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## A stakeholder approach to sexual assault prevention programming in the Halton Board of Education

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A Stakeholder Approach to Sexual Assault Prevention  
Programming in the Halton Board of Education

by

Judy Gould .

Honours Psychology, Wilfrid Laurier University, 1989

THESIS

Submitted to the Department of Psychology  
in partial fulfilment of the requirements for the  
Masters of Arts degree

Wilfrid Laurier University  
August, 1994

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Most importantly, I thank the many young women and men with whom I have met, listened, and talked over the last few years. They have chosen to share their stories with me. It is my hope that over time I am able to change the world in which we live so that we do not need to endure the pain of sexual assault.

### *Summary of the Research*

There are few examples of sexual assault education interventions within the high schools. Research about programmes delivered at universities indicates that the programmes do not change the rape-supportive beliefs of participants (Lenihan, Rawlins, Eberly, Buckley, & Masters, 1992). A criticism of these programmes is that students do not participate in their own learning. A curriculum-writing team at the Halton Board of Education developed two lessons on sexual assault as part of the grade nine "Healthy Sexuality" curriculum. The sexual assault lessons were then piloted with three grade nine classes. After delivery, six to eight students from each class participated in focus groups in which they were asked what they liked and disliked about the units. They were also asked what they envisioned for a senior course on sexual assault prevention. For both curricula, students recommended the need to emphasize the sensitive nature of the material; the relevance of employing experiential learning techniques (role plays, small group activities); and, the use of positive male role models in sexual assault scenarios. Additionally, for the senior course, students indicated they wanted more statistical facts associated with this crime; information about the link between societal pressures (e.g., media, socialization) and sexual assault; knowledge about what to do after an assault; and, information about sexually assaulted men. Teachers and community health workers were also asked for their input into the curricula and most of their recommendations were adopted. This thesis reflects the process of creating sexual assault prevention curricula and explores the issues of community participation, imbalance of power, value discrepancies, and the lack of support for the participants experiencing the curricula. Recommendations concerning curriculum development are discussed.

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"The master's tools will never dismantle the master's house"

*Audre Lorde*

"...and when we speak we are afraid

our words will not be heard

nor welcomed

but when we are silent

we are still afraid

-so it is better to speak

remembering

we were never meant to survive"

*Audre Lorde*

Source: hooks, bell. (1989). *Talking back: Thinking feminist, thinking black*. Boston: South End Press.

## *INTRODUCTION*

When I was nineteen and in first year at university, my boyfriend sexually assaulted me. I have not shared that part of my past with many people probably because, until recently, I did not have a name for what happened to me. A few years later, for my undergraduate thesis, I had the opportunity to research the incidence of sexual assault between people who knew each other. Within the body of the questionnaire that I distributed the participants had the option of commenting upon their experiences with sexual assault. Their stories impacted on my life by giving me a way to name what had happened to me and by motivating me to do graduate work in which I could explore the prevention of sexual assault between friends or acquaintances. The respondents' stories made me painfully aware that focusing on the prevention of sexual assault with university students was often futile -- many were already victims or survivors of this type of assault. Any prevention effort required educating students in the elementary and secondary school system. Soon after entering the Community Psychology Master's programme, I sought out my practicum setting and set my goals -- to contribute to the prevention of sexual assault within the education system. This thesis is the story of my experience developing and implementing sexual assault prevention programming within the Halton Board of Education. The Halton Board was eager to educate the student population about sexual assault, since the students and teachers were grieving over the loss of three young women who had been sexually assaulted and then murdered in that area within the last year.

Although some school boards have not had the funding to create sexual assault prevention programming, representatives from other boards said that they did not find the programmes

useful for changing the sexual assault-supportive attitudes of teens<sup>1</sup>. It was my purpose, therefore, to ask teenagers for their help in creating sexual assault prevention programmes. Who would know better about the issues surrounding sexual assault than those students who were currently dating? So after writing a draft of two lessons on sexual assault as part of the Healthy Sexuality curriculum with teachers, two board consultants, and a public health nurse, I pilot-tested the draft with three classes of grade nine students. After observing the pilot-test I met with six to eight students from each class to ask them for their comments about the grade nine curriculum and for their thoughts about what should be included in a senior course. Their concerns and recommendations, as well as the concerns of teachers and community members, informed the revision of the draft lessons for the grade nine curriculum and guided the creation of a senior course. Soon after, both the grade nine sexual assault units and the senior curriculum were presented to the Physical Education teachers from the Halton Board at two "in-service" sessions or workshops spanning one and a half days. Two Physical Education teachers from each secondary school were in attendance to discuss issues and participate in activities relevant to the curricula. The concerns and recommendations of the participants informed changes to the senior curriculum.

This thesis documents my experience using a stakeholder approach in sexual assault prevention programming at the Halton Board of Education. By stakeholder approach I mean the process of asking for the input of the people who have a stake in the new curriculum. The experience has made me contemplate how sexual assault prevention curricula should be taught in educational institutions. Where I have doubts about the way in which this curriculum material

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<sup>1</sup>Bev Murray, Waterloo Board of Education, June, 1994, Physical Education Consultant Middlesex Board of Education, October, 1992

is created and implemented I have made recommendations for future curriculum development.

The layout of the thesis is as follows. In Chapter 1 I review the literature pertaining to the incidence and risk factors associated with teen sexual assault; I examine the tenets of critical pedagogy and feminism and I present a critique of current sexual assault prevention programming using an ecological model from community psychology as a framework; then, I discuss empowering students, teachers, and community members in the process of curriculum development using a stakeholder approach. Methodological issues are addressed in Chapter 2, such as, how I incorporated the tenets of critical pedagogy, community psychology, and feminism in my research, my personal values, and qualitative research. Chapters 3, 4, 5, and 6 include the description and analysis of my experience with the Halton Board of Education. In Chapter 7 I investigate how a community group responded to the curriculum and describe the revisions made to the document as a result of their input. In the last chapter, I discuss how sexual assault prevention programming should be implemented in the education system.

*CHAPTER 1*  
*REVIEW OF THE LITERATURE*

Within this thesis I explore the issue of sexual assault prevention as it has been undertaken by the education system. In the literature review I examine the incidence and factors associated with sexual assault between students who know each other in order to convey to the reader the necessity of educating students about sexual assault. Next I critique current prevention programming undertaken by the education system. I then explore how different forms of pedagogy can challenge traditional forms of education. In particular I examine the tenets of education from the perspectives of Paulo Freire, Community Psychology, and Feminism. After exploring these tenets, I present a stakeholder approach to sexual assault prevention programming which is an amalgamation of the three perspectives.

*The Incidence of Sexual Assault Between Adolescents*

Sexual assault by someone the victim knows (or acquaintance rape) became a societal issue in the late 1980's in Canada. Surveys conducted in the U.S. with university-aged students indicated that, "since the age of 14, 27.5% of college women reported experiencing an act that met the legal definition of rape" (Koss, Gidycz, & Wisniewski, 1987). In an early Canadian study, 52% of women responded affirmatively when asked, "have you ever experienced any form of sexual activity, clearly sexually oriented, causing you discomfort, without your consent?" (Gould, 1989). While the number who responded affirmatively is large, the many of the comments in the qualitative data revealed that this unwanted sexual activity occurred before



these women came to university. Much of this research has focused on women who live on campus at university even though women in the highest risk category are aged 16 - 19 years. Statistics Canada recently reported (1992) that, "both teenagers and children (nineteen and younger) comprised a larger proportion of victims of sexual assault than did adults"(p. 1); of every 10 sexual assaults, four were committed against teens and four against children; over 70% of the victims in all age groups were female; and, 80% of the perpetrators were known to the victim compared to 70% of perpetrators known to victims in older age groups (p. 6). Studies done of students in grades 6 to 12 found that from 12% to 26% of the women and 2% to 12% of the men had reported an unwanted sexual experience (Erikson & Rapkin, 1991; Davis, Peck, & Storment, 1993; Hall & Flannery, 1984).

### ***Risk Factors Associated with Sexual Assault***

In the studies done on sexual assault, authors have reported many risk factors that are associated with this crime. Alcohol or drugs are used in 26% of sexual assaults between adolescents who know each other; only 6% to 20% of the perpetrators were strangers to the victims; 25% of the incidents occurred with physical force and 14% occurred due to psychological pressure (Erikson & Rapkin, 1991; Davis et al., 1993; Statistics Canada, 1992). Young women who are sexually assaulted by someone they know are less likely to tell another person, are more likely to blame themselves for the assault, and are less recovered than those assaulted by strangers even up to three years following the assault (Davis et al., 1993). Many students think that in some cases rape is justified. When asked, for example, "When is it okay for a boy to force a girl to have sex with him?", 39% of young men compared to 12% of young

women said when the couple have had sex before; 37% of the young men and 23% of the young women thought it was okay to have forced sex if "she gets him sexually excited" (Davis et al., 1993). Other studies have found that miscommunication between the couple was common (e.g., the men thought the women really meant "yes", even if the women said "no" to sexual activity) (Gould, 1989; Koss, Gidycz, & Wisniewski, 1987). It is highly likely that the incidence of sexual assault is under-reported, because many young people do not know what constitutes a sexual assault (Hall & Flannery, 1984). Studies have also found that socialization relates directly to the attitudes associated with sexual assault. Mercer (1988) states that patriarchy is responsible for creating rigid roles for men and women which are first played out in dating behaviours of teens. If there is an imbalance of power in the young man's favour in the dating relationship, then "the stage is set for the young man's abusive tactics in order to maintain and enforce this imbalance" (Mercer, p. 16). Finally, in one study assessing the attitudes of men and women concerning rape-myths and blaming the victim, high school men more so than high school women and college men believed in rape-myths and in blaming the victim for the rape (Blumberg & Lester, 1991).

The problem of sexual assault for adolescents is especially pronounced, since they are at the time in life when they are discovering their sexual identities and increasing their risk behaviours (Sussman, 1991). It is obvious that sexual assault between adolescents who know each other is an issue for primary prevention educators. Next, I will consider the issue of educating students about sexual assault in the schools.

### *Sexual Assault Education within the Sexual Education Curricula*

Most of the literature concerning sexual assault prevention programmes focuses on the university population. The content of these programmes typically includes information on the incidence of sexual assault, the myths that are associated with believing that it is okay to sexually assault a woman under certain circumstances, and the risk factors that are associated with an assault (e.g., alcohol or drug use). Then the programmes focus on how to avoid sexual assault (role playing conflict-resolution skills and assertiveness, learning about sex role socialization, or self-defense), and/or how to deal with a sexual assault if it happens to a friend (Briskin & Gary, 1986; Carlson, 1987; Sandberg, Jackson, & Petretic-Jackson 1987; Milier, 1988). Most programmes are directed towards women with an orientation to avoiding an assault (Gray, Lesser, Quinn, & Bounds, 1990; Holcomb, Sarvela, Sondag, & Holcomb, 1993). Even when programme-presenters acknowledge that these programmes focus on controlling the victim's behaviour as opposed to controlling the perpetrator's behaviour, how-to-avoid-an-assault lessons for women are still emphasized (Gruber, 1984; Briskin & Gary, 1986). The format of the programme is also predictable. A presenter(s) use(s) a lecture style to deliver statistical information which is then followed by a group discussion and/or a question-answer period. There is little participation by the group members and when there is, their participation is limited as receivers of the programme and not as programme creators. Examples of education interventions in the high schools that pertain to acquaintance rape follow the same format and content (Feltey, Ainslie, & Geib, 1991).

Do these programmes work? Do they prevent the sexually assaultive attitudes and behaviours of the men and women who attend them? Evaluative in this area is limited. There

are some studies in which the attitudes of men changed in a positive direction (Holcomb et al., 1993) for up to one month following an intervention (Gilbert, Heesacker, & Gannon, 1991). However, Holcomb et al. (1993) admit that the rape-tolerant attitudes of the men were higher than they were for women at post-test and that the intervention may not have been responsible, because participants may not have had high sexually aggression-supportive attitudes at pre-test. Other research indicates that the programmes do not effect a desired change in the attitudes of male versus female participants. In one study of a prevention programme delivered to university students, researchers found that, when women were exposed to an education intervention about acquaintance rape, their attitudes changed in the desired direction of not supporting rape myths, such as, it is not a woman's fault for going to the home or apartment of a man who then rapes her (Lenihan, Rawlins, Eberly, Buckley, & Masters, 1992). When men were exposed to the same programme, they reported that it was a worthwhile experience but their rape supportive attitudes were unchanged. Is it the style of these programmes that prevents students from changing their attitudes? These sexual assault workshops were often administered using a lecture format (e.g., Lenihan et al.) and thus students might not have had the opportunity to become involved in their own learning. The delivery and the process of the programme failed to impact on the attitudes and perhaps the behaviours of men.

This programme could have failed because it was modeled after the traditional form of education. In traditional education, the presenter is viewed as the expert and the student is viewed as unskilled, unthinking, and unable to contribute to her or his own education. If the student was viewed as the expert, since s/he is the expert about his/her dating experiences, and if s/he was given the opportunity to create and shape his/her own programme materials, then

perhaps s/he could learn to prevent sexual assault. Furthermore, if teachers and community members were also provided the opportunity to create educational materials, then the prevention of sexual assault would become more meaningful to all involved.

The tenets of education need to be challenged and revised to reflect collaborative learning. The values of Paulo Freire's model of adult education, community psychology, and feminism can serve as alternative perspectives for educating students, teachers, and community members by increasing date-rape awareness and potentially decreasing the incidence of sexual assault.

### *Critical Pedagogy and Education*

The following is a description of Paulo Freire's (1970) plan to liberate education using critical pedagogy. I then apply this alternative form of educating to sexual assault prevention programming within the education system. Critical pedagogy is the practise of understanding the oppressive ways in which people have been educated (Ellsworth, 1989). The goal of the *Pedagogy of the oppressed* (Freire, 1970) is to educate the masses through a process of dialogue, reflection, and action so that they perceive their oppression. Freire proposes that once the discovery is made by an individual that s/he is oppressed, then s/he must act to free him/herself. This process must be initiated by the oppressed to achieve *conscientização* or "truly liberating education" (p. 19).

The institution of education is the domain of the oppressors and therefore is one of the institutions that maintains the status quo. Traditional forms of education do not challenge the students to engage in critical dialogue about their culture or about their position in the world.

Freire suggests that the method of education used by traditional educational institutions is the "banking" method. Using this procedure, the all-knowing teacher deposits 'knowledge' into the minds of the blank-slated students. The student is not encouraged to reflect or critically challenge this knowledge. The more information the student does not challenge, the more the status quo is maintained. If the student chooses to be critical of the material and/or chooses to act against it, then s/he is perceived as abnormal or a troublemaker. The system does not appear deviant. A pedagogy of the oppressed begins with the process of exposing the deviant system. "These contradictions may lead formerly passive students to turn against their domestication and the attempt to domesticate reality" (p.61). They may realize that the system contradicts their "vocation to become fully human" (p. 61).

To reveal the contradictions, Freire introduces "problem-posing" which is an alternative method of educating. Using this form of education the students and teachers engage in dialogue and reflect about the reality of their pasts, presents, and futures to reach *conscientização*. Programme content in education is therefore based on the lived experience of all oppressed students and teachers and is expressed through the themes which are generated by them.

Unlike the banking system, in the problem-posing method the educational material must come from the experience of the oppressed, contradictions in the system are exposed, and through dialogue, reflection, and action, freedom can be attained. Adapting this process to school populations, Giroux and McLaren (1989) advance this theory by stating that a critical pedagogy which focuses on the experiences of the student is "learning for empowerment" (p. 149). These authors believe that curriculum development must "confirm and critically engage the knowledge and experience through which students authorize their own voices" (p. 149).

How do you promote social change within institutions that are supposed to maintain the status quo? Many radical educators believe that the schools are so indoctrinated with the status quo that they are not sites for change (Giroux, 1988). This supposition repudiates those students, teachers, and community members who have the desire and the energy to shape a new vision for education by, "constructing new, alternative approaches to school organization, curricula, and classroom social relations" (Giroux & McLaren, 1989, p. 130). To begin this process, a role must be found for educational institutions so that they may cease to perpetuate the status quo.

I believe that sexual assault perpetrated against women is a mechanism to maintain the position of those in the mainstream. Women who are victimized by sexual assault are oppressed. To attain freedom the status quo must be challenged. Education needs to expose the contradiction between the promise of equality for men and women and the real threat of violence in women's lives that prevents women from attaining equality. Students in general are also oppressed by adults who are in authority, thus, Freire's pedagogy is crucial to the emancipation of women and students. However, the goals leading to the emancipation of both women and students are in conflict, which Freire neglects to expose.

Freire states in the introduction to *Pedagogy of the oppressed* (1970) that his experience with this alternative pedagogy arose from his work educating lower to middle class adults. The goal in practising this method of education was to free the masses from the confines of classism. Although Freire admits that his work is "tentative work for radicals", I must point out that he does not address the issue of multiple oppression, such as an individual being doubly oppressed by gender and age (p. 21). For example, a young man can be oppressed by an authoritarian

adult, while that same man can oppress a young woman. If educators were to ask all students to engage in dialogue about the contradictions of women's safety and freedom in a patriarchal system, how then do we treat those young men who are oppressed by traditional forms of education as students, yet who also may oppress women? How can meaningful dialogue be generated about the real issues of young women when a safe place is not created for this purpose? Freire explicitly states that oppressors cannot create the education agenda. If educating the oppressed needs to occur without the oppressor, then should only women dialogue, reflect, and act concerning the issue of sexual assault? Freire suggests that the oppressed first need to be aware of their oppression and only then can education be created for both the oppressors and the oppressed. Within the traditional structure of education in which men and women learn in the same classroom, how can we attend to the need for women to learn about their own oppression and then attend to the need for men to learn about their oppression as students and then as possible oppressors? If the women engaged in dialogue separately from the men, men will miss an opportunity to hear the stories of these women. In a traditional mixed-gender school population, is it practical to educate women and men separately? Is it appropriate since women and men need to learn how to live together? Finally, if the power of the schools is invested in the society, then how can we expect school intervention programmes to change adolescent cultures if the society is not simultaneously changing (Shamai & Coombs, 1992)? How are these conflicts addressed by critical pedagogy?

Feminist researchers have also called critical pedagogy into question. Feminist scholar Elizabeth Ellsworth (1989) states that, "the key assumptions, goals and pedagogical practises fundamental to the literature on critical pedagogy - namely empowerment, student voice,



dialogue and the term 'critical'...perpetuate relations of domination" (p. 298). She argues that there are several problems associated with the tenets of critical pedagogy when anyone other than white middle-class men participate in the classroom. Ellsworth states that critical pedagogues do not consider the voices of the 'Other' who may enter a classroom with opinions and values that may be expressed *irrationally*. Since students enter the classroom with a range of experience mirroring the inequities of the world, it is unlikely that they will 'share' their stories with goodwill. Their speech, "is a 'defiant speech' that is constructed within communities of resistance and is a condition of survival" (Ellsworth, p. 310). Students' voices, then, will unlikely emerge as unified as critical pedagogues, such as Freire, intend.

What about the power imbalances that exist between teachers and students? "Strategies such as student empowerment and dialogue give the illusion of equality while in fact leaving the authoritarian nature of the teacher/student relationship intact" (Ellsworth, p. 306). Is it not iatrogenic to give the illusion of power to an oppressed group? Furthermore, pertaining to the tenet of student voice and dialogue, critical pedagogues assume that all in a classroom will feel free to speak, but they do not take into consideration the barriers that already exist there. For example, studies have shown that women are called upon less, receive fewer direct responses from teachers, and are interrupted more often by men (Sadker & Sadker, 1985).

Consider also the issue of safety in the classroom. Is it not unfair to engage in dialogue on the issue of sexual assault without providing a safe environment? Ellsworth states that, in a classroom of victims and perpetrators, "a condition for collective purpose among 'victims' is the desire for home, for synchrony, for sameness" (p. 315). There seems to be the desire for safety, but is that atmosphere provided in classrooms? For all the reasons that she states above,

Ellsworth concludes that, "the injustice of these relations and the way in which those injustices distort communication cannot be overcome in a classroom, no matter how committed the teacher and students are to "overcoming conditions that perpetuate suffering" (p. 316). Amidst all of these warnings, can sexual assault prevention programming be implemented in the school system? The education system as viewed by community psychologists is critically reviewed next.

### *Community Psychology and Education*

Can the principles of community psychology be practised within the current school system? What is the role of community psychology and primary prevention programming in the schools? Nelson, a community psychologist, begins his analysis of traditional education by stating that community psychology has always been very concerned about primary prevention intervention in the schools (Nelson, 1983). He states that community psychology can have a positive influence on the education system using three concepts of intervention: an ecological perspective, empowerment, and an analysis of the organizational structure of an institution.

Nelson (1983) describes the following principles which form the basis of the ecological model: interdependence, cycling of resources, adaptation, and dynamic equilibrium and succession. The first principle, interdependence, focuses on the interdependency of groups within a system and the anticipation of ripple effects if one element in the group is altered. A thorough knowledge of the setting is therefore required. The principle of cycling of resources refers to the consultants' need to facilitate the process of stakeholders identifying their needs and then matching resources to their needs. The third principle, adaptation, acknowledges that one

standard against which all people and environments are judged is shortsighted. Those with an ecological framework value diversity. The fourth principle of dynamic equilibrium and succession stipulates that, "preventive interventions cannot merely solve current problems but ... they must enable individuals and their communities to meet the future demands of a changing environment" (p. 387). If these principles are adhered to when an intervention is implemented, then the participants will feel more empowered.

