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LOVEBiTES: An evaluation of the LOVEBiTES and respectful relationships programs in a Sydney school

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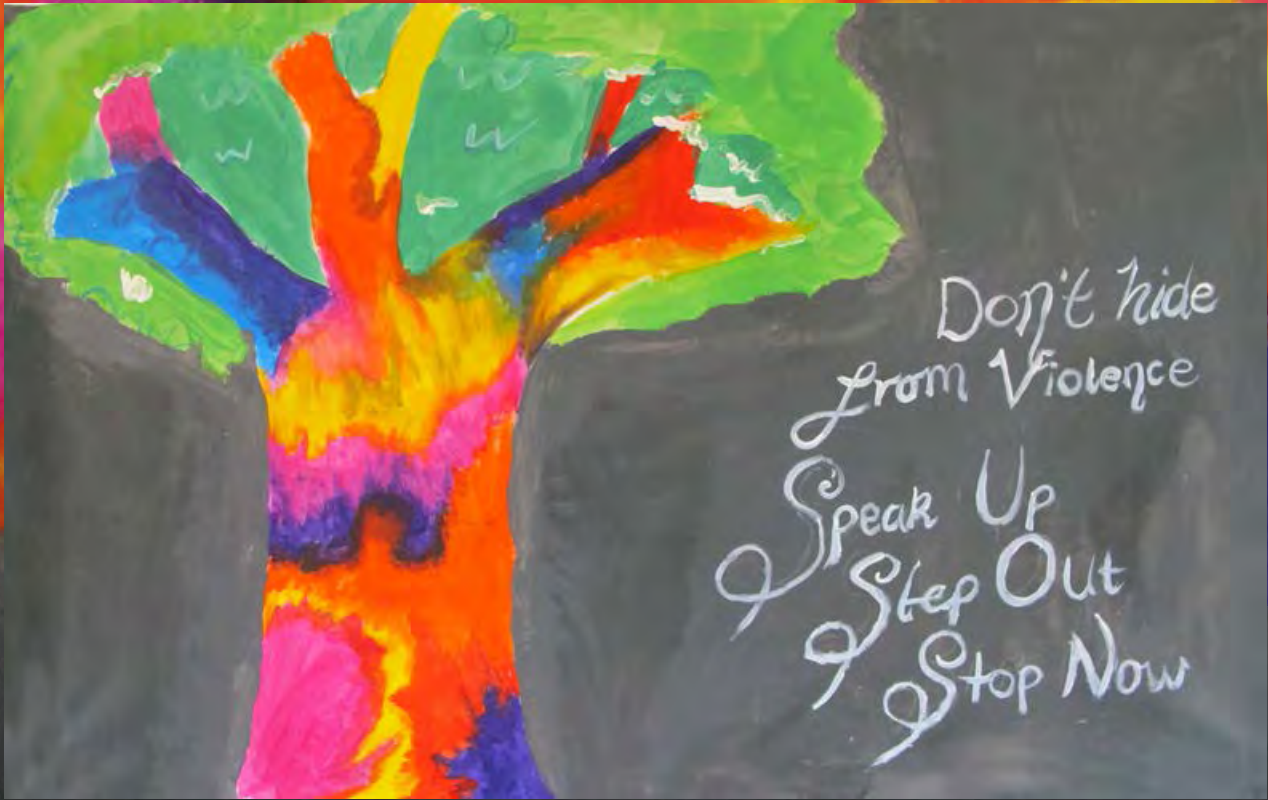
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MICHAEL FLOOD AND VICKI KENDRICK

NAPCAN
PREVENTING CHILD ABUSE

UNIVERSITY OF
WOLLONGONG





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EXECUTIVE SUMMARY

This document reports on an evaluation of the impact among students of two violence prevention programs run by the National Association for the Prevention of Child Abuse and Neglect (NAPCAN). The evaluation centres on the LOVEBiTES program run among Year 10 students and a newly developed Respectful Relationships program run among Year 7 students. The evaluation was conducted among students who participated in these programs in a Sydney school in 2010. Students in Years 7 and 10 were surveyed before and after their participation in a thirteen-week program and a full-day workshop respectively, using a quantitative survey. This evaluation report was commissioned by NAPCAN and produced by researchers at the University of Wollongong.

The findings of this evaluation demonstrate a complex and even contradictory impact of the two programs on students. The LOVEBiTES and Respectful Relationships programs had a significant and positive impact on students' attitudes towards domestic violence, attitudes towards gender relations, and skills in having respectful relationships. Students who participated in the two violence prevention programs showed significant improvements in their attitudes and skills in these areas. On the other hand, the programs had little or no impact on Year 7 or Year 10 students' attitudes towards aggression and alternatives to aggression, no impact on Year 10 female students' attitudes towards dating violence and a mixed impact on males' attitudes, a mixed impact on Year 10 students' perceptions of various abusive or coercive behaviours as violence, and a negative impact on Year 7 female students' attitudes towards bullying.

The unevenness of these findings suggests that LOVEBiTES (in Year 10) and the Respectful Relationships program (in Year 7) are more effective in changing students' attitudes in some domains than in others. There are several possible reasons for this. Some of the domains of impact assessed in this evaluation may be marginal to or absent from the curriculum used with the students, whether in the one-day workshop or the 13-week program, and thus unlikely to show effects of the intervention. For example, if the curriculum is largely silent on aggression and its alternatives, then one would expect

to see little or no impact from the curriculum on attitudes towards these.

The findings suggest that the programs are more effective with some groups than others. For example, male students' attitudes towards some forms of violence or abuse worsened over the course of the interventions, and Year 7 males' attitudes towards gender relations showed no change. It may be that aspects of the curriculum are less effective at engaging with male than female students, or that males are more likely to respond than females in defensive or hostile ways to the particular teaching methods used. On the other hand, male students in the LOVEBiTES program showed significant improvements in their attitudes towards domestic violence (and female students also showed some degree of improvement). The evaluation findings may reflect the general difficulties violence prevention programs face in engaging effectively with boys and young men and the fact that males enter such programs with more violence-supportive attitudes in general than females.

This evaluation documents that in some instances it is males' rather than females' attitudes which improve and in others it is females' rather than males' attitudes which improve. For example, among Year 7 students in the Respectful Relationships program, females' but not males' attitudes towards gender relations improved over the course of the program. On the other hand, among Year 10 students in the LOVEBiTES program, this pattern was reversed, with males' but not females' attitudes improving. Still focusing on Year 10 students, males' attitudes towards domestic violence improved to a greater degree than females'.

The unevenness of these findings may have been exacerbated by problems with data collection, as we discuss below.

LOVEBiTES and Respectful Relationships educators should not feel alone in facing evaluation results which are uneven. Neutral or negative impacts have been documented in a range of violence prevention programs. It is likely that many more would be documented if more programs actually were evaluated. In some interventions, attitudes related to some domains may change in undesirable directions, as various studies have documented (Hilton *et al.*

1998: 727-28). A review of five school-based dating violence prevention programs documents that programs' impacts may be uneven, with positive change on some indicators and no or negative change on others (Meyer and Stein 2004). Some violence prevention sessions have created 'attitude backlash', for example in which boys' attitudes towards sexual coercion worsened (Winkel and de Kleuver 1997; Jaffe *et al.* 1992.)

This evaluation documents both positive and negative findings. The findings of this evaluation suggest the need for those involved in the two programs to:

- Examine and further develop the programs' theory of change, their logic and rationale, in particular to investigate the links between their intended domains of impact and the teaching methods and content used to address these;
- Further investigate the ways in which the two programs are experienced by their participants, including by particular groups such as boys and young men, to explore the programs' differential impacts and meanings, including through qualitative methods;
- Continue to conduct impact evaluation as a routine component of programming.

The remainder of this summary describes the results of the evaluation in slightly more detail, while the full report documents the full findings. In both cases, results are reported usually in the order in which each area was addressed in the surveys themselves.

Some measures of attitudes and behaviours used in the evaluation are shared across the Year 7 and Year 10 student surveys, while others are exclusive to the Year 10 survey. Where students in both year levels are responding to the same measures, we report on their responses both together and separated by year. While reporting on Year 7 and Year 10 students together obscures the fact that they participated in separate and indeed different programs, it allows an assessment of the two programs' overall impact. In any case, we also report on Year 7 and Year 10 students separately, allowing an assessment also of each program's particular impact.

ATTITUDES TOWARDS DOMESTIC VIOLENCE

Looking at all students who participated in both programs, students showed significant improvements in their attitudes towards domestic violence over the course of the programs. This was true both for students' overall responses to the 12 statements regarding domestic violence and for their responses to particular statements. For example, after the programs, boys and young men were less likely to agree with two violence-supportive statements, "Overall there are more things that men are better at than women" and "It's not always wrong to hit someone, sometimes they provoke it". After the programs, girls and young women were less likely to agree that "Raising your voice at people makes them take notice of you". Focusing on year levels, Year 7 students and Year 10 students both showed improvements in their attitudes towards domestic violence, with Year 7 students in the Respectful Relationships program shifting in a favourable direction on one statement and Year 10 students in LOVEBiTES doing so on three statements.

ATTITUDES TOWARDS DATING VIOLENCE

Students in Year 10 responded to six statements regarding dating violence. Male students showed changes in both favourable and unfavourable directions over the course of the LOVEBiTES program. After the program, male students were less likely to agree that "Most physical violence occurs in a relationship because a partner provoked it", but they were also more likely to agree that "When a girl hits a guy it's not really a big deal". Thus, male students appear to have become more critical of explanations of dating violence in terms of 'provocation' and more tolerant of females' violence against males. Among female students, there were no changes in attitudes over the course of the program. Male students showed much greater tolerance or support for dating violence than females, both before and after the program.

ATTITUDES TOWARDS GENDER RELATIONS

Focusing on students' responses to five statements regarding gender roles and relations, we found that male students showed a significant improvement in their attitudes after the two programs, while there was no change among female students. Further analysis found that these patterns varied by year level

and thus by the program in question. Among Year 7 students in the Respectful Relationships program, female students' attitudes towards gender relations improved while male students' attitudes remained the same. Among Year 10 students in LOVEBiTES this pattern was reversed, with male students' attitudes improving and female students' attitudes remaining the same. Significant gender differences between boys' and young men's attitudes towards gender relations on the one hand and girls' and young women's attitudes on the other were evident before both programs, and persisted and even intensified after them.

SKILLS IN RESPECTFUL RELATIONSHIPS

Year 7 students prior to the Respectful Relationships program showed very high levels of confidence in their abilities to communicate with friends, solve conflicts peacefully, and help or support a friend being bullied, and there was no change in this over the course of the program. Year 10 students were presented with a longer list of skills, focused more on skills in intimate and dating situations and relationships. Most rated their skills highly before the LOVEBiTES program, but students after the program reported higher levels of skill overall and in "recognis[ing] when a relationship is unhealthy or abusive" and "challeng[ing] someone who is being abusive towards their girlfriend or boyfriend". Male students also reported increased confidence in their ability to "talk about [their] feelings with a boyfriend or girlfriend", while female students reported an increase in their ability to "solve conflicts peacefully".

ATTITUDES TOWARDS AGGRESSION AND ITS ALTERNATIVES

The LOVEBiTES program among Year 10 students and the Respectful Relationships program among Year 7 students had no substantial impact on students' attitudes towards aggression and alternatives to aggression. There were slight changes in students' attitudes in both favourable and unfavourable directions. Gender differences were evident in students' beliefs towards aggression both before and after the program, with males more likely than females to be tolerant or supportive of the use of aggression.

ATTITUDES TOWARDS BULLYING

The two programs had a negative or unfavourable impact on students' attitudes towards bullying. This was the case for students in both Years 7 and 10. Breaking this down by sex and year, female students who participated in the Year 10 LOVEBiTES program showed a shift in an unfavourable direction while male students showed no change. Among Year 7 students in the Respectful Relationships program, there were both favourable and unfavourable shifts.

THE PERCEIVED SERIOUSNESS OF VIOLENCE

Students in Year 10 were asked to give their opinion on the seriousness of different type of violence. In response to the LOVEBiTES program, there were no changes in the levels of seriousness students attributed to most of the forms of violence with which they were presented, including bitching, bullying, drunken fights in pubs/clubs, punch-ups at school/college, and racial violence.

Students' perceptions of the seriousness of other forms of violence including rape/sexual assault, domestic violence, and physical fights between siblings shifted in slight ways.

PERCEPTIONS OF CONFLICT AND DOMESTIC VIOLENCE

Students in Year 10 were presented with a range of behaviours, and asked whether they would describe these as "normal conflict between partners" or "domestic violence". There were mixed patterns of change over the course of the LOVEBiTES program in relation to students' perceptions of the 11 violent, abusive or coercive behaviours with which they were presented. On the one hand, students were *more* likely to describe as 'domestic violence' such behaviours as not showing love, constant yelling, not letting a partner see their family or friends, and not allowing money to a partner.

On the other hand, they were *less* likely to describe as 'domestic violence' such behaviours as threatening to hit, throwing objects, and slapping or punching occasionally. Analysis suggests that a significant proportion of male students had become significantly more uncertain after the program regarding the status of certain behaviours as "normal conflict" or "domestic violence". Among female students in contrast, results

were favourable, with significant shifts towards female students' identification of these behaviours as domestic violence.

RESPONDING TO DOMESTIC VIOLENCE (BEHAVIOURAL INTENTIONS)

Using a hypothetical scenario of dating violence in a young couple's relationship, the survey asks Year 10 students about their intended responses to this situation. The survey asks female students about their intended responses as victims and male students about their intended responses as bystanders.

Among female students, after LOVEBiTES a greater proportion reported that they would 'leave' the perpetrator. Among male students, there was little change in their willingness to support the victim or challenge the perpetrator in a scenario of dating violence, but after the program they were more willing also to approach others such as friends, family, and school staff.

INTRODUCTION

LOVEBiTES is a violence prevention education program run among young people around Australia. Since it began in 2003, it has been expanded and developed in various ways. This document reports on an evaluation conducted among Year 10 students who participated in a LOVEBiTES program in a Sydney school and Year 7 students who participated in a related program, Respectful Relationships, at the same school.

LOVEBITES

The LOVEBiTES program was developed in 2003 on the mid-north coast of New South Wales by the Mid North Coast Women's Health Service. LOVEBiTES was supported by the National Association for the Prevention of Child Abuse and Neglect (NAPCAN) in partnership with community organisations and teaching staff in the Kempsey area.

LOVEBiTES is a respectful relationship program for young people aged 14-17 years. For several years, the LOVEBiTES program has consisted of a one-day workshop delivered by community service providers; follow-up sessions delivered by teachers; and the development of a violence prevention community campaign by young people for their local community. The LOVEBiTES curriculum addresses both domestic and family violence (including defining the different types of relationship violence, myth deconstruction, ethical bystander strategies, skills building activities, and the promotion and modelling of respectful behaviours) and sexual assault (including defining sexual assault, myth deconstruction, consent, ethical bystander strategies, and skills building activities).

The LOVEBiTES program has several distinctive features. The curriculum in part is student-driven, with students engaged in designing community campaigns as part of the day-long workshop. Community and media campaigns follow the completion of the one-day program. There is also a train-the-trainer component, with various service providers and teachers having been trained to facilitate the program.

LOVEBiTES first was run by local services throughout the mid-north coast of NSW. Since 2010, LOVEBiTES also has been implemented in other states and territories around Australia. NAPCAN reports that

as at February 2011, LOVEBiTES has received international and Australian funding to train over 2,800 teachers and community service providers, in over 90 communities in the Northern Territory, NSW, Queensland and Tasmania. Over 90,000 children and young people have participated in the LOVEBiTES program in schools across Australia and in NSW juvenile justice centres.

The LOVEBiTES program currently is being extended and reworked in a number of ways. For example, LOVEBiTES is being integrated into a new 'Growing Respect' respectful relationships program. Growing Respect is described as informed by standards of best practice in violence prevention education (NAPCAN 2011), including recent reports which describe and assess these (Carmody *et al.* 2009; Flood *et al.* 2009). Growing Respect extends LOVEBiTES by addressing a wider age and year range among children and young people, moving closer to a whole-of-school approach for example through teacher training and audits of school environments, and extending its curriculum content.

This evaluation reports on two programs: one among Year 10 students based largely on the 'conventional' LOVEBiTES one-day workshop; and a new 13-week program among Year 7 students titled Respectful Relationships.

This report represents the first substantial evaluation of the impact of the LOVEBiTES program. Like many violence prevention programs under way in schools and elsewhere, LOVEBiTES had not been subjected to any kind of impact evaluation thus far. More widely, this report represents a contribution to the handful of evaluations of respectful relationships education among children and young people which have taken place thus far in Australia.

IMPACT EVALUATION

The evaluation reported here represents a relatively simple model of impact evaluation. On the one hand, this evaluation model is designed to be rigorous enough to allow a credible investigation of the impact of the interventions in question. On the other hand, the model is streamlined enough that it can be carried out within the typical constraints of most community-based violence prevention programs.

Few violence prevention programs in Australia have been evaluated, and existing evaluations often are limited methodologically or conceptually. In part, this is understandable given the practical and financial constraints faced by the community organisations running most violence prevention programs. Nevertheless, substantive evaluation is a vital component of violence prevention work.

AN 'ECONOMY MODEL' OF EVALUATION.

There are minimum standards which should be met in evaluations of schools-based violence prevention. The bare essentials of evaluation of violence prevention programs in schools include the *assessment of the intervention's impact on violence-related variables* (such as attitudes and behaviours), the use of *standardised measures* of these, a *pre-test/post-test* design, and a *dissemination* process.

We can think of these minimum standards as the 'economy model' of evaluation. First, evaluations should go beyond assessment only of participants' satisfaction with the program, to examine the intervention's impact on the factors known to be associated with violence. These include violence-related attitudes and ideally, violence-related behaviours and violent perpetration and victimisation themselves. Second, where possible, evaluations should use standardised measures of the relevant domains of impact, drawn from existing scales or instruments. This is valuable for both the rigour of the evaluation and the comparability of its findings. Third, and this is compulsory if the evaluation is to make any claims about program impact, the evaluation must involve both pre- and post-intervention measures. At minimum therefore, evaluations should involve a one-group pre-test/post-test design (Tutty 2002: 185). Ideally, evaluations include long-term follow-up at least three months after the intervention, and

preferably six or months after. Finally, a process for the dissemination of evaluation findings is valuable in order to circulate them and to open them to critical scrutiny.

The evaluation of the LOVEBiTES and Respectful Relationships programs described in this report conforms to the four minimum standards of evaluation described above, in including an assessment of the interventions' impact on violence-related variables, the use of standardised measures of these, a pre-test/post-test design, and a dissemination process. However, in relation to the third of these, we were unable to include long-term follow-up after the intervention. We planned initially to use a further LOVEBiTES event two months after the day-long workshop among Year 10 students as an opportunity to assess whether any changes associated with the workshop had persisted over time or 'rebounded' to pre-intervention levels. Unfortunately, difficulties with the collection of surveys at this event (described in more detail below) meant that we could not use any data from this follow-up. Other issues regarding this evaluation's method are addressed below.

There are further aspects of evaluations of schools-based programs which are desirable. Moving from those which require lesser resourcing and methodological and theoretical sophistication to those which require greater resourcing and sophistication, they include a program logic model or theory of change, assessment of impact on behaviours in particular, the use of both quantitative and qualitative measures, longitudinal assessment, measures of contexts and settings (in schools or elsewhere), measures of program implementation and fidelity, and experimental or quasi-experimental designs incorporating control or comparison schools, students, or groups. I describe these in greater detail under Appendix 3, "A 'deluxe model' of impact evaluation".

METHOD

The evaluation which is the focus of this report represents an effort to realise the 'economy model' described above. The evaluation involves a one-group pre-test/post-test design. That is, students were tested before and after both intervention, the

LOVEBiTES program and the Respectful Relationships program. The study uses a matched samples design, in which participants' responses to the pre-intervention survey are compared with their responses to the post-intervention survey. This allows us to test whether individuals' attitudes and self-reported skills changed over the course of the programs, whether the intervention was more or less effective for particular categories of participants, and so on.

THE INTERVENTIONS: LOVEBiTES AND RESPECTFUL RELATIONSHIPS

This report centres on an evaluation of two violence prevention programs run by NAPCAN in a public high school in Sydney's inner west, the LOVEBiTES program and a Respectful Relationships program. The LOVEBiTES program was run among Year 10 students, while a newly developed Respectful Relationships program was run among Year 7 students.

Tempe High School had run the LOVEBiTES program for its Year 10 students over 2008-09. In addition, NAPCAN proposed in 2009 to extend on the Year 10 LOVEBiTES program by adding a "Leadership Day" and additional post-LOVEBiTES lesson plans. The lesson plans (five lesson plans which teachers can facilitate after the LOVEBiTES program) have been trialled over 2011-2012. Tempe High has also asked NAPCAN to continue the partnership, in developing and trialling programs for years 8 and 9.

The Year 10 LOVEBiTES program primarily involves a full-day workshop for all Year 10 students. The workshop which is the focus of this evaluation was facilitated in September 2010 over two days. The program was facilitated by external community workers from local services (including the Department of Community Services, a sexual assault service, a women's refuge, a youth service, and police). All workers were trained in facilitating the program with a refresher training completed two weeks prior to LOVEBiTES being facilitated at the school. The program covers sexual assault and relationship violence, and incorporates creative strategies (music and art) to develop resources to be used in a wider campaign.

Students in Year 10 then also participated in a further LOVEBiTES event two months later, a "Leadership Day". This was facilitated over two days, for all

students in Year 10, in late November 2010. The Leadership Day consisted of three workshops in which all students participated. The first was a bystander workshop facilitated by NAPCAN workers and a worker from the White Ribbon foundation. It focused on bystander behaviour and being an active bystander. The second workshop was facilitated by the Bankstown Youth Development Service Inc., a community arts-based cultural development organisation. This was a forum theatre workshop where students can intervene in the play and problem-solve situations. It focused on relationship violence, bystander behaviour and attitudes. The third workshop focused on developing resources for a wider community campaign. Students could develop pamphlets, posters, stickers, and use graphic design and computers. This was facilitated by NAPCAN staff.

The Respectful Relationships program (Year 7): The second program which is the focus of this evaluation is a Respectful Relationships program, run among Year 7 students at the same school. Tempe High School supported a request by NAPCAN at the end of 2009 to be involved in a trial of a whole of school approach to preventing violence against women. Initially NAPCAN wanted to develop programs for all school years, but this was not possible for the school to commit to in one school year. In partnership it was agreed that NAPCAN would develop a year 7 Respectful Relationships program.

The Year 7 Respectful Relationships program is a 13-week program facilitated by a Personal Development, Health and Physical Education (PDHPE) teacher with one class. It began in Term 3, in September 2010. The program covered such topics as respect, relationships, gender, sexual harassment, bullying and skills building regarding conflict resolution and communication.

NAPCAN also has been involved in further violence prevention programming among primary school students at Tempe Public School, including respectful relationships education for students in Years 5 and 6 and an All Children Being Safe program among kindergarten and Year 1 students. Teachers were trained in the facilitation of these programs. These programs are not covered by this evaluation.

THE SURVEY

The evaluation assesses the programs' impact on students' attitudes, skills, and behavioural intentions in relation to a range of forms of violence and abuse. Students completed a quantitative survey both before and after the two programs. The survey was developed specifically for this evaluation. It includes items drawn from a range of standardised and other measures addressing attitudes towards domestic violence, beliefs about aggression and bullying, and several other domains of impact. Some items were newly written for this evaluation, such as the "Skills in Respectful Relationships" items intended to assess students' self-reported skills in various aspects of respectful relationships.

Different versions of the survey were developed by year and sex, producing three versions in all: (a) for Year 7, (b) for Year 10 females, and (c) for Year 10 males. See Appendix 1 for the surveys themselves.

