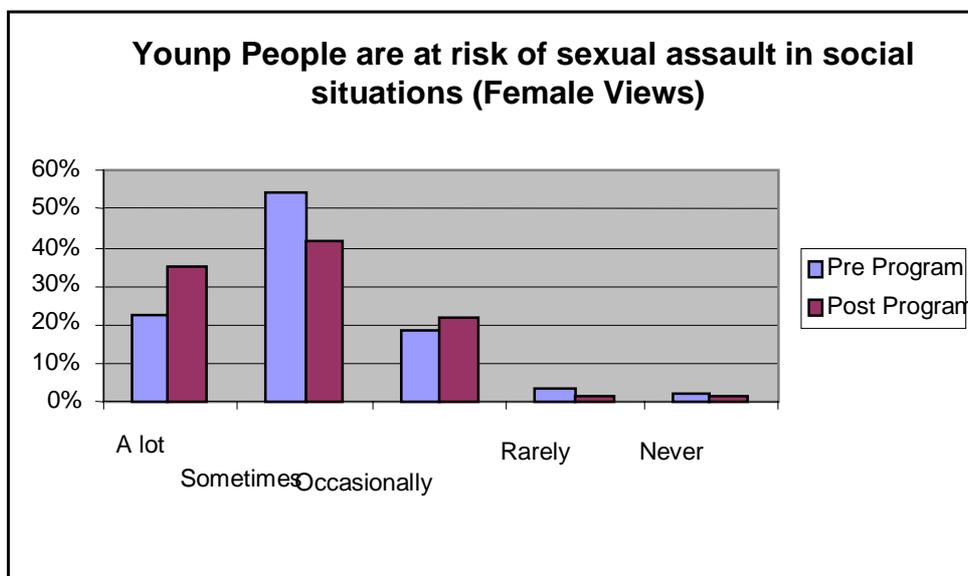


**Table 7**

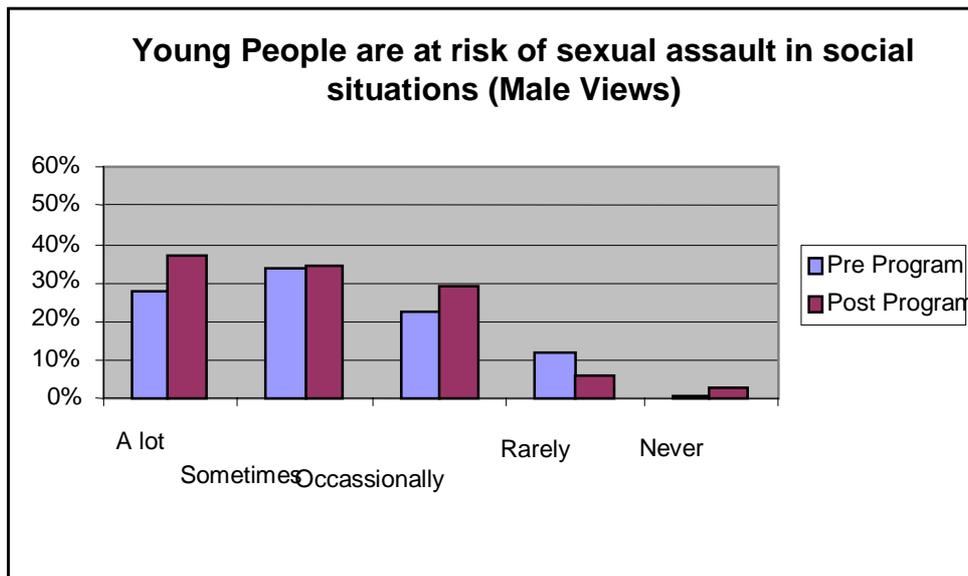


Tables 8 & 9 show students' views about being at risk of sexual assault in a social situation. There is an increased awareness of the risk of sexual assault in social situations, post program.