Are students empowered by traditional forms of education? Nelson states that the current organizational structure of education dictates that the teacher makes the rules for the class without seeking input from the students. Students are told what to think, not how to think. Sadly, students are almost never consulted about what they would define as their educational needs. The students are not empowered and yet neither are the teachers. Teachers are seldom consulted about policy changes or changes to curricula (Nelson, 1983). Too often, school administrators consider the setting's problems as the problems of the students or teachers. Within this model of education, if a professional came into the classroom to implement an intervention without any input or collaboration from the students or teachers, after leaving, at best there would be no change in the classroom participants. At worst the students and teachers would feel more inept than they felt prior to the intervention, both because the intervention failed to work and they could be blamed for its failure. Educational institutions support this philosophy each day when their experts create curricula or policy which is irrelevant to the lives of the students. If the student does not passively and correctly learn the information, then the student is often chastised for his or her disobedience or ignorance. Many approaches have been taken to rectify the problems in education and to encourage the empowerment of those

individuals within the educational system, such as, the professional or community worker functioning as collaborator or facilitator with the stakeholders. An intervention is considered successful, if "the client and setting (are left) with skills, programs, or power that persist after the consultant has left the scene" (Nelson, p. 389). Participants can also feel empowered, if they are all considered as a potential resource to finding solutions to the setting's problems.

Empowering individuals within a system is easier if the organizational structure is flexible to the desires of the stakeholders. Nelson believes that the best approach for changing the system is change through cooperative efforts. Nelson cites studies which have consistently found that, when groups of students are given structured tasks requiring cooperation, "students...show increased self-esteem, capacity to take the role of others, (and) liking and willingness to learn from others" (p. 412). Furthermore, factors associated with positive results include those schools at which student participation and responsibility are encouraged and those schools at which teachers are involved in curriculum development.

Nelson acknowledges that the practise of adapting the principles of community psychology in the school system is not without its difficulties. Even if the organizational structure of the education system is analyzed and changes are made, the inequities that the students and teachers bring with them into the classroom from their families and communities are not taken into consideration. As well, although community psychologists may be "interested in classroom consultation (and) in-service training", some school personnel may not be entirely receptive to these interventions (p. 407). Community workers could be perceived as meddling outsiders trying another innovative project which will only disturb the normal routine of the classroom. Finally, Nelson points out that primary prevention is a new field of

investigation and so there is not enough evidence that these interventions are effective. Only with appropriate resources and research will we be able to understand the true effects of implementing the ecological model, empowerment, and a flexible organizational structure within the education system.

How can community psychology interventions be applied to sexual assault prevention programming? The primary goal of sexual assault prevention programmes is to educate men and women about sexual assault in an effort to prevent it. Earlier in this document, a sexual assault prevention programme was reviewed in which the men who experienced the programme did not change their rape-supporting attitudes between pre- and post-programme tests. I suggested that the style of the programme may have something to do with the unchanging attitudes of men participating in them. The content of Lenihan et al.'s (1992) programme included how men and women are affected differently by rape, rape statistics, the reasons why victims do not identify themselves as being raped, how the culture reinforces rape, the characteristics of perpetrators, the effects of victimization, how to avoid being raped, and sources of support available in the community. In their conclusion the authors stated that, since the attitudes of men do not change, perhaps "some design change is in order, particularly for men" (p. 336). They suggest for example, that the presenters need to rely less on didactic communication, talk less, and show more visual material. Using Nelson's community psychology educational interventions I will analyze Lenihan et al.'s programme for its drawbacks.

The authors suggest that their content should be modified and not the process or structure of the intervention. Applying the principle of interdependence, the authors needed to think about the way that they were delivering the programme. To make a difference they should have

deviated from the traditional lecture format. The principle of cycling of resources was not applied, since stakeholders were not given the opportunity to create the agenda for the programme. If the students themselves indicated their needs and goals in the area of sexual assault awareness and then proceeded to educate each other in a cooperative and collaborative environment, then Lenihan et al. (1992) might have reported a decrease in rape-supportive beliefs of men. The principle of adaptation states that individuals have diverse viewpoints and should be encouraged to share them with each other. But a lecture format does not breed dialogue, and in fact, Lenihan et al. state that to be more effective, they should have relied less on communication. Finally, unless the stakeholders are encouraged to express their needs there is no hope for implementation of the principle of succession. This intervention will not last long if the needs of the group are not met. It is likely that when these presenters left the setting their information left with them.

Was the presenter perceived as the expert by the students? Is it possible that the presenter inadvertently blamed the client group especially the men whose morals were in question, by virtue of the fact that the programme was about their lack of awareness? In Lenihan et al.'s date rape awareness programme, the students did not have the opportunity to become empowered, because the presenters did not enable the stakeholders to use their skills and power.

Nelson (1983) has provided answers as to why, when the goal is to educate individuals, some programmes fall short of that goal. If educators like Lenihan et al. (1992) continue to intervene armed with their 'prepared agendas' and with their 'wealth of information', I do not believe the rape-supportive attitudes of men will change. For education to have real value to

its stakeholders (students, teachers, and community members), then the stakeholders must investigate their needs, reflect, and then act upon them of their own volition. Practising the tenets of community psychology may enable educators of future date-rape awareness programmes to do so.

### *Feminism and Education*

I am a feminist and so it is appropriate for me to review the tenets of feminism with respect to education. Anne Mulvey (1988) points out that feminism emphasizes history relating to the experience of women, change informed by the diverse experiences of women, the demystification of the professional as the only expert of women's lives, how social institutions have traditionally considered women, and the cooperative process. I will review each area with respect to its relationship to education.

The importance of history means that any phenomenon must be studied within an historical framework. How is it that the phenomenon came into being? What are the cultural forces which have shaped it? What will it look like in the future? Feminism recognizes that the world is dynamic and changing. The way the world is observed, studied, and analyzed should also reflect its vitality. Investigation of the history of an oppressed group can also illuminate how the culture distorts the oppression which may anger a group, motivating them into "political education, solidarity, and constructive social action" (Watts, 1992).

Change will only occur if diverse experience is acknowledged. It is "the right of every individual to optimal well-being, respect for diversity and difference among individuals and groups, empowerment and equality" (Mulvey, 1988, p. 74). Feminism recognizes that

inequality experienced by groups is structured and maintained by those in power. Those experts have alienated women from their own experience. Feminism proposes that women should be experts in their own lives by working together to raise their awareness about how the lives of women are trivialized by social institutions (e.g., education). Women's struggle is to make the reality of their personal lives political. Elizabeth Ellsworth (1989) suggested feminist pedagogy also includes the struggle to acknowledge conflict between those who have been oppressed.

In the area of sexual assault prevention programming, using a feminist perspective includes making the issue of violence against women a viable topic within the education system, since it is a part of women's experience; viewing violence as a part of the weave of the culture past and present; analyzing and changing the power differential between men and women and between women and the institution of education; and, including the diverse experiences of all women using a consensual process.

Feminists have translated the above tenets into classroom pedagogy. Examples include asking students to assist in the creation and presentation of course material; calling on women students specifically to ensure that in mixed-gendered classes women's voices are heard; facilitating to ensure that a range of student voices are heard so that class material becomes more complex and therefore more realistic; defining the language or terms of the material, using the students' meanings of the language and then incorporating their language in the definitions of new material; analyzing the lived experiences of students; and, posing questions to the students to facilitate their doing their own research and then sharing these results with other class members (Maher, 1985; Kempers, 1991).



### *A Stakeholder Approach to Sexual Assault Prevention Programming*

Are there examples of involving stakeholders in the creation of curricula? Authors of one study concerning the creation of an eating disorders curriculum reported that they involved many stakeholders (Moriarty, Shore, & Maxim, 1990). In the first phase of this effort, teachers and guidance counsellors from the local school board were asked for their input about the curriculum content and process. In phase two, the first draft of the document was distributed to interested community members (e.g., coordinator of local eating disorders clinic, board consultant, local health unit) and teachers, and a second draft was created based on their feedback. In the third phase, students and teachers participated in a pilot-test of the curriculum, completed pre- and post measures, and participated in semi-directed focused interviews. Overall, the quantitative results revealed an increase in knowledge from pre to post-testing and a positive attitude change in the area of the curriculum concerning socio-cultural influences on eating disorders. Out of the qualitative data came a number of suggestions -- many of which were compiled by the students.

While it is admirable that the information collected from the students informed the changes to the final draft in a collaborative way, the authors of this study did not comment on the classroom as a system or the fact that the curriculum content and process changes from class to class. The authors did not give the impression that the students and teachers may have struggled or participated in dialogue about the eating disorder information, nor did they mention how the observer of the pilot test affected or participated in the pilot. Although the authors of the article asked about the needs of one stakeholder group (teachers and guidance counsellors), they did not ask the students about their needs prior to the development of the first draft of the

curriculum. Attention to stakeholder diversity, to the stories or experiences of the stakeholder groups, and to any conflict between stakeholder groups was also not mentioned in this study. It is my intention, therefore, to address all of these concerns when recounting my view of a stakeholder approach to sexual assault prevention programming.

In order to encapsulate all of the positive aspects of critical pedagogy, community psychology, and feminism, I have taken a stakeholder approach to sexual assault curriculum development. A stakeholder approach attempts to involve in a process, all those citizens who are affected by an outcome. The goals of involving stakeholders in curricula development include inviting the stakeholder to participate in making programme changes and gaining the community's acceptance of the programme (Wandersman, 1984). If a programme is accepted by those who are affected by it, then it will more likely be implemented.

After reviewing the tenets of critical pedagogy, community psychology, and feminism, the following eight themes emerged as crucial to sexual assault prevention programming in general. They are systems analysis, determining needs, relationship of professional to community, engagement, nature of process, diversity, attention to history, and conflict (see Table 1).

To begin, the education system must be scrutinized for the way in which it delivers programming. Instead of blaming the individuals within a system, the structure must be altered to match the needs of the stakeholders so that they may have an effect on the new system. Instead of curricula being developed at the school board level, alternative methods for its creation should be explored. Stakeholders including students, teachers, and community members should be involved. Within this approach, students and teachers together must define what they

need, whether that is sexual assault prevention programming or another issue. If this method is to be an empowering experience, all participants must work together as equals. So that the process is collaborative, participants should engage in dialogue about pertinent themes inherent in the issue at hand. Because all members in the process of creating curricula work collaboratively, implementing the curriculum materials should also be a collaborative experience. To respect diversity, the experiences of all group members are important and should be manifested within the curriculum materials. The activities in the curricula should tap the past and present experience of the participants as well as their future goals. So that the curricula are meaningful for groups in the future, participants should have the opportunity to shape the content over time. Finally, although "program-centred consultation has the greatest potential for effecting enduring organizational change...it is the most difficult form of consultation because it thrusts the consultant into the vortex of competing organizational and community forces" (Heller, 1984, p. 246). There are power differentials that exist within and between all participant groups (students, teachers, administrators, community members, community workers).

When there is a conflict between two groups of individuals, whose voice is heard, the loudest or the most oppressed? O'Neill (1989), in an effort to shed light on the "ethical dilemmas in situations that involve multiple loyalties" faced by community workers, attests to the necessity of supporting the underdog or working with the most oppressed (p. 324). He believes that, since the recognized ethical codes do not incorporate the experiences that community workers have in working with communities, then, as a rule, community workers need to be accountable to those most affected by their work yet who also may be unaware of the

community worker. O'Neill (1989) warns that, while we are accountable to the most oppressed, we must be careful not to speak or act for them but instead to work with them.

Some community groups do not share O'Neill's philosophy. Most recently, Christian Fundamentalist groups in North America have pitted themselves against the educational system. One researcher echoes the concerns of many when she attests that the "New Right" practice the "silencing of student and community voices (p. 152)...which systematically undermines educational empowerment" (Fine, 1989, p. 153). The silencing devalues the experiences of those individuals who most need to share their stories -- the most oppressed. Though educators may not agree with the stance of the New Right, the school board staff cannot remain oblivious to the concerns of the fundamentalists who are also stakeholders in the community.

There is some urgency to investigate how diverse stakeholder groups can participate in future curriculum development. The Minister of Education and Training in Ontario has recently proposed policy concerning violence in the schools. The Ministry has mandated that each school board must have a policy in place by September of 1995. Recommendations for policy development include changes and additions to the curriculum to address "violence prevention, citizenship development, and conflict resolution" to students from kindergarten to grade twelve<sup>2</sup>. Forms of violence include "violence against women, including sexual assault, sexual harassment, sexism, intimidation, and gender inequities"<sup>3</sup>. As well, the Ministry is committed to "a healthy working relationship with the community"<sup>4</sup>. What exactly does this Ministry directive entail and

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<sup>2</sup>Ministry correspondence, March, 1994

<sup>3</sup>Framework of Ministry Policy for School Boards, March, 1994

<sup>4</sup>Violence Prevention Policy Revisions Supplement, May, 1994

how will it manifest itself? In the area of creating curricula specifically concerning sexual assault, who should be involved?

Sarason (1990) believes that decision-making in education should include any individual or group affected by these decisions either directly or indirectly. In fact, Sarason believes that, if we make a change within the system without changing the system itself and the relationships within that system, then the failure of school reform is predictable. Identifying the school system includes seeking input from school administrators, teachers, parents, and students. The reason for his belief is,

"that when a process makes people feel that they have a voice in matters that affect them, they will have greater commitment to the overall enterprise and will take greater responsibility for what happens to the enterprise. The absence of such a process ensures that no one feels responsible, that blame will always be directed externally, that adversarialism will be a notable feature of school life" (Sarason, p. 61)

Sarason describes two projects that are underway at which the teachers, parents, and community groups have been working to "alter power relationships and the loci of responsibility" (p. 124). Sarason suggests that these projects are successful because stakeholders are keenly aware of the school culture, they are taking risks, and they are committed to action. Are communities "ready" to implement this type of change? Sarason says we can't wait. We must act now.

Table 1

*Stakeholder Approach to Sexual Assault Prevention Programming*

Theme	Critical Pedagogy	Community Psychology	Feminism	Stakeholder Approach
<b>Systems Analysis</b>	status quo maintained by oppressors; all have an equal say and all oppressed are treated as a group	principle of interdependence - groups are connected to each other; if change the system then know how it affects others within the system	the personal is political; movement out of private sphere into public sphere; focus on changing patriarchal institutions	traditional structure of curriculum development is altered
<b>Determining Needs</b>	going to the people in the situation to find out what is meaningful to them	principle of cycling of resources; all group members are a potential resource; stakeholder approach, i.e., find out from students and teachers what is important to them	women determine what is important for them to know	students, teachers, community members determine content; all participate in their own learning
<b>Relationship of professional to community</b>	professional does not teach but rather shares information; problem posing versus banking system of education	professional collaborates with stakeholders so that they are empowered	demystification of the expert, woman is expert of her own life	students, teachers and community member are the experts of their experience
<b>Engagement</b>	emancipation through dialogue and collective social action	stakeholders dialogue about their collective needs	consciousness raising as first step in social action; connected experiences through relationship	students, teachers, community members engage in dialogue and decide on a course of action
<b>Nature of Process</b>	all members have equal say	change the organizational structure through cooperation	collaboration	information created and delivered by both students and teachers
<b>Diversity</b>	vocation to become human is right of all people; lived experienced of all people is valuable	principle of adaptation - values diverse people and environments	values diversity	respecting diversity is theme of curricula; incorporate diverse needs into curricula
<b>Attention to History</b>	world is constantly changing so need to review, reflect, and act on the past, present and future; themes viewed in historical-cultural context	principle of dynamic equilibrium and succession - intervention must meet the changing needs of the stakeholders	oppressed groups learn from past, collect information about present inequities in order to fight for the future social change	focus on past experience; debates, role plays, interviews part of curricula activities; curricula materials endure over time
<b>Conflict</b>	not mentioned	attention given to most oppressed or "the underdog"	views as necessary	necessary to recognize interaction of stakeholders as complex

## *CHAPTER 2*

### *METHODOLOGY*

From October 1992 until April 1994 I worked with the Halton School Board to develop sexual assault prevention programmes. In early 1992 the Board invited students, teachers, and Board Trustees to an "input day" to discuss sexuality issues. Recent sexual assaults and murders of area teens had elevated the students' concerns about violence in general and date rape specifically. Using this input, the Instructional Services Consultant from the Halton Board decided that sexual assault needed to be included in the grade nine Physical Education core curriculum. To begin this process, this consultant selected a writing team. My affiliation with the board transpired after I contacted them about the possibility of working there in the area of date rape prevention for my practicum requirement in the Community Psychology Master's programme. Next, I summarize my activities with the Halton Board.

For 18 months the team met to discuss learning outcomes, teaching strategies, student activities and methods for evaluating the students' learning, and the implementation of revisions to the curricula which were informed by students, teachers, and community members. The first task of the writing team was to prepare a draft of the grade nine Healthy Sexuality curricula which included sexual assault. Three classes of students participated in a pilot test of the grade nine curriculum and then participated in focus-groups, at which time I asked for their feedback about this curriculum and about a possible senior course. I favoured the technique of the semi-structured focus-group guide to gather this qualitative data (Appendix C). My reason for choosing this technique over a more quantitative one was so that I could access students' ideas about sexual assault prevention in their own words. Focus-group interviewing "is also consistent

with women's interest in avoiding control over others and in developing a sense of connectedness with people" (Reinharz, 1992, p. 20). Later, I asked the students to validate the information they provided to me and to include any additional comments, thoughts, or memories (Appendix D). The benefit of asking participants to validate their information is to provide them the opportunity to receive feedback and provide any additional information (Reinharz, 1992).

When the revisions to the grade nine curriculum were almost complete, the Instructional Services Consultant asked me to create a senior course in sexual assault prevention. Again, students, teachers, and community members directed the shape of this senior curriculum. Because the curricula was to be implemented in junior and senior Physical Education classes, when the writing was completed, two Physical Education teachers from each of the 17 high schools in the board were invited to a one-day in-service/workshop to explore both curricula. Their comments subsequently informed amendments to the curricula. On an evaluation form about this first in-service day, the teachers indicated that they wanted more information about sexual assault and so another half day in-service was conducted (a review of the research ethics is available in Appendix A). I provided feedback regarding the entire process to the focus-group participants one year after their involvement, and the Instructional Services Consultant presented the feedback to the teachers and community members at the second in-service (Appendix H). I used the case study method described by Patton (1990) to analyze and chronicle the qualitative data gathered at the pilot tests, the focus groups, and the in-service workshops. Using this technique, I organized my process notes and the raw data into a case record (e.g., the events at General Brock High School), and then prepared to document the events. I chose this procedure, because "the case study is a readable, descriptive picture of a...program making accessible to



the reader all the information necessary to understand that...program " (Patton, p.388).

Using a stakeholder approach, I planned to change the traditional model of creating and delivering sexual assault curricula. I hoped to put into practise the eight themes of a stakeholder approach: systems analysis, determining needs, relationship of professional to community, engagement, nature of process, diversity, attention to history, and conflict.

When the grade nine curriculum was almost completed, there was a backlash to it from a group called C.U.R.E. or Citizens United for Responsible Education. Although C.U.R.E. membership was 14, they claimed to possess thousands of signatures of protest concerning the grade nine Healthy Sexuality curriculum. They believe in abstinence-only education, and, therefore, the sexual assault information encouraging teens to say no to unwelcome pressure is congruent with their mandate. However, they were not pleased with some of the links that the writing team made between traditional gender roles and sexual assault. Mostly they were unhappy that they were not consulted when the grade nine materials were being created. Their relations with the Board prompted me to make a few minor revisions to the senior document and to discuss the issue of community involvement in curriculum development within this thesis.

In light of the impending Violence in the Schools policy introduced by the Ministry of Education and Training in March of 1994, I explored how sexual assault programming should be implemented in the school system and if it were implemented, how it could be a collaborative venture with community groups, how the issue of power and values could be addressed, and how to support those most affected by the information.

Finally, in order to give a voice to my feminist values, I recorded my experiences throughout the research project. I refer to these journal excerpts in the body of my thesis.

Although there is debate about including subjective data within 'objective' research, I agree with Reinharz (1992) when she states, "I...feel most satisfied by a stance that acknowledges the researcher's position right up front, and that does not think of objectivity and subjectivity as warring with each other, but rather as serving each other" (p. 263).