ADMINISTRATION OF THE SURVEYS

Among Year 7 students, evaluation surveys were handed out by the teacher at the beginning of the 13 week program and completed by students. They were distributed again and completed by students at the end of the 13 week program.

Among Year 10 students attending the full-day LOVEBiTES workshop (over two days), evaluation surveys were distributed to students at the beginning of the first day by teachers and completed by students, and again distributed by teachers at the end of the second day and completed by students.

There were some problems with the collection of data among the students. There were anecdotal reports from educators that students did not have enough time to complete the surveys, and that some 'rushed' their responses or randomly ticked responses without reading the statements concerned. In focus groups conducted in June 2011 with students who had attended the LOVEBiTES program and leadership day, some students corroborated these reports. While this means that we should be cautious regarding this evaluation report's findings, it does not render them invalid. The survey data does not support the idea that large numbers of students completed the survey or latter parts of the survey in a random fashion, in that there is a fair degree of consistency in students'

responses to the attitudinal questions pre- and post-program. However, this experience does suggest that future evaluations among school students should be more attentive to the length of the survey instruments used and the time given to complete them.

In relation to the evaluation of the LOVEBiTES program among the Year 10 students, there was an effort to collect longer-term data on the program's impact. Two months after the initial workshop, evaluation surveys also were distributed to Year 10 students both at the start and finish of the Leadership Day. Unfortunately, few surveys were completed or returned by students after the event, with many students either leaving the surveys blank or departing without completing them. Because of this, data from the surveys administered at the Leadership Day could not be incorporated into this report's data analysis.

MATCHED SAMPLES

In order to implement a matched samples design, unique identifiers were created for each student. Each student began the survey by writing the first letter of their first name, the first letter of their last name, and the day, month, and year of their date of birth. These letters and numbers were used to create a unique identifier for each student. Data from the pre- and post-program surveys then could be matched to particular students in order to allow comparison of students' responses both on an individual basis and overall.

STATISTICAL ANALYSIS

Data from the surveys was entered into the statistical software program SAS and subjected to quantitative (statistical) analysis. See Appendix 2 for further detail regarding the variables used and the statistical procedures employed to analyse the data associated with them.

PARTICIPANTS

A total of 215 students – 115 from Year 10 and 95 from Year 7 – participated in the evaluation survey. At the point of the pre-program survey, females comprised 48 per cent of the Year 10 students (50 of 104). Close to two-thirds of respondents in Year 10 were aged 15 (72%), with another quarter aged 16 (28%). At the point of the pre-program survey, females comprised 58 per cent of the Year 7 students (29 of

50). Close to two-thirds of respondents in Year 7 were aged 12 (72%), with another quarter aged 14 (28%).

Among Year 10 students, 104 completed the pre-program survey and 115 completed the post-program survey, and we were able to match 91 of the pre-test and post-test surveys. Among Year 7 students, 50 completed the pre-program survey and 45 completed the post-program survey, and we were able to match 44 of the pre-test and post-test surveys.

For more detail, see Appendix 4: A profile of participants in the surveys.

We turn now to the evaluation's detailed findings.

FINDINGS

This section provides the details of the evaluation's findings regarding the impact of the two programs, LOVEBiTES (among Year 10 students) and Respectful Relationships (among Year 7 students). Where students in both year levels are responding to the same measures, we report on their responses both together and separated by year.

BELIEFS ABOUT AGGRESSION AND ALTERNATIVES

Students in both Years 7 and 10 were asked to respond to a number of statements about aggressive behaviour and alternatives to this. The statements were:

1. If I'm mad at someone, I just ignore them.
2. Even if other kids would think I'm weird, I would try to stop a fight
3. It's OK for me to hit someone to get them to do what I want
4. Sometimes a person doesn't have any choice but to fight
5. When my friends fight, I try to get them to stop
6. If I back down from a fight, everyone will think I'm a coward
7. There are better ways to solve problems than fighting
8. I try to talk out a problem instead of fighting
9. I feel big and tough when I push someone around
10. If people do something to make me really mad, they deserve to be beaten up
11. Sometimes I have only two choices: get punched or punch the other kid first
12. If I get crazy with anger, it's OK to hit someone

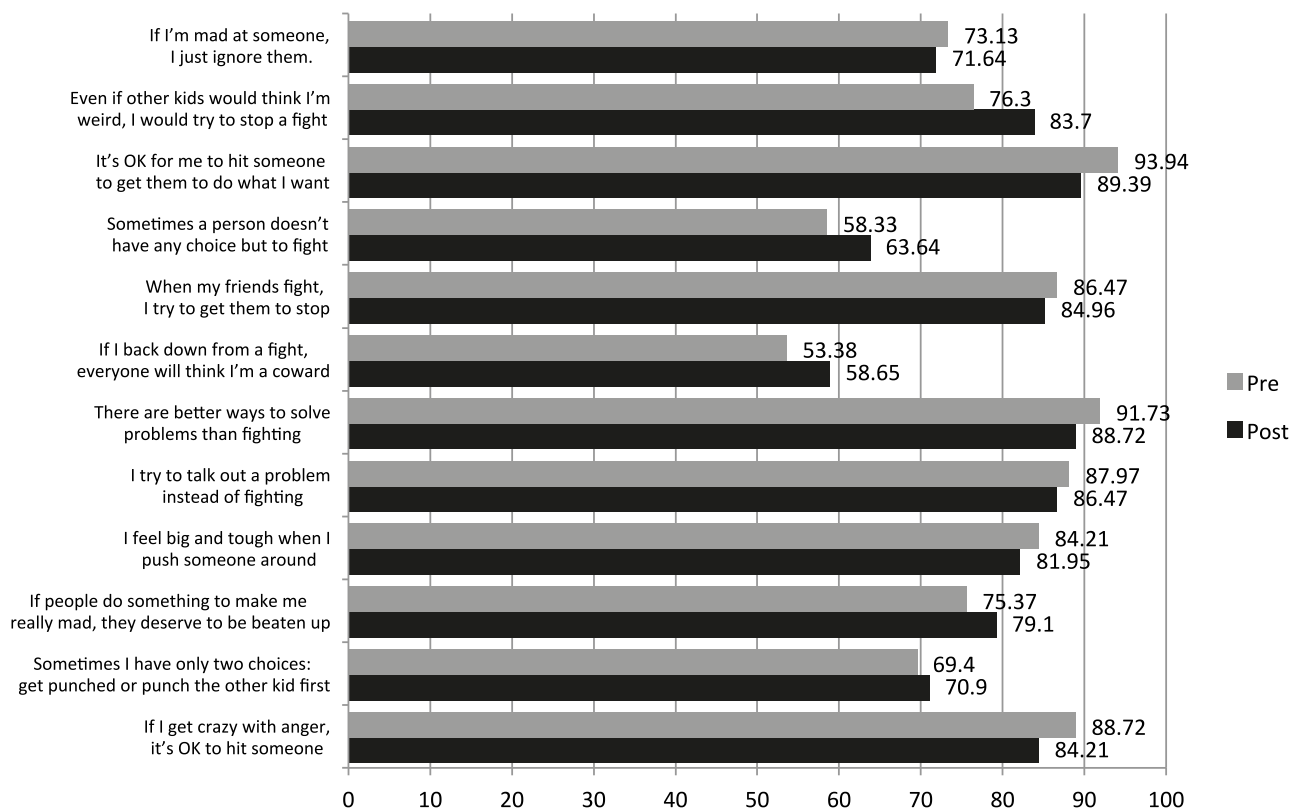
ALL STUDENTS (YEARS 7 AND 10)

Among all students in both Years 7 and 10, there were almost no significant differences after the programs either in students' responses to each statement or their overall response to the statements as a whole. There was a shift only for one of the 12 statements, with students now less likely to agree with statement 10, "If people do something to make me really mad, they deserve to be beaten up" ($p=0.0333$). When a score was calculated for each student, analysis found there to be no significant difference between the average score, pre and post-program for all students Year 7 and Year 10.

Note that in the following table, we report on students responding *favourably* – that is, in the desired direction – to these statements. For example, in response to the first statement, "If I'm mad at someone, I just ignore them," the percentages show those students who *agreed* with this statement. On the other hand, in response to the third statement, "It's OK for me to hit someone to get them to do what I want" – in this case, a violence-supportive statement – the percentages show those students who *disagreed* with this statement.

Table 1: Beliefs about aggression – All students Years 7 and 10

Percentages of all students (N=135) responding favourably



This pattern of little or no change remains the same when analysing the responses of the male and female students separately. Among male students in Years 7 and 10, the distribution of the pre-program responses does not differ significantly from the distribution of responses post-program for any of the statements. Calculating male students' scores for their responses overall to the 12 statements, again there was no change.

Both patterns also are true for the female students in Years 7 and 10, with no differences either in responses to particular statements or in their overall scores.

Table 2: Beliefs about aggression – Male students

Percentages of all Male students (N=64) responding favourably

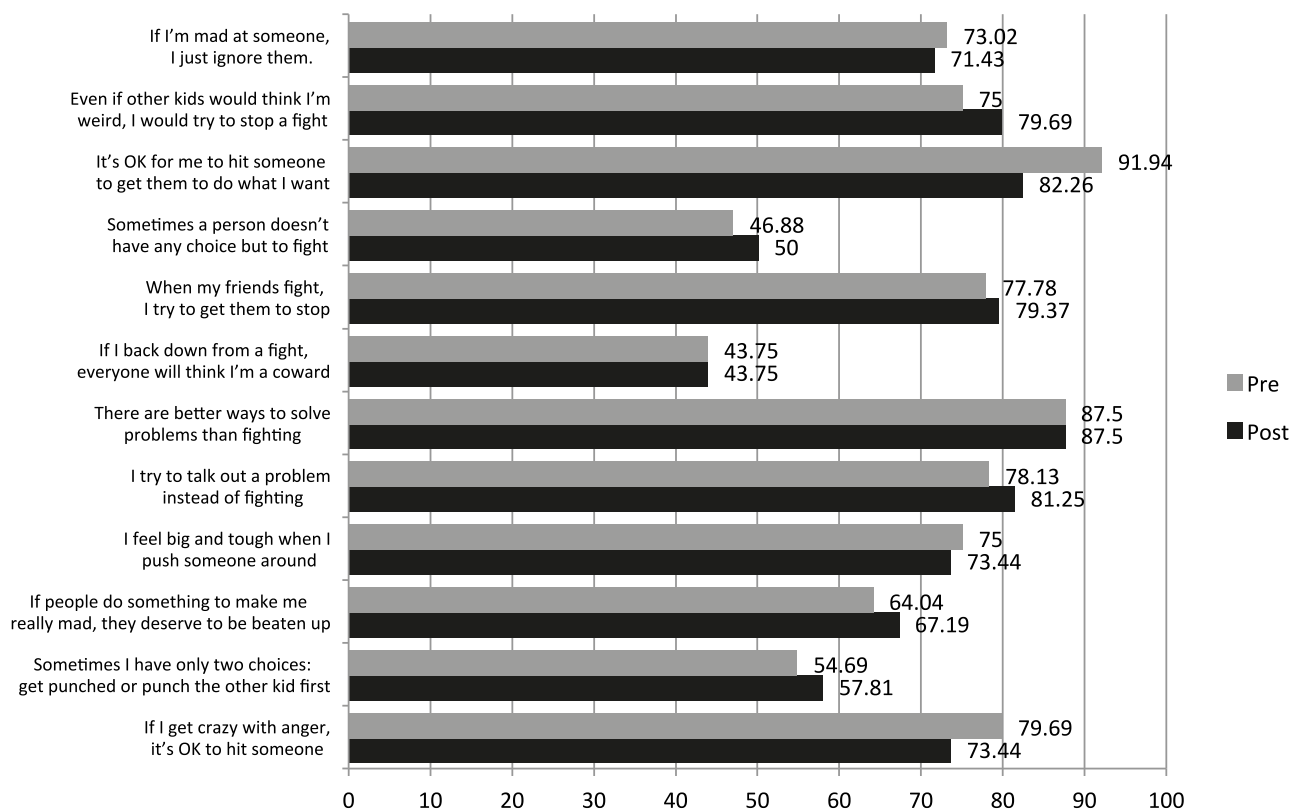
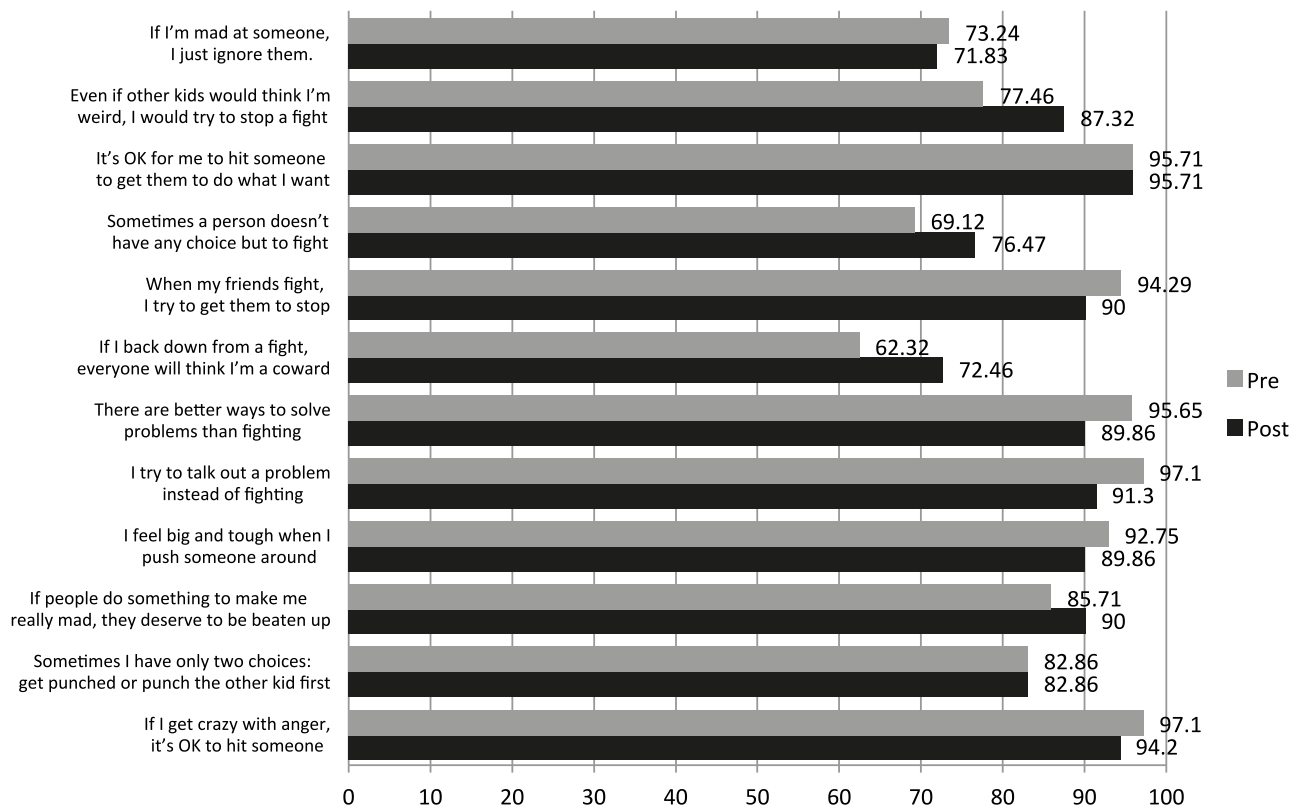


Table 3: Beliefs about aggression – Female students

Percentages of all Female students (N=71) responding favourably



YEAR 10 STUDENTS

We focus now on Year 10 students in particular, and thus on the impact of the LOVEBiTES program among this year level rather than this and the other violence prevention program across both year levels. Among all Year 10 students, there were no significant differences after the LOVEBiTES program either in students' responses to each statement or their overall response to the statements as a whole.

In analysing responses for male and female students separately, we did find two changes in students' responses, one in a favourable direction among males and another in an unfavourable direction among

females. After the program, male students were less likely to agree that "It's OK for me to hit someone to get them to do what I want". After the program, female students were less likely to agree that "I try to talk out a problem instead of fighting". All female students (100%) agreed with this statement prior to the program, but this declined to 87% after the program.

Recall that in the following two tables, we report on students responding *favourably* – that is, in the desired direction – to these statements. A higher percentage figure indicates a greater proportion of individuals responding in a desirable way to the statement, whether this is constituted by agreement or disagreement with it.

Table 4: Beliefs about aggression – Male Year 10 students

Percentages of Male Year 10 students (N= 44) responding favourably

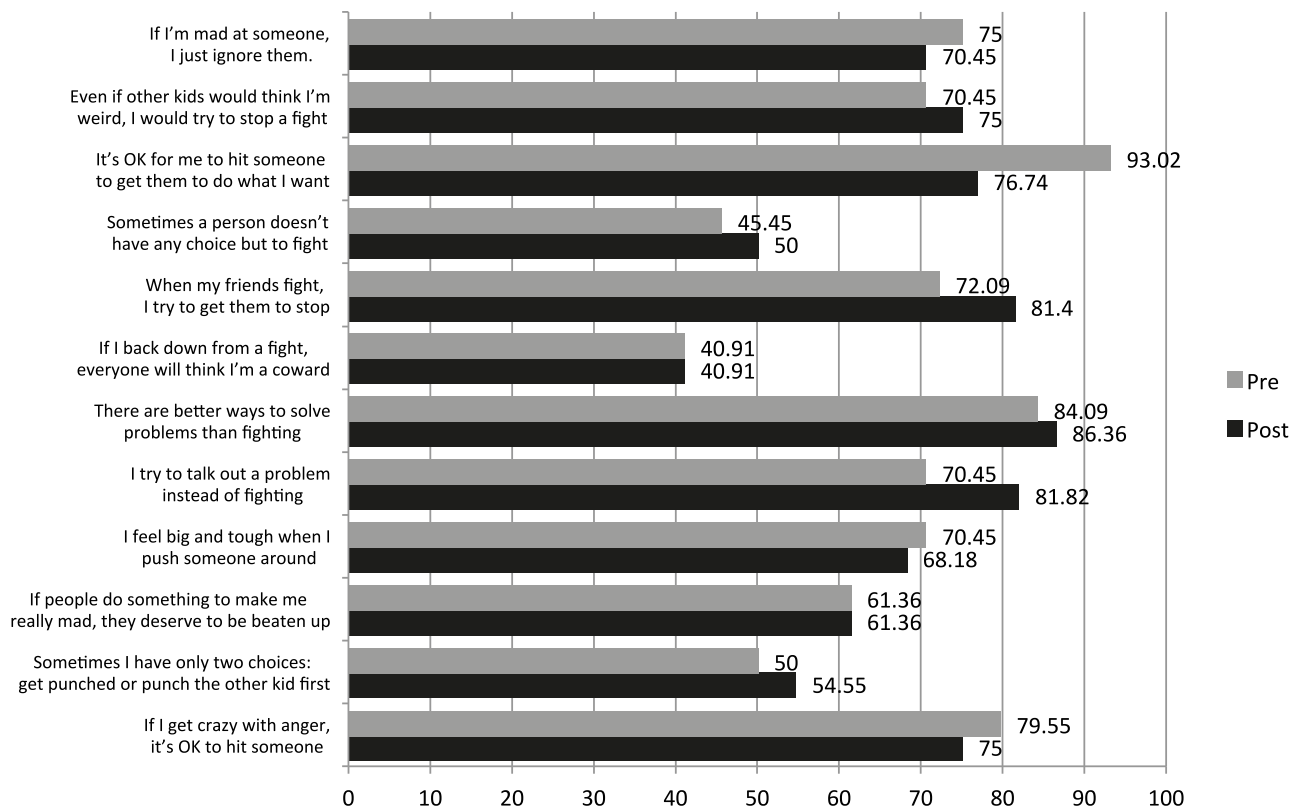
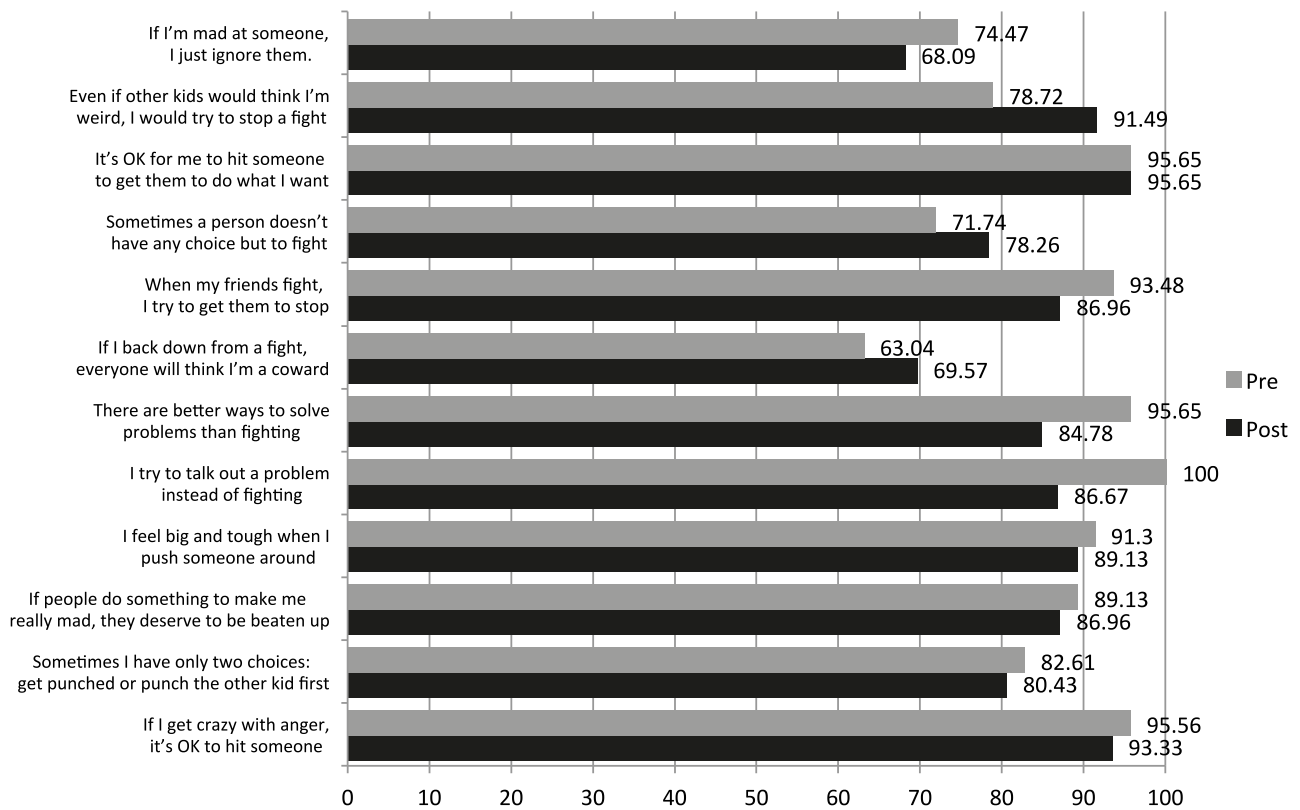


Table 5: Beliefs about aggression – Female Year 10 students

Percentages of Female Year 10 students (N=47) responding favourably



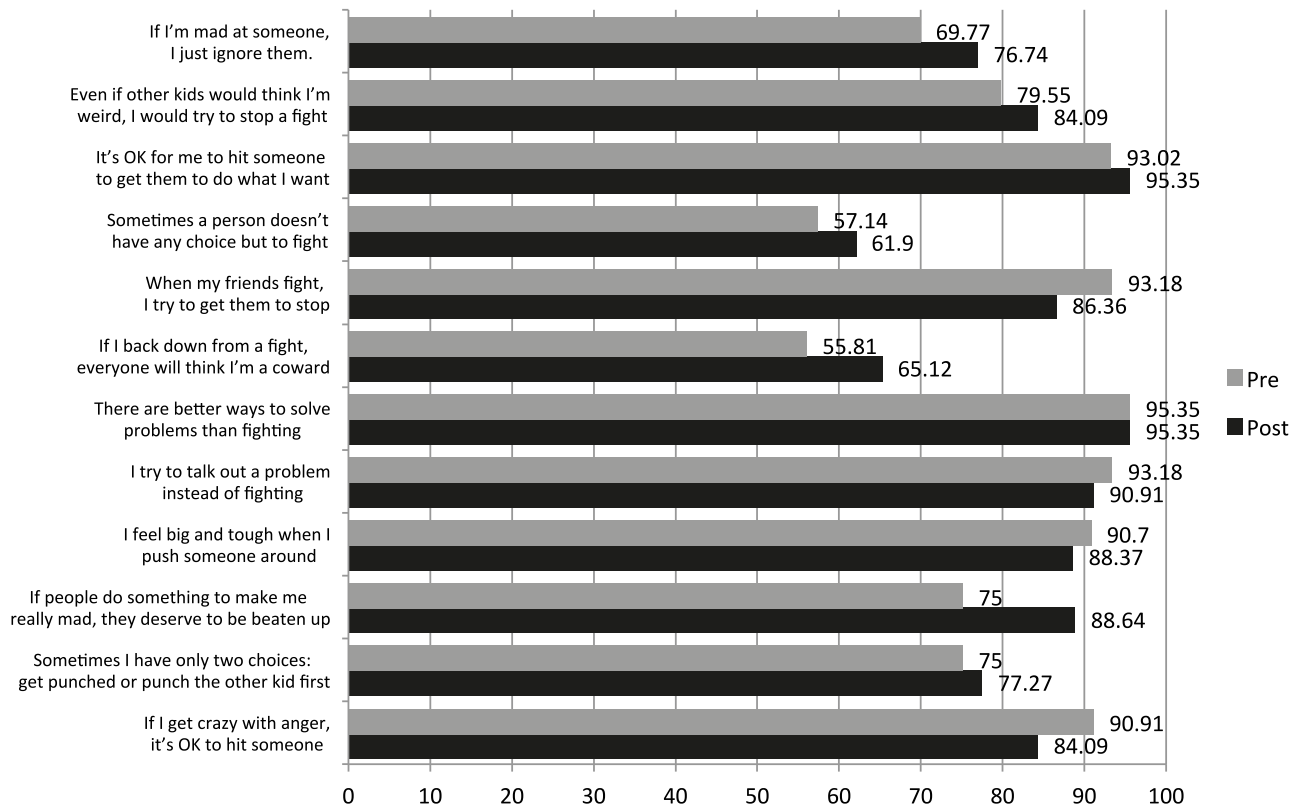
YEAR 7 STUDENTS

We focus now on Year 7 students, and thus on the impact of the Respectful Relationships program in particular. Among all Year 7 students, responses to each statement regarding bullying differed after the Respectful Relationships program only for one of the 12 statements, but this was in an *unfavourable*

direction. After the program, students were more likely to agree with statement 10, "If people do something to make me really mad, they deserve to be beaten up." ($p=0.0310$). There were no other significant differences in response to each statement, and no significant differences in students' average scores overall pre- and post-program.