**Table 8**

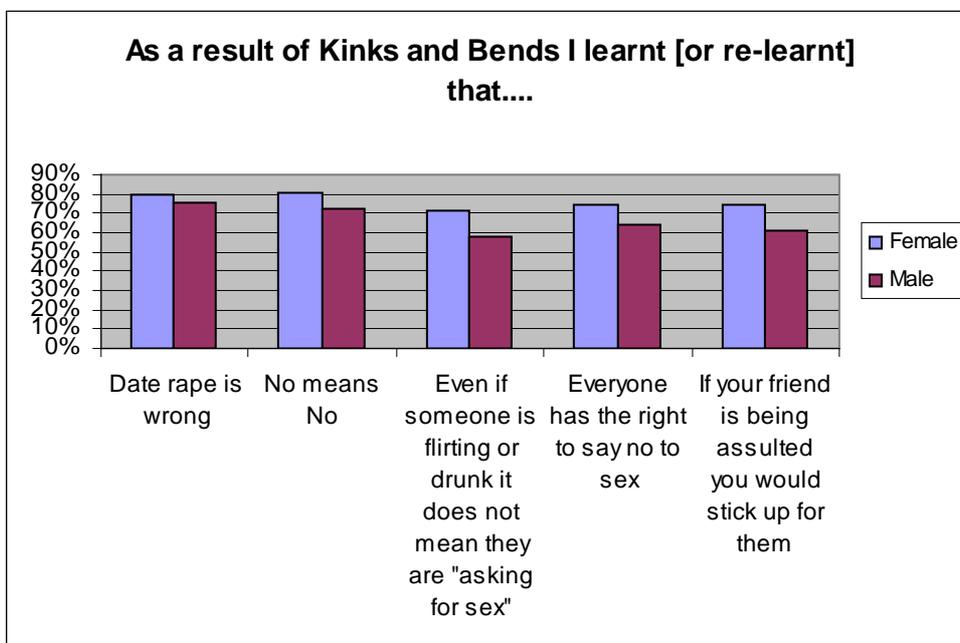


**Table 9**



At the completion of the post program survey students were asked to select one or more statement that they agreed with. Table 10 shows both male and female students (females to a slightly higher extent) were able to repeat key program messages. It is of some concern that only 60 % of male students thought that when someone is flirting or drunk they are not asking for sex as this was a topic that was given significant attention in the program.

**Table 10**

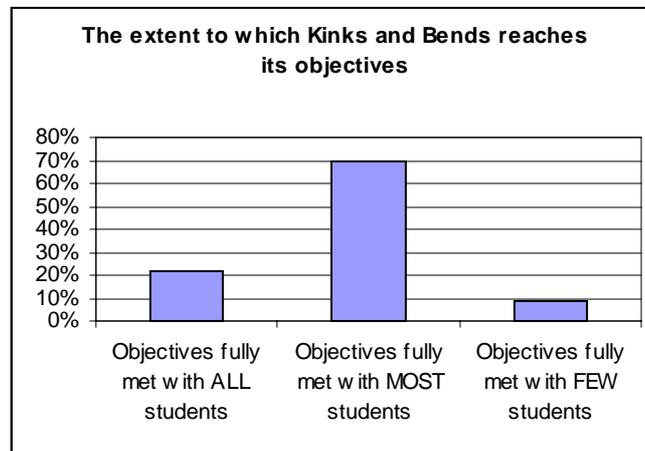


## 5b) Facilitators Perspective

This section of the evaluation is based on a focus group of facilitators and written survey. Seven facilitators attended the focus group meeting and 23 facilitators responded to the questionnaire

In terms of student engagement, facilitators were positive about the level of engagement especially once terms/questions were explained in language they could relate to.

- *“once there is understanding of what you mean- they want to be there and talk”*
- *“even those who were looking unengaged (sitting on the side) were actually involved as they knew what was happening”*
- *“ the continuum engaged them most, they had to make a statement that everyone could see and then justify why they are there”.*



As can be seen by the above graph, the vast majority of facilitators felt that the outcomes were met with most of the students. Those who felt the objectives were not fully met felt the reason for this was a combination of factors:

- The uneven distribution of boys and girls in groups with a majority of boys, facilitators felt the boys “dominated discussion” making it difficult for girls to feel comfortable having their say.
- Some facilitators felt that students were predominately in friendship groups rather than a particular class group and that this may have impacted in their level of engagement. “Ring leaders” tended to quieten the whole group.
- Time constraints were also cited as a reason that not all objectives were met, some facilitators felt they had to either rush the students through important discussion or leave sections of the program out.