The goals for the writing of this thesis will be to document:

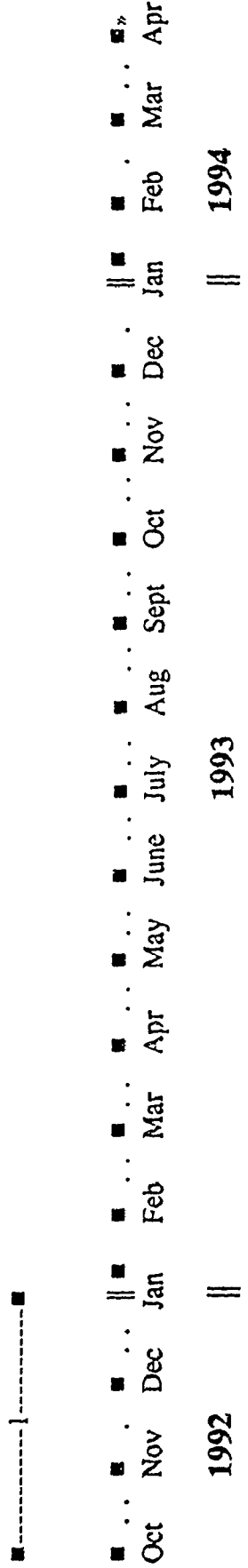
- the events relating to sexual assault prevention programming prior to my involvement, i.e., the "input day" which is also an example of determining stakeholder needs.
- the content and process of writing the grade nine draft and the senior curricula;
- the implementation and process of the pilot tests with ninety students at two high schools;
- the content and the process of the focus-groups with the students (one focus-group with each class for an hour in length with six to eight students);
- the content and process of the input garnered from the writing team, teachers, and community members concerning the curricula over the life of the project including two in-service programmes with 60 Physical Education teachers and community health workers;
- the reaction of one special interest group from the Halton community; and,
- recommendations for school boards who endeavour to create sexual assault prevention programming (See Figure 1 for a time line of the thesis activities).

Figure 1

*Time Line of Thesis Activities with the Halton Board of Education*

**Legend**

- 1 - Draft of Grade nine units/framework of senior course
- 2 - Pilot-tests and focus groups/revisions
- 3 - Writing of senior course
- 4 - Editing curricula
- 5 - Sector of community responds/revisions
- 6 - In-service #1/revisions
- 7 - In-service #2



## *CHAPTER 3*

### *PHASE I - THE HALTON SETTING*

In the next five chapters, I will recount my involvement with the Halton Board of Education. Chapters 3, 4, 5, and 6 will reflect a particular phase of my association with the board. In the first phase I describe the events which led up to the formation of a sexual assault prevention writing team, how writing teams are normally formed, how curricula is usually developed, and the goals I expected to achieve while I was engaged in my practicum. In phase two I relate how the writing team prepared a draft of the curricula. In the third phase I describe my experiences with the Halton students during the pilot-tests and the focus groups. In the fourth, I convey the process and content of the two in-service programmes. In Chapter 7, I recount the reaction of a community group to the grade nine curriculum. At the conclusion of each of phases one, three and four, I will reveal how I utilized some or all of the eight stakeholder themes identified as: system analysis, determining needs, relationship of professional to the community, engagement, nature of process, diversity, attention to history, and conflict.

When I entered the Community Psychology programme one of my goals was to learn how to prevent sexual assault. Because teenagers are the group at highest risk for the occurrence of sexual assault, I felt it was necessary to focus prevention efforts on this population. It was with this in mind that I approached the Halton Board of Education. When I contacted the Board about my research interests, I was referred to Sue Amos, the Instructional Services Consultant responsible for Physical Education. Sue informed me that she had recently formed a curriculum-writing team to revise the grade nine Healthy Sexuality curriculum to

include two units on sexual assault and asked me if I would like to be a part of that team. I said yes and was eager to meet with the writing team.

The writing team members included myself, three secondary school Physical Education teachers, a nurse from the Regional Sexual Health Unit, and two Board consultants. Sue Amos revealed to me later that the three teachers were invited to the team, because they had experience teaching sexual assault prevention with their grade nine classes. The writing team intended to meet for five days to revise the existing grade nine curriculum and to create the sexual assault units. After 18 months and 39 meetings, we held our final meeting.

Sue Amos conveyed to me that the Board was creating sexual assault curricula, because at an "input day" held in the previous year, secondary students met with Board consultants and teachers to discuss issues relating to sexuality. The students advised the Board staff that they were concerned about date rape and personal safety. With this information, Sue Amos decided that the grade nine Healthy Sexuality curriculum, a required course for all grade nine students, could address the students' needs.

Prior to my introduction to the setting, the curriculum-writing team had met with the local rape crisis centre's public education representative for a day long meeting to ask her what issues she thought should be included in sexual assault materials. The representative discussed the importance of educating students on the definition of sexual assault; the reasons for its occurrence; personal safety strategies; and, agencies in the community who could assist students.

To prepare for the task of assisting the writing team I asked Sue Amos about the Halton Board setting and how curricula are normally created. She explained to me that the Ministry of Education and Training provides guidelines for curriculum development to writing teams.

The issue of creating curricula concerning sexual assault in the school system was supported, but not required, by the Ministry. This governing body also stipulates that any curricula created should be value-free. Sue said that, since value-free curriculum implementation is almost impossible, then the goal for curriculum developers is to create activities which would utilize the "third person", e.g., role plays. Students can explore their own or consider others' values through role plays, each others' life experiences, or case studies. When I asked Sue how she could be sure that curricula were implemented in the way they were prepared, she replied that to reduce that risk the teachers are trained to implement curricula.

I then asked Sue how a curriculum-writing team is formed. She replied that experts or teachers who have a passion for the topic are asked to join the team. For example, each member of the sexual assault writing team had done outstanding work in the topic area and, therefore, were asked to write these curricula. The Board normally asked the staff at the Regional Health Unit for assistance in creating curricula for Physical Education. When I asked about parent involvement on the team, Sue replied that the parents might want to follow their own agendas, thereby complicating the curriculum-writing process. Sue pointed out that three of the writing team members were also parents in the Halton community.

Typically, the writing team convenes to discuss learning outcomes, activities, and evaluation strategies associated with the curricula. Sue explained that learning outcomes represent the crux of what students are expected to know after experiencing the information. Activities include participation in exercises and discussions and utilize various resources. Evaluation refers to the way in which the student's participation and knowledge will be assessed. Once these elements have been devised, curricula are written and then edited. If a curriculum

is new, then the document is introduced at a teacher in-service or workshop. If the material is controversial, then the teachers attend workshops every two years. Two teachers from the Physical Education department of each secondary school are invited to the in-service programme. The teachers who attend the in-service are then asked to return to their schools and train their co-workers to deliver the curricula.

Usually, neither the students nor the larger community of teachers are invited to revise the curriculum once they have been exposed to the document materials (although revisions to the curriculum might happen after informal communication between board staff and the teachers). I wanted to alter these normal procedures to encourage more stakeholder involvement.

Prior to working with the setting I felt a sense of trepidation. I was told by friends and colleagues that it was virtually impossible to intervene in an educational setting, because the setting would be resistant to new ideas and very interested in maintaining the status quo. As a feminist who was interested in developing education programmes and who had just enrolled in a community psychology programme, I wanted to make a difference in the educational system by using a feminist and community psychology orientation. I was pleased then, when I was introduced to Sue Amos, because I had seen her speak at a violence against women community forum three months prior to my arrival at the setting. While she never suggested that her views were feminist, I suspected that she would be open to my values and contributions.

When I entered the setting I had specific goals to achieve. Near the beginning of my association with the writing team I met with Sue Amos to review those goals. The aims for myself and for the setting included using a community psychology framework to participate on

the grade nine curriculum-writing team; participate, observe, and provide feedback about information garnered from classroom pilot-tests; revise the curriculum based on student input; gather and review sexual assault prevention resources; and, meet with different participant groups (students, teachers, writing team, community members) to understand their needs for a senior course and begin to write a senior course in sexual assault based on those needs.

### *Stakeholder Themes*

I immediately began to employ the stakeholder approach and the themes within that approach in the Halton setting. I analyzed this school system when I enquired how curricula were written and implemented and how a curriculum-writing team was normally formed. I was pleased to know that the work done before I entered the setting addressed the issue of diversity (teachers and community members were selected for writing team). Determining the stakeholders' needs was achieved by engaging the students in dialogue at the "input" day. As well, I identified two potential areas of conflict. The first concerned the lack of parental involvement on the writing team. I wondered if we would have the support of parents in the community if they did not participate in the writing of curricula. The lack of support presented a dilemma to me. If parents were to be on the team, who do we include - only those who have similar values? The second area of conflict involved the possible discrepancy between the values of the writing team and the values of some other teachers. I wondered if the curriculum message, to make the eradication of violence against women a priority, would be interpreted in a similar way by all teachers and students. These and other themes are explored in the next project phase.



## **CHAPTER 4**

### ***PHASE II - CURRICULUM DEVELOPMENT: SEPTEMBER 1992 - APRIL 1994***

In this section, I will describe the content and the process of writing a draft of the grade nine lessons, comment on the participation of community members and the writing team in creating both the grade nine draft and the framework for the senior course, and, recount the rationale for compiling curricula materials.

#### ***The Curricula Draft Writing: September to December 1992***

The Healthy Sexuality curriculum is a document taught in the Health component of grade nine Physical Education. The curriculum includes ten units of information that are normally taught over a ten-day period. Of these ten units, two new units were to be assimilated into the existing document and would pertain to the prevention of sexual assault. The remaining eight units include other sexuality issues, such as, birth control, A.I.D.S., and decision-making.

To create the draft, the writing team utilized their own resources as well as the information provided to them by the rape crisis centre representative. The first step in developing the two units was to formulate the learning outcomes. To achieve this aim, Sue Amos continually asked the team, "what do you want students to know, to do, and to value, at the end of each lesson?" Overall the learning outcomes focus on sexual assault definitions; the truths and myths associated with this crime; an exploration of the way in which society perpetuates its occurrence; how students could potentially reduce the risk of a sexual assault; and, who students could contact in the community should they or someone they know become a victim. The last step in the formation of the new units was deciding on how the students

would be evaluated.

When I reflected on how I was contributing to the setting, I realized that I was putting forth Community Psychology and feminist values by encouraging maximum student participation (vis a vis the pilot-tests and focus groups) and by creating curriculum activities in which students and teachers could view sexual assault from a systemic- rather than individual-blame perspective.

During this time of preparing the draft of the grade nine units, I also began to formulate a framework for the senior course and I asked the teachers for their input. This process was slow, because the grade nine units took priority. Towards the end of the draft-writing period, Sue asked if I would take the leadership role in developing the senior course. I happily agreed. The input gathered from the writing team, community members, and from my own resources for both curricula documents are described below along with the rationale of why the materials were included.

### *Rationale for Inclusion in Curriculum Materials*

#### *Grade Nine Units*

The first learning outcome in the grade nine unit is, *The students will have an understanding of the terms: acquaintance rape, sexual assault, consent.* The suggested activities include learning the definitions, statistics, and rape-myths associated with sexual assault. These activities have been deemed as necessary when introducing this topic. (See, for example, Burt, 1980; Muehlenhard & Linton, 1987; Holcomb et al., 1993; Briskin & Gary, 1986; Lee, 1987). The second learning outcome states, *the students will have an appreciation of the need to explore the topic of sexual assault.* This section contains facts and examples of

sexual assault. *The student will have an understanding of some societal influences that contribute to the reasons why sexual assault occurs*, is the third learning outcome found in the second grade nine unit on sexual assault, e.g., dating expectations and stereotypes. Prevention strategies were the focus of learning outcome four. The goal for the students in this outcome was to, *have an understanding of the stages of sexual assault and be able to use personal safety strategies to increase the awareness of how to avoid potentially risky situations*. The tips or personal safety strategies are distributed and pertain to both men and women (Lee, 1987; Bateman, 1989; Davock, 1992; Johnson, 1992). The final learning outcome is, *The student will have an awareness of community agencies and trusted-others who could provide support and information related to sexual assault*. A summary of the draft of the grade nine sexual assault units is provided in Appendix B.

### *The Senior Course*

The senior curriculum in sexual assault was created as a focus course for students enrolled in Physical Education in grades eleven or twelve and was designed for mixed-gender classes, in order to "generate discussion between men and women regarding the ambiguity and confusion that often surround the issue of sexual assault" (Holcomb et al., 1993, p. 163). The course would be located in the same binder as the grade nine units on sexual assault; it would consist of learning outcomes, classroom exercises, and independent projects; it would not be time-limited; it could be implemented by teachers and/or students; and, unlike traditional curricula, it would not include an evaluation component to monitor student progress.

This document was created differently than the draft of the grade nine document. Input

was received from the writing team and community members, students, and teachers over the course of a year. The information presented next does not include the input received from the students during the pilot-test and the teachers and community members at the in-service workshops. Stakeholder input will be discussed at the conclusion of Chapter 6.

The first and second learning outcomes are a review of the first two grade nine outcomes and state, *The student will have an understanding of the terms sexual assault, acquaintance rape, and rape and the student will be aware of the statistics around sexual assault.* The student will explore issues and concepts around sexual assault, is the third learning outcome. Within this component, participants have an opportunity to explore the history of sexual assault; to investigate the strong relationship between the crime and the use of drugs/alcohol (Abbey, 1991; Muehlenhard & Linton, 1987; Gould, 1989); and, to understand the relationship of power and violence and sexual assault. The fourth outcome states that, *the student will have a greater understanding of a wide range of societal influences which contribute to the occurrence of sexual assault.* Curriculum-participants are encouraged to link the way in which women are viewed by the culture with the incidence of this crime. In this outcome participants investigate the past, present, and future roles of women in society; the link between stereotypes and sexual assault (Hyde, 1991; Holcomb et al., 1993); and, how media, education, and religion perpetuate the occurrence of this crime. The next outcome anticipates that, *the student will adopt and practise safety strategies related to the issue of sexual assault.* These strategies include learning to communicate assertively to decrease the risk of a sexual assault (Holcomb et al., 1993; Abbey, 1987). The emergency numbers from the grade nine units were also included in the event that a participant requires assistance dealing with a sexual assault. *The student will understand that*

*they have the ability to affect positive change*, is the last learning outcome in the senior course. Activities were suggested to give the participants ideas about roles they could assume in their communities to facilitate social change. I felt that participants needed to know about opportunities to participate in the prevention of violence.

Decisions concerning what to include in the curricula were not always uncomplicated. For example, the question of including a section on self-defense was considered by the writing team. I raised a concern about offering self-defense to mixed-gendered groups for the reason that some women might feel hesitant about participating in this course with men. Others on the writing team felt that, if we offered self-defense separately, then we might be sending the message that all men are potential perpetrators. We resolved to ask the opinions of the board members of Wen-Do, a women's self-defense organization. Later, this organization encouraged the Halton Board to offer the self-defense separately to men and women. Still, I wanted to ascertain the thoughts of the students concerning this issue before any final decision was made.

The writing team assisted me in formulating how the senior course should be implemented by suggesting the inclusion of action-oriented activities wherever possible. Mellanby et al. (1992) report that prevention activities are best practised using role plays, viewing videotapes, writing and group activities, and engaging in social skills training, e.g., communication skills. The team also thought the method of peer teaching would enhance curriculum delivery. I ordered the peer training manual "Sex Without Consent", however, Canada Customs would not permit it to cross the border. They did not explain why although I suspect that Customs agents censored the material. I searched for other peer manuals but did not find one as useful and so I did not explicitly encourage peer facilitation. I decided, even

though the learning outcomes were worded, "the student will...", that within the introduction to the document, I would indicate to both teachers and students that any participant could deliver the information. As a result of this decision, I chose not to include a guide to evaluate student progress.

Rather than evaluating the students who participated in this course, I had planned to include an evaluation of the document as an activity. Each time the curriculum was used, the students and teacher would evaluate the activities for relevance and usefulness, and then they would document their findings in the curriculum binder. When I mentioned this activity to Sue Amos she was enthusiastic, however, she cautioned me that there needed to be a mechanism to ensure that the participants evaluated the document and not the personality of class members. Because of this warning, I chose not to develop an evaluative instrument for the curriculum. However, I do feel that many of the suggested activities are robust enough to incorporate changing times and issues.

A summary of the framework of the senior course derived from the input of the writing team, community members, and my own resources is provided in Appendix B.

## CHAPTER 5

### *PHASE III - CURRICULA REVISIONS AND ADDITIONS: JANUARY - APRIL 1993*

In this phase I will describe the content and process of the pilot-tests and focus groups at General Brock Secondary School and Georgetown Secondary School.

#### *The Pilot-tests and Focus Groups*

After writing a draft of the curriculum it was ready to be implemented in the schools. The writing team decided that General Brock Secondary School (a vocational learning centre) and Georgetown Secondary School would be the sites for the pilot-tests and focus groups. These schools were chosen because two members of the writing team also taught at these institutions. The class that I observed at General Brock was a mixed-gender all-grades class (students up to the age of nineteen were in attendance) and the teacher was aided by two instructional assistants. At Georgetown, the teacher delivered the curriculum to two classes of grade nine women during two different time periods.

Because I was concerned about the sensitive nature of the curriculum materials, I asked that the two teachers inform their classes that this material was going to be delivered, that I would be observing the pilot-test, and that I would facilitate focus groups with a few of the students from these classes to ask for their reactions to the new sexual assault units. If the students did not wish to attend the pilot test then they were asked to speak to the teacher about partaking in alternative activities.

*General Brock Secondary School*

At General Brock, the implementation of the curriculum occurred over five class periods. I attended three of the five sessions of the pilot test. Although my intention was to enter this setting as an observer, when I arrived in the classroom my role quickly changed to participant. The teacher introduced me to the class and then asked me to facilitate a discussion about the link between traditional gender roles and sexual assault. The class engaged in a lively discussion about whether or not young men viewed sexual activity as a competition in the same way that they were encouraged to compete in sports. While we didn't come to any conclusions, some men and women equated competition in sports with competition in sex.

During this exercise I noticed that the men in the group out-talked the women. I also noticed that most of the women looked on the discussion like disinterested bystanders. Their passivity concerned me greatly, since one of my goals for sexual assault prevention programming was to engage women in dialogue with men about the way that the threat of sexual assault affects them. Later that day I wrote in my journal, *I don't want to compromise the women in the class. The men need to realize they wield the power. The men spent a lot of time talking to me initially. I had to ask the women for their comments. It occurred to me that the men were taking up space. Would it have been easier to run a session for women separate from the men?*

During this visit the students had several recommendations for the grade nine units. They proposed that the curriculum writers should prepare activities that the students could complete in small groups. A few students suggested that the movie "Accused" be shown in the class so that students could challenge their thinking that women deserved to be raped if they



dressed provocatively. Responding to this proposal, one of the instructional assistants replied that he had heard that the main scene in the movie wasn't a date rape, that it was a real rape, since the victim was attacked by four men. I countered that date rapes are real rapes. I am unsure whether or not this assistant thought that date rape wasn't as valid as sexual assault by a stranger or whether he was making the point that the movie "Accused" was inappropriate for students to view since it depicted a rape that would be uncommon to the students' experience. If my former explanation of the assistant's remark is correct, then how can the information about sexual assault challenge the values of the students when the teachers believed in rape myths? Yet, why should I expect that all teachers have beliefs that differ from the majority of the culture?

I was also concerned about the fact that the writing team had no means of ensuring that students who were negatively affected by the sexual assault material would receive support. One woman told me that her friend had been raped and that this was a hard topic for her to hear about at school. Two young men were curious to know how many men I thought perpetrated sexual assault. They were very concerned about how to prevent this from happening. My discussion with the students left me feeling that the materials increased the women's fears and didn't support the men who do not sexually assault women.

On my second visit to this class, the students were involved in making group videos about date rape (which was not part of the original curriculum exercises but was implemented because the teacher felt that these students needed more hands-on activities). My role was to observe the students. One group of men and women was noticeably in conflict. In this particular group students were acting out a scene in which the man was about to date rape the

woman. I felt very uncomfortable about this reenactment. At one point, the students were trying to establish how the 'victim' should be pushed down on the couch. I suggested to them that the actors first be asked if they felt comfortable participating in the scenario before student 'directors' delegated activities. I then suggested that alternatives other than pushing one down on the couch be explored by the students. One student commented to me that she and another woman in that group had been raped and so they did not want to play the victim. As a result of this conflict, the students and I asked the teacher to address the sensitive nature of this issue with the class. She responded that she would discuss the issue of sensitivity the next time the class met. I was concerned that the students would not be debriefed until that time.

On my last visit to General Brock, I met with eight students for a focus group. Prior to meeting with them I asked the teacher about audio-taping the group. She said that it was okay as long as I asked the students, and if they agreed, that I refrain from quoting them by name. I told the students that only I would listen to the audio-tapes and when I was finished, I would destroy them. One man felt uncomfortable about being at the focus group so he asked if he could leave. I assured him that he could and I assumed he would join his classmates. The remaining students agreed to participate in the focus group, to be audio-taped, and to be anonymously quoted. I began the focus group by informing the students that the purpose of the session was to ask them what they liked and disliked about the pilot-test, and what they would suggest be included in a senior course about sexual assault prevention (Appendix C). After reviewing their comments I would then convey their ideas to the Board staff and revise the grade nine units. I have highlighted and indented the students' comments to emphasize the importance of stakeholder participation in the creation of sexual assault curricula.

When I asked the students what they liked about the curriculum they responded that the strategies that women could use to decrease the risk of a sexual assault were helpful. They also enjoyed making the videos. The students said that reenacting a potential sexual assault scenario enabled them to,

*"show how you really feel if you were in that situation".*

They said that it was beneficial working in small groups and that the sexual assault curriculum should be taught to mixed-gendered classes, because it was important to hear what both genders had to say about the information.