Table 6: Beliefs about aggression – Year 7 students

Percentages of all Year 7 students (N=44) responding favourably



Breaking Year 7 students' responses down by sex, among male students there were no differences either in responses to particular statements or in their overall scores. The same was true of the female students.

GENDER DIFFERENCES IN ATTITUDES TOWARDS AGGRESSION AND ITS ALTERNATIVES

We investigated whether males' and females' attitudes towards aggression and its alternatives differ, both before and after the two programs. This research finds that there are significant gender differences among young people in their attitudes towards aggression and its alternatives. Boys and young men are more likely than girls and young women to agree with various statements endorsing the use of aggression.

In the following table, prior to the programs males showed less favourable responses than females for all but one of the 11 statements regarding aggression and its alternatives. Recall that in the following two tables, we report on students responding *favourably* – that is, in the desired direction – to these statements.



There were statistically significant gender differences in males' and females' responses to the following statements:

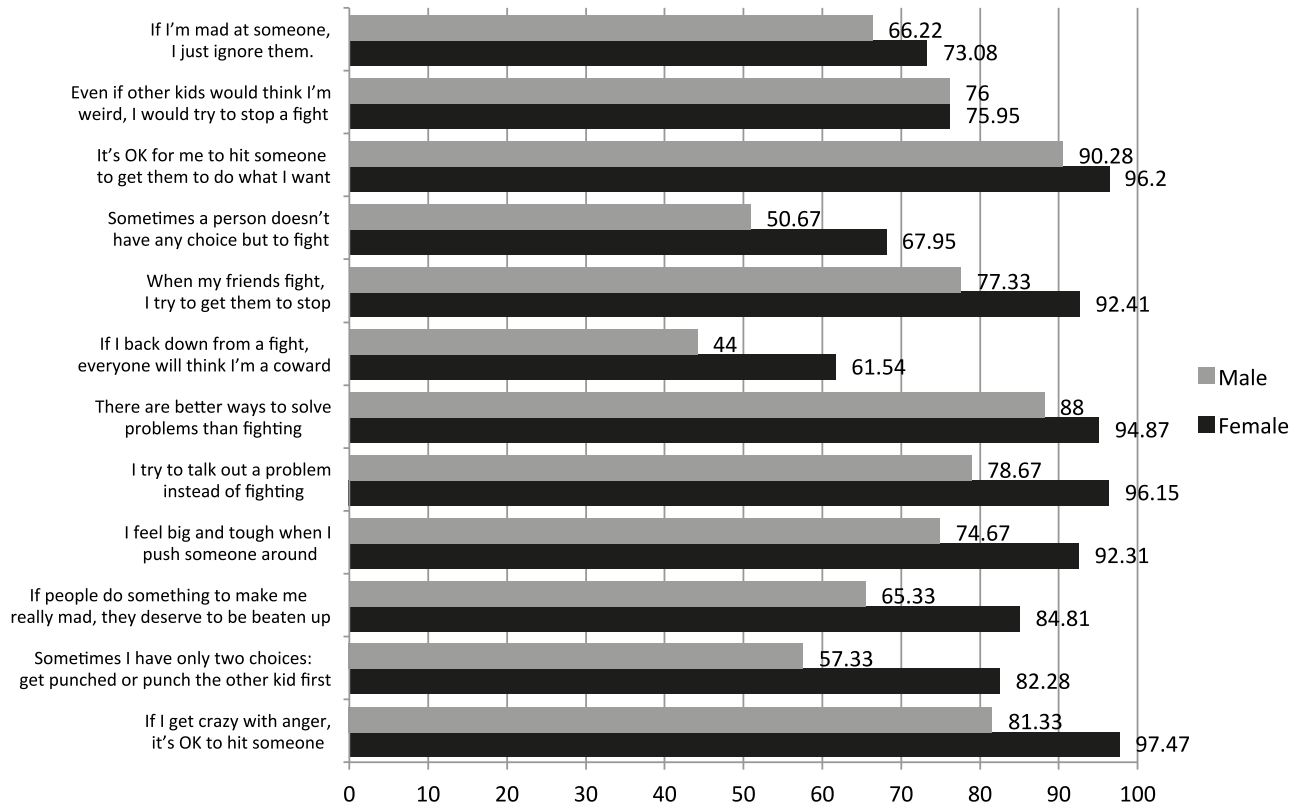
- (1) "If I'm mad at someone I just ignore them" (p=0.0254);
- (4) "Sometimes a person doesn't have any choice but to fight" (p=0.0372);
- (5) "When my friends fight I try to get them to stop" (p=0.0304);
- (8) "I try to talk out a problem instead of fighting" (p=0.0023);
- (9) "I feel big and tough when I push someone around" (p=0.0054);
- (10) "If people do something to make me really mad they deserve to be beaten up" (p=0.0113);
- (11) "Sometimes I have only 2 choices get punched or punch the other kids first" (p=0.0032); and
- (12) "If I get crazy with anger, it's OK to hit someone" (p=0.0046).

When a score was calculated for each student, a significant difference was found in the mean scores for male (25.933) and female (20.949) students for the

pre-program surveys ($p < 0.0001$). There were a total of 154 surveys completed pre-program. Of these, 79 were female and 75 were male.

Table 7: Beliefs about aggression – Male and female students pre-program

Percentages of Pre-program students (N=154) responding favourably



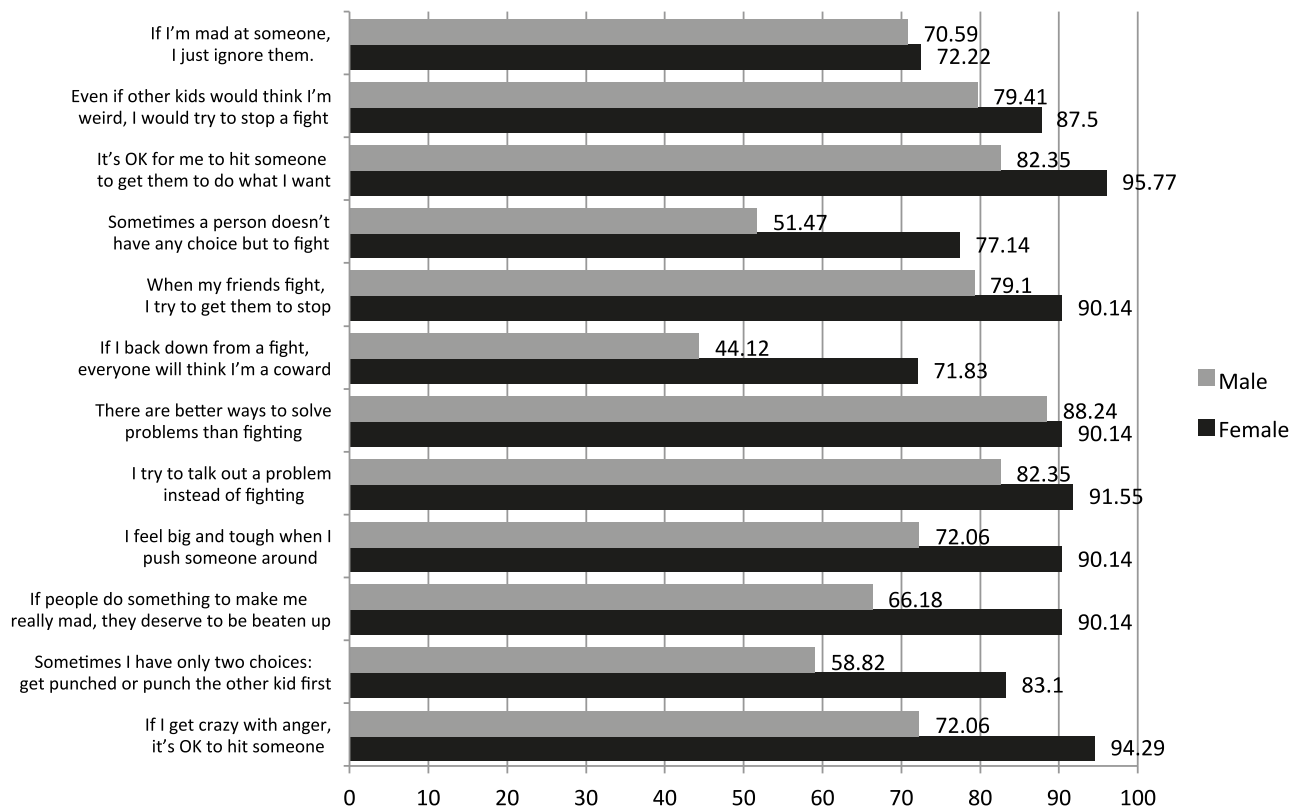
The pattern of gender difference persisted after the programs, with males showing less favourable responses than females to all of the statements. There were statistically significant gender differences in males' and females' responses to statements 3 "It's OK for me to hit someone to get them to do what I want" (p=0.0320), 4 (p=0.0067), 5 (p=0.0245), 6 "If I back down from a fight, everyone will think I'm

a coward" (p=0.0025), 9 (p=0.0235), 10 (p=0.0026), 11 (p=0.0059), and 12 (p=0.0022). When a score was calculated for each student, a significant difference was found in the mean scores for male (25.632) and female (20.556) students for the post-program surveys (p=0.0001)

There were a total of 140 surveys completed post-program. Of these, 72 were female and 68 were male.

Table 8: Beliefs about aggression – Male and female students post-program

Percentages of post-program students (N=140) responding favourably



ATTITUDES TO BULLYING

Students in both Years 7 and 10 were asked to respond to a number of statements about bullying. The statements were:

1. I wouldn't be friends with people who let themselves be pushed around
2. Students who are weak are just asking for trouble
3. People should not complain about being bullied
4. Soft people make me sick
5. Nobody likes a wimp
6. It's OK to call some people nasty names
7. It's funny to see others get upset when they are teased
8. A bully is really a coward
9. Students who get picked on a lot usually deserve it
10. I like it when someone stands up for people who are being bullied
11. It's a good thing to help people who can't defend themselves
12. It makes me angry when a person is picked on without reason

ALL STUDENTS (YEARS 7 AND 10)

Students' attitudes towards bullying generally shifted in an *unfavourable* direction over the course of the LOVEBiTES and Respectful Relationships programs. There were significant differences in students' responses to four of the 12 statements, one which condones bullying and three statements which imply an opposition to bullying. Students' attitudes shifted in a favourable direction in relation to one of these statements, and in an unfavourable direction in relation to the other three statements.

Among all students in both Years 7 and 10, after the programs participants showed greater disagreement with the violence-supportive statement that "I wouldn't be friends with people who let themselves be pushed around" ($p=0.0052$). Prior to the programs, about 56% of students disagreed with this, but this had climbed to 66% after the program. On the other hand, in response to three other statements, participants' attitudes towards bullying shifted in an unfavourable direction. After the programs, students in Years 7 and 10 were less likely to agree that "I like it when someone stands up for people who are being bullied" ($p=0.0045$), "It's a good thing to help people who can't defend themselves"

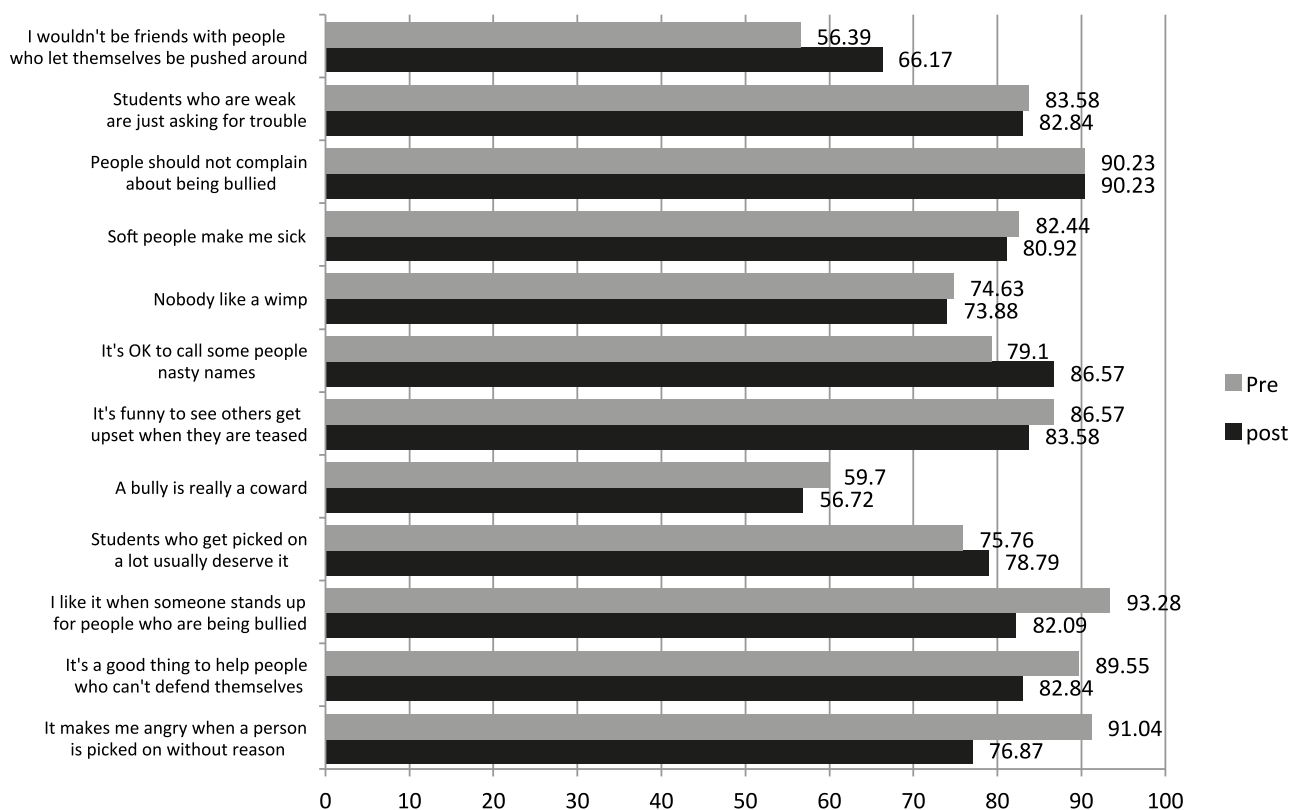
($p=0.0412$), and "It makes me angry when a person is picked on without reason" ($p=0.0026$).

In other words, after the two programs students were less supportive of efforts to support or advocate for individuals who are being bullied and reported less emotional concern (anger, in this case) regarding them. As we note below, the shift in an undesirable direction in attitudes towards bullying is largely a function of *male* students' attitudes, as female students' attitudes showed no change pre- and post-program.

Note that in the following table, we report on students responding *favourably* – that is, in the desired direction – to these statements. For example, in response to the first statement, "I wouldn't be friends with people who let themselves be pushed around" (a violence-supportive statement), the percentages show those students who *disagreed* with this statement. On the other hand, in response to the last statement, "It makes me angry when a person is picked on without reason" the percentages show those students who *agreed* with this statement. This means that higher scores in response to each statement indicate more favourable responses, whether associated with agreement with violence-intolerant statements or disagreement with violence-supportive statements.

Table 9: Attitudes towards bullying – All students Years 7 and 10

Percentage of all students (N=135) responding favourably



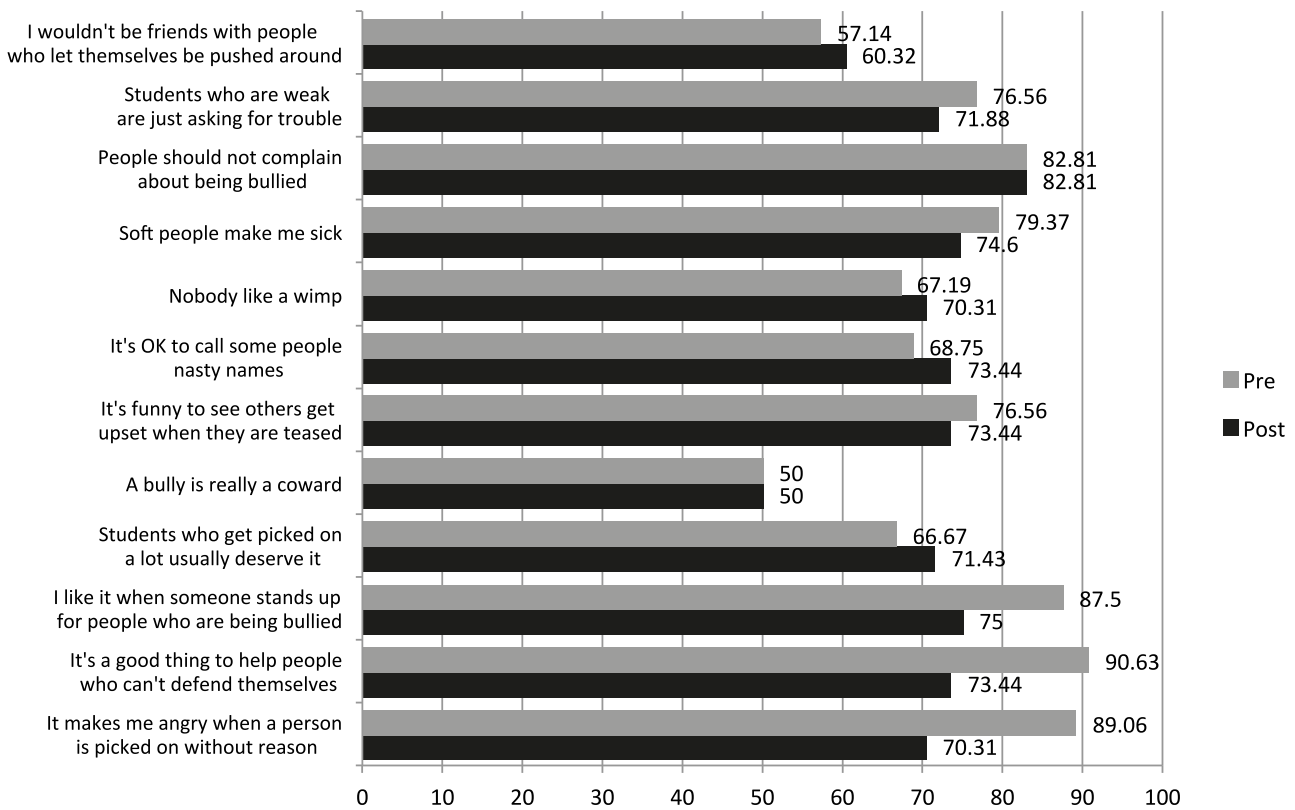
MALE AND FEMALE STUDENTS IN YEARS 7 AND 10

Splitting all students by sex and still looking across the two violence prevention programs, we find that it is males' rather than females' attitudes towards bullying which shift (in an unfavourable direction).

Boys' and young men's attitudes towards bullying changed in an undesirable direction over the course of the LOVEBiTES and Respectful Relationships

programs. After the programs, male students showed greater disagreement with the last three of the statements regarding bullying, "I like it when someone stands up for people who are being bullied" ($p=0.0885$), "It's a good thing to help people who can't defend themselves" ($p=0.0127$), and "It makes me angry when a person is picked on without reason" ($p=0.0097$).