In terms of the facilitation, written surveys indicated that the majority of the facilitators felt the training they received was effective. However they felt it was important to team up a first time facilitator with an experienced facilitator. They also indicated that having male/female co-facilitators was important.

The programs under evaluation, were all completed in term four. The timing of these programs was a concern for the facilitators who felt students were *“not interested because it was the end of the year”*.

Both the written surveys and the focus group discussions indicated that the terminology of the questions and activities was difficult. The facilitators felt they were spending valuable time explaining questions to the students before they could get answers. This was evident with the continuum section. Facilitators indicated that often students would change their position once the statement had been explained as they had misunderstood it the first time. The extra time this took meant some other sections of the program were rushed or left out.

Despite these concerns, the majority of facilitators felt that the program addressed the issues of concern around sexual violence. All facilitators in the focus group stated unreservedly that they would continue their involvement in *Kinks and Bends* in the future.

### **5c) Teachers Perspective**

This section of the evaluation is based on a focus group with at least one teacher involved from each school. Six teachers attended the focus group, representing each school

#### **Organisation**

Each school organised the implementation of *Kinks and Bends* differently, therefore the level of involvement of teachers varied depending on the school. Variation was evident in; whether or not the program was compulsory; how the students were grouped eg, a particular class group, friendship groups; and the involvement of the teacher eg in the class room, monitoring from outside the class room. There was also variation in the level of discipline needed/given.

There was some concern raised that teachers were not aware in advance of the program, what was involved and what their role in it was:

- *“I felt thrown in the deep end”*
- *“Oh god, how will I handle it”*
- *“I was concerned that the kids may clam up with me there”*
- *“Some of the kids told me to go away.”*

Teachers felt that by making the program non-compulsory (some schools only) *“limited the attendance”* and they felt the program should be compulsory in every school.

#### **Student Engagement**

Teachers felt that generally there was a high level of engagement in the program, with the continuum activity being especially well received.

Some teachers felt students were unprepared for the program and that this may have impacted on their engagement especially at the beginning of the session:

- *“Kids were not told what it [Kinks and Bends] was and neither were the teachers”*
- *“Teachers received questions like, what is kinks and bends?”*

In some cases the program was delayed in starting due to problems with video equipment or the facilitators not being ready, this was felt to have impacted of the students’ level of engagement.

### **Timing issues**

Teachers were concerned with the timing of the program so close to the end of the school year. They felt that the students were not as engaged as they may have been due to term four being so disrupted with other activities, for example; life saving, school formals, exams etc.

Teachers also commented that the program *“maybe better in year 9”*. This seems to be the general feeling of the teachers and facilitators.

### **Facilitation**

Teachers had mixed feelings about the facilitation in their school. There was positive feedback about male/female combined facilitation and teachers felt the students related better to younger facilitators.

Some teachers felt the facilitators in their schools focussed too much on question and answer sessions and thought the students would have responded better to more activities like the continuum or the role play.

Teachers also commented on the use of outside facilitators saying they had “more impact” than using a regular teacher.

Teachers felt that the facilitators spent a lot of time explaining the wording of the questions and that this meant the program was rushed and at times unclear.

### **Content of the program**

There was a view by some teachers that the program could have been implemented by PD/H/PE staff and that the material covered was repetitive as it is part of the Year 10 standard curriculum.

Teachers varied in their awareness of the objectives of Kinks and Bends. Those who were aware of the objectives felt they were generally met. Teachers felt the program *“made the kids think”* and *“challenged their code of behaviour”*. They also felt that the link between alcohol/drugs and sexual violence came through well. Teachers felt that the program made students think about the impact of sexual violence in their own lives, it *“made it more personal”*.

Teachers were positive about the video, saying the kids were *“engrossed while it was on”*. However at one school some students knew some of the actors making it a *“bit of a joke”* and lessening the impact.

Generally teachers felt the *Kinks and Bends* program was valuable and all would be involved again in the future. The implementation of *Kinks and Bends* has helped increase community access to schools. The link between the community and schools is a very positive outcome of this program. Students echoed this view in their focus groups saying, “*seeing familiar faces from the OASIS Centre was good*”.