When students were asked what they didn't like about the curriculum, they replied that it wasn't sensitive enough to the possible rape experiences of some of the women and that,

*"students should have a right to do something else".*

Some of the women also felt that the men made insensitive comments. One woman angrily stated,

*"it made me realize that some guys go way off in their comments. I'd be mad until I got home from school. The guys gotta think of what they're saying".*

A few students stated that it upset them to participate in some of the activities since date rape was so realistic. One young man said,

*"a friend of mine was gang raped by four guys so it was hard to watch the videos because I was puzzled and stunned",*

and a young woman asserted,

*"it scares the hell out of us".*

Some young men thought that the date rape scenarios presented in the videos either were not

accurate or portrayed men negatively. One man described his confusion in the following way.

*"There must be a different way to educate. Every guy knows it's not right to rape. We already know rape is wrong but guys weren't too informed about date rape. Date rape doesn't go the way you show it on TV. A guy honestly thinks he has a right to have sex with her but he doesn't know that it is rape even though he makes her. It's more subtle than the videos show it."*

One woman lived with the fear of being hit unless she had sex with her boyfriend, about which one young man responded,

*"Yeah, and that's rape but they don't get that across in these lectures".*

Mid-way through the focus group, the instructional assistant forcefully returned the student who chose to leave the focus group and stated that the student must participate. I was extremely uncomfortable at the assistant's action. I said to the assistant that it was okay with me that the student not participate but the assistant teacher was adamant that the student stay with the group. Although I do not have experience working with this student population for an extended period and therefore do not know about the stress of the job, I was upset with the assistant's actions. The assistant's behaviours were not part of the volunteer focus group process that I had envisioned. The last focus group question sought to ascertain the students' recommendations to improve the new units. Along with the suggestions given in response to the first two questions, another proposal was to have all classes hear the information about sexual assault in either a school-wide assembly or in a student-created play.

I reflected in my journal that working with these students rejuvenated my interest in the topic area. I left each day feeling exhilarated after working with them during the pilot-test and

the focus group. However, I felt both frustrated at the way the students were perceived by some of the school staff, and sad that at such a young age, many of these young men and women had already experienced tragedies.

### *Validation*

After transcribing the audio-tape of the focus group, I summarized the student's comments and delivered them to the teacher to be distributed to the students. Then the young men and women could validate my impression of their comments. The teacher met with the students, went through the validation exercise with them, and asked them if they wanted to change or expand on anything. The teacher reported back to me that the students had nothing further to add. I was disappointed that the students didn't examine validation summary alone. In the teacher's presence they may have felt inhibited to respond candidly.

### *Comments Guiding Revision to the Curricula*

After compiling the input received by me from the General Brock students, I brought the information to the next meeting of the writing team and the units were amended (Appendix J).

### *Georgetown Secondary School*

At this school I attended two different grade nine all-women classes. These classes were taught by the same teacher. On my first visit, I observed the implementation of the pilot and on my second visit, I met with two groups of women from the pilot-test classes for the focus groups.

In the first class, the teacher began by introducing me as the expert on date rape information. This made me feel uncomfortable for two reasons. The first was that in the master's programme I was learning how not to be an expert and the second was that one purpose of my involvement in the Halton setting was to enable students to discover that they were the experts on their lives. Later, when the students were asked to answer a question, they prefaced their remarks by saying "I'm not an expert but...". Yet, even though I felt uncomfortable being referred to as the expert, a part of me wanted to give them expert advice.

The teacher then asked the students to generate their own definitions of sexual assault, acquaintance rape, and consent and to discuss the myths and realities associated with this crime. I commented in my journal that, *I have a funny feeling that we don't need to be educating the women -- they knew all of the myths and realities, so are we just heightening their fears? And if this is true, we should be talking about coping strategies on the first day of the lesson and not during the second day.* They then watched "Lindsay's Story", and following the video the students mentioned that "Ray", the perpetrator, was more violent than most dates. I also noticed that whenever a student offered an opinion that was different than the opinion of the majority then her comment was ignored. At the most basic level, maintaining the status quo was operating quite fervently and in a way that was almost undetectable.

The second class of students at Georgetown reviewed the myths and realities information and again I found that they knew the information. The teacher then prepared to show the video, "Lindsay's Story". When a woman in the class asked what the video was about and then was told it would be about sexual assault, she excused herself. I suspected that the student wanted to leave the room because she'd had an experience with sexual assault (and this student

confirmed my suspicion later). Her exit caused me to wonder whether or not other students would have the nerve to leave in front of their peers. It also made me wary that, even though the writing team had urged teachers to review curriculum activities with the students prior to the implementation of activities, they could not ensure this would be done. When the teacher showed the video "Lindsay's Story", based on the recommendation from the General Brock students, Georgetown students were asked to think about what "Lindsay" and "Ray" could have done differently to avoid a sexual assault. Even though they created more positive endings to the video, I noticed that the students felt that "Lindsay" deserved to be raped.

One other observation I had was that the teacher seemed to be rushing through the material. I concluded that time seemed to be a culprit in delivering this information effectively. I remarked later in my journal, *I really wish we had more time to involve the students in their own learning. I wonder if they understood the material to apply it to their own lives?*

The next time that I met with these two classes of women it was to conduct the focus groups. To begin, I asked each of these students for their permission to audio-tape the proceedings. They agreed, with the provision that their names were not used. I began by asking the group what they liked about the curriculum. They responded that they thought the video, "Lindsay's Story" was good, because

*"it made the point that it doesn't matter if you say no, you will be raped."*

They liked that they had the opportunity to create a positive ending to "Lindsay's Story". The women told me that they found it helpful to know how to decrease the risk of a sexual assault.

*"The unit was great because it opened my eyes more. Now I know why my parents worry when I walk alone."*

They also liked that the community emergency telephone numbers were distributed. They enjoyed working in small groups and they liked the fact that I was asking them for their opinions of the curriculum. One woman remarked,

*"It was good when you said 'there was a woman in grade nine'. That makes me feel that we actually are being listened to and adult things are being discussed with us".*

Her comment validated my purpose of involving students in curriculum development.

When I asked the women what they didn't like, they mentioned that the video "Lindsay's Story" didn't accurately portray sexual assault in the same way as they experienced it. One woman explained,

*"The video showed things that aren't so obvious in real life but people might think it's (date rape) normal if it happened to you. But when you see it you know it's wrong and it happened to me. You should show a video where the girl doesn't say no or that the man is not always so violent".*

In response to my question about whether or not they thought about this information outside of class one woman responded,

*"Kind of...a lot. It made me a little nervous but it also made me value my relationship with my boyfriend a lot more. My boyfriend is a protective boyfriend and I like it better than a protective parent. He cares about me."*

I wondered later how empowering this curriculum was for women if the message they took away was, "thank goodness, I have a boyfriend to protect me".

When I asked what they would recommend for a senior course if it were created, these



students said that there should be information about self-defense. When I asked them how comfortable they would feel taking the course with men, some women responded that the experience would be positive because they would have an idea of the force that an attacker might use. Other women felt that if the men applied force then they wouldn't be able to escape and then they would feel embarrassed. They thought that maybe a couple of self-defense classes with the men would be beneficial. However, one woman concluded that,

*"you might get freaked out if you have been abused and if you have a guy who's doing the self-defense with you".*

Based on this information and the information from Wen-Do, I felt that the self-defense course in the senior curriculum should be offered separately to women and men.

Before closing the focus group I asked these women if they wanted to share anything else. One student responded that,

*"there are ways to get out of situations that you never thought about. We thought it was hopeless before. We learned that we are not alone and that people can't trust anyone".*

While I am glad that these women feel that they have new strategies to decrease the risk of sexual assault, and while it is true that perpetrators of sexual assault are not a part of any one group of men, do we also want the message of this sexual assault information to be, don't trust anyone? That lesson isn't one that I had planned to convey.

For the second focus group, the teacher selected six women to meet with me. When I asked these women what they liked about the curriculum materials, they appreciated that students and teachers were reminded to be sensitive in their comments. One woman stated,

*"It was a good idea to include that the students should keep their comments in check. I think it should be emphasized even more. We need a way to train the teachers to emphasize sensitivity".*

In response to the question of what they didn't like, the women commented that the video was realistic but that it didn't give the viewer the whole range of date rape scenarios (e.g., date rapes occur even if there is no violence or anger shown by the perpetrator). They felt that if men viewed the video, they would not identify themselves as perpetrators even if they were, because they do not act like the perpetrator in the video.

To improve on the curriculum, the women suggested that men should be receiving the same information. As one woman reported,

*"Girls are educated about date rape but they are more worried about it. Guys just start laughing or say 'oh, too bad, she must have done something to deserve it to make the other guys laugh'. The guys should be getting this lesson on date rape."*

During these focus groups I had the opportunity to see the real and spontaneous side of these women. A few moments after the focus group began the students seemed to burst with stories of sexual assault and harassment. They seemed to need to have their stories heard. As with the General Brock students, I felt renewed vigour in the topic area of sexual assault, but at the same time I felt trepidation at talking about sexual assault without being assured that these students would seek counselling or support. I wondered often about the balance between providing information and sharing the students' stories and about heightening already intense fears.

### *Validation*

After transcribing the audio-tape, I summarized the concerns of the two student groups and then brought these results back to the teacher. I was told that the teacher gave the validation summaries to the students and they completed them alone. The teacher then returned the summaries to me. Comments from the students included,

*"(the summary) sounds great, Judy. I really liked being able to talk to you. I know it really helped me realize what happened to me and that it was wrong. Also with my boyfriend I didn't know that I had been "acquaintance raped" until we talked about it. Thanks a lot, Judy."*

About creating a support group, one woman offered

*"...maybe bring people who have been through it to let people know what it is like. If they won't I would like to construct a group because I know I have got the facts."*

Other comments revealed that they had reviewed the summary and had nothing to add.

### *Comments Guiding Revision to the Curricula*

After I compiled the input received from the Georgetown students, I brought the information to the next writing team meeting and the curricula were revised (Appendix J).

### *Feedback*

One year later, after the grade nine and senior curricula were written, I contacted the students who had participated in the focus groups from all three classes at the two high schools

(Appendix E). I informed them about the ways in which they had influenced the revisions to and the creation of the sexual assault curricula.

### *Stakeholder Themes*

The stakeholder themes were manifested in my experiences with the school settings in the following ways. I became more aware of how the education system functioned when I observed how the students and teachers experienced the curriculum. For example, I discovered that the way in which the curriculum is implemented is at the discretion of the teacher. The students' needs were determined during the pilot-tests and the focus groups. My relationship as a professional with this community was ambiguous. On the one hand, the students in the focus groups felt that I was listening to them, and I certainly took seriously my job of implementing their comments and suggestions into the grade nine and senior courses. On the other hand, my role in the classroom was not as community-based as I would have liked, because I was introduced as the expert and because, I felt a strong urge to be the expert. I need to find a way of playing a more facilitative than directive role with stakeholders. I also felt that I addressed the issue of diversity in the classroom settings, since I made a concerted attempt to give equal attention to the perspectives of both genders at General Brock. Also, I felt that the students engaged in dialogue about their experiences especially during the focus groups. Although, in the mixed-gendered group at General Brock, the women did not have as much "air-time" as the men to voice their thoughts and concerns. The process of the curriculum implementation was collaborative to an extent. While the students had an opportunity to share their comments with me and those comments informed the revisions to and creation of curricula,

the students could have been more involved. For example, students could have participated in validating the learning outcomes and in selecting curricula activities.

I also noticed several areas of conflict. The first area of conflict was my discovery that some teachers had the same rape-supportive beliefs as the students. I wondered about the message the teachers were giving to the students. Were they reinforcing the students' beliefs in sexual assault myths? It also concerned me that the student who left the class before the sexual assault video had not been informed about the video beforehand. Other students who will not feel as self-assured to leave the classroom as she did will endure information which might be very painful. In the three classes I observed, the two teachers used their own judgment in how to deliver the curriculum. Surely the teachers must exercise freedom when delivering materials, but should this also hold true for materials as sensitive as sexual assault? I also felt conflict between the need for the sexual information to be implemented and the students' resulting arousal of painful memories, heightened fears, distrustfulness, and the sought protection of boyfriends. As well, when the topic of sexual assault was discussed, many women disclosed their experiences with this crime. More disturbing to me was that in the focus groups I heard some women make the first connection that a past sexual experience was sexual assault. Their revelations ought to be a goal of the sexual assault prevention programming -- to make students aware of an assault and then to encourage the reporting and punishment of the perpetrator. However, I felt that as educators we were not supporting these women. The information contained in the curriculum only encourages students to seek counselling. How can educators ensure that curriculum participants have or seek out support?

In the mixed-gendered class I felt a conflict between wanting to support both men and

women and wanting to emphasize the plight of women who live in fear of violence. Since the women did not have the opportunity to tell their stories I wondered whether they should have an opportunity to voice their concerns in groups without men. Furthermore, I wondered about the emotional readiness of the students to participate in a curriculum in which they are asked to consider the issue of sexual assault using open-ended methods, e.g., debates, and discussions. How do educators expect students to deal with this painful occurrence without adequate preparation in classroom process and subject content?

There was also a conflict between the voluntary nature of the focus group and the reality that at General Brock, participation was prescribed. At the vocational school I felt a discrepancy between the goals of the writing team to value the students' participation in curriculum development and the reality that some teachers devalue students. I also felt at cross-purposes when I was observing the Georgetown group. I noted above that in the pilot-test, if a student gave an opinion that was different from the majority opinion then she was ignored. If my purpose in creating a stakeholder curriculum was to hear stories from everyone, how can this goal be achieved if students cannot choose to participate, and when they do, they aren't heard?

In terms of the curriculum content, the students said over and over again that the depiction of date rape in the videos wasn't the same as the more subtle forms of sexual coercion that they have experienced. Is the information that is being taught unrelated to the students' experiences? More subtle forms of assault should be addressed in the sexual assault units. Finally, there was a conflict between the amount of material to be covered in class and the time allotted to address it.

## CHAPTER 6

### *PHASE IV - IN-SERVICES #1 AND #2: JANUARY - APRIL 1994*

In this section, I will describe the content and process of the first in-service day (Appendix F), the second in-service day (Appendix H), and the revisions and additions made to the curricula as a result of these activities. I asked the teachers and community members present at the in-service for permission to document the events of the workshops without using their names or specific quotes (Appendix I). Those events are described next.

#### *In-Service #1*

Normally, in order to distribute new or revised curriculum materials, an in-service is offered to teachers and interested community members. At the in-service to distribute the sexual assault prevention curricula, 50 Physical Education teachers (two from each of 17 Halton secondary schools), and 10 community health workers were invited to attend.

To prepare for the first workshop, the writing team created an agenda to focus on the most salient themes related to sexual assault (Appendix F). We decided that Sue Amos should introduce the background details concerning the grade nine curriculum revisions and the senior course creation. The writing team then divided the responsibilities for four morning sessions that would run concurrently. I suggested that the themes of rape-myths, victim-blaming, the link between traditional socialization and sexual assault, and communication were central to both curricula and so an activity and discussion about each was prepared by writing team members. The writing team also felt that the teachers and community members should have time to address questions to the authors of the curriculum and so a twenty-five minute question-answer period

was scheduled to conclude the morning activities.

Community members from the Halton Region Health Unit were responsible for planning the afternoon sessions. The health workers prepared sessions on the revised aspects of the grade nine curriculum concerning other sexuality issues. It is not my intention to discuss the afternoon sessions here with the exception of noting that Sue Amos asked me to videotape them. At the end of the day, the session leaders told me that when the video camera was recording their group's activities, the participants asked fewer questions. My feeling about this response is that these participants, most of whom were teachers, felt intimidated or threatened at the thought of being taped and then viewed by Board consultants.

The day of the in-service began with Sue reviewing the details of how and why the grade nine curriculum was revised and the senior course was created. Sue then introduced the writing team and I was presented as the expert on sexual assault. Again, I felt ambivalent about this title. Then, each member of the writing team led one of the four groups representing the main points stressed in the curricula.

In my session participants discussed the attribution of blame in a sexual assault. Since each of the four groups of in-service participants was large and the time was limited, I spent most of the session talking and answering questions. Some participants were concerned that the curricula stated that women don't have any responsibility in a sexually assaultive situation. Other in-service participants stated that within the curricula materials there should not be any examples of women decreasing at-risk behaviour, since this could be misinterpreted as victim-blaming. Two teachers said that they usually tell women not to wear sleazy clothing. A few teachers wanted to know what the justice system would say about a victim wearing provocative



clothing. They felt that the legal system would also blame women and that was the reality, so we should be teaching women not to dress provocatively. He was concerned that if wearing different (less provocative) clothing reduced sexual assault, then why aren't we teaching some women to change their wardrobe? In the session on blame, we spent almost no time at all talking about the role of the perpetrator in a sexual assault.

I concluded my session by intimating that the participants become comfortable with the material and with their beliefs. I suggested to them that they do their own research about topics with which they are uncomfortable. As a result of our discussion, I changed the curriculum to reflect a balance of responsibility for decreasing the risk of sexual assault between men and women and pointed out repeatedly within the document that sexual assault is committed by the person performing the sexual assault and not by the victim. My general impression about this part of the in-service was that as I started talking with the participants I realized that more time needed to be spent discussing their values. My overall view of the in-service participants was that, regardless of whether or not they struggled with the contents of the curricula, they were committed to that struggle to do the right thing for their students.

Many questions were generated by the participants during my session. I hoped that there would be an opportunity to address them during the question period. However, due to the lack of time, this question period was omitted. The limited time appeared to be a definite problem in introducing the in-service material and providing participants with the opportunity to grapple with sexual assault issues. Although I felt very frustrated at the missed question period, I wondered later whether or not the participants would have felt comfortable posing questions in the presence of Board representatives.

During the lunch I spoke with the other writing team members about their morning sessions. Two team members alerted me to the fact that some of the teachers were uncomfortable with the "BEM Sex Role Inventory" in the session entitled "Link of Sex Role Socialization to Sexual Assault" (Bem, 1974). In this exercise, students would complete a questionnaire to determine their degree of masculinity, femininity or androgyny. Some teachers feared that if a young man in grade nine completed this task and discovered that he was labelled "feminine", then the effects could be damaging. After I heard the teacher's concerns I removed this exercise from the senior curriculum. I realized that if a young man was labelled "feminine", then there could be serious consequences from his peers and on his self-esteem, even though the point of this exercise was to challenge the view that only men could be masculine and women could be feminine.

After reviewing the in-service proceedings I discovered that I did not know what the participants thought about the day. As a result, I created an evaluation to be completed anonymously by in-service participants (Appendix G). Of the 52 evaluations sent out, 17 were completed and returned (a return-rate of 33%) revealing the following information. Overall, the teachers and community members felt that the in-service was successful, however, they wanted more information about sexual assault. They wanted to become more familiar with the content and activities of both curricula. After passing this information on to Sue Amos, she advised me that we would be having another in-service for teachers and community members and she asked me if I would participate. I agreed. The next section describes the events of that workshop.

### *Comments Guiding Revision to the Curricula*

After discussing the input received from the participants at the first in-service workshop, the writing team decided to make changes to the curricula (Appendix J).

### *Feedback*

During the introduction to the second in-service, participants were told how they affected changes to the curricula.

### *In-Service #2*

Again teachers and community members were invited to participate in this half-day in-service. One purpose of the workshop was to discuss, in more detail, the sexual assault information in both curricula. To prepare for this workshop, Sue asked me for my thoughts about an agenda. On the basis of the comments from teachers and community members I responded that the three most important themes in the sexual assault materials were the link of socialization to sexual assault, the issue of victim-blaming, and the issue of sharing the material with the students. I also wanted to approach this in-service from the perspective of challenging and not changing the participants' values.

To accomplish this task, I chose an opening exercise that would enable the participants to personalize the issue of sexual assault. The participants would view a videotaped sexual assault scenario and then they would assume the roles of the characters in the vignette. Participants would have an opportunity to explore how they were feeling as a person in that role. Once completed, a facilitator would debrief their experience with them. The groups would then

be asked to discuss how sexual assault is related or linked to traditional roles for men and women; to debate that people deserve to be sexually assaulted; and, to share classroom strategies about how to encourage young men to be advocates of women and how to non-victimize the women in their classes.

Sue opened the second in-service by reviewing the amendments made to the curricula as a result of the participants' comments about the first in-service (Appendix H). Sue also conveyed the information that I collected from the evaluations. I then began to describe the purpose of the morning as challenging and not changing their values. Next, all in attendance viewed the sexual assault scenario and engaged in the role-taking exercise. In the group that I facilitated, I found it curious that the participants who were assigned the roles of victim and the victim's friend blamed the victim for the sexual assault. In the wind-down period following the exercise, one of the group participants brought this observation to the attention of the others.

I then asked participants to discuss the link of sexual assault to socialization; the statement "people deserved to be sexually assaulted"; and, to share teaching strategies which encourage men to take an active role in preventing sexual assault instead of feeling male-bashed and to encourage women to feel empowered rather than victimized. Facilitators from the writing team were assigned to a group and were supplied a guide to assist them (Appendix H).