Table 10: Attitudes towards bullying – Male students
Percentage of all male students (N=64) responding favourably

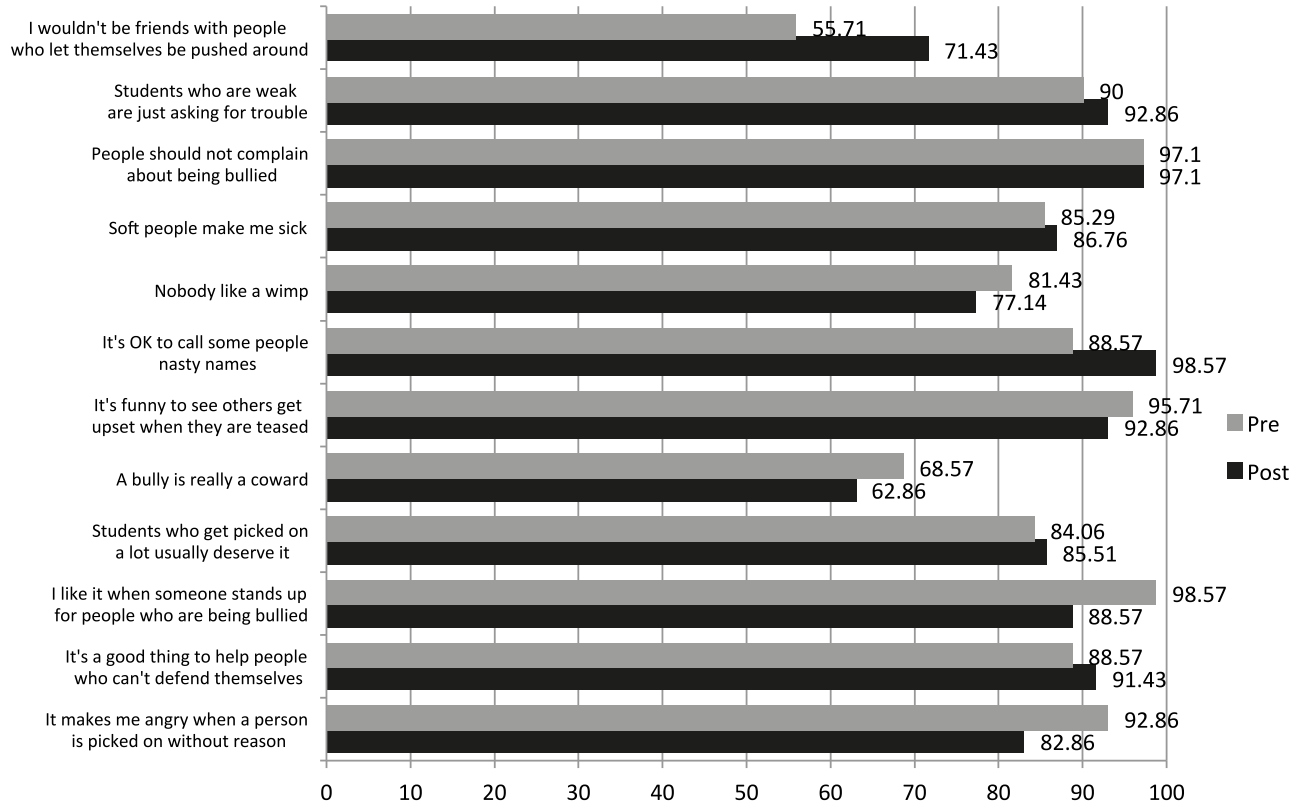


On the other hand, girls' and young women's attitudes towards bullying did not change, whether in a positive or negative direction. There was no discordance in the

distribution of responses pre and post program for female students for any of the statements.

Table 11: Attitudes towards bullying – Female students

Percentage of all female students (N=71) responding favourably



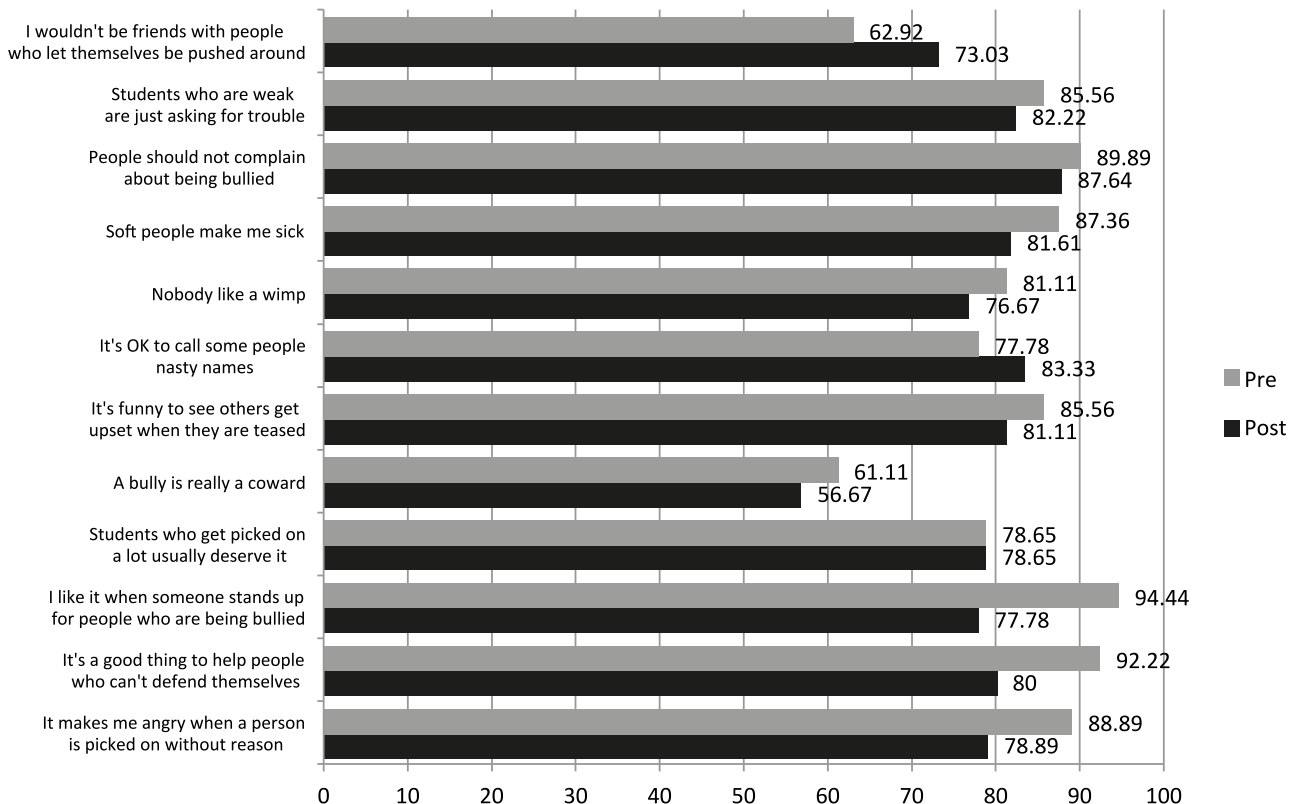
YEAR 10 STUDENTS

We focus now on Year 10 students, and thus on the impact of the LOVEBiTES program in particular. Among Year 10 students, there were significant differences after the program in their responses to three of the twelve statements above. All shifts

were in an *unfavourable* direction. After the program, students were more likely to agree that “I wouldn’t be friends with people who let themselves be pushed around” ($p=0.0305$), and less likely to agree that “A bully is really a coward” ($p=0.0236$) and “It’s a good thing to help people who can’t defend themselves” ($p=0.0133$).

Table 12: Attitudes towards bullying – Year 10 students

Percentage of all Year 10 students (N=91) responding favourably



Splitting the Year 10 students by sex, there is no change in the distribution of responses pre and post program for male students for any of the statements. Year 10 females, on the other hand, were less likely after the LOVEBiTES program to agree that “I like it when someone stands up for people who are being bullied” ($p<0.001$).

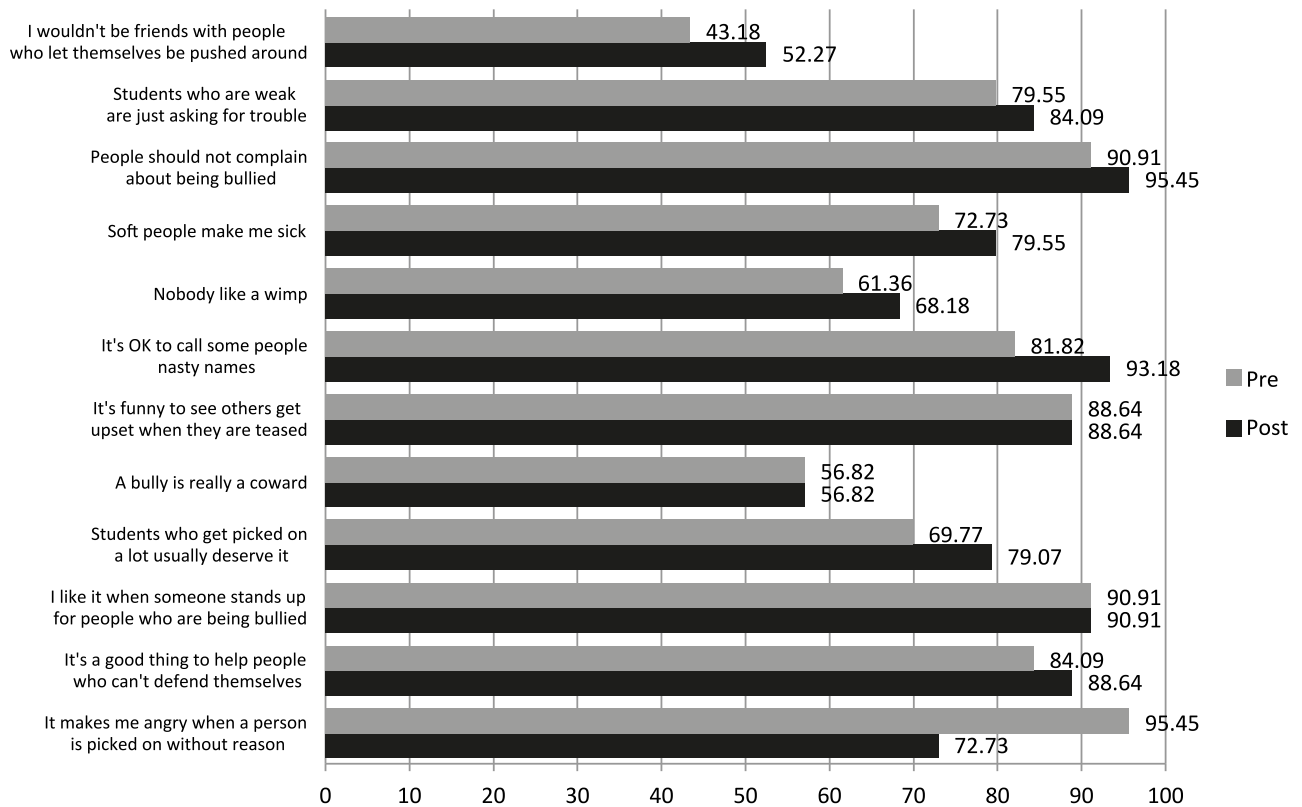
YEAR 7 STUDENTS

We focus now on Year 7 students, and thus on the impact of the Respectful Relationships program in particular. Among Year 7 students, there was

a significant and unfavourable shift in students' responses to the last of the 12 statements regarding bullying, "It makes me angry when a person is picked on for no reason" ($p=0.0013$).

Table 13: Attitudes towards bullying – Year 7 students

Percentage of all Year 7 students (N=44) responding favourably



Splitting the Year 7 students by sex, we find some differences in students' responses, with boys shifting in an unfavourable direction in response to one statement and girls shifting in a favourable direction in response to another. Among boys, respondents were less likely to agree with the same violence-intolerant statement above, "It makes me angry when a person is picked on for no reason" ($p=0.0034$).

Prior to the program, 95% of boys agreed with this statement, but this declined to 65% after the program. Among girls on the other hand, after the program girls were more likely to agree that "It's a good thing to help people who can't defend themselves" ($p=0.0285$), with agreement with this statement climbing from 79% to 96%.

GENDER DIFFERENCES IN ATTITUDES TOWARDS BULLYING

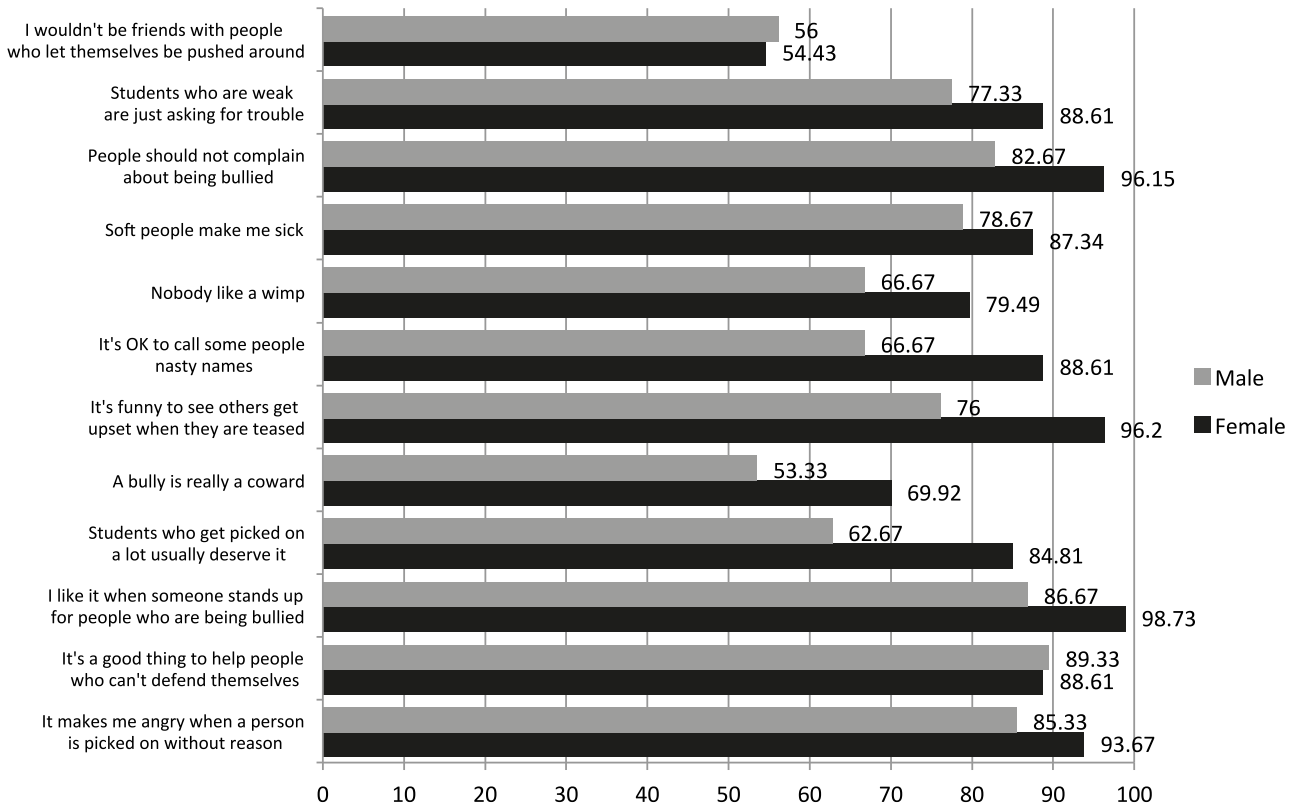
As well as examining whether students' attitudes towards bullying changed over the course of the two interventions, we also explored whether there are gender differences in attitudes towards bullying, both before and after the programs.

Across Years 7 and 10, girls and young women show more desirable attitudes to bullying than boys and young men. Males show more tolerant attitudes towards bullying than females for all but two of the 12 statements. There is a statistically significant difference in males' and females' attitudes for seven of the 12 statements, as follows:

- (2) "Students who are weak are just asking for trouble" ($p=0.0352$);
- (3) "People should not complain about being bullied" ($p=0.0168$);
- (6) "It's OK to call some people nasty names" ($p=0.0031$);
- (7) "It is funny to see others get upset when they are teased" ($p=0.0010$);
- (8) "A bully is really a coward" ($p=0.0426$);
- (9) "Students who get picked on a lot usually deserve it" ($p=0.0040$); and
- (10) "I like it when someone stands up for people who are being bullied" ($p=0.0144$).

Table 14: Attitudes towards bullying – Male and female students pre-program

Percentages of Pre-program students (N=154) responding favourably



The association between gender and attitudes towards bullying persists in students' responses after the LOVEBiTES and Respectful Relationships programs. There is a gender contrast still in response to the first four statements above, as well as to a further statement, as follows:

(2) "Students who are weak are just asking for trouble" ($p=0.0106$);

(3) "People should not complain about being bullied" ($p=0.0126$);

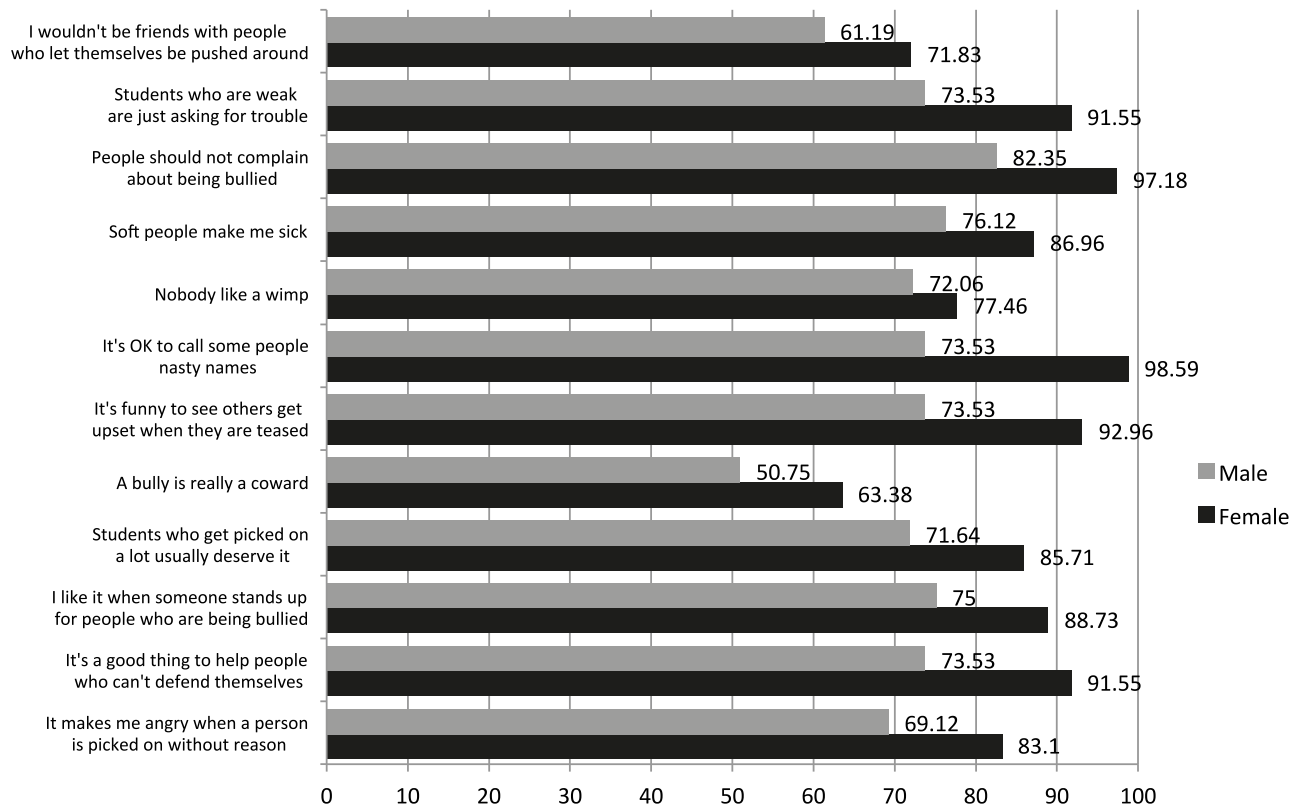
(6) "It's OK to call some people nasty names" ($p<0.0001$);

(7) "It is funny to see others get upset when they are teased" ($p=0.0087$); and

(11) "It's a good thing to help people who can't defend themselves" ($p=0.0177$).

Table 15: Attitudes towards bullying – Male and female students post-program

Percentages of Post-program students (N=140) responding favourably



SKILLS IN RESPECTFUL RELATIONSHIPS

Students were asked to report on their skills in various aspects of respectful relationships. Year 7 students were asked about their confidence in their ability to (1) communicate with their friends, (2) solve conflicts with their friends peacefully, and (3) help or support a friend who is being bullied. Year 10 students were presented with a longer list of skills, focused more on skills in intimate and dating situations and relationships. We focus first on Year 7 students.

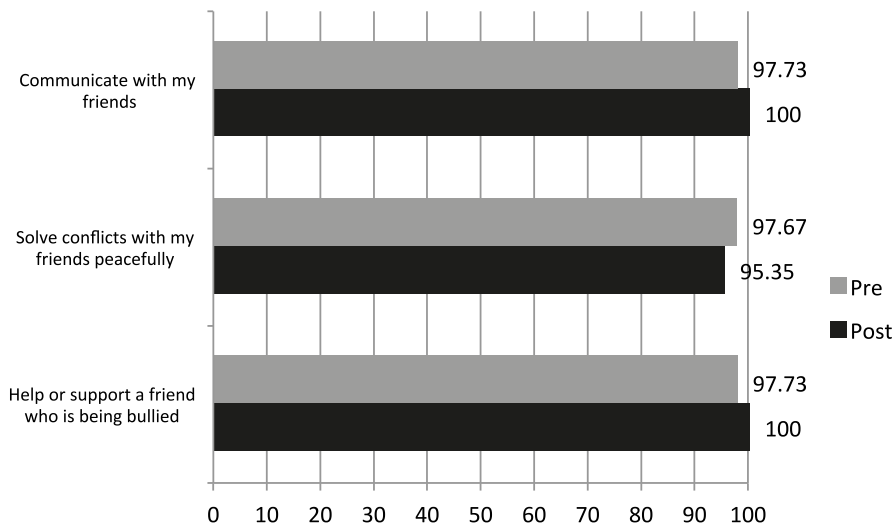
YEAR 7 STUDENTS' SKILLS IN RESPECTFUL RELATIONSHIPS

After the Respectful Relationships program, there was no change in Year 7 students' self-reported confidence in their ability to practise any of the three behaviours listed, whether communicating with their friends, solving conflicts peacefully, and or helping or supporting a friend who is being bullied. This was true whether we analysed broad agreement or disagreement, levels of agreement or disagreement, or students' overall scores across the three behaviours. Year 7 students' confidence in each of the three skills was already at near-ceiling levels, with 98% of students agreeing that they felt confident in each, and there was no change over the course of the program.



Table 16: Self-reported skills in respectful relationships – Year 7 students

Percentages of Year 7 Students (N=44) who indicated confidence



The finding of no change in Year 7 students' self-reported confidence in the behaviours associated with respectful relationships persisted when we split the sample by sex and re-did the analysis.