## 6. Major Conclusions

When viewed in terms of the hierarchy the following broad level outcomes were observed. Note this table [11] summarises the conclusions below and is drawn from the findings above and should not be viewed without its supporting context.

**Table 11**

<b>Statement of Outcome</b>	<b>Results from Evaluation</b>
Reduced incidence of sexual violence in social situations	Cannot be reported on directly. No data obtained.
Increased reporting [and willingness to report] of sexual violence by those who have been assaulted.	The evaluation methodology was not rigorous enough to pick up shifts of this order  Requires a follow-up study.
Appropriate/acceptable levels of responsibility taken over issues of sexual violence.	Both males and females showed greater acceptance of the concept that “No means No” Males demonstrated shifts of a significant magnitude towards a more responsible position
Attitudinal change that sexual violence is unacceptable in male and female participants	Significant evidence of change in male attitudes towards pressuring someone to have sex. More boys reported that this behaviour was not appropriate after being involved in the program. Females did not show a shift here but commenced at a very high base.
Increased capacity among participants to talk with their peers about sexual violence	Significant increases in both males and females who would tell someone about sexual assault. The program was successful in meeting the objectives related to talking to someone if you are a victim [and in encouraging victims of sexual violence to come forward].
Improved knowledge about support and prevention strategies	Some evidence in focus groups with students that there was improved knowledge about support and prevention strategies. Limited evidence from post program surveys of knowledge increases.
Discussion about sexual	Significant evidence from all primary

violence has been stimulated	informant focus groups and the post program survey that students had engaged with the program and that it had generated discussion about sexual violence. Teachers also reported a heightened interest among students. Program facilitators reported student interest and engagement.
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This evaluation is based on outcomes according to specified objectives. The objectives of the *Kinks and Bends* program are extremely broad and not well framed as educational objectives. Therefore it is difficult for the program to meet these, especially given the program design (one two hour session in each school).

Despite this however the results of the evaluation have shown that the program did have an impact on the students. The major conclusions are as follows and lead to some program recommendations in Section 7.

- a) In general, students in the focus groups recalled the program well. They remembered, without prompting, the key messages from the program and detailed information about the program content. This is a positive result especially considering the timing of the program and the length of time between the program and the focus group sessions.
- b) The level of recall and general support for the program was consistently high among both male and female students, teachers and facilitators. All teaches and facilitators indicated that they would be involved in the program if it was offered again in the future.
- c) Teachers, facilitators and most especially students believed that the current program was pitched too low for those students at the end of year 10. It would be better run in year 9 [some even said year 8]. All agreed however that there was a need for a program pitched more appropriately at the senior high school level. This would require the current program to be reworked.
- d) The issue of overlap with the content of the current PD/H/PE curriculum was raised often by students. Many of them said that they had heard it all before, however even those who said this, were not saying there was no need or value in the program.
- e) There was strong support for the use of external facilitators to deliver the program, despite some qualms from teachers about the level of experience and readiness of some facilitators. Some students also indicated that some facilitators were too preachy, but this seemed to be the exception and came from a small minority only.
- f) The program had its greatest successes with male students. There were statistically significant increases in the number of boys who said pressuring someone to have sex is unacceptable [up to 93.5% after the program]. Increases were also observed directly as a result of the program in the numbers of boys who said that using physical force and emotional pressure was not OK. A number of boys in the focus groups demonstrated extremely positive attitudes to their female peers about issues raised in the program.

- g) For girls the outcome was somewhat different. Prior to the program 90% of girls believed that being forced into sex was wrong and little movement was possible from such a high base line. Similarly they believed that pressuring someone to have sex [physically or emotionally] was not OK. They indicated that they would not do this and would strongly resist sexual pressure if it happened to them. In the focus groups both boys and girls laughed off the notion that girls forced boys into sex. There were statistically significant increases in the ways that girls would say no to sexual violence, which indicated increased strength and capacity to do so as a result of the program.
- h) Both males and females showed a statistically significant increase in their willingness to talk about sexual assault more and resultant decreases in the “not sure” or “tell no one” responses. It is worrying however, that young people will almost exclusively tell a friend and not a healthcare worker

## **7. Recommendations for the Continuation and Improvement of the Kinks and Bends Program**

The following recommendations flow from this evaluation and are made in the spirit of continuous program improvement.