In the first discussion period participants were asked to think about positive and negative consequences of the expectations for men and women in sexual activity. They were then asked to discuss whether or not those expectations should be altered. This discussion sparked a few interesting responses. In one group, a couple of the teachers were concerned that, if we encourage women to become more aggressive in sexual activity, then aren't we just encouraging

more sexual assaults? They resolved that if women were socialized to be initiators of sexual activity, then the men would be victimized twice. Men would be victimized initially by women who would first lead them on and then resist sexual activity. If the men pursued the now unwilling women, then the men would be harmed a second time for being sexually assaultive. These comments disturbed me. How is it that men are victimized when they perpetrate sexual assault? What are the students learning in the classrooms, if some teachers believe what they've stated? If the students have no means to challenge their teacher's statements, then I believe that these statements will cause harm to students.

In the second discussion period, each group was asked to debate the statement "people deserve to be sexually assaulted". In the group that I was facilitating there was strong resistance to this activity by a couple of the teachers at the prospect of taking the 'yes' side. Although it was stressed that participation in this activity in no way reflected the participants personal values, they were still uncomfortable. One possible reason for the resistance was that they were afraid that they would argue too well that people deserved to be assaulted in front of Board representatives. To address their discomfort we talked instead about the blame messages that they hear from their students. A couple of teachers said that they never hear their students say that women deserve to be raped unless they were raised in lower income families.

During the final discussion period, the participants addressed male-bashing. One teacher said that rather than male-bashing, she focused on mens' "natural animal" tendency to be aggressive. Another teacher said that instead of discussing sexual assault he considered assault in general and in doing so, he could talk about how men were most often the perpetrators. Teachers also encouraged men to speak out against violence, to think about how violence

affected the women they love, and to respond as a friend to survivors of sexual assault. The teachers were sensitive about giving men something to do to prevent sexual assault. When we talked about how the teachers used strategies to lessen women's fears, one teacher said that he emphasizes that most women are not assaulted, and he focuses on the success stories of women who could have been, but who were not harmed, because they acted to decrease the risk of an assault. Most teachers used effective strategies in their classrooms that were not alluded to in the curricula.

Unfortunately, although a question period was planned, it was omitted. To compensate for this deletion, I spoke to those participants whom I knew had questions and whom I had asked to hold their questions until the end of the in-service. I also announced to the group that I would be available after the in-service to answer any queries.

Overall, I felt more pleased with my approach to this second in-service. I found that in the first workshop I spent too much time talking and trying to supply and expect the right answer from the participants, whereas at the second in-service, I facilitated rather than dominated the activities.

As with the first in-service, I found that some of the participants' questions were victim-blaming, yet, I also I felt that people were committed to wrestling with the issues. It is my hope that the in-service participants left the workshop feeling that it is expected of them to struggle with the information just as it is assumed that the students will do the same.

### *Stakeholder Themes*

In this section I will describe the reactions from the teachers and community members

to the content and process of the two in-services with reference to the stakeholder themes.

While observing the process of the in-services I noticed that the participants were hesitant to ask questions of the writing team, especially while the board consultants were present. Perhaps the participants felt intimidated or threatened by the presence of Board representatives. This awareness of the system encourages me to prepare for these eventualities in the future. For example, instead of having a question period at which participants must obviously state their queries, they could write down their questions anonymously and deposit them into a question box. The needs of the in-service participants were determined by the writing team both during the in-services when the participants comments about the curricula were requested and when they completed the evaluation of the first in-service. The in-services were somewhat collaborative. The teachers on the writing team assisted in choosing the activities for the first in-service, however, they did not for the second workshop. Also, although the teachers and community members had an opportunity to give their input at the in-services, they did not have input into the process of either in-service. Their lack of input into the workshop prevented me from achieving the goal of maximum stakeholder participation. In terms of engaging in dialogue, although I may not have liked some of the things the teachers and community members were saying, they were talking about their values and beliefs and were not afraid to admit them. At least in talking about them, they were able to listen to each other and perhaps this exchange of information enabled the participants to challenge each others' views. This type of interaction is also a goal for the classroom between teachers and students and between students. Many of the teachers shared the values that were expressed in the curricula. They sensed the strategies that would propel the students into action rather than immobilize them by increasing the students'

resentment or fear. My relationship to the group as a professional changed from the first to second in-service. In the first, I was introduced as the sexual assault expert and I was concerned that I lectured the participants. In the second in-service, while it felt uncomfortable at first, I facilitated and interacted with the participants more often. As well, a diverse group of participants attended the in-services. Men and women from the Halton board as well as from the community communicated their opinions and suggestions which informed the changes made to the curricula. Again, the theme of conflict was evident at both of the in-services. The types of questions that I heard some of the teachers ask revealed to me that values of the curricula are not necessarily shared by those who will teach the materials. Even though it is the intention of the curricula to ascertain the values of the students and even though it is contrary to Ministry guidelines for the teachers to convey their values, the teachers' beliefs will inevitably be communicated to the students. I do not feel comfortable with this contradiction for two reasons. First, it is not realistic to expect that the teachers will not expose their values regardless of how hard they try to conceal them. If their values are not revealed explicitly then the students could be harmed since they will be denied the opportunity to challenge their teacher's values. Second, I am uncomfortable with the fact that some teachers have values that are inconsistent with the curricula message. Perhaps those teachers who share the values of the curricula could be trained to implement the curriculum materials in all Halton schools.

Another area of conflict concerns the lack of time reserved for questions in both in-services. I feel it was contradictory to suggest that the writing team was open to curriculum contributions but closed to having a forum for the participants' queries. However, as I suggested earlier, I don't think it is likely that the teachers would feel open to asking questions



that might be deemed inappropriate by Board representatives. Alternative methods for responding to questions should be explored.

*The Senior Document Revisited - April 1993 to April 1994*

After developing the framework of the senior curriculum along with the writing team and community members (Appendix B), I was contracted by the Halton Board to continue writing the document. The course would include the input from the students at the pilot-tests and focus groups and from teachers and community members at the in-services.

After working with the students, I met with the writing team to discuss our long-term goals for this curriculum. Respect seemed to emerge as the fundamental element in this document. The new, first learning outcome reflected this notion and states, *The student will respect the rights of others as an essential element of healthy relationships.*

In my contract to writing a draft of this course, I proposed to seek feedback from the writing team, a group of senior students, and community members. Because I had already talked to Halton students and because I had sought, and would continue to seek, community members' input during the course of writing the curricula, Sue asked that I refrain from asking a pilot group of senior students and community members to review a draft of the senior course in the interests of time. This impeded my goal to obtain maximum stakeholder participation in the creation of this curriculum.

As I documented earlier, the students and the in-service participants gave their input regarding a senior course and changes were made (Appendix K).

## *CHAPTER 7*

### *RESPONSE FROM A SECTOR OF THE COMMUNITY*

Two months after the writing team began revising the grade nine Healthy Sexuality curriculum, a fourteen-member citizen group called C.U.R.E. (Citizens United for Responsible Education) began to inquire about its content. They were concerned that the revisions would include information about sexual orientation and they wished to communicate their dissatisfaction to the Halton Board members. The Board provided them this opportunity at an open meeting.

After attending the meeting and listening to C.U.R.E. and C.U.R.E.'s constituents, I left with the impression that they truly believed that the grade nine document was a sexual orientation curriculum and that since it was, it was also blasphemous. They believed that most of the Halton community shared their concerns and that they should have been consulted when the curriculum was being revised. Although I was not willing to hear about their input, I did wonder about their point of involving more parents and the community in curriculum development.

In terms of the sexual assault content, in a letter written to the board following C.U.R.E.'s presentation, one person stated that he was uncomfortable with the material on roles for men and women. The letter-writer believed that I was condemning women who were warm and caring and who were therefore unable to defend themselves from sexual assault. He did not like the term "androgyny" which he regarded as similar to bisexuality. Finally, he did not agree that students should have a say in what they are taught. Rather, he felt, students should be directed to passively receive the information conveyed to them by their parents and teachers.

After the C.U.R.E. presentation, the writing team met with one of the board

superintendents. At this meeting the superintendent asked us to consider the concerns that C.U.R.E. expressed during the open meeting and then revise the grade nine document. As a result of C.U.R.E.'s outcry I amended any material including the word "androgyny" and replaced it with the term "gender roles of the future". To deal with the issue of parental involvement, Sue Amos stated that the board consider creating a parent advisory group for curricula. C.U.R.E. members were apprised of these changes to the Healthy Sexuality curriculum (Appendix J). After that open meeting of the Board, C.U.R.E. changed its membership and asked for another opportunity to present their concerns. The board acquiesced and another open meeting was scheduled.

Thirty one delegations, speaking either individually or in groups, presented information for and against the grade nine document in Healthy Sexuality. Most of the attention was focused on the information unrelated to sexual assault. However a few C.U.R.E. presenters stated that although the sexual assault information was necessary, it was too intense for grade nine students. They also found the stereotype section demeaning in many ways to both men and women (they did not specify how). When I reflected on this meeting later, I began to wonder how much time the board should give to one mobilized community group.

In the initial stages of C.U.R.E.'s involvement with the board I felt a degree of conflict about my role as a community worker. How should I respond to C.U.R.E., a taxpaying group of citizens deserving to be heard, when I did not want to listen to what they were saying? I was afraid that if I listened to them I might unintentionally validate their homophobic beliefs. As soon as C.U.R.E. made its resistance known to the Halton setting I immediately sided with the writing team. I did not want the sexual assault information removed or even revised to a great

extent. I had worked hard with the other stakeholders in this project. I felt that C.U.R.E. was a group interested in promoting homophobic activities and silencing the student population. However, I was still concerned about C.U.R.E.'s point about community involvement in curriculum writing. I wrote in my journal: *If education is supposed to be representative of the community, then where is the line drawn with community participation? Sue has said that it would take too long having parents from all of the different groups on the writing team, because we would all never agree, yet it doesn't seem right to have only those on board who agree. How will we be kept in check?*

Patrick O'Neill (1989) addresses my dilemma somewhat when he purports that who the community worker is working for is not always clear. Although I was contracted by the board, and although the C.U.R.E. members contribute to my salary through their tax dollars, my main concern was, and is, with the students. I feel that C.U.R.E.'s main thrust was to prevent the community's children from becoming homosexual. In my view, this stance violates human rights. Nonetheless, these interest groups are not going to go away. If boards of education want to involve the community in decision-making, they need to work with those groups. How could it be ensured that oppressive stances of community groups are not implemented into decisions made about new or revised curricula? The final chapter provides recommendations concerning this dilemma.

## *CHAPTER 8*

### *DISCUSSION AND RECOMMENDATIONS*

In this last chapter I will summarize my overall findings from chapters three to seven and relate these findings to the information presented in the literature review. Finally, I will conclude with recommendations stemming from my involvement in all of the activities which I will share with the Halton Board of Education.

In the literature review I discussed the approaches of critical pedagogy, feminism, and community psychology in an effort to blend the positive aspects from each perspective. The resulting combination of these three perspectives was what I called a stakeholder approach. The themes common to all perspectives include analysis of the system, determining the needs of the stakeholder, attention to whether or not individuals can engage in dialogue, how people engage each other in discussion, the relationship of the professional to the community, the inclusion of diverse groups of individuals, attention to the history of a group, and addressing conflict between stakeholders. I considered whether or not these themes for a stakeholder approach were present in my work with the Halton setting at the end of phases one, three, and four. I reviewed the way in which these themes were evident and then I reviewed the response from a community group to the curricula. What remains to be discussed is whether or not sexual assault curricula should be developed in the same way for other school boards, and if not, how should the process and content be changed? In other words, what have I learned from the stakeholders and from the process of working with the Halton Board of Education to create sexual assault prevention programming and why is the process that I undertook important?

The stakeholder approach to creating sexual assault prevention programming that I

facilitated is important to document because I believe that educational institutions can be the site for changing the status quo. Instead of throwing up my hands in despair and exclaiming "it can't be done!", as radical educators have proclaimed, I have discovered that I have, and must continue, to look for ways to change these institutions. Educators interested in social change require a vision to accomplish their task. Without a vision, students, teachers, and administrators do not have a reason for finding their own voices, struggling with the contradictions, and pursuing democracy. With the Ministry's recent decision to mandate that school boards implement a "Violence in the Schools" policy by September of 1995, school boards need a vision now. Because this policy will incorporate the issue of sexual assault, other school boards have the opportunity to learn from my process of documenting Halton's sexual assault prevention programming.

To my knowledge, after reviewing the sexual assault and education literature, sexual assault programmes developed along with stakeholder participation, are not reported. Although the process with Halton to revise and create curricula spanned almost two years, I feel that the resulting curriculum materials will endure because the stakeholders are more likely to take ownership for the materials. As well, after enquiring into the programming at other Ontario school boards, I have not found any curricula pertaining specifically to this topic.

As I said earlier in this thesis, the stakeholder approach has been utilized in eating disorder curricula (Moriarty et al., 1990). A review of this study yielded, however, that the authors did not ask the students if they wanted eating disorders curricula, the authors failed to analyze the system in which the curricula were implemented, the issue of conflict between and within participant groups was not addressed, and the stories of those students directly or

indirectly affected by eating disorders were not cited. In the present project, the students expressed the need for sexual assault curricula to the Halton Board staff; I reported my observations of the system prior to the writing of the curricula, during pilot implementation, and at the in-services; I summarized the stories of the students for the writing team and the content of the student's experiences informed the changes to and creation of curricula; and, I reported the many ways in which conflict was a part of the curriculum development process.

The stakeholder approach is valuable because the process can be applied when developing other curricula, e.g., sexual orientation curricula. Although Halton has no plans to develop this curriculum yet, there is a need for it. The content of this topic is threatening to many people and so it is imperative that stakeholders are involved in the curriculum development. Educators might also consider involving students, teachers, and the community in the curricula-writing of other sexuality issues (A.I.D.S., abortion, pregnancy), death education, and substance abuse education.

My methodology also has value for future curriculum-planners. I did not want to lose the experiences of the students behind a cloak of statistics. My emphasis on the students' comments was purposeful. They are the people most affected by the information. The young men and women pointed out that much of the sexual assault information was unlike what they experience. The challenge for sexual assault educators is to investigate more subtle forms of date rape, such as, emotional coercion in sexual activity.

Using qualitative analysis and documenting the process assisted me to expose the many conflicts in the Halton setting. The exposure and analysis of contradictions do not simplify them. Rather, this process brings a quality of life to them not for the purpose of replication but

so an event can be understood for its intricacies. We can then ask questions like, how do educators participate with all sectors of the community when values clash? How can participants in education learn to embrace conflict as part of the process? Lessons learned from these challenges go beyond curriculum development. They are lessons for life.

After reviewing the material from the stakeholder themes and evaluating the response from the community I think that the way that sexual assault curricula were created and developed in Halton could be revised. I am not saying that the whole process should be altered, because I have no doubt after listening to the students and teachers that this information needs to be discussed and the experiences of students and teachers explored and validated. I do believe, however, that some major changes are required in four areas: the issue of community participation and parental input; the imbalance of power between board staff and teachers, teachers and students, amongst students, and between myself and stakeholders; the discrepancy in values between the curricula and teachers, and, the lack of support for those victimized by sexual assault. Without changes in these areas a true stakeholder approach to prevention programming cannot be achieved.

### *Community Involvement*

As I pointed out in the preceding chapter, the issue of community participation in developing curricula has received support in the Halton community. My own feelings, although I did not agree with C.U.R.E.'s stance, is that in a matter as delicate and sensitive as sexual assault, it is pertinent to involve parents and other interested community members in curriculum development. Mellanby et al. (1992) states "some schools are reluctant to involve parents in



curriculum development", but to involve parents "does not necessarily mean taking the responsibility away from teachers...the involvement of parents and other interested groups should contribute to improved curriculum development and the provision of effective support for the school and its policies" (p. 451). Especially in the area of sex education, teachers often worry that parents would not approve of what they are teaching the students (Morris, 1986). Board staff also fear that, if the curriculum represents community values, then it will be "watered-down" (Trudell, 1985). Trudell (1985) asserts that the assumption of this statement is that experts still know best how to educate. If the board involves parents and community members only to appease them, then parents are "further deskilled as sex educators of their own children and as active community participants" (Trudell, 1985, p. 14)

To a degree, the writing team did involve community members in the writing of the sexual assault curricula, but should we have consulted more members? The answer is yes. I remarked earlier in this thesis that even those stakeholders who were involved could have played a greater role in creating the curricula. For example, students could have been on the writing team (and in this capacity they could have commented on the relevance of the sexual assault material to their lives, e.g., does it happen the way they show it in the video?) and they could have reviewed the senior course before it was completed; teachers could have been more involved in the creation of the in-services, and could have been interviewed more formally during the pilot-tests; and, community members could have reviewed the draft of the senior curriculum document before it was completed. Furthermore, as Sarason (1990) attests, school principals and other personnel affected by this curriculum need to become involved in the creation of curriculum either directly by participating in a writing team or indirectly by offering

support to the curriculum activities and values. As Sue Amos already pointed out to me though, time was limited and in a community that was reeling from the recent assaults and murders of area teens, doesn't expediency take precedence over community involvement? Although I would answer that something needed to be done quickly, individual schools could have initiated support groups for teens affected by these murders and/or about the violence in their own lives.

In terms of parent and community involvement, as Sue suggested, if a parent advisory committee for curriculum development was already in place, it would have taken just as long to create the curricula but without the political furore that occurred in its absence. If this committee was created, who would be selected to participate? I suggest that a community forum be held prior to the curriculum development of any sensitive issue. Interested community members and parents could have input into the initial stages of curriculum creation and then committed participants could enlist as advisory group members. What about over representation of special interest groups like C.U.R.E.? A variety of special interest groups from across the community, such as, the Home and School Association or the Halton Rape Crisis Centre, would be encouraged to attend the forum and participate on the advisory committee. Curriculum items which spark controversy amongst committee members could be resolved by them before this group provided input to the writing team. If the public then became enraged at any aspect of curriculum creation, the Board can feel assured that they took steps to involve stakeholders.

The necessity of involving the community in curriculum development lies in the fact that students and teachers live in communities. Shama and Coombs (1992) state that, "sex education programs would be more effective if they were combined with socialization systems outside the school" (p. 763). If the message in the schools is not consistent with society's message, then

students might understand the information and change their attitudes but behaviour change is unlikely. If the whole school community is on board with new curricula, then the message of new material has a higher likelihood of being accepted. "Only a holistic approach that includes the school can succeed in changing the sexual behaviour of adolescents" (Shamai & Coombs, p. 767). Students and teachers also need to have their struggles and their stories heard by the community (Giroux, 1988). Future curriculum development could combine sexual assault prevention initiatives from community agencies, governmental offices, interest groups, and school boards.

Recently in education, a model called "outcome-based education" was created to encompass the divergent needs of stakeholder groups. Outcome-based education focuses on guaranteeing each student an education that is an "empowering, participatory, and noncoercive...process" (Evans & King, 1994, p. 13), in which students are presumed to be "effective communicators or problem solvers" (O'Neil, 1994, p. 9) and where "the community, educators, learners, and parents share in the responsibility for learning" (Boschee & Baron, 1993, p. 2). The curriculum is based on agreed-upon student outcomes or learning outcomes. Of course, as I learned through my process with C.U.R.E., this is not a conflict-free task. The challenge for educators is to act as negotiators and facilitators to engage all sectors of the community in educational issues at every level -- from creating mission statements to developing curriculum. Now is the time for the community to act, react, and interact in order to create a language of possibility for true democracy.

### *The Issue of Power*

Sarason (1990) attests that "any effort to deal with or prevent a significant problem in a school system that is not based on a reallocation of power - a discernable change in power relationships - is doomed" (p. 28). Over and over again I perceived that an imbalance of power caused many conflicts. The first conflict site was between the teachers and board staff. I noticed that during the in-services the teachers refrained from asking many questions of the writing team, especially when Board staff was present. However, Mellanby et al. (1992) assert that successful curriculum development depends on adequate support systems for teachers in order for them to feel competent and not embarrassed. I would recommend that a question box or hot line be created to respond to teachers' queries. If there is no time to respond to questions in the in-service, they can be answered at a later date and then these answers can be circulated to participants. Being available to the teachers to answer their queries is pertinent, especially since the teachers at these in-services will train other Physical Education staff at their respective schools.

There also appeared to be several demonstrations of power struggles between teachers and students. If and when a student disagreed with the teacher or had an alternative opinion, I did not witness any student challenging the teacher nor did I see those alternative student opinions addressed by the teacher. In order to equalize this imbalance I recommend that the students' peers be trained to facilitate the delivery of curricula materials, because "peers are seen as role models and more acceptable sources of information about risky behaviour than adults. They have more success than adults in assisting younger teenagers to make autonomous decisions and develop skills to deal with unwelcome sexual pressures" (Mellanby et al., 1992, 457).

Berkowitz (1992) adds that, "peers can be effective in generating positive peer pressure against rape... and can be used to encourage men who do not adhere to rape-supportive beliefs and attitudes to speak out and have their views represented among the diversity of male viewpoints" (p. 180). Using this last approach, peers are viewed by students as more similar to them and, for men, this support can be a positive experience. Community psychologist Nagge (1984) reported on the success of training peer educators to deliver sex education programmes in high schools. Nagge suggests that the person-environment fit is improved when sexuality education is delivered by peer counsellors. The success of the sexuality programme described by Nagge is due to the use of peer educators. Nagge conveys the educational process as follows:

"Peer counsellors were selected and trained as formal and informal resources. Goals and directions were set collaboratively by the adolescent group. The peer counsellors planned the training program and outlined their learning needs. They learned to listen nonjudgmentally, confront constructively, and give clear, enthusiastic feedback. They learned to use each other and outside resources and they learned to use themselves in working with other adolescents." (p. 96)

The role of peer as helper cannot be confused with that of expert (the way a teacher's role could be construed). Furthermore, these helpers were respected by their peers for the work they did. Peer educators became rich resources for the adolescent community in the area of sexuality education. If it is not possible to use peer facilitators, then I encourage curriculum implementers to seek out alternative opinions from the classroom participants and discuss them.