YEAR 10 STUDENTS' SKILLS IN RESPECTFUL RELATIONSHIPS

Year 10 students were presented with a list of nine behaviours, focused largely on skills in intimate and dating situations and relationships. They were asked to rate their confidence in their ability to:

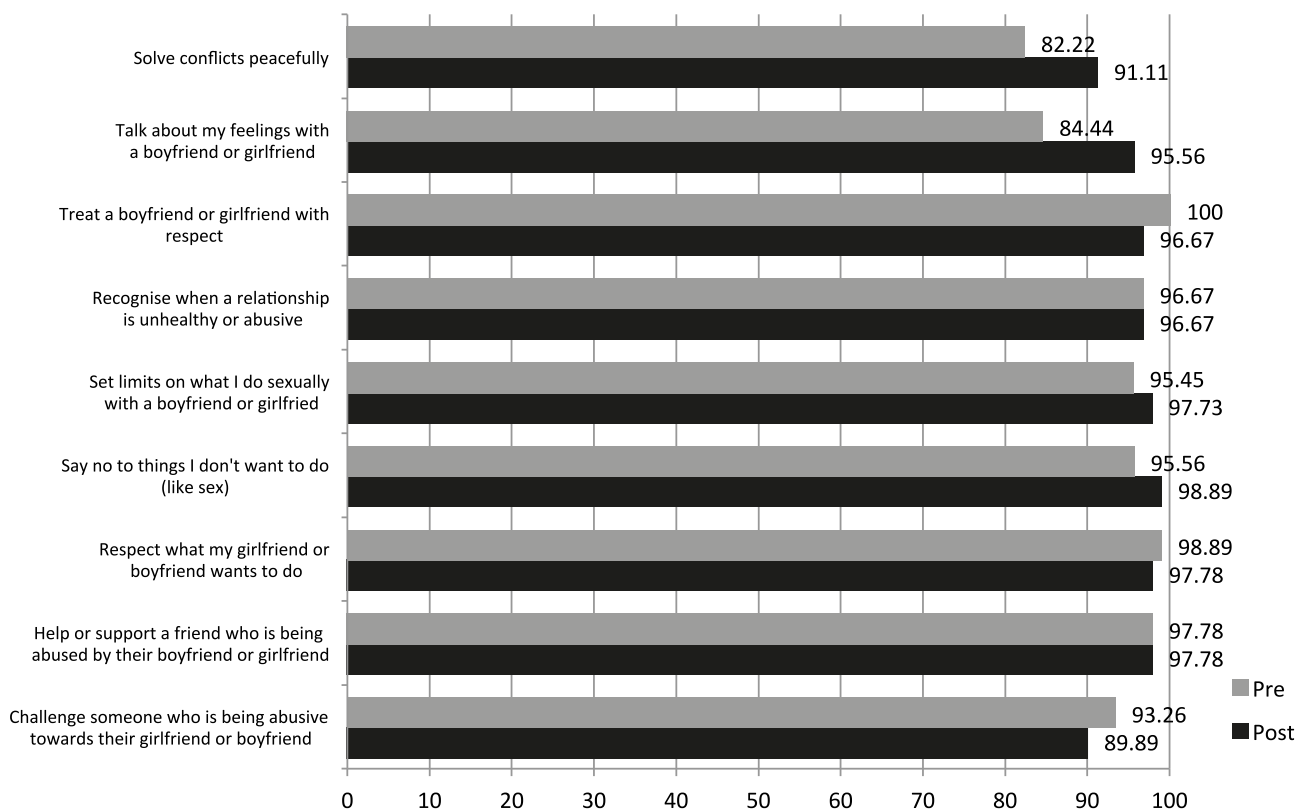
1. Solve conflicts peacefully;
2. Talk about my feelings with a boyfriend or girlfriend;
3. Treat a boyfriend or girlfriend with respect;
4. Recognise when a relationship is unhealthy or abusive;

5. Set limits on what I do sexually with a boyfriend or girlfriend;
6. Say no to things I don't want to do (like sex);
7. Respect what my girlfriend or boyfriend wants to do;
8. Help or support a friend who is being abused by their boyfriend or girlfriend;
9. Challenge someone who is being abusive towards their girlfriend or boyfriend.

Most Year 10 students rated their skills in these domains highly before the LOVEBiTES program, as Table 17 below shows.

Table 17: Self-reported skills in respectful relationships – Year 10 students

Percentages of Year 10 students (N=91) who indicated confidence



Year 10 students showed a number of significant improvements in their self-reported skills in respectful relationships. We focus first on students' broad agreement or disagreement with feeling confident in each of the nine behaviours listed above, by collapsing the "Strongly Agree/Agree" and "Disagree/Strongly Disagree" categories into either agreement or disagreement. Students showed improvement in their level of confidence in two of the nine behaviours, their abilities to "solve conflicts peacefully" ($p=0.0114$)

and to "talk about [their] feelings with a boyfriend or girlfriend" ($p=0.0075$).

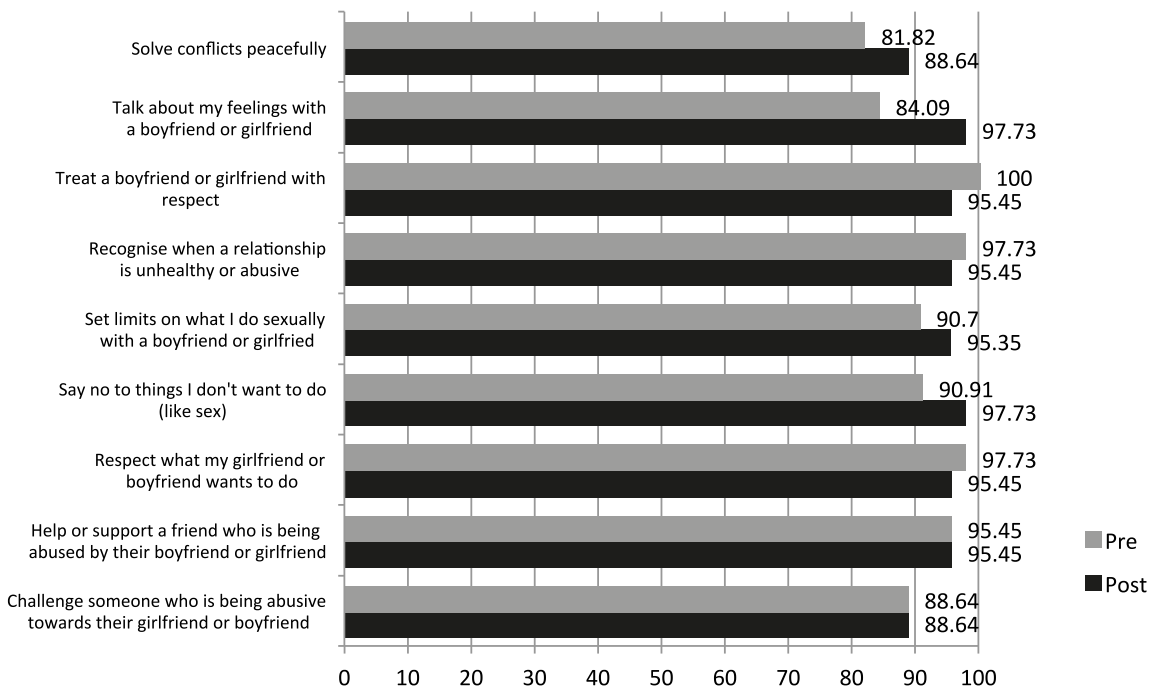
We then examined students' levels of agreement or disagreement for the nine forms of skill in respectful relationships. Students' levels of agreement increased for two of the nine skills. There was a significant change from "agree" to "strongly agree" for students' confidence in their ability to "recognise when a relationship is unhealthy or abusive" ($p=0.0110$) and to "challenge someone who is being abusive towards their girlfriend or boyfriend" ($p=0.0002$).

Students' overall confidence in their skills in respectful relationships improved over the course of the LOVEBiTES program. In calculating a mean score across all skills for each student, we found a significant increase in the means of students' confidence scores from pre to post program ($p < 0.0001$), with an average increase of 1.7.

Focusing on male Year 10 students, these males showed improvement in their self-reported confidence in their ability to "talk about [their] feelings with a boyfriend or girlfriend" ($p = 0.0339$). Male students' overall confidence in their skills in respectful relationships also increased, with a significant increase in the mean difference of male students' confidence score from pre to post program ($p = 0.0034$) with an average increase of 1.864.

Table 18: Self-reported skills in respectful relationships – Year 10 males

Percentages of Male Year 10 students (N=44) who indicated confidence



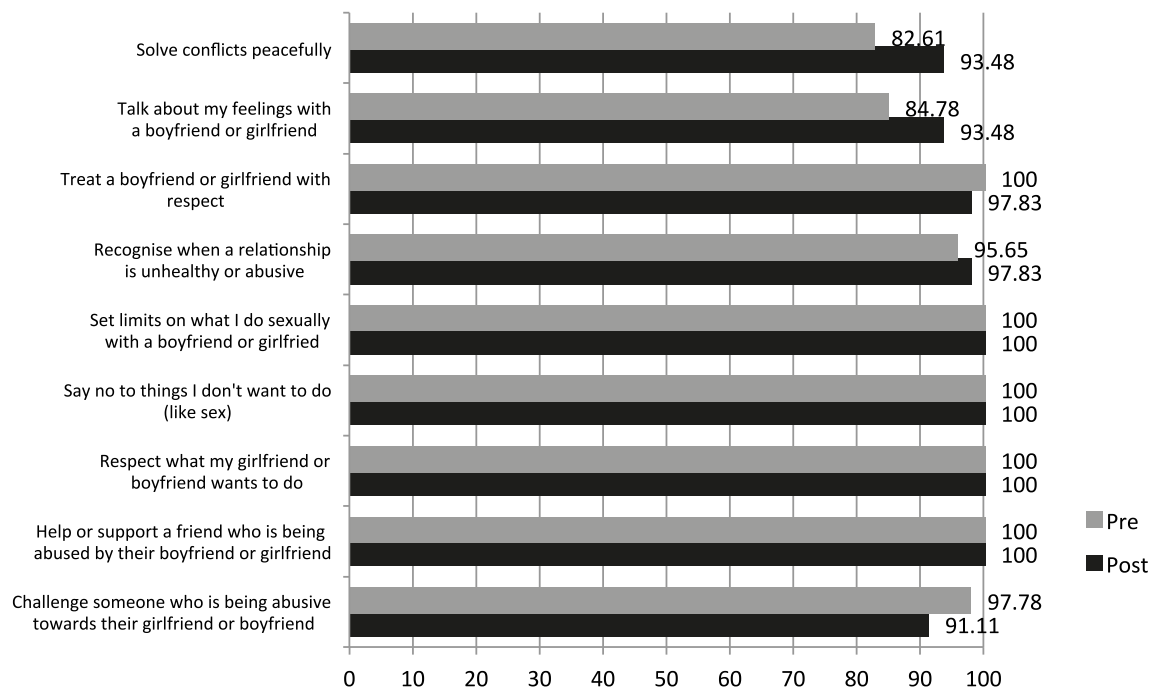
What about female Year 10 students? Young women's confidence in many of these skills of respectful relationships already were at ceiling levels, with close to 100% of respondents already agreeing that they felt confident in various of the behaviours described. Year 10 female students showed improvement only in their self-reported confidence in their ability to "solve conflicts peacefully", with increased proportions of young women agreeing rather than disagreeing after the LOVEBiTES program ($p=0.0253$).

Looking more closely at students' levels of agreement or disagreement with confidence in each skills, we found that young women shifted from 'agreeing' to 'strongly agreeing' that they felt confident in "recognis[ing] when a relationship is unhealthy or abusive" ($p=0.0475$) and "say[ing] no to things I don't want to do (like sex)" ($p=0.0243$).

Female students' overall confidence in their skills in respectful relationships also increased, with a significant increase in the mean difference of female students' confidence score from pre to post program ($p=0.0038$) with an average increase of 1.543.

Table 19: Self-reported skills in respectful relationships – Year 10 females

Percentages of Female Year 10 students (N=47) who indicated confidence



ATTITUDES TOWARDS DOMESTIC VIOLENCE

Students in both Years 7 and 10 were asked to respond to 12 statements regarding their attitudes toward domestic violence, as follows:

1. Unless you are defending yourself there is never a good reason to slap another person
2. A person is not responsible for what they do when they are drunk or high
3. Girls prefer a guy to be in charge of the relationship
4. Men are unable to control their temper
5. Overall there are more things that men are better at than women
6. Raising your voice at people makes them take notice of you
7. Women should be responsible for raising children and doing the housework
8. It might not be right but threatening to hit sometimes gets you what you want
9. It's not always wrong to hit someone, sometimes they provoke it
10. Men should take control in relationships and be the head of the household
11. Guys who get the most respect are generally those who will fight when they need to
12. Nowadays guys realise that girls are their equals

All the above statements except numbers 1 and 12 are violence-supportive – that is, all but these two statements express support for violence or for the attitudes which excuse or condone it. In reporting on students' responses to these statements, we note the proportions of students who respond *favourably* – the proportions who *disagree* any of with statements 2 to 11 above and/or who *agree* with either of statements 1 and 12.



STUDENTS' ATTITUDES TOWARDS DOMESTIC VIOLENCE

Treating the LOVEBiTES and Respectful Students programs together, students' attitudes towards domestic violence showed a significant improvement over the course of the programs. In calculating an overall score for each students responses to the 12 statements, we found a significant difference in the mean scores ($p=0.0002$) pre and post-program. Students' mean post-program score (45.86) was significantly higher than their pre-program score (43.31).

After the program, Year 7 and 10 students were significantly more likely to disagree with four violence-supportive statements of those in the scale:

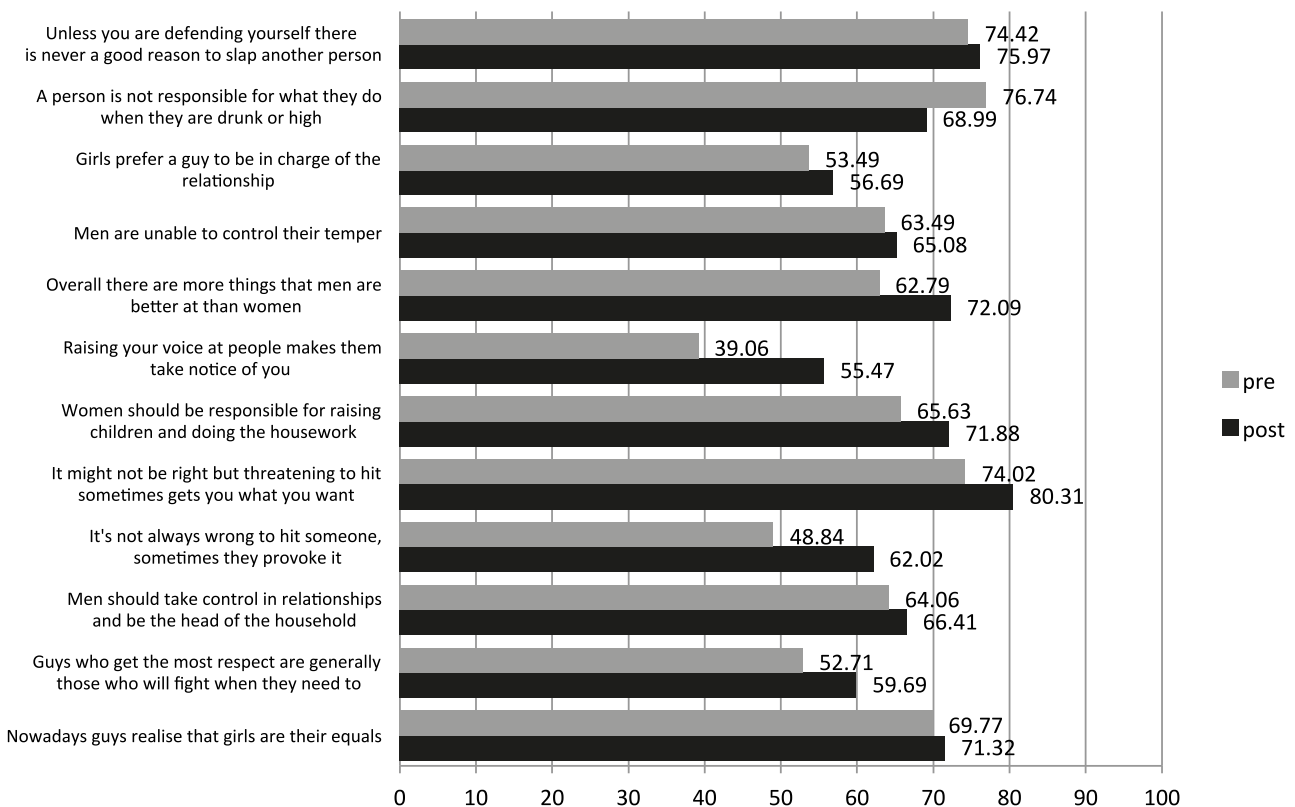
- (5) Overall there are more things that men are better at than women" ($p=0.0050$);

- (6) Raising your voice at people makes them take notice of you" ($p=0.0007$);
- (7) Women should be responsible for raising children and doing the housework" ($p=0.454$); and
- (9) It's not always wrong to hit someone, sometimes they provoke it" ($p=0.0129$).

In other words, students showed a change in their responses to four of the statements regarding domestic violence, all in a favourable direction. (Bear in mind that in Table 20 below, we report on students responding *favourably* – that is, in the desired direction – to these statements. If the percentage figure for each statement shows an increase after the programs, then this represents an increase in students' favourable responses: either in disagreeing with violence-supportive statements, or in agreeing with violence-intolerant statements.)

Table 20: Attitudes towards domestic violence – All students, Years 7 and 10

Percentage of all students (N=135) responding favourably



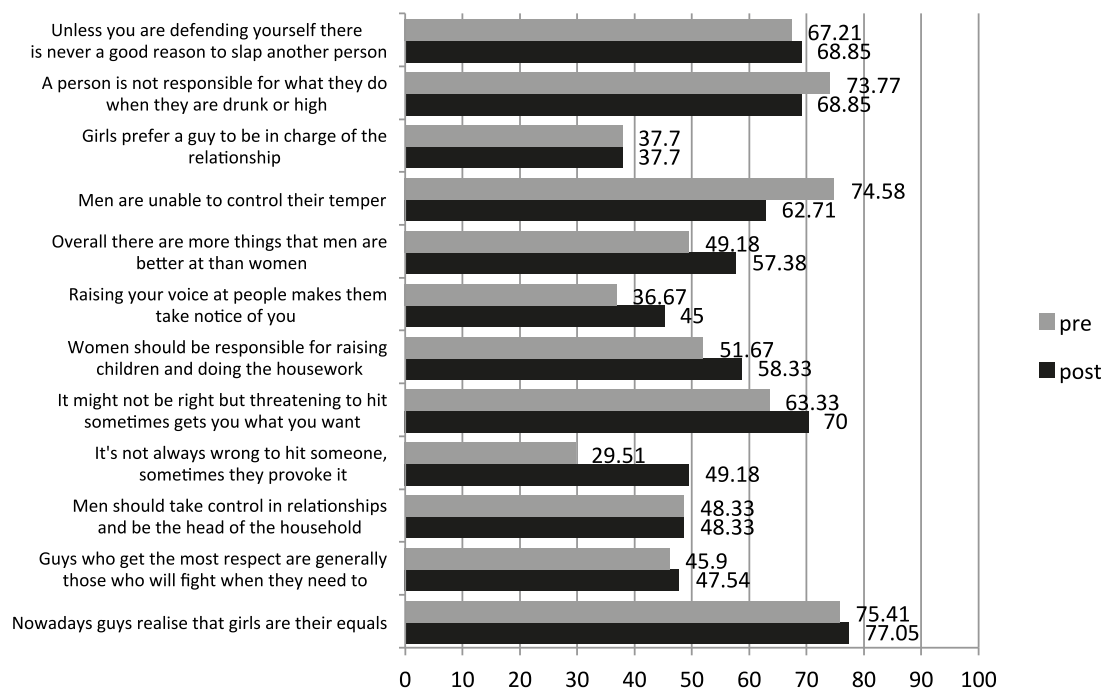
BOYS' AND YOUNG MEN'S ATTITUDES TOWARDS DOMESTIC VIOLENCE

In line with the responses of Year 7 and 10 students overall, responses of male students showed changes in a favourable direction. After the two programs, boys and young men were less likely to agree with two violence-supportive statements, "Overall there are more things that men are better at than women" ($p=0.0074$), and "It's not always wrong to hit someone, sometimes they provoke it" ($p=0.0142$).

Male students' responses to the statements representing attitudes towards domestic violence showed an overall improvement, with a significant difference in the means scores ($p=0.0044$) for pre and post-program students. Male students' mean post-program score (43.57) was significantly higher than their pre-program score (40.83).

Table 21: Attitudes towards domestic violence – Male students, Years 7 and 10

Percentage of all Male students (N=64) responding favourably



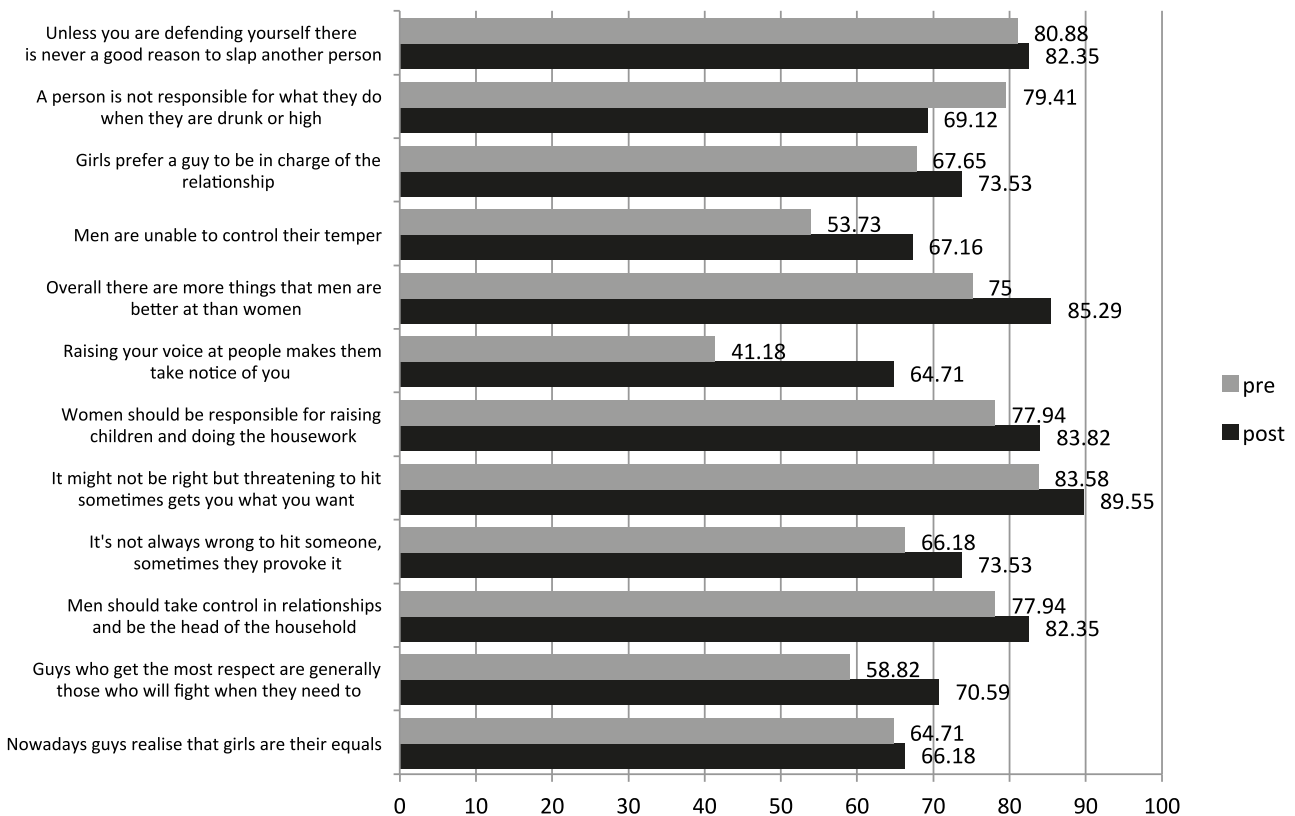
GIRLS' AND YOUNG WOMEN'S ATTITUDES TOWARDS DOMESTIC VIOLENCE

Female students too showed an improvement in their attitudes towards domestic violence over the course of the programs. This was evident in their responses to one of the 12 statements and in their overall responses to the statements.

Girls and young women in Years 7 and 10 were less likely to agree after the program that "Raising your voice at people makes them take notice of you" ($p=0.0008$). After calculating a score for each student, analysis showed a significant difference in the mean scores ($p=0.0002$) for pre and post-program students. Female students' mean post-program score (45.86) was significantly higher than their pre-program score (43.31).