### **7a) Continuation of the Program**

Sufficient evidence exists from this evaluation to support continuation of the program. While some modification needs to occur [see recommendations below] the program has achieved some results and changes in attitudes and behaviours within its target group and should be commended for this. Specific recommendations follow.

### **7b) Design of the Program**

It is recommended that:

- the program is restructured to become a year 8/9 program to complement Stage 5 of the PD/H/PE program for years 9/10 and that a senior program is developed to reinforce learning which occurs in younger years. Currently the program is pitched too low for 15 to 18 year olds.
- the program objectives are redrafted and written as educational objectives. This will make future evaluation simpler. These objectives should link with those in the PD/H/PE syllabus.

### **7c) Delivery of the Program**

It is recommended that:

- there are benefits in using external facilitators when running the program in schools and this should be continued.
- in addition the program could be conducted in schools by teachers and in community settings by youth workers. Proactive attempts should be made to increase program availability so that it might be conducted in this way as well as by facilitators in schools. This will mean involvement in teacher training and support from the educational authorities

- given that the end of the school year is very disrupted, *Kinks and Bends* should be conducted earlier in the school year so that the program more effectively reaches all students.
- the program should be compulsory for all targeted students within the protocols of education authorities.

#### **7d) Facilitation of the Program**

It is recommended that:

- it is important to team up a first time facilitator with an experienced facilitator.
- the program benefits from having a male and a female co-facilitating.
- an even gender balance (where possible) in each group is important to the successful delivery of the program.
- students should be split into class groups [or other groups as determined by the school] rather than friendship groups.

#### **7e) Content of the Program**

It is recommended that:

- the developers of *Kinks and Bends* work in collaboration with young people to rewrite continuum questions so terminology is more in line with how young people speak. Terminology of the continuum questions was difficult for students to understand and often not in language which is used by young people. Valuable time was spent on explanation and students were “put off” by language which they viewed as “old people trying to sound young”.
- the content is reviewed and made more age appropriate. Targeted students from one or more of the focus group schools could be involved in this review process.

#### **7f) Support required when the *Kinks and Bends* program is conducted in schools**

It is recommended that:

- the developers of *Kinks and Bends* work in collaboration with schools to form clear contracts around issues such as how students are split up into groups; whether teachers are to be in class rooms when the program is delivered; and the provision of equipment that is set up in advance.
- as part of the arrangement with each school, information about the program is provided in advance so that students and teachers are aware of what it is about prior to the administration of the program.
- there needs to be a close link with the PD/H/PE staff in each school prior to the program delivery in order to complement the curriculum.
- staff in schools are more proactive in integrating the *Kinks and Bends* program, rather than merely seeing it as an add on end of year fill-in activity.

**Outcomes Hierarchy [Note: Read from the bottom of the table upwards]**

**Appendix 1**

<b>Statement of Outcome Note: Outcome A [bottom of table] must be achieved before Outcome B [and so on]</b>	<b>Related to which Objective [below]</b>	<b>Data Source</b>
G. Reduced incidence of sexual violence in social situations	5	Self reported data from focus groups
F. Increased reporting [and willingness to report] of sexual violence by those who have	7	Focus Group: School Counsellors [and to an extent teachers and facilitators] Focus Group: Students [particularly young women]
E. Appropriate/acceptable levels of responsibility taken over issues of sexual violence.	3, 4,	Student focus groups Teacher and Facilitator focus groups
D. Attitudinal change that sexual violence is unacceptable in male and female participants	1, 5	Student focus groups Student survey
C. Increased capacity among participants to talk with their peers about sexual violence	2/6	Student survey Student focus groups
B. Improved knowledge about support and prevention strategies	8	Student survey
A. Discussion about sexual violence has been stimulated	2	Student survey

**Program Objectives:**

1. Whether understanding that violence against women is unacceptable has increased,
2. Whether discussion about the issue has been stimulated,
3. Whether understanding of the issues around sexual violence has broadened and understanding of the ramifications has been enhanced.
4. There has been a change in attitudes around sexual violence that occurs in young peoples social lives including young women knowing that rape/sexual assault is not their fault, and that young men who are perpetrators are responsible for their actions
5. There is an awareness that date rape is unacceptable.
6. Young people feel more able to talk with their peers about the issues of sexual violence.