As Ellsworth (1989) suggested, we should expect conflicts between the students. I did notice in the mixed-gendered group that there were times when tempers flared between a few men and women. More indicative of conflict to me was the fact that the women almost said nothing when we were discussing issues in the larger group. I wondered if women should have a separate space to tell their stories. Although the grade nine units will be delivered to single-

gendered classes, the senior course will be implemented in mixed-gendered classes. If, in the senior course, women are taught separately from the men, will they be perceived as receiving special treatment? Because school boards are publicly funded, it is likely that the public would want services offered equally to men and women. However, the experience of sexual assault is not shared equally between men and women. Tavris, in her book *The Mismeasure of Woman* (1992) maintains that, if society viewed "equality as acceptance rather than equality as sameness whereby the former means that instead of regarding cultural...differences as problems to be eliminated, [then] we would aim to eliminate *the unequal consequences that follow from them* [italics in the original]" (p. 124). An example of equality as acceptance might be manifested by allocating the same resources towards women affected by violence as are presently given to men's sports programmes. If the lack of resources dictate that the curricula be implemented in mixed-gendered classes, facilitators must ensure that women are specifically called upon for their thoughts and experiences.

I also noticed a power imbalance between myself and the students and teachers. Although I didn't ask to be introduced as the expert to these individuals, I felt ambivalent about it. It is likely that at the in-services, this introduction was tempered by the fact that I was also a student and an outsider to this group. Even still, because I was uncomfortable with this assigned status I decided that in my role I would facilitate rather than direct activities. Over time I became more comfortable as a facilitator.

### *Value Discrepancies*

The next issue concerns the discrepancy between the values espoused by the curricula and the values of the curriculum implementers. Some teachers believed in rape-myths which, in retrospect, I should not have been surprised to encounter. These myths are deep-seated in the culture. Researchers have found that, "while many teachers are concerned with imposing values on students, others accept that teaching cannot be value-free" (Mellanby et al., 1992, p. 453) and "not stating one's value preference in the classroom is difficult, if not impossible" (Smith, Flaherty, & Webb, 1984, p. 44), since even the task of selecting curriculum activities is a value choice.

In defense of the teachers, who I found were committed to finding out what they believed to be the most truthful information for their students, Mellanby et al. argue that, "teachers have been expected to manage changes in sex education and to cope with sensitive issues without sufficient training, support or critical appraisal, and are often selected for expediency rather than expertise" (p. 451). Do teachers need more training with the information? Mellanby et al. (1992) believe that teachers need training, support, and guidelines concerning methodology. When Morris (1986) asked what were the most common difficulties in teaching sex education, teachers stated over and over again that the lack of training was the biggest obstacle to success. These teachers also reported that to teach sex education teachers must feel at ease with their own sexuality. Taking these factors into consideration, should there be a specific group of teachers who are trained and who implement the curriculum?

Many of the teachers advocated the values in the curriculum. If a cadre of these teachers received ample training and then implemented the curriculum, would the curriculum information

be conveyed as it was intended? Smith et al. (1984) believe that, "staff development in the area of human sexuality should ultimately affect the knowledge and attitude level of participating students" (p. 38). In their study to test this hypothesis, a cadre of fourteen teachers were trained in a nine-week, 72-hour training programme. Most of this training involved small group discussion, role playing, and group decision-making about topics, such as, divergent sexual behaviour and sexual abuse. These teachers then taught 44 teachers for 48 hours over six days. Pre- and post-test measures given to students indicated that, "such training models are cost-effective educational experiences, not only in terms of training the professional educator but also in terms of the educator's subsequent ability to improve significantly the knowledge of their students" (p. 41).

I caution that, if a group of teachers are selected because they possess values similar to the values advocated by the curriculum, then this fact should be disclosed to all who will experience the curriculum. If the funds are not available to train a cadre of teachers and if the teachers contend that they feel more comfortable maintaining a value-free stance, then future curriculum writers should increase the number of role-plays, case studies, and time devoted to hearing about the experiences of the students and the teachers. Also, if resources are scarce to fund the intense training of a cadre of teachers, then board administrators need to allocate more time for in-service participation by Physical Education teachers. Ideally, for curricula like these to gain support, board administrators need to gradually seek the backing of school personnel, such as, the principal. If the teachers and students see that a project is supported by the principal, then they will be more likely to embrace the project goals and values rather than feel threatened by them.

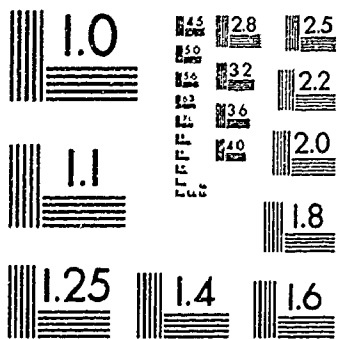


*Support: Are We Doing Enough?*

The issue of the lack of support for those victimized by sexual assault is the most fundamental issue in creating sexual assault prevention programming. At one extreme it could be said that an education system that still relies on the banking form of sexual assault information delivery is iatrogenic, if the supports and supporting ideologies are not in place. I often had the feeling that we were providing information without the support to ensure that the young women didn't become immobilized by fear. Comments such as, "I've learned not to trust anyone", "I'm glad that my boyfriend is so protective", or, "now I know that it doesn't matter if you say no, you will be sexually assaulted anyway" indicate to me that these young women do not feel empowered or supported. Shamai and Coombs (1992) maintain that sex education programmes are too brief and tend to focus on, "transmitting information and on fear arousal" (p. 763). While it is a good idea to address sensitivity in the body of the curriculum, to alert the guidance office when the curriculum is being implemented, and to provide participants with community emergency numbers when the material is introduced, it is also important to offer a variety of school-based services such as student gender-relations groups, guidance counsellor training, and peer support groups to assist in alleviating participants' fears. Furthermore, I wondered, was it fair to introduce the topic of sexual assault to students in a process-based format when the students had no previous exposure to learning in this way? Perhaps the students were not prepared to manage this highly emotional issue without learning to engage in dialogue about lower-risk topics. Educators might consider first dealing with innocuous issues, such as asking students for their thoughts about the first day of high school, until students have had the opportunity to become comfortable managing open-ended discussions. Trained peer facilitators

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may also assist students in dealing with process-based, emotionally charged information. The way that students learn is as significant as what they learn and requires attention in sexual assault prevention programming.

Other methods of providing support might include reserving time at the end of each class to discuss the participants' reactions to that day's activities. In terms of creating curriculum activities, videos should be not be used if they are victim-blaming or 'male-bashing'. Videos depicting positive male role models and action strategies are favoured both by students and myself.

#### *Evaluation - So, Will it Work?*

Finally, curricula such as those developed by the Halton Board require evaluation. The primary objective of this evaluation would be to determine the incidence of sexual assault between teens in the Halton area and then to understand the extent to which the sexual assault prevention curricula affect the attitudes and behaviours of those students and teachers who experience the curricula. Will the participants' awareness about acquaintance rape increase? Will they think about acquaintance rape in relation to their own dating experiences and expectations? Will they understand that society influences their attitudes and expectations about dating? Will they know about and will they use personal safety strategies to decrease the risk of a sexual assault? Will there be an increase of reported acquaintance rapes after exposure to the curriculum? Will the incidence of acquaintance rape decrease?

I recommend that an evaluation include both qualitative methodology and quantitative measures. Stakeholders including students, teachers, board administrators, parents, and

community members would be asked to participate in a focus group and/or advisory committee to assist in the evaluation activities. After obtaining informed consent of those involved in any aspect of the evaluation, activities would include pre- and post-testing of participants' rape-supportive attitudes and reported behaviours; focus groups and interviews with students and teachers concerning their experience with the curricula (likes, dislikes, and recommendations), as well as participants' validation of these activities; and, a thick description of the curriculum implementation in the classrooms. This evaluation, therefore, would be both process-based, to monitor the experience of those involved in curriculum implementation, and outcome-based, to measure the extent to which the desired change has occurred and the extent to which this change can be attributed to the curricula. In order to detect any changes in students' attitudes and behaviours, these evaluation activities would occur over a period of three to five years. Perhaps a cohort of students entering grade nine could be monitored until they completed their high school education. I would provide continuous feedback to evaluation participants. The information garnered from these procedures would assist educators in planning future sexual assault prevention programmes.

### *Epilogue*

I cannot begin to say in how many ways my involvement with the Halton Board of Education has affected my life. My mother often used to say that our opinions mellow as we grow older. The issue of sexual assault used to be clear to me, but as I have grown older, I don't think I have mellowed. Rather I think this issue has become far more complicated. It is increasingly difficult for me to have one opinion about sexual assault. Sexual assault prevention educators, like myself, are just learning how to educate. I have discovered that our methods, although brave, have not been the most helpful or empowering for all those who have participated in our programmes.

I have learned that women who experience this material are at different stages of knowing about how this type of violence has affected their lives. Some women are unaware, some know but do not want to know, some are furiously angry, and some are hopeful that in their lifetimes they will effect change. I have been at every one of these stages of not knowing and knowing in my journey to understand why I had to experience a sexual assault.

I now realize that men too are struggling with this information. Some have always known they have assaulted women, some are only just coming to grips with that realization, some are appalled that the educators even mildly suggest that they contribute to sexual assault, some have friends who have been sexually assaulted and don't know what to do to help, and others have been victims, which I suspect will be disclosed more often in the near future.

After reflecting on my work with the Halton Board, in my own way, I have already begun to effect change towards the eradication of this sexual oppression for myself and for others who have experienced these curricula. I hope that I have made a difference.

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## **Appendix A**

### **Review of Research Ethics**

**WILFRID LAURIER UNIVERSITY**  
**Department of Psychology**  
**Application for Review of Research Project**  
**Involving Human Participants**

**Date:** May, 1994

**File No.** \_\_\_\_\_

**Researcher:** Judy Gould

**Department:** Community Psychology

**Phone:** 905-643-2775

**Research Advisor:** Richard Walsh-Bowers

**Title Of Research Project:** A Stakeholder Approach to Sexual Assault Prevention Programming in the Halton Board of Education

**Summary of Research:**

Working with individuals in the area of sexual assault merits stringent attention to research ethics. These ethics have guided me in every aspect of my involvement with the students, teachers and community members of the Halton Board of Education.

Much attention has been paid to the incidence and prevention of sexual assault between people who know each other in the university and college population. Less attention has been given to discovering the incidence and prevention of sexual assault with those individuals who are at highest risk - adolescents.

Currently many school boards are addressing the prevention of sexual assault through various means, e.g., school-wide drama presentations, curriculum material, or informal class room discussions with a member from local rape crisis centres. Curriculum development is an enduring form of addressing sexual assault. Some educators have decided not to create curricula, because they find that it is not effective given students' immaturity to handle the information and/or given the impression that the material comes across as 'male-bashing'. Usually, however, when curricula is developed the students and teachers are not asked to assist. Adult 'expert' educators decide what the students should learn and the way they should learn it. As well, teachers do not have the opportunity to evaluate or make suggestions to create or revise curricula. This traditional form of curriculum development alienates the students and teachers from the learning that is so crucial to eliminate sexual assault. If students and teachers are not educated about the risks and prevention of sexual assault then I feel that the incidence of sexual assault will not decrease. This thesis focuses on how various groups of individuals, including students, teachers, and community members participated in the creation of sexual assault prevention programmes for the high school population in the Halton Board of Education.

**Purpose of the research:**

The purpose of this research was to design and implement sexual assault prevention programming using a stakeholder approach within the education system. I attempted to put into practise the values of the educator Paulo Freire, community psychology, and feminism to ensure that the process was empowering for students, teachers, and community members. I hoped that if this end was achieved, then community members might mobilize and then act to eventually stop the occurrence of sexual assault among adolescents who know each other.

### Methodology:

From October 1992 until April 1994 I worked with the Halton School Board to develop sexual assault prevention programmes. In early 1992 the Board invited students, teachers, and Board Trustees to an "input day" at which time students were asked what they wanted to learn about. Due to the recent sexual assaults and murders of area teens, students said that they wanted to know more about date rape. Using this input, the Instructional Services Consultant decided that sexual assault needed to be included in the grade nine Physical Education core curriculum. To begin this process, this consultant selected a writing team which included three teachers, a nurse from the Regional Sexual Health Programme, and myself.

A summary of my activities is provided next. For 19 months the team met to discuss learning outcomes, teaching strategies, student activities and methods for evaluating the students' learning, and to implement the revisions to the curricula which were informed by students, teachers, and community members. Three classes of students participated in a pilot test of the grade nine curriculum and then participated in focus groups at which time they were asked for their feedback about this curriculum and about a possible senior course. When the revisions to the grade nine curriculum were almost complete, the Instructional Services Consultant asked me to create a senior course in sexual assault prevention. Again, students, teachers, and community members directed the shape of this senior curriculum. When the writing was completed, two Physical Education teachers from each of the 17 high schools in the board were invited to a one-day in-service/workshop to explore both curricula. Their comments from this in-service informed revisions to the curricula. The teachers also indicated that they wanted more information about sexual assault and the senior curriculum and so another half day in-service was provided for them.

Using a stakeholders approach I planned to change the traditional model of creating and delivering sexual assault curricula. I hoped to put into practise an ecological model by implementing the principle's of interdependence, cycling of resources, adaptation, and succession (Nelson, 1983). The following describes how I intervened using this model.

After creating a draft of the grade nine curricula with the writing team I went to three grade nine classes to observe the pilot test and the classroom interactions between the teacher and the students and among the students to gauge my perceptions of the effectiveness of the programme. This was an example of practising the principle of interdependence or the acknowledgement of the interrelationships of groups.

After participating in these pilot tests, I facilitated focus groups at which point the students were asked to comment on what they liked and disliked about the lesson content and process and what information they would like to see in a senior course. I favoured the technique of the semi-structured focus group guide to gather this qualitative data. My reason for choosing this technique over a more quantitative technique was so that I could access students' ideas about sexual assault prevention their own words. Focus group interviewing "is also consistent with women's interest in avoiding control over others and in developing a sense of connectedness with people" (Reinharz, 1992, p. 20). Since students are not generally asked for their input into curricula, I was wary of diminishing their esteem. Because my personal experience with focus group interviewing was limited I relied on a semi-structured interview. (Appendix C). The focus group process was an example of the

principle of cycling of resources because I found out from the stakeholders those needs and resources which they perceived as necessary for sexual assault prevention programming.

Because I wanted to "espouse an ecological perspective ... acknowledge, and value diversity in persons and their environments", in order to implement the principle of adaptation, I also collected input from teachers and community members (e.g., nurse from Regional Sexual Health Team, local rape crisis public education coordinator, director of mental health centre and media relations police officer) concerning their thoughts about the curricula (Nelson, 1983, p.387). Midway through the writing of the grade nine curriculum, I asked members of the writing team (Regional Health Nurse, three teachers and two administrators) for their input into the framework for the senior course. Later, I asked the students and writing team participants to validate the information they provided to me and to include any additional comments, thoughts, or memories (Appendix D). The benefit of asking participants to validate their information is so that they have the opportunity to receive feedback and provide any additional information (Reinharz, 1992). After implementing the participants' ideas in each phase of the writing the curriculum, I proposed to the Board to ask students, teachers, and interested community members to review a draft of the senior curriculum. However, financial and time constraints restricted community participation to only the teachers and community members. At the first in-service many teachers suggested some changes to the first draft of the document. These changes were implemented in the final draft. I gave feedback regarding the entire process to the focus groups one year after their participation and the Instructional Services Consultant gave feedback to the teachers and community members at the second in-service.

I also implemented the fourth principle of dynamic equilibrium and succession. Prior to writing the senior curriculum, I suggested to the Instructional Services Consultant that an evaluation of the curriculum should be included as part of the curriculum activities. This evaluation would be completed by the teachers and students at the conclusion of the course. However, this idea met with a cautious reaction by the Board consultant and was therefore rejected. The Consultant explained to me that she feared the evaluation might reflect the particular personality of the class and of the teacher instead of reflecting the content and process of the curriculum materials. So, to keep the material in the curriculum current, I created activities that would be action oriented so that the activity would not go 'out of style'. For example, I suggested that students and teachers interview their friends and family about alternative gender roles. The meaning of gender roles may change over the years but because the curriculum does not state one particular meaning of gender roles the activity will not be dated. Also, the senior curriculum can be facilitated by either teachers or students so that the same teacher does not implement the curriculum year after year and the material can therefore be more relevant to the needs of the current student group.

Because sexual assault programming is not an enduring subject of investigation in the school system, I wanted to explore whether it should be in the form of a sexual assault policy. To do this I queried colleagues who were participating with me in a graduate social work course entitled "Women and Social Policy". The group shared many insights about whether or not sexual assault policy should be implemented in the school system.

Finally, in order to give my feminist values I recorded my experiences throughout the research project which will be referred to in the body of my thesis. "The feminist researcher



is likely to describe the actual research project as a lived experience" (Reinharz, 1992, p. 258). I did this to acknowledge that I am not bias-free (as researchers are purported to be within positivist research) and that I have a particular feminist lens through which I view the world. Although there is debate about including subjective data within 'objective' research, I agree with Reinhartz (1992) when she stated,

"I...feel most satisfied by a stance that acknowledges the researcher's position right up front, and that does not think of objectivity and subjectivity as warring with each other, but rather as serving each other" (p. 263).

The goals for the writing of this thesis will be to document;

- the events relating to sexual assault prevention programming prior to my involvement i.e., the "input day" which is also an example of the principle of cycling of resources. I will document which needs the stakeholders perceived as necessary to be discussed in school;
- the writing of the grade nine draft and the senior curricula;
- the process of the writing team;
- the implementation and process of the pilot testing with 90 students at two high schools;
- the content and the process of the focus groups with the students (one focus group with each class for an hour in length with six to eight students);
- the content and process of the input garnered from the writing team, teachers, and community members concerning the curricula over the life of the project including two in-service or workshop days with 50 Physical Education teachers; and,
- the work done with Social Policy class in discussing whether or not sexual assault policy should be implemented in the school system.

#### Risks and Benefits:

There are a number of risks and benefits associated with this study. I will review each risk and benefit and describe a remedy along with each risk.

#### **Risks**

- Because of the nature of the topic, discussion surrounding it may have aroused painful memories for participants. To attend to this risk, for the pilot test of the curriculum, teachers informed their students and the guidance office that this topic was going to be covered in class within a few days. The authors of the curriculum recommended to teachers to let their students know that if they did not feel comfortable participating in the lessons on sexual assault then they could participate in an alternative activity. If students chose to participate in the sexual assault pilot lessons then teachers asked them to be sensitive to each other's feelings and possible sexually assaultive experiences, and that if painful memories were aroused they could speak to a guidance counsellor or refer to one of the community agency emergency numbers provided within the curriculum. Teachers were also invited to contact a community agency if they found the material painful. Again, during the focus groups, students were encouraged to be sensitive to the possible sexually assaultive experiences of their class members.
- Because the curriculum was implemented with mixed gender classes, young men and women may have felt alienated or uncomfortable that the material was 'male-bashing'. To

alleviate this risk I 1) clearly stated the purpose of the curriculum and of the focus group research to the students, 2) asked both genders for input in the creation of the curriculum and, 3) asked both genders for their reactions to the curriculum in a pilot study and then implemented any revisions that were suggested and, 4) explained to the class that I was focusing on the sexually assaultive experience of the woman because women are sexually assaulted more often than are men.

- During the pilot test of the curriculum, participants may have felt that their privacy was not respected. I attempted to reduce this risk by encouraging the teachers to create an atmosphere that was safe for the students to feel that they did not have to relate personal stories if they did not wish to do so. It was not within the body of the curriculum for students to disclose personal experiences. The authors of the curriculum recommended that as an activity, students could journal their feelings and that these feelings and thoughts were private and would not be reviewed by the teacher. For the focus group, I asked teachers to randomly choose eight students. Once at the focus group, I told the students that their participation in the group was voluntary and that they could cease to participate at any time. I asked each member in the group for permission to audio tape the session. I told them that they were free to say no, and that it was no problem for me to recollect the information. If the groups agreed to my audio taping them then I assured them that only I would listen to the tapes and that once I transcribed the tapes, they would be destroyed. I also assured them that within the body of the transcription, their names would not be used and that I would use their information only for revisions to the curriculum document and for my masters thesis. I also asked members of the focus group to keep what was said in the focus group between the participating members.
- I assured students that even though their opinions were different from their class members opinions they could still express them. With that in mind, I also asked that the students be respectful and sensitive concerning each other's feelings.
- Members of the community might have felt concerned that by implementing this curricula the authors of the curriculum were making their students feel alarmed. To reduce this risk, the writing team attempted to take a balanced approach in their presentation of curriculum materials by emphasizing that 75% of women were not sexually assaulted and the most men did not sexually assault. The teachers and myself encouraged the students to reduce the risk of sexual assault as much as was in their power to do so.