Table 22: Attitudes towards domestic violence – Female students, Years 7 and 10

Percentage of all Female students (N=71) responding favourably



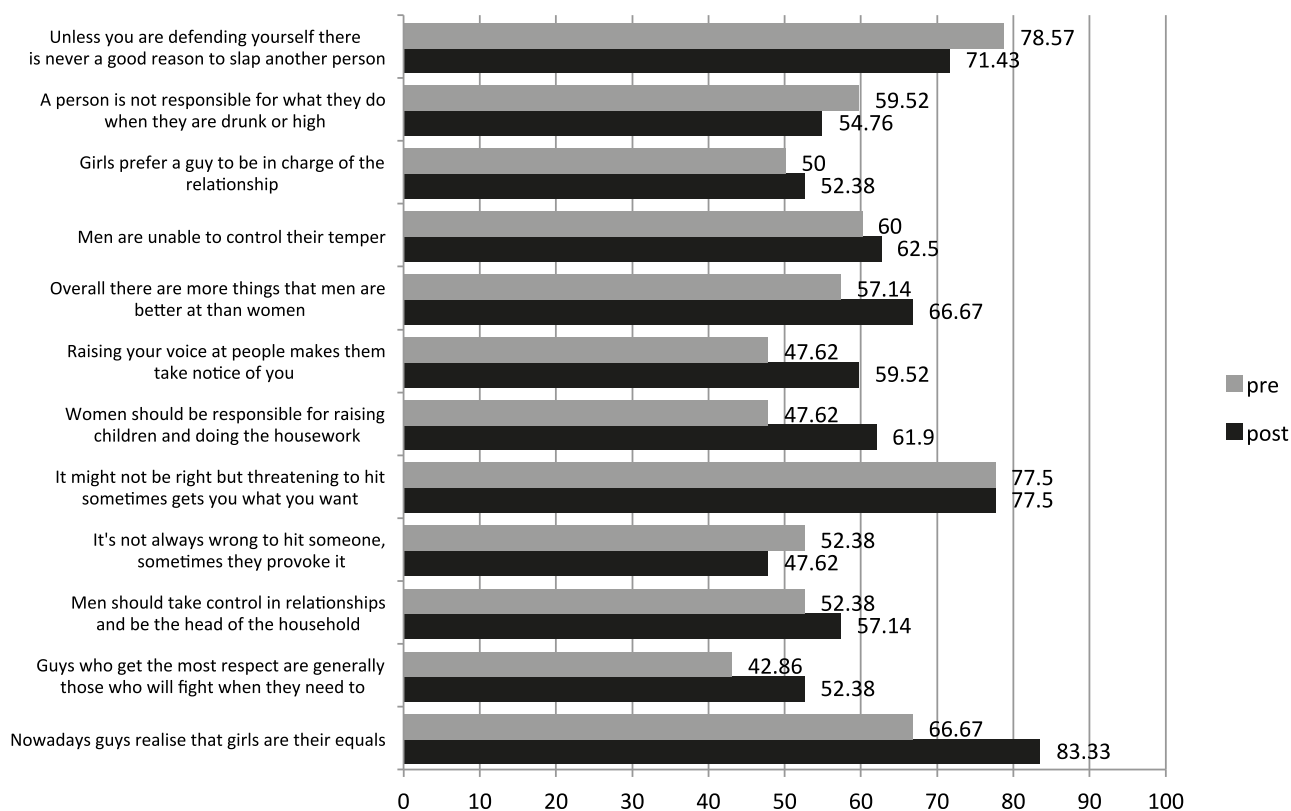
YEAR 7 STUDENTS' ATTITUDES TOWARDS DOMESTIC VIOLENCE

We focus now on Year 7 students, and thus on the impact of the Respectful Relationships program in particular. There was improvement in Year 7 students' attitudes towards domestic violence over the course of the program. In calculating a score for each student based on their overall responses to the 12 statements,

analysis showed a significant difference in the means scores ($p=0.0302$) for pre and post-program students. Year 7 students' mean post-program score (44.36) was significantly higher than their pre-program score (41.77). Analysis of students' responses to each statement revealed a significant difference in the distribution of pre and post-program responses for statement 7, "Women should be responsible for raising children and doing the housework" ($p=0.0236$)

Table 23: Attitudes towards domestic violence – Year 7 students

Percentage of Year 7 students (N=44) responding favourably



Splitting the Year 7 students by sex, we found no statistically significant differences either in male students' or female students' overall response to the 12 statements or in their responses to each statement.

YEAR 10 STUDENTS' ATTITUDES TOWARDS DOMESTIC VIOLENCE

What about students in the LOVEBiTES program?

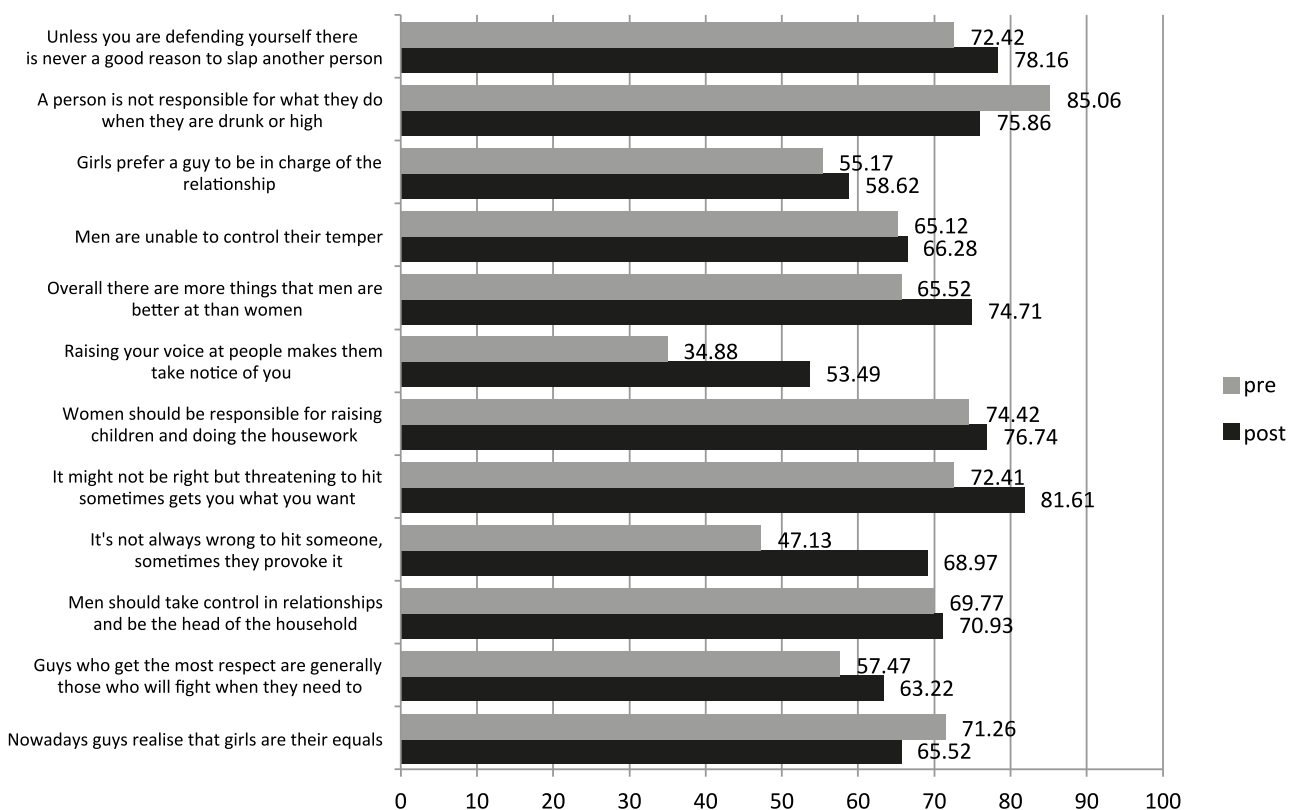
Year 10 students showed significant improvements in their attitudes towards domestic violence after the program. Students' responses to the statements above were used to generate an overall score for each student. A paired t-test showed a significant difference in the mean scores ($p=0.0033$) for pre and post-program. Students' mean post-program score (46.59) was significantly higher than their pre-program score (44.05).

Year 10 students' responses shifted in response to three statements in particular. After the program students were more likely to disagree with the following statements:

- (5) Overall there are more things that men are better at than women" ($p=0.0027$);
- (6) Raising your voice at people makes them take notice of you" ($p=0.0006$); and
- (9) It's not always wrong to hit someone, sometimes they provoke it" ($p=0.0006$).

Table 24: Attitudes towards domestic violence – Year 10 students

Percentage of Year 10 students (N=91) responding favourably



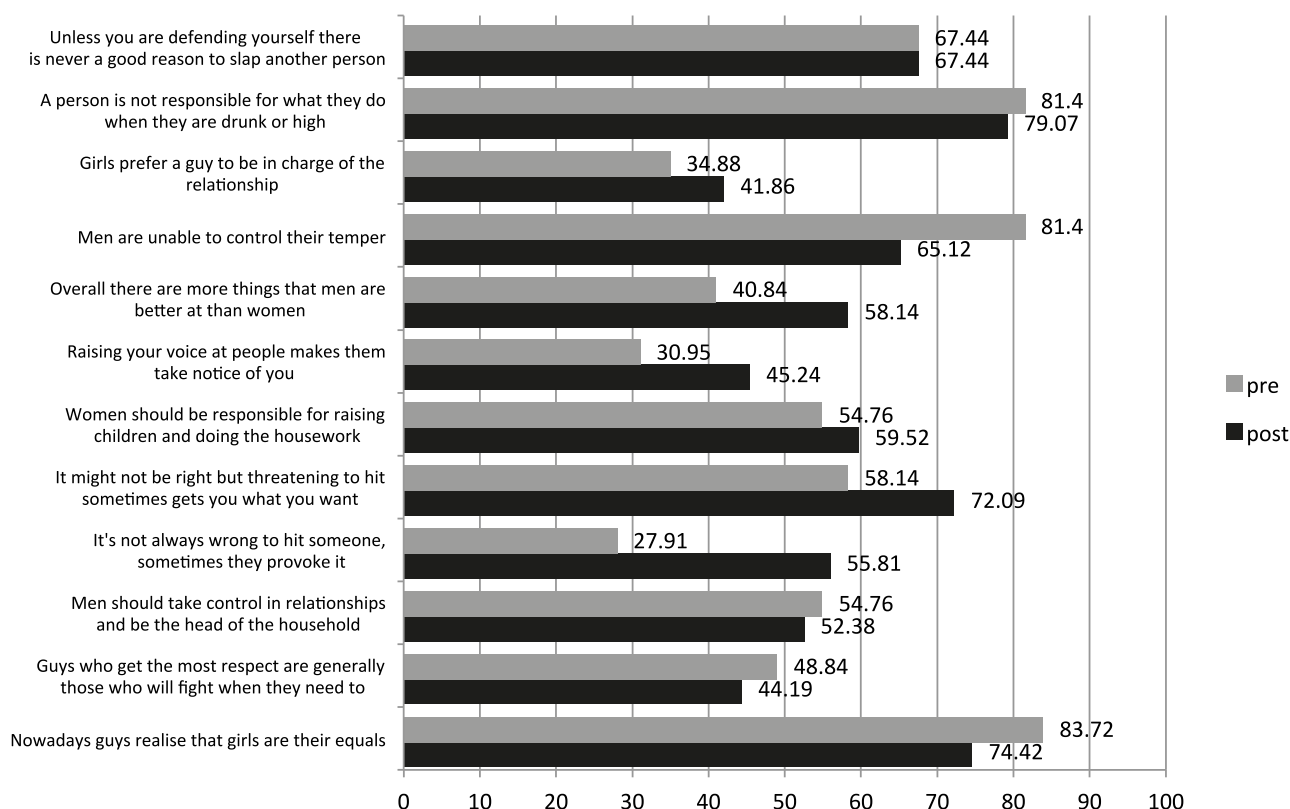
Splitting the Year 10 students by sex, male students showed a significant improvement in their overall response to the statements above. Among male students in Year 10 there was a significant difference in their means scores ($p=0.0071$) for their pre and post-program responses. Their mean post-program score (44.14) was significantly higher than their pre-program score (40.91). In particular, male students were more likely to respond in the desired direction

after the LOVEBITES program in response to the following four statements:

- (5) "Overall there are more things that men are better at than women" ($p=0.0001$);
- (6) "Raising your voice at people makes them take notice of you" ($p=0.0114$);
- (9) "It's not always wrong to hit someone, sometimes they provoke it" ($p=0.0033$);
- (10) "Men should take control in relationships and be the head of the household" ($p=0.0220$).

Table 25: Attitudes towards domestic violence – Male students, Year 10

Percentage of Male Year 10 students (N=44) responding favourably

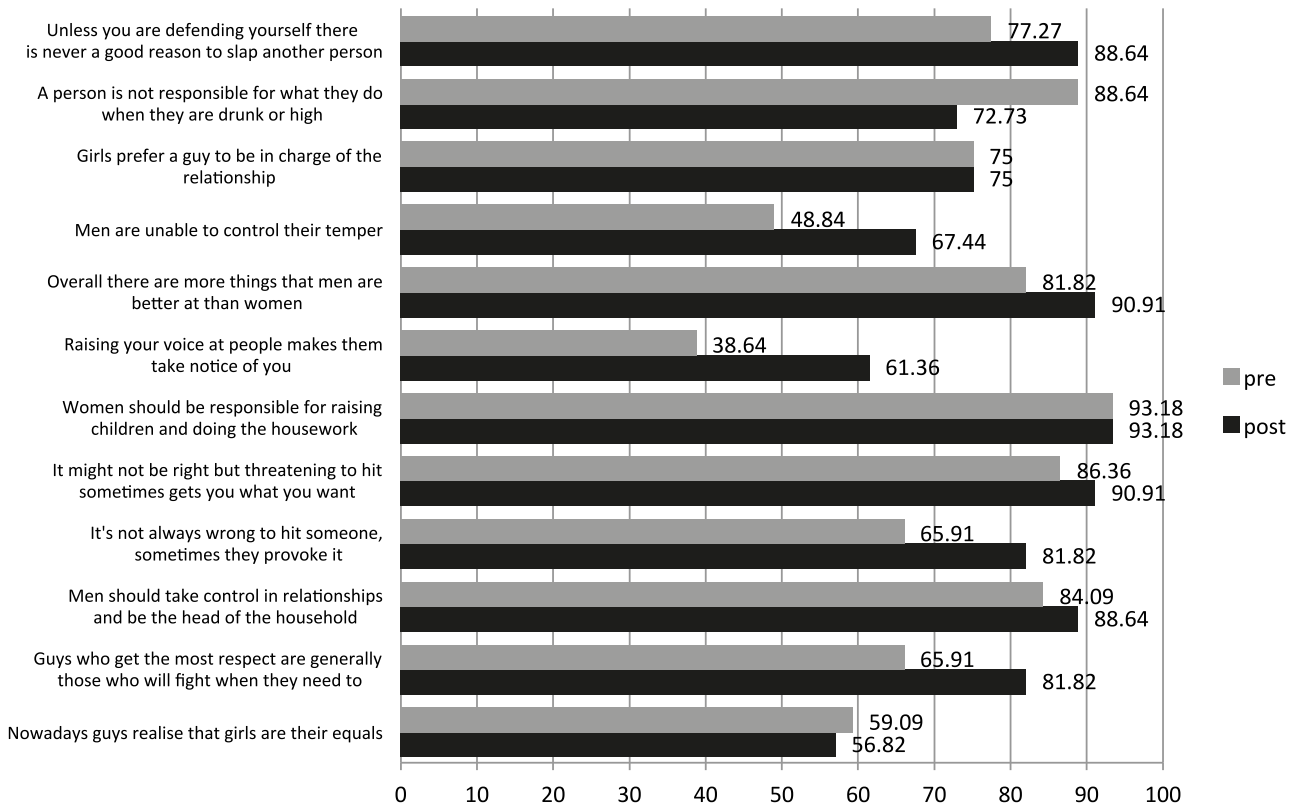


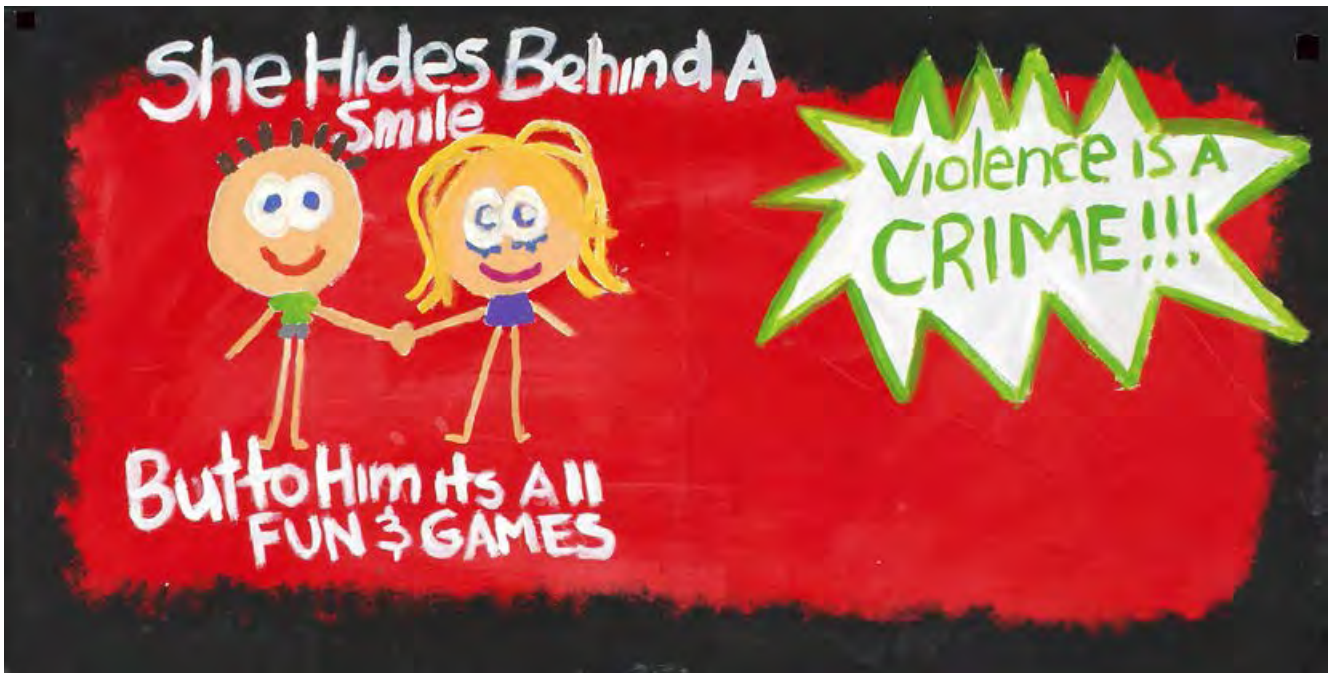
Female students in Year 10 did not show an improvement overall in their responses to the statements above, based on their overall scores. However, female students did show a significant improvement in their responses after the LOVEBiTES program to three of the statements:

- (2) "A person is not responsible for what they do when they are drunk or high" ($p=0.0016$);
- (4) "Men are unable to control their temper" ($p=0.0388$); and
- (6) "Raising your voice at people makes them take notice of you" ($p=0.0045$).

Table 26: Attitudes towards domestic violence – Female students, Year 10

Percentage of Female Year 10 students (N=47) responding favourably





STUDENTS' ATTITUDES TOWARDS GENDER RELATIONS

Five of the statements in the "Attitudes towards Domestic Violence" scale above focus on gender roles and relations in general, rather than domestic violence in particular, as follows:

3. Girls prefer a guy to be in charge of the relationship
5. Overall there are more things that men are better at than women
7. Women should be responsible for raising children and doing the housework
10. Men should take control in relationships and be the head of the household
12. Nowadays guys realise that girls are their equals

We conducted further analysis focused specifically on these five items, as a measure of attitudes towards gender relations. We grouped responses to these five statements to generate an overall score for students' attitudes to gender relations.

Among all students in Years 7 and 10, males showed a significant improvement in their attitudes to gender relations.

There was a significant difference ($p=0.0083$) in their scores pre and post program, with males' post-program score being on average 1.197 higher than their pre-program score. Among females on the other hand, there were no significant differences in their attitudes towards gender relations pre and post program.

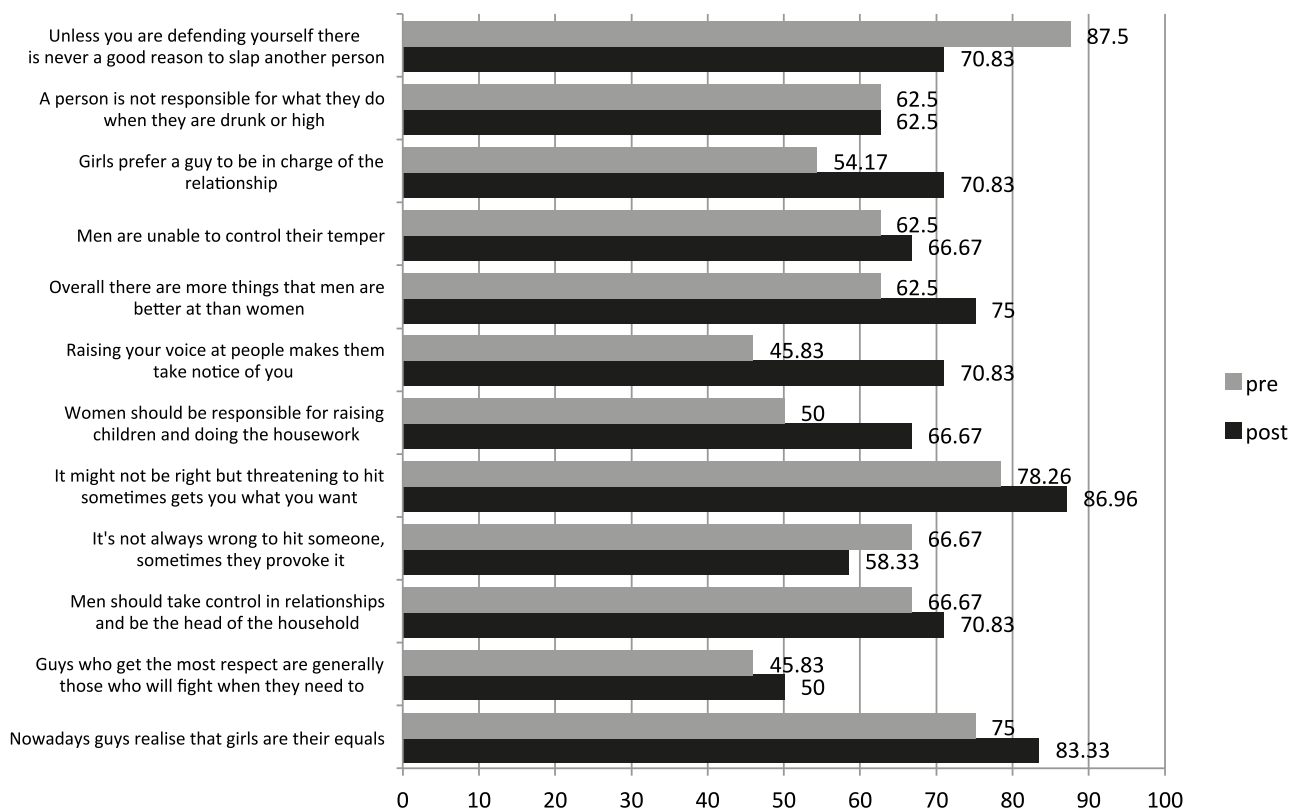
Focusing just on Year 7 students, their attitudes to gender relations did improve over the course of the Respectful Relationships program. There was a significant difference ($p=0.0060$) in their overall score pre and post program, with students' post-program score on average 1.595 higher than their pre-program score. This was a function particularly of female students' improvements in attitudes.

Splitting Year 7 students by sex, we found no difference in male students' scores in response to the five statements regarding gender relations pre- and post-program. On the other hand, among female students in Year 7, their scores regarding

their attitudes to gender relations were significantly different ($p=0.0098$) after the program, with their post-program score on average 2.208 higher than their pre-program score.