7. There is an increase in reporting of sexual assault and rape to school counsellors.
8. There is an awareness of a range of support and prevention strategies

## Appendix 2

### Kinks and Bends Program Pre Program Questionnaire

**Introduction:** Before we begin the Kinks and Bends Program can you please fill in the following survey. Your answers will help us to evaluate the program and to improve it in the future. You should not write your name on the survey because your answers are confidential. Please do not compare them with anyone else.

1. Which school do you attend? [Circle the correct response]

Woy Woy High      Henry Kendall High      Wyong High      Wadalba High

2. How old are you? Circle the correct response

15      16      17

3. Gender [Circle the correct response]

Female                      Male

4. Pressuring someone to have sex is.....[Circle the response that best represents your views]

- never acceptable
- acceptable if you have been going out together for a long time
- acceptable when she/he is flirting with you
- acceptable when she/he does not say "no"
- acceptable when she/he says nothing
- acceptable when you have both been drinking or doing other drugs.
- always acceptable

5. Young people are at risk of sexual violence in social situations..... [circle the best response]

a lot                      sometimes                      occasionally                      rarely  
never

6. Circle the sentences that best describes your views

- a. Under no circumstances would I physically force someone to have sex with me
- b. Under no circumstances would I put emotional pressure [a guilt trip] on someone to have sex with me
- c. If I really liked someone I would try to pressure them into having sex with me
- d. If I was drunk I might try to pressure someone into having sex with me
- e. If the other person was drunk I might try to pressure her/him into having sex with me

7. What might you do if someone forced himself or herself on you in a social situation? [Circle the one answer that closely represents your views]
- Welcome it because it showed I was attractive
  - Allow it to happen against my will, but not say anything
  - Walk or run away
  - Tell a friend what was happening immediately and get help
  - Become aggressive towards the other person
  - Say "no"
8. If you were sexually assaulted on a date would you: [circle the most appropriate response]
- Tell someone
  - Tell no-one
  - Not sure what I would do
9. Who would you most likely to talk with if you had been sexually assaulted? [For each circle the most appropriate response [eg "very likely" etc]
- |   |                                       |
|---|---------------------------------------|
| <input type="radio"/> Friend:                         | very likely.....likely.....not likely |
| <input type="radio"/> Parent                          | very likely.....likely.....not likely |
| <input type="radio"/> Brother/sister [other relative] | very likely.....likely.....not likely |
| <input type="radio"/> Doctor                          | very likely.....likely.....not likely |
| <input type="radio"/> Health Service                  | very likely.....likely.....not likely |
| <input type="radio"/> Other..... who?                 | very likely.....likely.....not likely |
| <input type="radio"/> Tell no one                     | very likely.....likely.....not likely |

Thank you for your help.

## Kinks and Bends Program Post Program Questionnaire

**Introduction:** Now we are at the end of the Kinks and Bends Program can you please fill in the following survey. Your answers will help us to evaluate the program and to improve it in the future. You should not write your name on the survey because your answers are confidential. Please do not compare them or discuss them with anyone else.

4. Which school do you attend? [Circle the correct response]  
Woy Woy High      Henry Kendall High      Wyong High      Wadalba High
  
5. How old are you? Circle the correct response  
15      16      17
  
6. Gender [Circle the correct response]  
Female                      Male
  
7. What was the most memorable thing about the Kinks and Bends program
  
  
5. Can you name one thing you learnt from the Kinks and Bends Program
  
  
6. As a result of Kinks and Bends I learnt [or re-learnt] that [Circle any response that you agree with].
  - a. Date rape is wrong
  - b. No means No
  - c. Even if someone is flirting or drunk it does not mean that they are "asking for sex"
  - d. Everyone has the right to say no to sex.
  - e. If your friend is being assaulted you would stick up for them
  
7. Pressuring someone to have sex is.....[Circle the response that best represents your views]
  - a. never acceptable
  - b. acceptable if you have been going out together for a long time
  - c. acceptable when she is flirting with you
  - d. acceptable when she/he does not say "no"
  - e. acceptable when she/he says nothing
  - f. acceptable when you have both been drinking or doing other drugs.
  - g. always acceptable