### **Benefits**

- I hope that over time there is a decrease in sexual assault and an increase in healthy sexual behaviours due to increase in students, teachers, and community members taking control of and responsibility for their own learning and behaviour.
- Increase in the reporting of sexual assault due to a decrease in victim's blaming of themselves for the crime.
- Because of my involvement with the project in the future the Board might try other projects using the same community and feminist orientation (e.g., they could pilot a draft of their curriculum to the students and teachers and then make revisions based on the feedback).
- Increase students' and teachers' awareness of community agencies and resources.
- Foster a good relationship between community participants and the school board.

### Informed Consent:

- The teacher informed the students in advance of the class that I would be coming in to watch the implementation of the pilot curriculum. The teacher told the students what the curriculum was about and they asked the students to talk to them if they preferred to participate in an alternative activity on the days that the curriculum would be delivered.
- I asked the students whether or not they would like to attend the focus group once they were at the focus group session. I also asked each of them whether or not the session could be taped. They were assured by me that other methods of data collection were available should they feel pressured to say yes to the audio taping. If they agreed to my audio taping the sessions, I assured them that immediately after the data was analyzed, I would destroy the tape.
- I asked the students during the pilot of the curriculum and during the focus groups whether or not it was okay that the information that I gathered from the results could be used to revise the grade nine curriculum and to guide the creation of the senior course in sexual assault prevention.
- Any correspondence to the students, teachers, and community members was communicated by me or the Instructional Services Consultant using clear and understandable language.
- I also asked students and board representatives whether or not I could use the information collected from them for my Masters thesis. In the situation that students could not be contacted personally, I included my name and phone number on the feedback/thesis consent letter and encouraged students to contact me if they had any questions (Appendix E).

### Procedures to Ensure Confidentiality:

To ensure confidentiality, I did not use the names of the students in the pilot classes outside of those classes. In the focus groups, I told the students that their names would not be transcribed from the tapes. I asked the focus group participants for their first names only so that I could ask them to validate the results and to provide them with feedback. On the evaluation sent to all participating teachers from the first in-service day, I encouraged teachers not to write their names on the evaluation form (Appendix G)

### Feedback:

To ensure that all participants received feedback concerning their participation, I asked the focus group participants to validate the information they provided to me one week following the focus group. I then provided them with feedback concerning the impact they had on the curricula when the curricula went to print (one year after the pilot and the focus groups). I ensured that my name and phone number was on the feedback letter so that students could contact me if they had any questions. For hard to reach students at one of the schools, a writing team member posted the feedback notice in the school in a highly visible area. The Instructional Services Consultant Teachers notified the teachers and community members about the impact that they had on the curricula during the second in-service day (Appendix H) and a consent letter was sent to all in-service participants to ask them for their permission to document the in-service proceedings for my Masters thesis (Appendix I). I used clear and understandable language in all feedback correspondence.

**Appendix B**  
**Curricula Drafts**

### Draft of Grade Nine Sexual Assault Units

#### Lesson #1-

Learning Outcomes	Student Activity	Teaching Strategy	Student Evaluation
1) Student will have an understanding of the terms acquaintance rape, sexual assault, and consent.	Students work in small groups to generate definition of terms. Students discuss common myths associated with acquaintance rape. Students can discuss "Sex a Decision for Two".	Form small groups, distribute myth/reality sheets and facilitate a discussion on the similarities and differences in definitions.	Observe the students recognition of and understanding of the terms acquaintance rape, sexual assault, consent.
2) Have an appreciation of the need to explore the topic of acquaintance rape.	Students will complete a fact sheet. They will then view the video "Lindsay's Story" and discuss the video with the class.	Distribute the fact sheet and discuss answers. Ask class questions about "Lindsay's Story" e.g. Count # of miscommunications between Ray and Lindsay. How often did Lindsay refuse Ray? Could Lindsay or Ray have done anything differently?	Observe student input and discussions.

#### Lesson #2

3) Have an understanding of some societal influences that contribute to the reasons why sexual assault occurs.	In small groups, students will answer the handout "Things to Think About" and discuss their answers. They will then complete the "Remember When" hand out to facilitate discussion on expectations that parents have of boys and girls. View film "Not by Strangers Only".	After distributing "Things to Think About", circulate among the groups to probe them about personal experience - ask them to consider dating norms in their own lives. Then, generate list of stereotypical descriptors for youth groups e.g., preppies, head bangers. Emphasis on how both positive and negative stereotypes can be harmful. Students encouraged to discuss the stereotypical behaviour in sexual activity and then link stereotypes and expectations in sexual activity	Observe whether students are able to determine the reasons why sexual assault occurs by exploring dating expectations and stereotypical attitudes and behaviours.
4) Have an understanding of the stages of sexual assault and be able to use Personal Safety Strategies to increase the awareness of how to avoid potentially risky situations.	Student will discuss the three stages of acquaintance rape and then discuss safety strategies.	Discuss the stages of sexual assault using the "Sex: A Decision for Two" scenario and then "Tips for Tactile Teens" in small groups.	Observe whether or not students are able to differentiate between using the strategies to blame the victim or using the strategies as protective measures (i.e., do they concentrate on strategies only for women?)
5) Have an awareness of community agencies and trusted others who could provide support and information related to sexual assault.	Students will brainstorm about the various supports available to victims of sexual assault.	Distribute community information and review.	Observe the extent to which the students are aware of community agencies

#### Note:

Please advise students prior to the lessons that this unit will be introduced. If the student chooses not to attend this lesson, please provide alternative activities. Inform the guidance office that you will be presenting this information in class.

*Framework of the Senior Course*

Learning Outcomes	Exercises	Small Projects	Large Projects
1) The student will have an understanding of the terms: Sexual Assault; Acquaintance Rape; Rape	Gather definitions relating to sexual assault from friends and family. Compare results and discuss. Discuss consent and generate examples. Discuss Canadian and New York State law regarding sexual assault/rape.	Students are invited to do own research on sexual assault and present to class. Ask students to collect accounts of a negative sexual situation in the newspaper and then comment on appropriate definition.	
2) The student will be aware of the statistics around sexual assault for women and men.	Review statistics for sexual assault. Discuss incidence of sexual assault for women.	Students are invited to research any facts associated with sexual assault and present to class.	Students may wish to present research they have done in more detail e.g., present a journal article of a study of sexual assault.
3) The student will continue to explore (and/or investigate) issues and concepts around sexual assault.	Discuss reasons for using drugs/alcohol in dating situation. Discuss similarities and differences of rape-prone culture to our own. Discuss the Power and Equality Wheel. Discuss video "Power to Choose".	After reviewing Alcohol and Sexual Assault resource, find out what the statistics are for drinking in your own school. Students might consider developing a survey to ask students about the drinking behaviours of students in their own class.	Students may wish to research the history of sexual assault. Prepare a project about the relationship of drinking and sexual assault focusing on both high school students and college students. Consider question 'how is sexual assault a societal versus an individual problem'? Organize a debate on women's/men's role in a sexual assault.
4) The student will have a greater understanding of a wide range of societal influences which contribute to the occurrence of sexual assault.	Participants critically evaluate stereotypes. Participants can complete the "BEM Sex Role Inventory" to ascertain whether they are masculine, feminine, androgynous or undifferentiated and discuss the benefits of androgyny. Discuss results with class. Discuss the roles for men and women in the culture and then explore how the social institutions (e.g., education, religion) help to maintain traditional roles and thus the status quo.	Participants are encouraged to engage in various forms of research (interviewing, library research, self reflection) to explore the ways in which men and women are socialized by social institutions including the media. Participants view the videos "Stal Killing us Softly" and "Stale Roles and Tight Buns" to augment their research.	Trace the role of women in society over time. Debate that media influences are linked to sexual assault. Create own children's story representing men and women equally in whatever way that means to the author. Debate or write an essay on the non-traditional role of women in education and in religious scriptures. Research locker-room behaviour (with their consent). Debate role of pornography in society.

Learning Outcomes	Exercises	Small Projects	Large Projects
5) The student will adopt and practise safety strategies related to the issue of sexual assault.	Practise assertiveness strategies. Then practise being assertive in a potential sexually assaultive situation. View video "Sooner or Later" and discuss. Discuss Pressure Lines used to 'seduce' another. Distribute Community Emergency Numbers.		
6) The student will understand that they have the ability to affect positive change.			Form a gender relations committee; do a safety audit at your school and in your surrounding neighbourhood; arrange informational interviews with community members and present your findings to the class; join a community march; write letters of protest to companies, to the media; picket a cause you feel strongly about.

**Note:**

Please advise students prior to the lessons that this unit will be introduced. If the student chooses not to attend this lesson, please provide alternative activities. Inform the guidance office that this material is being covered in class.

**Appendix C**  
**Focus Group Guide**



### Focus Group Guide

**Introduction:** Ask them if I may tape their voices  
 Tell them duration will be for the duration of the period  
 Why I am doing this: I have been studying how to educate people about sexual assault but I want your input - your experience with this curriculum so we know what to take out and what to leave in

**Stress:**

- Confidentiality especially because of the sensitive nature
- One person speaks at a time
- respect each other's time to talk
- Every person's comment is valuable - if your experience is a little different or very different then that is exactly what I want to hear
- No right or wrong answers - I want to learn from you
- Tell them that I will write up what they told me and then send them a copy (for validation)
- let them know that will get feedback to them about what happened at conclusion of writing the curriculum.

1. What did you like about the curriculum? (film, video, sex for two scenario, remember when, statistics, all class discussions) (anything in curriculum make you feel good)
2. What did you not like about the curriculum? (the film, the exercises? the discussion in the group) (did anything bother you)
3. What would you like to see more time spent on (activities, films, games??) Other ideas for activities (create surveys for the class to complete)
4. What would you like to know more about? (media influence, the family, your peers' attitudes)
5. What difference has what you are learning made in your lives? (have you thought about it in relation to your own relationships, friendships, the next relationship)

Go around the room to see if anyone would like to offer one final uninterrupted statement? If not thank you for participating and I will get this information back to you as soon as I can (next week ). If you could look it over and make any comments that you wish. I will be taking your suggestions to the writing-team and I will consider your suggestions in the creation of a new senior course.

## **Appendix D**

### **Validation for Focus Group**

### **Validation for Focus Group with General Brock Students**

I went through the tape we made on Friday in the focus group. From that information, I divided what you said into categories. What I would like you to do is read through this to make sure that what I have written represents what your group told me (when you read through this it might help you to keep thinking, "is this what we talked about on Friday"). Then, if you would like me to change something, let me know (in the COMMENTS section). If you thought of anything else since our meeting with regards to the questions I asked you, you may write those thoughts in the comments section. Even if you didn't talk very much on Friday but you have thought of something you want to say, write it in the COMMENTS section. I have left out all personal stories that you may have told on Friday. Also, the tape has been destroyed and none of your names will be used. Please fill this out and give it back to Mrs. Calvert before exams, so that I can let the people at the school board know what you had to say before we change and finish creating the sexual assault unit. Thanks again for all of your help - Judy ☺

#### **What you liked about the sexual assault unit:**

- 1) The information was helpful, especially for letting women know how to avoid an assault.
- 2) Lindsay's Story (the film) was good.
- 3) Most of you liked making the videos much more than making presentations to the class. Some of you felt you would have liked to see the videos without bloopers, others of you said that the bloopers made watching the videos hilarious. The videos were also good because they helped you to understand what it might really be like to be in a date rape situation.
- 4) The "statistics" sheet (one in four women will be raped...) and the "myth and reality" sheet were helpful. This information made you think hard about what was really going on in the world.
- 5) Most of you enjoyed working in small groups. You commented that it might be better not to work with friends so that more work would get done.
- 6) You thought that the entire class (males and females) should receive the sexual assault information at the same time because it was important to hear what the males and females had to say about the information.

#### **What you didn't like about the sexual assault unit:**

- 1) The men sometimes made insensitive comments in class.
- 2) "Not By Strangers Only" was boring because there were a lot of still shots in it.
- 3) The "Things To Think About" ditto was too obvious. Some thought that students would never say that it was okay to rape a girl if a guy paid for her dinner. Some of you thought that the information from this sheet should be available as information to hand out because some people did think that it's okay for a man to have his way if the couple had been together for a long time (as an example).
- 4) Some of you didn't like participating in the activities because they might upset you.
- 5) Some of you thought that the date rape scenarios were too obvious, that date rape doesn't happen the way that the films or videos portrayed it as happening.

**Recommendations to improve this unit on sexual assault:**

- 1) Before this unit begins, get the teachers to let the class know what they will be doing that day. If a student does not want to participate then they can do another activity.
- 2) Because of the sensitive nature of the information, ask the teacher to ask the students to be sensitive to each other since some members of the class may have been sexually assaulted.
- 3) Show a video like Lindsay's story but one that looks less like the assault was Lindsay's fault.
- 4) The "Accused" should be shown to classes because it really challenges people's myths.
- 5) Have the whole school hear the information about sexual assault like you did for AIDS. Get a speaker and then hand out a comments sheet to all of the students to find out what they thought about the information. The drama students at Brock might put on a skit.
- 6) Show films with more action.
- 7) Have scenarios that are more realistic - where the guy and girl both don't understand that what is happening is date rape. Also show these scenarios with positive male role models so that males see how to do it right - not wrong all of the time.
- 8) Don't have as many activity sheets to do - make this unit more exciting.

**Anything that you would like to change or add?**

**COMMENTS**

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**Appendix E**

**Feedback Letter to Students**

## Feedback Letter

Dear Student,

February 23, 1994

Last January/March, as part of your Phys. Ed. Health class, Mrs. Calvert/Ms. Pepper taught two lessons on sexual assault. After the lessons were finished, you met with me for about an hour to talk about what you liked, what you disliked and what you recommended should be done to those lessons. Now, those lessons have now become part of the Health course in grade nine. Since we met a senior course about on sexual assault was written.

After I met with your group, I brought your comments back to the Board of Education office (your comments were anonymous). We used much of what you had to say to revise what we previously done in the Health course. For example, because of your comments;

- we reduced the number of pen and paper exercises
- we stressed the need for sensitivity and for keeping comments during the class confidential concerning the issue of sexual assault
- we asked teachers to inform the guidance office that sexual assault would be covered in class that week
- we asked that teachers prepare alternative activities for those students who did not wish to participate
- we kept the avoidance strategies and myths and realities exercises and the sexual harassment and sexual abuse definitions
- we asked that teachers and students demonstrate both a negative and a positive dating situation (and not only the negative one) so that students would see alternatives to negative dating relationships

For the creation of the senior course, your comments encouraged us to include the following;

- need to address sensitive nature of the course
- keep the myths and realities exercise
- more facts and definitions relating to sexual assault
- more on boys/men who are assaulted
- more about the issue of blame in a sexual assault
- information about music videos and the relationship to sexual assault
- information about socialization and peer pressure
- tips to increase personal safety
- information on self defense
- how a survivor copes with an assault
- how to help a friend who has been sexually assaulted
- phone numbers of places to call in emergency
- different ways to be evaluated ie. make a video, create a play, hold a debate
- fewer writing exercises
- more role plays and small group activities
- more information to read

Your help to create these courses is very appreciated and I would like to thank you for sharing your stories and your comments about sexual assault. I have even decided to write my Masters Thesis about how student can help to create sexual assault prevention courses. If you have any questions at all please do not hesitate to call me at 905-643-2775. You all left a lasting impression on me - maybe one day we will meet again. Thanks. Judy Gould

**Appendix F**

**Agenda - In-Service #1**

**Healthy Sexuality Workshop**  
Tyandaga Room  
January 26, 1994  
Agenda

- 8:00 Mix and meet and view Health SHARE and videos from programme
- 8:30 Introductions and Agenda for the day
- 8:35 Ice Breaker
- 8:55 Sexual Assault (grade nine and senior course)  
\*introduction and background to document
- 9:30 Respect activity
- 10:00 Concurrent sessions
1. Myths and Realities
  2. Attributions...Blame Pyramid
  3. Sex Role Socialization and the Link to Sexual Assault
  4. Assertiveness
- 10:20 Break
- 10:35 Rotation to remaining three activities at 20 minute intervals
- 11:35 Panel...Questions and Answers
- 12:00 Lunch and view Health SHARE and videos
- 1:00 Decision Scenarios
- 1:05 Concurrent Sessions (rotate every 15 minutes)
1. Relationships
  2. Birth Control
  3. AIDS Education
  4. Teen Pregnancy
  5. STD's
  6. Health SHARE
- 2:45 Evaluation/Learning Outcomes/Indicators  
\*complete decision activity  
\*learning outcomes, indicators, assessment strategies  
\*Rubrics for specific learning outcomes  
\*distribute Trojan condom resource  
\*distribute sexual assault resource manual
- 3:15 Panel...Questions and Answers
- 3:30 Closure



**Appendix G**

**Evaluation for In-Service #1**

### Evaluation for In-Service on Healthy Sexuality Curricula

We would like to ascertain your experience of the in-service through your comments on this evaluation while your memories are still fresh. Please fill it out anonymously and return it to the Board office by Feb. 11. For the following questions, please circle a number following each question. The meanings of the numbers are: **5=EXCELLENT 4=GOOD 3=FAIR 2=POOR 1=UNACCEPTABLE**

**1. Please rate the overall effectiveness of the content and delivery of the following:**

*Morning Sessions:*

Background information about the curricula	1	2	3	4	5
Sexual Response Game	1	2	3	4	5
Respect exercise	1	2	3	4	5
Assertiveness exercises	1	2	3	4	5
Blame discussion	1	2	3	4	5
Sex Role Socialization discussion	1	2	3	4	5
Myths and Realities exercise	1	2	3	4	5

*Afternoon Sessions:*

Decision Making Scenarios	1	2	3	4	5
Health Share	1	2	3	4	5
Pregnancy	1	2	3	4	5
Birth Control	1	2	3	4	5
AIDS	1	2	3	4	5
STD's	1	2	3	4	5
Touch Game	1	2	3	4	5
Evaluation Rubric	1	2	3	4	5

**2. Please circle to indicate which session(s) needed:      More Time      Less Time      Just Right**

*Morning sessions:*

Background information about the curricula	1	2	3
Sexual Response Game	1	2	3
Respect exercise	1	2	3
Assertiveness exercises	1	2	3
Blame discussion	1	2	3
Sex Role Socialization discussion	1	2	3
Myths and Realities exercise	1	2	3

*Afternoon Sessions:*

Decision Making Scenarios	1	2	3
Health Share	1	2	3
Pregnancy	1	2	3
Birth Control	1	2	3
AIDS	1	2	3
STD's	1	2	3
The Touch Game	1	2	3
Evaluation Rubric	1	2	3

**3. Overall, how well did the presenters communicate concepts and ideas?**      1      2      3      4      5

**4. Overall, how well organized was the in-service?**      1      2      3      4      5

5. How did you find the in-service location?            1        2        3        4        5  
 How did you find the food?                                1        2        3        4        5
6. From what you have seen, what is your assessment  
 of the curricula content?
- Grade Nine?    1        2        3        4        5  
 Senior Course?    1        2        3        4        5

For the following, please comment on your experience. If/when you have criticism(s) please also include a suggestion for improvement.

7. How comfortable do you feel with the Sexual Response information. If you are not comfortable what specifically are you uncomfortable with (activity, content, other)?
8. How comfortable do you feel with the updated AIDS information. If you are not comfortable what specifically are you uncomfortable with (activity, content, other)?
9. How comfortable do you feel with the information on sexual assault. If you are not comfortable what specifically are you uncomfortable with (activity, content, other)?
10. A) Based on the information received at the in-service, do you feel ready to deliver (please circle):  
 a) the new information in the grade nine curriculum?            yes                                no  
 b) the senior curriculum?    yes                                no  
 B) If no, and you have not mentioned the reason previously, could you comment and perhaps suggest what do you think should be done about this?
12. A) What were your expectations of the in-service?
- B) Were those expectations met?
- C) If not, how could we have improved?
13. Is there anything else about the in-service day that you would like to add?

**PLEASE COMPLETE AND RETURN TO THE BOARD OFFICE C/O SUE AMOS BY FEBRUARY 11.**

## **Appendix H**

### **Agenda, Feedback, and Notes - In-Service #2**

**Healthy Sexuality Workshop II**  
J.W. Singleton Centre  
Halton Room  
April 18, 1994  
8:30 - 11:30 am

**Agenda**

- 8:30 Introductions and Agenda for the morning
- 8:35 Outline changes to the document and rationale  
\*disseminate changes for own binder and insert  
\*disseminate packages of changes for school colleagues
- 9:00 Sexual Assault (grade nine and senior course)  
\*rationale for revisiting this topic
- 9:05 Video Clip and description of exercise  
\* form four groups (one facilitator per group)  
\* groups may be subdivided into four per group  
\* adopt specific roles from video...discuss thoughts and feelings  
\* facilitators debrief each group
- 9:25 Further Exploration in Groups  
1) The Link Between Sexual Assault and Stereotypes - discuss the following: What are the expected roles of men and women in sexual activity? Brainstorm about the positive and negative effects of these expectations. Should the expectations of men and women in sexual activity be altered? If so, how?  
2) The Response (blame and consent) - Divide into two teams and debate "People deserve to be sexually assaulted". Switch sides.  
3) The Support - Share the strategies that you would use in male and/or female classes to encourage advocacy among males and non-victimization among females.
- 10:10 Break
- 10:25 Assessment strategies, Learning Outcomes, Indicators  
\* Evaluation...groups of 3  
\* define rubric and link to learning outcomes  
\* distribute decision rubric and walk through  
\* hand out decision scenarios and decision model  
\* select one each  
\* peer evaluation, 2 observing, one doing scenario (using rubric as guide)  
\* rubrics for specific learning outcomes
- 11:20 Panel...Questions and Answers

**Feedback to Teachers and Community Members RE: In-Service I**

March 1, 1994

Dear Phys. Ed Teachers,

Thanks for completing the evaluation forms that we sent to you following the in-service re: the grade nine and senior curriculum.