Table 27: Attitudes towards domestic violence – Female students, Year 7

Percentage of Female Year 7 students (N=24) responding favourably



Focusing just on Year 10 participants in the LOVEBiTES program, there were no significant differences in their scores pre and post program in response to the five statements regarding gender relations. However, splitting the Year 10 students by sex did reveal change among one group.

For male Year 10 students in particular, analysis revealed a significant difference ($p=0.0159$) in this score pre and post program, with students' post-program score being on average 1.372 higher than their pre-program score. On the other hand, there was no change in female Year 10 students' attitudes towards gender relations over the course of the program.

GENDER DIFFERENCES IN ATTITUDES TOWARDS DOMESTIC VIOLENCE

As well as examining whether students' attitudes towards domestic violence changed over the course of the intervention, we also investigated whether there are gender differences in attitudes towards domestic violence, both before and after the two programs. This research finds that there are significant gender differences among young people in their attitudes towards domestic violence. Boys and young men are more likely than girls and young women to agree with various statements which excuse or justify domestic violence or endorse gender inequalities which may sustain it.

Prior to the two programs, boys and young men showed significantly greater endorsement than girls and young women of a series of violence-supportive statements:

- (3) "Girls prefer a guy to be in charge of the relationship" ($p=0.0015$);
- (5) "Overall, there are more things that men are better at than women" ($p=0.0003$);

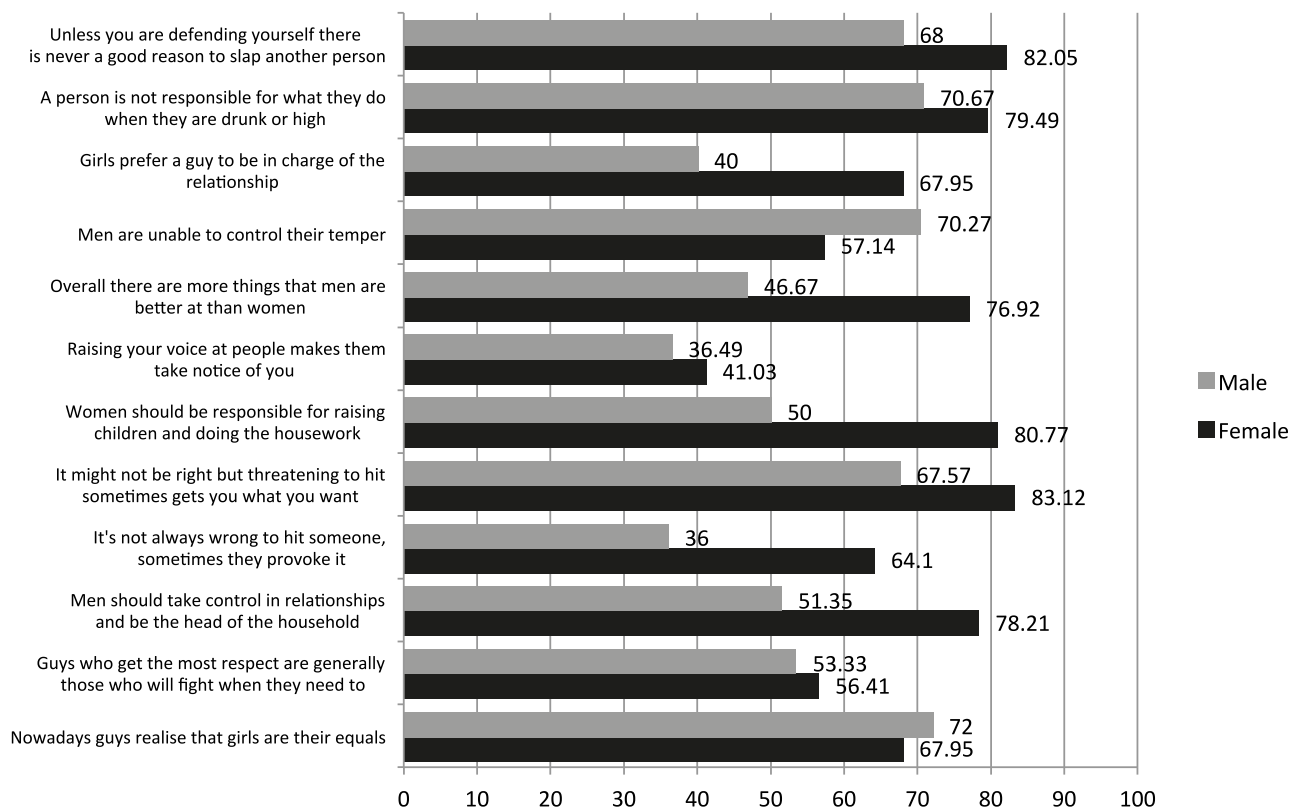
- (7) "Women should be responsible for raising children and doing the housework" ($p=0.0003$);
- (8) "It might not be right, but threatening to hit someone gets you what you want" ($p=0.0314$);
- (9) "It's not always wrong to hit someone, sometimes they provoke it" ($p=0.0021$); and
- (10) "Men should take control in relationships and be the head of the household" ($p=0.0013$).

Males' overall scores regarding attitudes towards domestic violence were worse than females' overall scores. There was a significant difference between the mean scores for male (41.16) and female (45.81) students for the pre-program surveys ($p=0.0002$).

In Table 28, prior to the two programs males showed less favourable responses than females for all but two of the 12 statements regarding domestic violence (although not all differences were statistically significant). Bear in mind that in the following two tables, we report on students responding *favourably* – that is, in the desired direction – to these statements. A higher score indicates a more favourable response, which for most of the statements below involves *disagreement* with the statement.

Table 28: Attitudes towards domestic violence – Male and female students pre-program

Percentages of Pre-program students (N=154) responding favourably



There are only two of the 12 statements above for which female students' responses are less favourable than males' (although the difference is not statistically significant): (4) "Men are unable to control their temper" and (12) "Nowadays guys realise that girls are their equals".

The pattern of gender difference persisted after the LOVEBITES and Respectful Relationships programs, with males showing significantly less favourable responses than females to many of the statements regarding domestic violence. In fact, the pattern of gender difference intensified, as a gender gap in males' and females' responses was evident in a greater number of statements. The gender gap persisted in relation to the six statements above, but also became visible in relation to statements 1, 6, and 11. After the programs, there was evidence of a gender gap in relation to the following nine statements:

- "Unless you are defending yourself there is never a good reason to slap another person" (p=0.0482);
- "Girls prefer a guy to be in charge of the relationship" (p=0.0001);

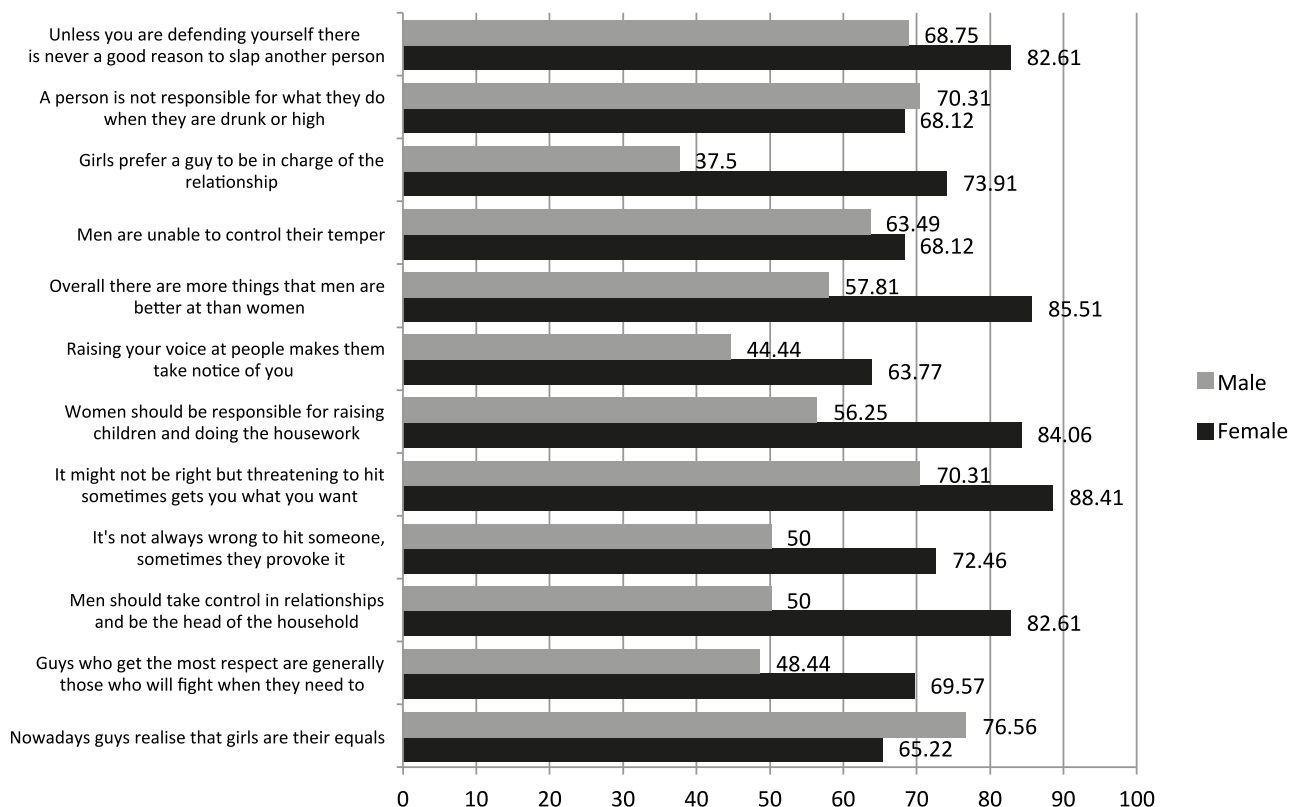
- (5) "Overall, there are more things that men are better at than women" (p=0.0017);
- (6) "Raising your voice at people makes them take notice of you" (p=0.0249);
- (7) "Women should be responsible for raising children and doing the housework" (p=0.0017);
- (8) "It might not be right, but threatening to hit someone gets you what you want" (p=0.0259);
- (9) "It's not always wrong to hit someone, sometimes they provoke it" (p=0.0265);
- (10) "Men should take control in relationships and be the head of the household" (p=0.0003); and
- (11) "Guys who get the most respect are generally those who will fight when they need to" (p=0.0404).

Pre: 3, 5, 7-10

Males' overall scores regarding attitudes towards domestic violence continued to be worse than females' overall scores after the programs. There was a significant difference between the mean scores for male (43.58) and female (47.78) students for the post-program surveys (p=0.0019).

Table 29: Attitudes towards domestic violence – Male and female students post-program

Percentages of Post-program students (N=140) responding favourably



ATTITUDES TOWARDS DATING VIOLENCE

Students in Year 10 were asked to respond to statements regarding their opinions on dating violence. The statements were:

1. If a guy hits a girl he loves because he is jealous, it shows how much he feels for her.
2. It's OK for a guy to make a girl have sex with him if she has flirted with him or led him on.
3. When a girl hits a guy it's not really a big deal.
4. Most physical violence occurs in a relationship because a partner provoked it.
5. It's alright for a guy to hit his girlfriend if she has made him look stupid in front of his mates.
6. It's OK for a guy to put pressure on a girl to have sex but not to physically force her.

All the above statements are violence-supportive – that is, all express support for dating violence or for the attitudes which excuse or condone it.

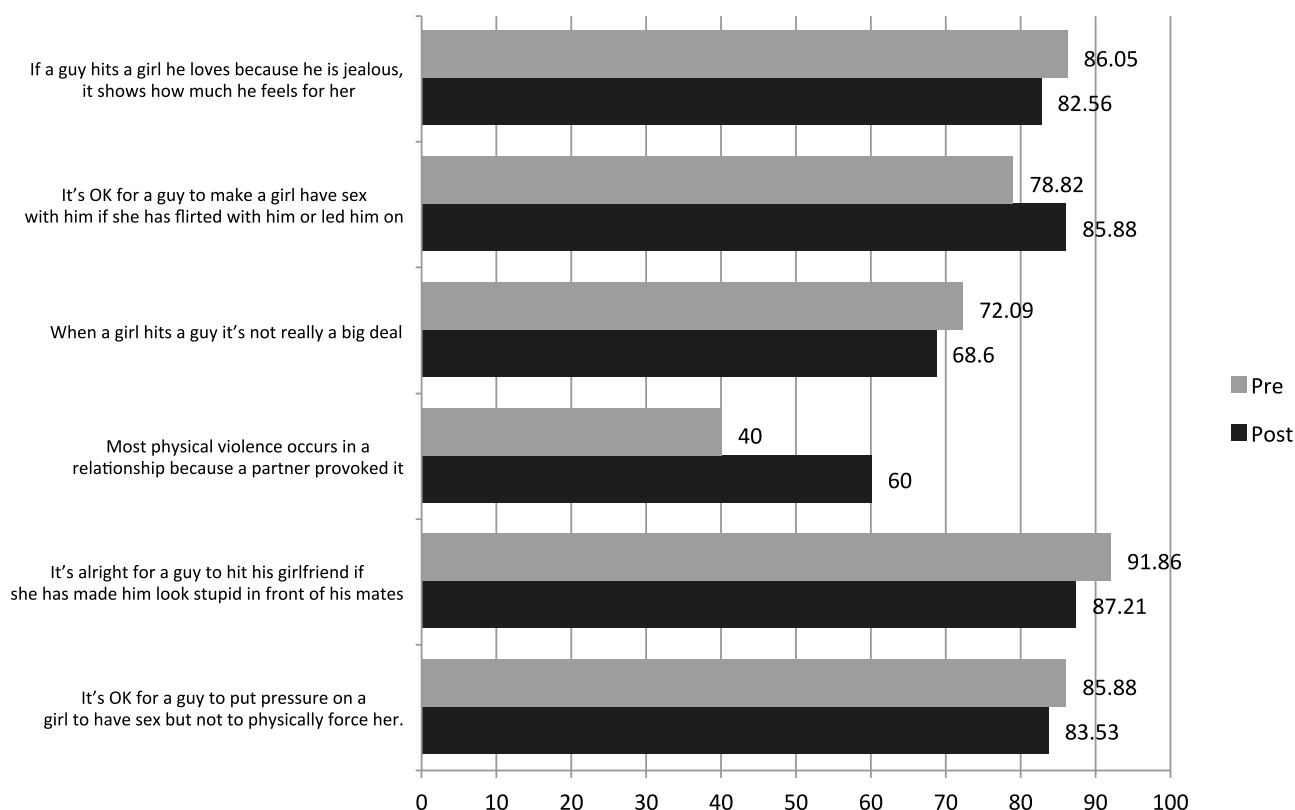
Year 10 students' responses to these statements regarding dating violence shifted only with regard to one of the statements, in a favourable direction.



After the LOVEBiTES program, students were less likely to agree that “Most physical violence occurs in a relationship because a partner provoked it” ($p=0.0011$). Prior to the program, 40% of students disagreed with this statement, but after the program this had climbed to 60%. Students' responses to four of the remaining five statements showed changes in an *undesirable* direction, with the proportion of favourable responses declining for each, but these changes were not statistically significant. There was no difference in students' overall attitudes towards dating violence, based on a calculation of an overall score regarding their responses to the six statements.

Table 30: Attitudes towards dating violence – Year 10 students

Percentages of Year 10 students (N=91) responding favourably



The favourable change in response to statement (4), "Most physical violence occurs in a relationship because a partner provoked it", is driven largely by male students' responses. There were two significant changes in responses to the six statements among males in Year 10, one in the desired direction and another in the undesirable direction. Males were *less likely* to agree that "Most physical violence occurs in a relationship because a partner provoked it" ($p=0.0052$), with the proportions disagreeing with this statement nearly doubling. On the other hand, males were *more likely* to agree that "When a girl hits a guy it's not really a big deal" ($p=0.0347$). When an overall score was calculated for each student, there was no

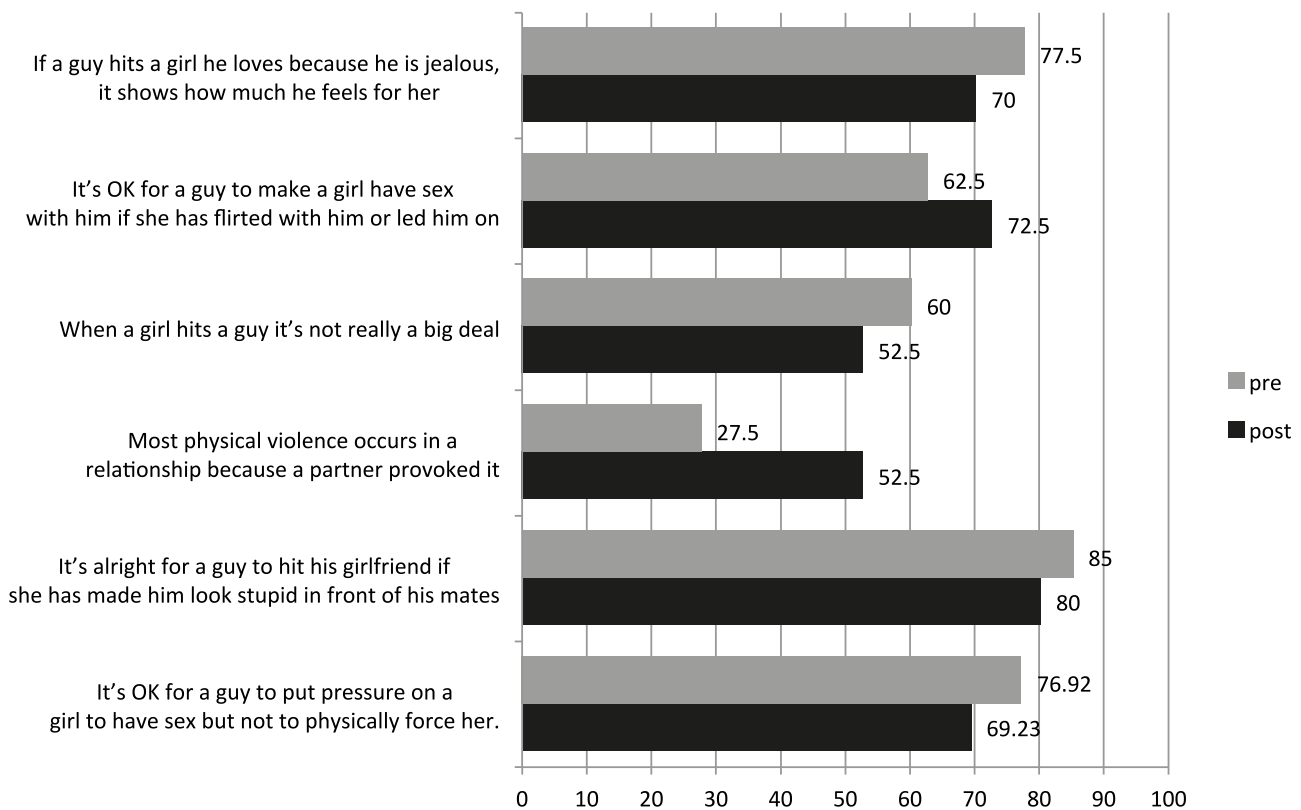
significant difference between the average score, pre and post-program for male Year 10 students.

Male students' responses to three of the remaining four statements regarding dating violence show changes in an *undesirable* direction, with the proportion of favourable responses declining for each, but these changes were not statistically significant.

Thus, after participation in LOVEBiTES, male students in Year 10 appear to have become more critical of explanations of dating violence in terms of 'provocation' *and* more tolerant of females' violence against males. Their attitudes towards other aspects of dating violence show no positive change and even some indicators of negative change.

Table 31: Attitudes towards dating violence – Year 10 males

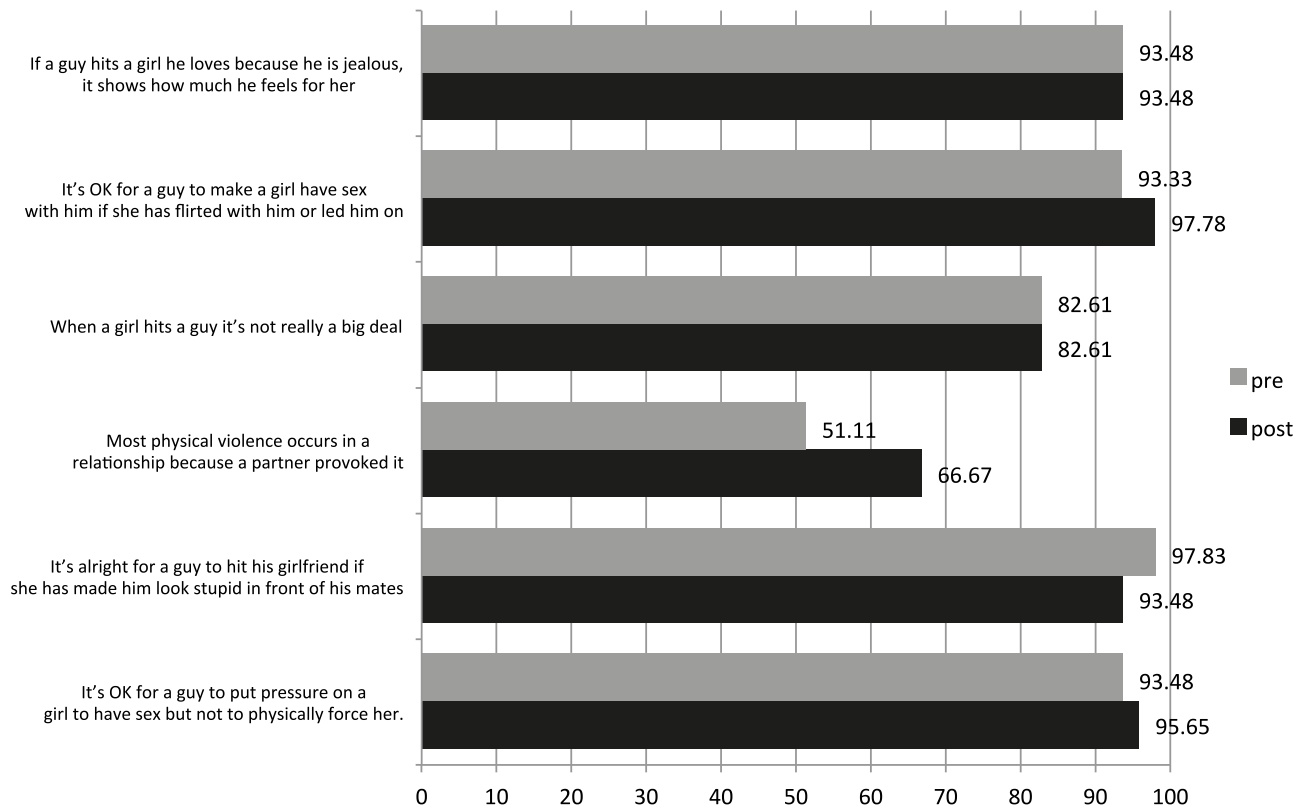
Percentages of Year 10 Male students (N=44) responding favourably



Among female students in Year 10 on the other hand, there were no significant differences between their pre- and post-intervention responses to the statements regarding dating violence, whether to each statement or in terms of an overall score. As Table 32 below shows, female students' attitudes towards dating violence already are positive, with very little

agreement with any of the six violence-supportive statements. Like their male counterparts, after the LOVEBiTES program Year 10 females showed increased rejection of the notion that "Most physical violence occurs in a relationship because a partner provoked it", but this change was not statistically significant.