8. Young people are at risk of sexual assault in social situations..... [circle the best response]

a lot            sometimes            occasionally            rarely            never

10. As a result of the Kinks and Bends Program I am.... [circle the best response]

- less at risk of sexual assault
- more at risk of date rape/sexual assault
- no more or less at risk

11. Circle the sentences that best describes your views

- a. Under no circumstances would I physically force someone to have sex with me
- b. Under no circumstances would I put emotional pressure [a guilt trip] on someone to have sex with me
- c. If I really liked someone I would try to pressure them into having sex with me
- d. If I was drunk I might try to pressure someone into having sex with me
- e. If the other person was drunk I might try to pressure her/him into having sex with me

12. What might you do if someone forced himself or herself on you in a social situation? [Circle the one answer that closely represents your views]

- a. Welcome it because it showed I was attractive
- b. Allow it to happen against my will, but not say anything
- c. Walk or run away
- d. Tell a friend what was happening immediately and get help
- e. Become aggressive towards the other person
- f. Say "no"

13. If you were sexually assaulted on a date would you: [circle the most appropriate response]

- Tell someone
- Tell no-one
- Not sure what I would do

14. Who would you most likely to talk with if you have been sexually assaulted? [For each circle the most appropriate response [eg "most likely" etc]

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| g. Friend:                         | very likely.....likely.....not likely |
| h. Parent                          | very likely.....likely.....not likely |
| i. Brother/sister [other relative] | very likely.....likely.....not likely |
| j. Doctor                          | very likely.....likely.....not likely |
| k. Health Service                  | very likely.....likely.....not likely |
| l. Other..... who?                 | very likely.....likely.....not likely |
| m. Tell no one                     | very likely.....likely.....not likely |

15. Any other comments?

**Kinks and Bends  
Program Facilitators Survey**

This survey is to be administered at the time of the Facilitators Focus Group

1. What has been your level of involvement with Kinks and Bends?
  
2. How well has the training and support you received equipped you to deliver Kinks and Bends? [Circle the most appropriate response]
  - Very effectively
  - Reasonably well
  - So so
  - Not well enough
  - Poorly

Comments:

3. Which of the following statements reflects your views about the extent to which Kinks and Bends reaches its objectives
  - The program reached its objectives fully with all students
  - The program reached its objectives fully with most students
  - The program reached its objectives fully with few students

Why/Why not

4. How might you change the program so it more effectively reaches its objectives?

5. What is the best outcome that you have seen from Kinks and Bends?

## **Kinks and Bends: Discussion Guide Program Facilitators**

### **Introduction:**

Focus Group Facilitator [Grahame Collier] to cover the following:

- Thanks for giving up your time
- Trying to identify the extent to which the program worked and how it might be improved for the future
- All views confidential
- Personal disclosure or disclosure about students not encouraged
- Central role of Kinks and Bends Facilitators
- Introduction/rapport setting

### **Discussion Questions**

What is your level of involvement in Kinks and Bends?

To what extent were you involved in its delivery at the 4 schools? [Woy Woy, Wyong, Henry Kendall, Wadalba]

To what extent was sexual violence an issue for students in the recent program at these 4 schools?

Are you aware of the objectives of the program? As far as you can determine how well were they achieved in the program that you conducted?

Can you give an anecdote that indicates how the program influenced the students

What are the strengths of the program?

Can you point to instances where Kinks and Bends has been beneficial to individual students and/or groups of students? [Maintain confidentiality but try to be as specific as possible].

What are the limitations of the Kinks and Bends Program?

In your observation, to what extent does Kinks and Bends influence the behaviour of boys and girls

If you could change Kinks and Bends what would you do?

If the program continues would you still be involved in the future?

## **Kinks and Bends: Discussion Guide Teachers Focus Group**

### **Introduction:**

Facilitator to cover the following:

- Thanks for giving up your time
- Trying to identify the extent to which the program worked and how it might be improved for the future
- All views confidential
- Personal disclosure or disclosure about students not encouraged
- Introduction/rapport setting

What is your level of understanding of Kinks and Bends? Were you involved in its delivery at your school?