Overall, this is what you said about the in-service:

- need more time (both information and discussion) concerning the sexual assault information (grade nine and senior course information)
- need more time in general for the new information (including revisions to A.I.D.S., birth control)
- need more time discussing evaluation
- overall your expectations were met

It is for these reasons that we are planning another half day in-service to address the above issues specifically. I look forward to seeing you there!

Sincerely,

Judy Gould

**Healthy Sexuality Curriculum Modifications**  
(pertaining specifically to sexual assault information)\*

- remove word 'androgyny'
- clarification of attributions of responsibility for sexual assault
- changed BEM Sex Role inventory and replaced with Characteristic Inventory

(\*my addition)

## **Discussion Topics for In-service #2**

### **THE LINK**

What are the expected roles of men and women in sexual activity? Brainstorm about the positive and negative effects of these expectations. Should the expectations of men and women in sexual activity be altered? How?

### **THE RESPONSE**

Divide into two teams and debate "People deserve to be sexually assaulted".

### **THE SUPPORT**

Share the strategies that you would use in male and/or female classes to encourage advocacy among males and non-victimization among females.



### *Facilitator's Notes and Probes for In-service*

#### Video Exercise

- teachers will be in groups of four
- assign roles for group in this order Suzanne (victim), Amy (victim's friend), Mark (perpetrator), Rob (perpetrator of friend) (regardless of gender of teacher)
- ask teachers if they would like a few minutes to get into their roles
- teachers will be asked for their gut responses (feelings, thoughts) about themselves in their roles.
- after each has had a couple of minutes to talk ask them to come out of their roles and debrief about the experience. Any reactions concerning the role they played?
- Did they have an opportunity to really feel what it was like to be the person in that role? Why? Why not? Any reactions to other characters? Any other insights about the activity?

#### The Link, The Response, The Support

- Groups will spend 15 minutes on each overhead question
- group members will have a couple of minutes at start of each discussion to reflect on the question and if they want they can use support materials in the binder.

#### *The Link*

- how have people they have known expected sexual activity should be acted out by men and women?
- what do their students expect from men and women in sexual activity?
- if people think the expectations for sexual activity should be altered, how should they be altered?
- encourage them to go further in their thinking about the link ie. if women should initiate then what needs to be done with their socialization so that they feel they can initiate? or if men should not be expected to persuade women into sexual activity then how should they be socialized differently?

#### *The Response*

- group will divide into two teams of four
- each team will choose a side on which to debate but will not know that they will be switching sides after the seven minute mark.
- as quickly as possible they should prepare their arguments. They will have one minute to present each, one minute to rebut and one minute to conclude
- rules for debate include; two sides (yes, no); in seven minutes side 1 presents then side 2; side 1 rebuttal, side 2 rebuttal; side 1 conclude, side 2 conclude. Switch sides following same procedure for the other seven minutes.
- any insights into this?
- was there any focus on consent or the law? (ie. it does not matter whether a woman was naked on a street corner, if she does not say yes then by law consent for sexual activity has not been given)
- where was the common emphasis for both groups on the yes side? the no side?
- what does this suggest?

#### *The Support*

- group will share the strategies they use when teaching material to all male, all female and co-ed classes.
- how do teachers and students avoid male-bashing and instead foster an environment of action and caring?
- how do teachers avoid blaming the victim and victimizing women? What is emphasized instead?

**Appendix I**

**Consent Letter for In-Service Participants**

Dear In-Service Participant,

July 11, 1994

My name is Judy Gould and I worked with the curriculum writing-team to develop the sexual assault units for the grade nine and senior **Healthy Sexuality** curriculum. I met most of you at the in-services in January and in April. My purpose in contacting you now is to ask your permission to document those in-service proceedings for my Masters thesis in Community Psychology at Wilfrid Laurier University. Seeking your permission is a normal procedure in order to satisfy ethical requirements for the university.

The focus of my thesis is to document how the students, teachers, and community members of Halton participated in creating curricula in sexual assault prevention. In documenting this process, I will not be using any quotes given to me by participants. I would simply like to report on the issues that you found pertinent at the in-services for revising the curricula and for future curricula development.

For example I might report the following: In the first in-service, when groups were introduced to the "BEM Sex Role Inventory" (the activity that explored androgyny), concern was raised by some that if after completing this exercise, a young man found that he was predominantly 'feminine', then this could be potentially damaging for various reasons. As a result of this feedback the BEM Sex Role Inventory was substituted with a less potentially damaging activity.

Again, it is not my intention to use any quotes and/or names. If you have any concerns about my documenting the process of the in-services or if you are interested in obtaining further information about this project please do not hesitate to contact me at 905-643-2775 (you do not need to identify yourself if you don't feel comfortable doing so). If I do not hear from you before August 1, 1994, I will assume your permission in this matter. Thank you for your attention and enjoy your well deserved vacation!

Sincerely,

Judy Gould

/cc: Sue Amos

## **Appendix J**

### **Stakeholders' Comments Informing Revisions to Curricula**

## Stakeholders' Comments Informing Revisions to Curricula

### *Student Comments Guiding Revision to the Grade Nine Units - General Brock*

- stress sensitivity and keep comments during the class confidential;
- teachers should prepare alternative activities for those students who do not wish to participate;
- retain the information on how to decrease the risk of sexual assault, the myths and realities associated with sexual assault and the statistics;
- curriculum should illustrate both negative and positive dating situations so that alternatives to negative dating relationships are presented, e.g., if using "Lindsay's Story", then discuss how the perpetrator is a negative role model ;
- use small groups more often;
- information should be given to both men and women at the same time;
- reduce the number of pen and paper exercises and increase the number of interactional strategies;
- don't show the video "Not By Strangers Only";
- on the "Things to Think About" handout everyone is likely to check the answer 'no'. For example, 'No, it's not okay for a man to have his way if he pays for dinner.' Therefore revise this activity.

### *Student Comments Guiding Creation of Senior Course - General Brock*

- teacher should plan alternative activities should student wish not to participate;
- ask the teacher and other students to be sensitive about the curriculum materials, as some people in the class may have been personally affected;
- show a video like "Lindsay's Story" but one that looks less like her fault;
- retain the drama component, because students liked making the video because gave a good idea of what it would be liked to be in a sexual assault scenario;
- use small groups more often;
- information should be given to both men and women at the same time;
- reduce the number of pen and paper exercises and increase the number of interactional strategies

### *Student Comments Guiding Revision to Grade Nine Document - Georgetown*

- show a video that illustrates the range of date rape unlike "Lindsay's Story" which depicts a less physically violent scenario. Include the video "Dating, Sex, and Trouble" as an alternate. In this video, three different sexual assault scenarios are presented, the issue of blaming the victim is addressed, the narrators review what to do if the viewer has been sexually assaulted, and preventative strategies to reduce the risk of sexual assault for men and women are discussed.

*Student Comments Guiding Creation of Senior Course - Georgetown*

- stress sensitivity and keep comments during the class confidential;
- keep the information from grade nine units on how to decrease the risk of sexual assault, the Myths and Realities exercise, and the Sexual Assault Questionnaire, include new definitions (e.g., sexual harassment, sexual abuse) and, the community emergency telephone numbers;
- include more information about boys/men who are assaulted;
- include information about societal pressures and sexual assault (media, peer pressure, socialization, blaming the victim) e.g., how music videos influence sexual assault;
- offer self defense separately to men and women;
- include more on how to cope or how to help a friend cope with sexual assault;
- have fewer writing exercises, more role plays, and more small group activities;
- evaluate in different ways e.g., make a video, create a play, hold a debate;
- provide more focus on women not blaming themselves for a sexual assault;
- create a support group for survivors or those affected by the incidence of sexual assault.

*Comments from In-Services Guiding Creation to the Senior Course*

- take out BEM Sex Role Inventory;
- revise attributions of blame and responsibility to clarify.

*Comments from C.U.R.E. Guiding Creation of the Senior Course*

- take out the word androgyny and replace with gender roles for the future

**Appendix K**  
**The Completed Curricula**

### Grade Nine Units - The Finished Product

This is the final copy of the grade nine sexual assault units after all input was received from students, teachers, and community members. Changes to the units following stakeholder input are highlighted.

#### Lesson #1-

Learning Outcomes	Student Activity	Teaching Strategy	Student Evaluation
1) Student will have an understanding of the terms acquaintance rape, sexual assault, and consent.	Students discuss common myths associated with acquaintance rape. Students can discuss or act out "Sex a Decision for Two".	Put myths and realities on cue cards and hand out some of each to small groups. Ask them to decipher which are myths and which are realities.	Observe the students recognition of and understanding of the terms acquaintance rape, sexual assault, consent.
2) Have an appreciation of the need to explore the topic of acquaintance rape.	Students will complete a fact sheet. They will then view the video "Lindsay's Story" and discuss the video with the class. Note that Ray is not a positive role model for men and ask students to re-enact the scenario to explore the possibilities for positive outcomes. OR Students may watch the video "Dating, Sex, and Trouble" and follow up with discussion questions.	Distribute the fact sheet and discuss answers. Ask class questions about "Lindsay's Story" e.g. Count # of miscommunications between Ray and Lindsay. How often did Lindsay refuse Ray? Could Lindsay or Ray have done anything differently?	Observe student input and discussions.

#### Lesson #2

3) Have an understanding of some societal influences that contribute to the reasons why sexual assault occurs.	In small groups, students will discuss "Things to Think About" handout re: how they are personally affected. e.g. "How much does it cost to go to the show?" They will then brainstorm about stereotypes and the associated pressures by responding to "People thinks girls (boys) are..."	After distributing "Things to Think About", circulate among the groups to probe them about personal experience - ask them to consider dating norms in their own lives. Then, generate list of stereotypical descriptors for youth groups e.g., preppies, head bangers. Emphasis on how both positive and negative stereotypes can be harmful. Students encouraged to discuss the stereotypical behaviour in sexual activity and then link stereotypes and expectations in sexual activity	Observe whether students are able to determine the reasons why sexual assault occurs by exploring dating expectations and stereotypical attitudes and behaviours.
4) Have an understanding of the stages of sexual assault and be able to use Personal Safety Strategies to increase the awareness of how to avoid potentially risky situations.	Student will discuss the three stages of acquaintance rape and then generate their own list of personal safety strategies. Compare to "Tips for Tactile Teens" in small groups.	Outline the stages of acquaintance rape and ask the students to discuss "Tips for Tactile Teens" in small groups. Pose a scenario to each group and ask them to respond using three different strategies and then exchange this information with the class.	Observe whether or not students are able to differentiate between using the strategies to blame the victim or using the strategies as protective measures (i.e., do they concentrate on strategies only for women?)
5) Have an awareness of community agencies and trusted others who could provide support and information related to sexual assault.	Students will brainstorm about the various supports available to victims of sexual assault.	Distribute community information and review.	Observe the extent to which the students are aware of community agencies?



**NOTES:**

- Students and teachers may feel the need for personal support and/or counselling regarding this issue (see list of resource numbers).
- Teachers may want to inform the guidance department that this unit is being taught. Students should be made aware of the sensitive nature of this topic.
- Teachers may wish to allow students having difficulty coping with this topic to take part in alternative activities.
- Teachers should encourage students to keep their comments "in check" and to regard other students' feelings.

### *Senior Course - Final Document*

The input received from students and the in-service participants regarding the senior course in sexual assault prevention is reviewed next along with the way in which it was incorporated in the senior document.

1. The teacher should plan alternative activities should students wish not to participate in the sexual assault materials. The teacher and students should display sensitivity concerning curriculum materials as some people in the class may have been personally affected. I addressed the issue of sensitivity when I made this request of the implementers in the introduction of the document.
2. Retain the information from grade nine units on how to decrease the risk of sexual assault, the Myths and Realities exercise, the Sexual Assault Questionnaire, and the community emergency telephone numbers. These requests were met by duplicating the grade nine information in the senior course, because the students enjoyed it and I thought it was foundational information.
3. Information about boys/men who are assaulted and the definitions for sexual harassment and sexual abuse was added to the definitions section of the document.
4. Show a video like "Lindsay's Story" but one that looks less like her fault. I suggested the video "Dating, Sex and Trouble", because three different sexual assault scenarios are presented, the issue of blaming the victim is addressed, the narrators review what to do if the viewer has been sexually assaulted, and preventative strategies to reduce the risk of sexual assault for men and women are discussed.
5. More focus on women not blaming themselves for a sexual assault was addressed by creating Attributions of Blame information. After the in-service, I revised the Attributions of Blame information so that it was presented more clearly to the reader. It appears in the material investigating issues surrounding sexual assault.
6. The "BEM Sex Role Inventory" was replaced with the "Characteristic Inventory" which I created following the first in-service. The purpose of the exercise is still to think about the uses of stereotypes, but the students are not required to label themselves. This change was made in the "societal influences" learning outcome.
7. Information about societal pressures and sexual assault (media, peer pressure, socialization, blaming the victim), e.g., how music videos influence sexual assault, was included in the learning outcome addressing societal influences.
8. Self-defense offered separately to men and women and more on how to cope or how to help a friend cope with sexual assault are dealt with in the section on strategies to prevent sexual assault.
9. Creating a support group for survivors or those affected by the incidence of sexual assault is presented as a way to give participants in the curriculum something to do to assist in alleviating the oppression in their lives.
10. Retain the drama component, because students enjoyed making the video; more role plays, and more small group activities as opposed to pen and paper exercises; and, the suggestion to be evaluated in different ways e.g., make a video, create a play, hold a debate was addressed by suggesting that curriculum participants utilize role plays and

small group work to explore a potential sexually assaultive situation or strategies to decrease the risk of assault e.g., assertiveness.

I spent most of the summer of 1993 compiling the information for the course based on input I had already received and on input I was receiving from community members. Examples of input from the community include:

- information on the rape crisis centre and on victim services since what to do after an assault and what to do if your friend is assaulted are also important to include in sexual assault curriculum materials (Briskin & Gary, 1986)<sup>5</sup>;
- reporting assault, third party reporting, victim services, and the sexual assault laws<sup>6</sup>;
- assertiveness<sup>7</sup>;
- investigate whether there is any overlapping material between the existing OAC Family Studies curriculum and the new sexual assault course<sup>8</sup>.

At the end of the summer, I sent the writing-team a first draft of the senior curriculum. In the fall I met with them to request their feedback. As a result of their comments, I revised the information on assertiveness, I added more information to the laws section, I clarified the definitions (e.g., the difference between the Canadian legal term of sexual assault and the American legal term of rape), and made editing changes.

I really enjoyed the challenge of incorporating stakeholder input into the form of a document although it was not always an easy process. At times I found that I did not know how to proceed with the development of the senior course until I had met with the writing team which proved difficult, because the team had many other things to discuss (e.g. revisions to the grade nine course and the response from the C.U.K.E. to the curriculum). I was immensely satisfied with the end product, because although it was not tested with senior students or read by community members prior to being printed, it originated from stakeholder input.

The following chart illustrates the information included in the senior course after input from the students, teachers, and community members. The highlighted areas indicate changes or additions made to the document after determining the needs of students and in-service participants.

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<sup>5</sup> Linda Greer of the Halton Rape Crisis Centre

<sup>6</sup> Joe Martin of the Halton Regional Police Department

<sup>7</sup> Pat Coleman of the Mental Health Association of Halton

<sup>8</sup> Family Studies Consultant for the Halton Board of Education

*Senior Course - Final Document*

Learning Outcomes	Exercises	Small Projects	Large Projects
1) The student will be aware of the importance of respecting the rights of others as an essential element of healthy relationships.	Create group for categories and ask students to stand in those groups. Participants should discuss sensitive nature of the material and how they will proceed.	Do music search for songs promoting respect and present. Shadow a member of the opposite gender for a day and report findings.	Journal writing for duration of course re course materials
2) The student will have an understanding of the terms: Sexual Assault; Sexual Harassment; Sexual Abuse; Acquaintance Rape; Rape	Myth and Reality exercise from Grade Nine curriculum. Complete Sexual Assault Questionnaire. Gather definitions relating to sexual assault from friends and family. Compare results and discuss. Discuss incidence of assault of men. Create scenarios for each of the definitions. Discuss consent and generate examples. Discuss Canadian and New York State law regarding sexual assault/rape. View video Dating, Sex, and Trouble.	Students are invited to do own research on sexual assault and present to class. Invite guest speaker to elaborate on the laws. Ask students to collect accounts of a negative sexual situation in the newspaper and then comment on appropriate definition	
3) The student will be aware of the statistics around sexual assault for women and men.	Complete Stat Fact Sheet and invite students to speculate on the answers. Discuss incidence of sexual assault for women and men	Students are invited to research any aspect of Fact Sheet and present to class. Students can create a visual way to represent any statistic.	Students may wish to present research they have done in more detail e.g., present a journal article of a study of sexual assault
4) The student will continue to explore (and/or investigate) issues and concepts around sexual assault.	Role play the parts in Sex a Decision for Two that depict the stages of sexual assault. Discuss how culture blames the victim for sexual assault. Discuss reasons for using drugs/alcohol in dating situation. Discuss similarities and differences of rape-prone cultures to our own. Discuss the Power and Equality Wheel. Discuss video Power to Choose and role play different and positive endings.	After reviewing Alcohol and Sexual Assault resource, find out what the statistics are for drinking in your own school. Students might consider developing a survey to ask students about the drinking behaviours of students in their own class.	Students may wish to research the history of sexual assault. Prepare a project about the relationship of drinking and sexual assault focusing on both high school students and college students. Invite guest speaker to talk about violence against women. Consider questions how is sexual assault a societal versus an individual problem? Organize a debate on women's/men's role in a sexual assault.

Learning Outcomes	Exercises	Small Projects	Large Projects
<p>5) The student will have a greater understanding of a wide range of societal influences which contribute to the occurrence of sexual assault.</p>	<p>Participants critically evaluate stereotypes. Participants can complete the "Characteristic Inventory" and complete according to the way they think their friends would answer and then the way they would answer. Discuss results (optional if want to discuss own results), the roles for men and women in the culture and then explore how the social institutions (e.g., education, religion) maintain help to maintain traditional roles and thus the status quo</p>	<p>Participants are encouraged to engage in various forms of research (interviewing, library research, self reflection) to explore the ways in which men and women are socialized by social institutions including the media. Participants view the videos Still Killing us Softly and Stale Roles and Tight Buns to augment their research.</p>	<p>Trace the role of women in society over time. Debate that media influences are linked to sexual assault. Create own children's story representing men and women equally in whatever way that means to the author. Debate or write an essay on the non-traditional role of women in education and in religious scriptures. Research locker-room behaviour (with consent). Debate censorship/pornography.</p>
<p>6) The student will adopt and practise safety strategies related to the issue of sexual assault.</p>	<p>Practise assertiveness, then practise being assertive in a potential sexually assaultive situation. View video Sooner or Later and discuss. Role play a personal safety strategy and role play a friend hearing that a friend has been sexually assaulted. Create a Bill of Rights for Victims. Discuss Pressure Lines used to 'seduce' another. Discuss self-defense training. Give out TIPS to Increase Personal Safety and Community Emergency Numbers.</p>	<p>Invite guest speaker from the local rape crisis centre, the community officer, and/or a Victim Services representative to talk about the realities of sexual assault.</p>	<p>Offer self defense training to the women. Teach men and women self-defense separately.</p>
<p>7) The student will understand that they have the ability to affect positive change.</p>			<p>Form a gender relations committee; do a safety audit at your school and in your surrounding neighbourhood; offer men's and women's support groups; create a play about sexual assault for your school; arrange informational interviews with community members and present your findings to the class; join a community march; write letters of protest to companies, to the media; picket a cause you feel strongly about</p>

**NOTES (found within the curriculum material):**

- It is recommended that presenters of any part of this curriculum notify the guidance department when you decide to implement this document. A member of the class may have been traumatized by an assault and may wish to speak to a counsellor.

- Respect a person's wish to remain silent or to refrain from participating in the activity. It is also recommended that the teacher provide the student with an activity in place of participation in this material in the situation that a student is still coping with a sexually assaultive event.
- In order to begin investigating this course each individual must already be willing to respect others in the class. Some individuals may already have been involved in a sexual assault (teachers or students). They may have been victimized personally or know someone who has been. Therefore, it is important to do the following:
  - Feel free to express your feelings about an issue in the class but not at the expense of putting another person down.
  - Give each other equal time and equal space when dealing with some of these issues. Be aware that many emotions will be stirred up.
  - Respect and listen to another's opinion. You may not agree with their opinion but we all have something to learn from each other. Look for the positive in what is said.