To what extent do you see sexual violence as an issue for your students?

Are you aware of the objectives of the program? As far as you can determine how well were they achieved in your school with your year 10 students?

What are the limitations of the Kinks and Bends Program?

What are its strengths?

Can you point to instances where Kinks and Bends has been beneficial to individual students and/or groups of students? [Maintain confidentiality but try to be as specific as possible].

In your observation, to what extent does Kinks and Bends influence the behaviour of boys and of girls

If you could change Kinks and Bends what would you do?

Would you offer the program again in your school?

**Appendix 5**

**Kinks and Bends: Discussion Guide  
Student Focus Groups**

**Introduction:** Facilitator to cover the following

- The specific topic to be discussed is the Kinks and Bends Program that you did last year
- To do this we'll be spending about an hour in this group and then half an hour with the girls on their own and the boys on their own
- We are here to find out what you felt about the Kinks and Bends Program; whether it helped you, and what you learnt while you were doing it.
- We are not here to talk about specific things that happened to you or to ask you for specific disclosures. If you want to talk about any of your personal concerns the school counsellor will be here after the session and you can talk privately then.
- Reminder re DOCS notification
- Please be as open as you can be in our discussion, it will help us to improve Kinks and Bends for other people
- Introductions, ground rules, rapport building etc

**Discussion Questions for use with boys and girls [as mixed group [first hour]**

To what extent does sexual violence [date rape] occur in the groups you mix with?

Do you think it is a real problem? Why? Why Not?

If it does occur why does it?

What might you do if it happened to you?

What about telling anyone afterwards?

Do you remember the Kinks and Bends Program?

What did you remember it to be about?

Did it help you to understand and deal with sexual violence better?

After the Kinks and Bends workshop did you talk about it with your friends? What sorts of things were said?

**Discussion Questions for use with boys only**

Do you know boys who try to heavy girls into having sex with them?

Why do they do it?

Do you think this is an OK way to behave? Why/Why not?

If someone you knew well was doing this to a girl, what might you do?

What did you learn from Kinks and Bends about how a girl might say no to sex

What did you learn from Kinks and Bends about how to say that sexual violence is wrong?

**Discussion questions for use with girls only**

Do you know of girls who are heaved into having sex by their boyfriends?

How do they feel about this?

Is there anything that can be done in this situation?

If a friend of yours was in this situation, what would you do? How might you advise them?

Where might you encourage her to go for help?

What might you do or say to the boy involved, if anything?

What did you learn from Kinks and Bends about how to say that sexual violence is wrong?

**Writing Task: Both Boys and Girls**

In no more than 10 lines write part of a letter to a year 10 at another school about the Kinks and Bends Program, whether it was any good and what you learnt.

## Appendix 6

### Summary of issues occurring that impacted on the delivery of the program [provided by Program Coordinator]

#### WOY WOY

The first group we held there was only 30 students that came. The afternoon session 75 students came. I asked the teacher why the difference and she responded that word got out that the program was good!! There were a fair amount of students that had missed the morning session and regretted it so the school arranged for us to come back on Friday to access any students that had missed out. Some students were in a play on that first day so we were able to access them as well.

#### HENRY KENDALL HIGH

The sessions took a while to get organised because of the requirement of the school to have permission notes from parents signed. Many students did not bring these notes in until the actually day – if at all. We went back to this school on a second day to access kids who were absent or who had forgotten their permission notes.

#### WYONG

An incident had occurred the weekend before the Kinks and Bends program. They had their year 10 formal and an after formal party at a young person's house. This young person came to the Kinks and Bends unclear about what the subject was about – she was away when explained by school. 5 girls came flying out of 3 different rooms during the video. They had found it too confronting after their experiences on the weekend. All denied being a victim but knew of a particular incident. We made school counsellor and local sexual assault service aware. The girls were taken to the library with a welfare teacher for the duration of the group.

Many kids had not been made aware of what the program was about – many said they were just told to come. The school did send home parent notes but did not require permission slips.

#### WADALBAH

The young people were able to choose which group they went to which meant they went with their friends. This made for gender imbalances in groups as well as friend connections, which led to some group silencing others. One group never spoke out – seem to be the “unaccepted” group of young people.