Table 32: Attitudes towards dating violence – Year 10 females
 Percentages of Year 10 Female students (N=47) responding favourably



GENDER DIFFERENCES IN ATTITUDES TOWARDS DATING VIOLENCE

The findings above suggest that male and female students in Year 10 have differing attitudes towards dating violence. To investigate this directly, we compared female and male students' attitudes, both before and after the LOVEBiTES program.

There are significant gender differences among young people in their attitudes towards domestic violence. Among Year 10 students prior to the program, males were more likely than females to endorse statements which endorse or excuse dating violence by males against females. Males also showed greater tolerance than females for violence by females against males.

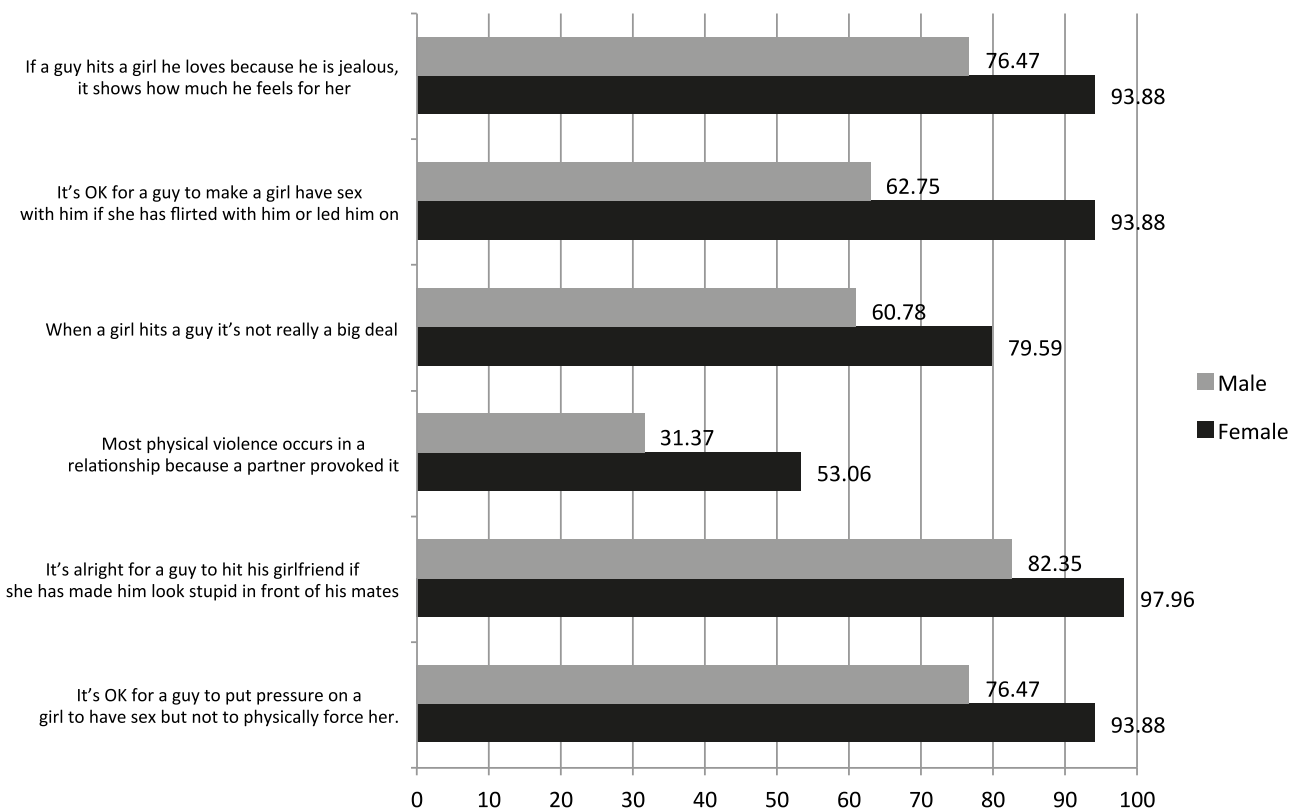
There were statistically significant differences in males' and females' responses to five of the six statements regarding dating violence:

- (1) "If a guy hits a girl he loves because he is jealous, it shows how much he feels for her" (p=0.0423);
- (2) "It's OK for a guy to make a girl have sex with him if she has flirted with him or led him on" (p=0.0007);
- (3) "When a girl hits a guy it's not really a big deal" (p=0.0433);
- (5) "It's alright for a guy to hit his girlfriend if she has made him look stupid in front of his mates" (p=0.0298); and
- (6) "It's OK for a guy to put pressure on a girl to have sex but not to physically force her" (p=0.0471).

As one might expect therefore, there was also a contrast in male and female students' overall scores in response to the statements regarding dating violence. There was a significant difference (p=0.0001) in the mean scores of females (26.12) and males (22.92) for the pre-program survey.

Table 33: Attitudes towards dating violence – Male and female students pre-program

Percentages of Pre-program students (N=154) responding favourably

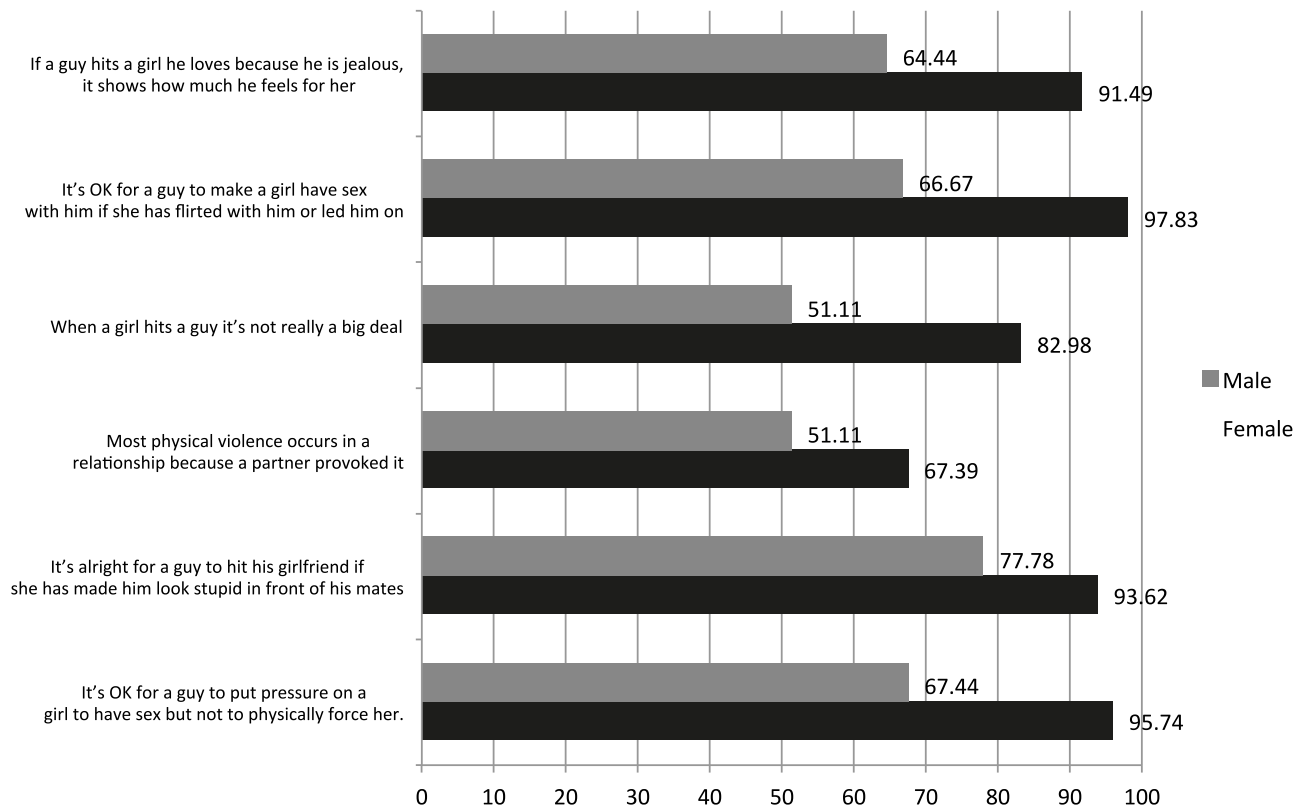


These gender differences persist after participation in LOVEBiTES, with contrasts between males' and females' responses again to the same five statements above of the six statements regarding dating violence. In the post-program data, there is a significant relationship between gender and students'

responses to statements 1 ($p=0.0019$), 2 ($p=0.0004$), 3 ($p=0.0027$), 5 ($p=0.0283$), and 6 ($p=0.0020$). The contrast in males' and females' overall scores also persists, with a significant difference ($p=0.0026$) between the mean scores of females (26.28) and males (22.93).

Table 34: Attitudes towards dating violence – Male and female students post-program

Percentages of Post-program students (N=140) responding favourably



THE PERCEIVED SERIOUSNESS OF VIOLENCE

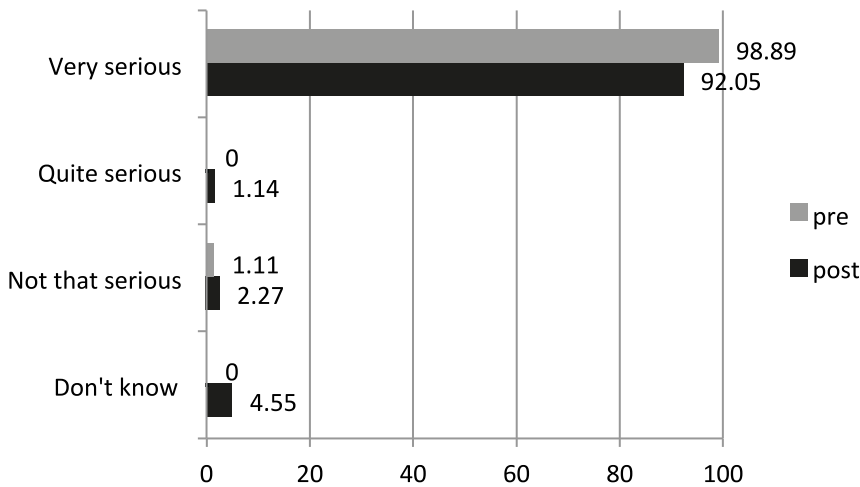
Students in Year 10 were asked to give their opinion on the seriousness of different type of violence. Students were presented with eight types of violence, and asked to rate their seriousness. They were instructed that, "By 'serious' we mean how much they hurt or upset the people who experience them." There were no differences in the distribution of students' responses

from pre-program to post-program for "Bitching", "Bullying", "Drunken fights in pubs/clubs", "Punch-ups between people at school/college", or "Racial violence". Results regarding students' responses in relation to these forms of violence have been omitted from the following. There were however differences in relation to "Rape/Sexual assault", "Domestic violence", and "Physical fights between brothers/sisters", as we report below.

Table 35: The perceived seriousness of different types of violence

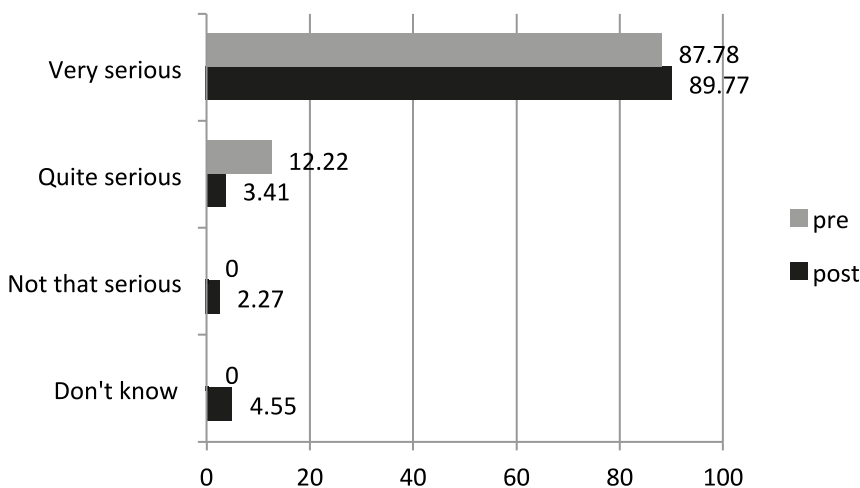
Percentages of Year 10 students (N=91)

1. Rape/Sexual assault



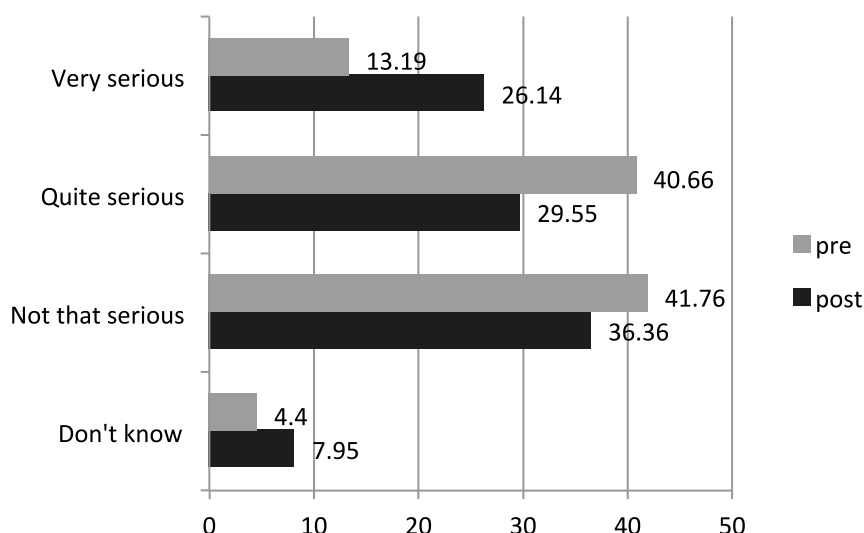
Analysis reveals there was a disparity in the distribution of student's responses from pre program to post program. This is due to the fact that pre-program there were no students responding as 'Quite serious' or 'Don't know' but post-program there were.

2. Domestic Violence



Analysis reveals there was a disparity in the distribution of student's responses from pre program to post program. This is due to the fact that pre-program there were no students responding as 'Not that serious' or 'Don't know' but post-program there were.

3. Physical fights between brothers/sisters



Analysis reveals there was a disparity in the distribution of students responses from pre program to post program ($p=0.0136$) for “Physical fights between brothers/sisters”.

PERCEPTIONS OF CONFLICT AND DOMESTIC VIOLENCE

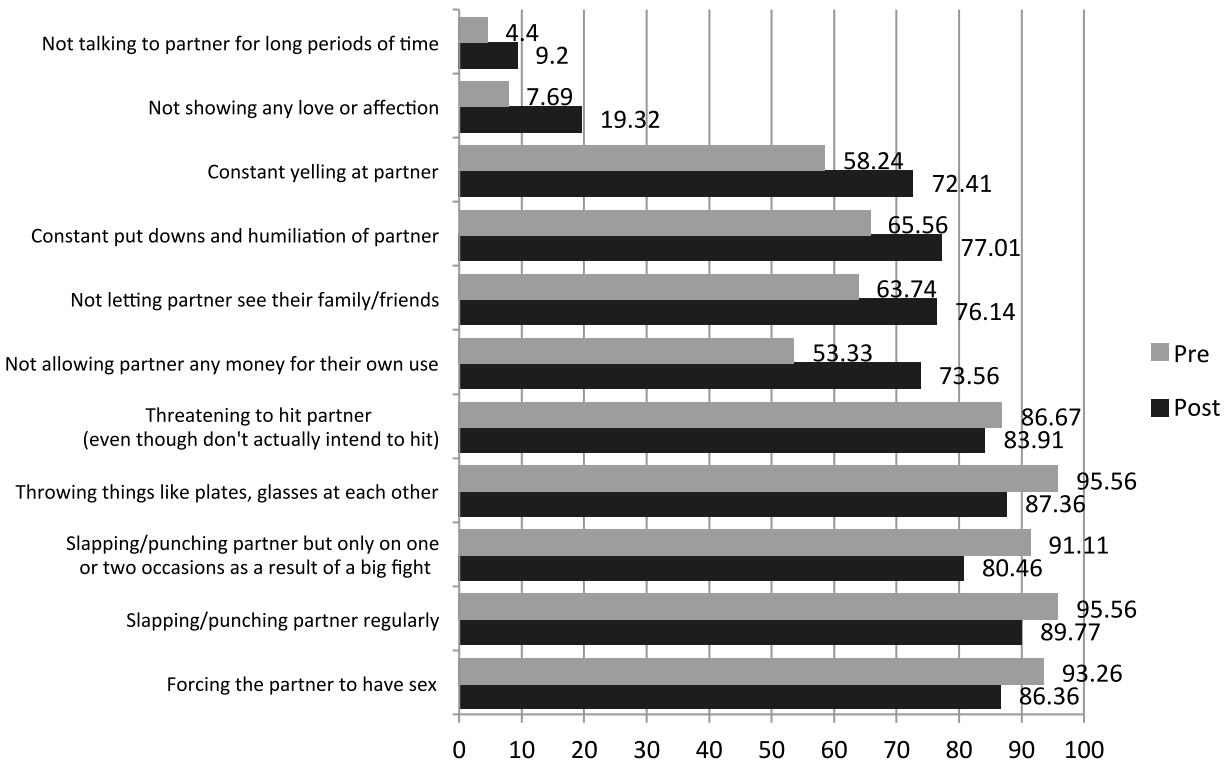
Students in Year 10 were presented with a range of behaviours, and asked whether they would describe these as “normal conflict between partners” or “domestic violence”. These behaviours are commonly identified as part of a pattern of power and control enacted by perpetrators of domestic violence (Flood 2004). The behaviours in the survey are:

1. Not talking to partner for long periods of time
2. Not showing any love or affection
3. Constant yelling at partner
4. Constant put downs and humiliation of partner
5. Not letting partner see their family/friends
6. Not allowing partner any money for their own use
7. Threatening to hit partner (*even though don't actually intend to hit*)
8. Throwing things like plates, glasses at each other
9. Slapping/punching partner but only on one or two occasions as a result of a big fight
10. Slapping/punching partner regularly
11. Forcing the partner to have sex

After the LOVEBiTES program, Year 10 students' responses differed significantly for seven of the 11 behaviours above, items 2, 3, 5, 6, 7, 8, and 9. For the first four behaviours – not showing love, constant yelling, not letting a partner see their family or friends, and not allowing money to a partner – students' responses were in the desired direction. After the program, students were significantly more likely to identify these behaviours as domestic violence. (Students' responses to items 1 and 4 also were in the desired direction, but these changes were not statistically significant.) However, for the last three behaviours – threatening to hit, throwing objects, and slapping or punching occasionally – students' responses were in an undesirable direction. Students were significantly *less likely* to identify these behaviours as domestic violence. (Students' responses to items 10 and 11 also were in an undesirable direction, but these changes were not statistically significant.)

Table 36: Perceptions of conflict and domestic violence

Percentages of Year 10 students (N=91) identifying behaviour as “domestic violence”



Students whose responses changed in this way generally did not identify the behaviour as “normal conflict”, but chose the “don’t know” option. For items 7, 8, and 9, after LOVEBiTES there were slight increases in students’ “normal conflict” responses for two of the three items but large increases in students’ “don’t know” responses. For example, students’ “don’t know” responses for ‘threatening to hit’ went from 4% to 13%, for ‘throwing objects’ from 1% to 8%, and ‘slapping or punching occasionally’ from 2% to 10%.

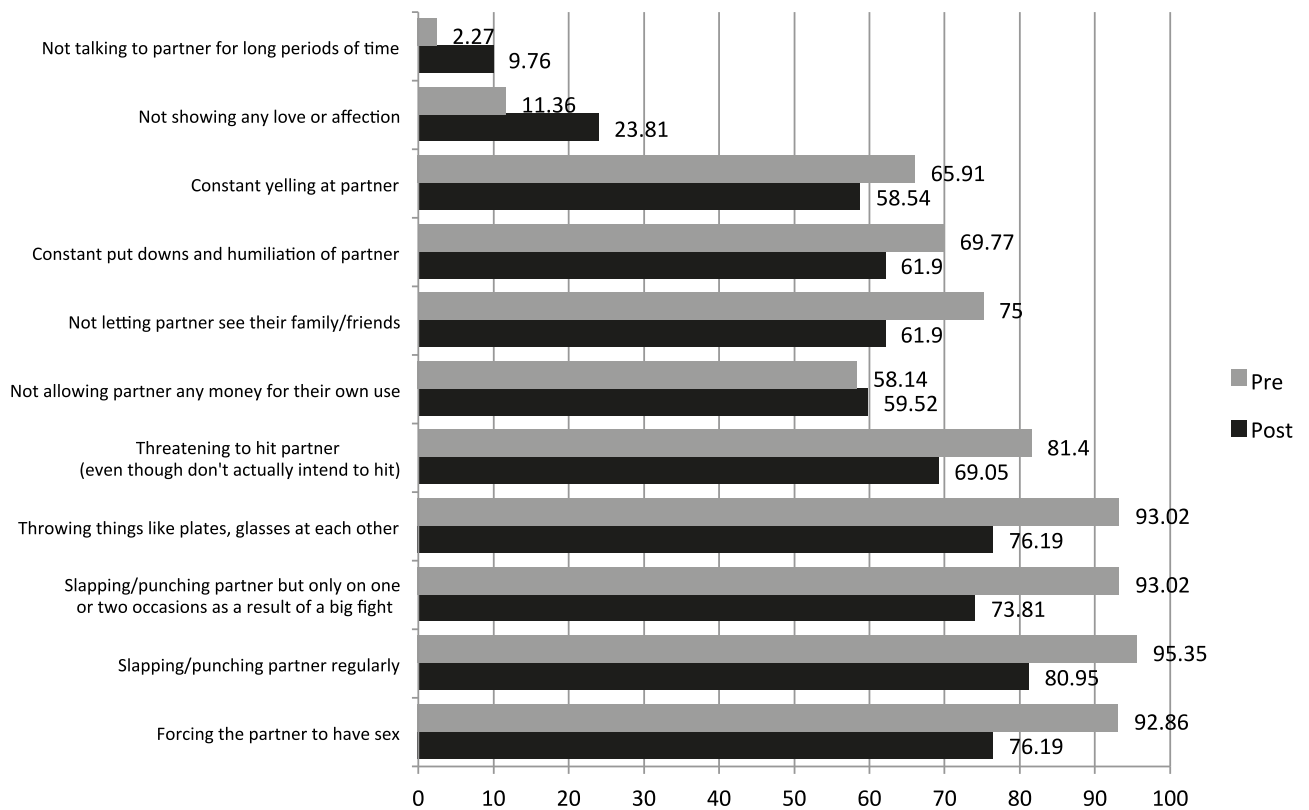
This suggests that a significant proportion of students had become significantly more uncertain after the program regarding the status of certain behaviours as “normal conflict” or “domestic violence”. To the extent that there were negative shifts among students, they were driven overwhelmingly by male students, while female students’ shifts are all in positive directions. Thus, it is *male* students in particular whose understanding of the behaviours constituting domestic violence becomes more uncertain.

On the positive side, male students were significantly *more likely* to identify one behaviour, 'not showing love', as domestic violence after taking part in the LOVEBiTES program ($p=0.0101$). On the negative side, male students were significantly *less likely* to identify six other behaviours – constant yelling, ($p=0.0092$),

not letting see a partner see their family or friends ($p=0.0404$), threatening to hit ($p=0.0170$), throwing objects ($p=0.0170$), slapping or punching occasionally ($p=0.0059$), and slapping or punching regularly ($p=0.0207$) – as domestic violence after the program.

Table 37: Perceptions of conflict and domestic violence – Male students

Percentages of Male Year 10 students (N=44) identifying behaviour as “domestic violence”

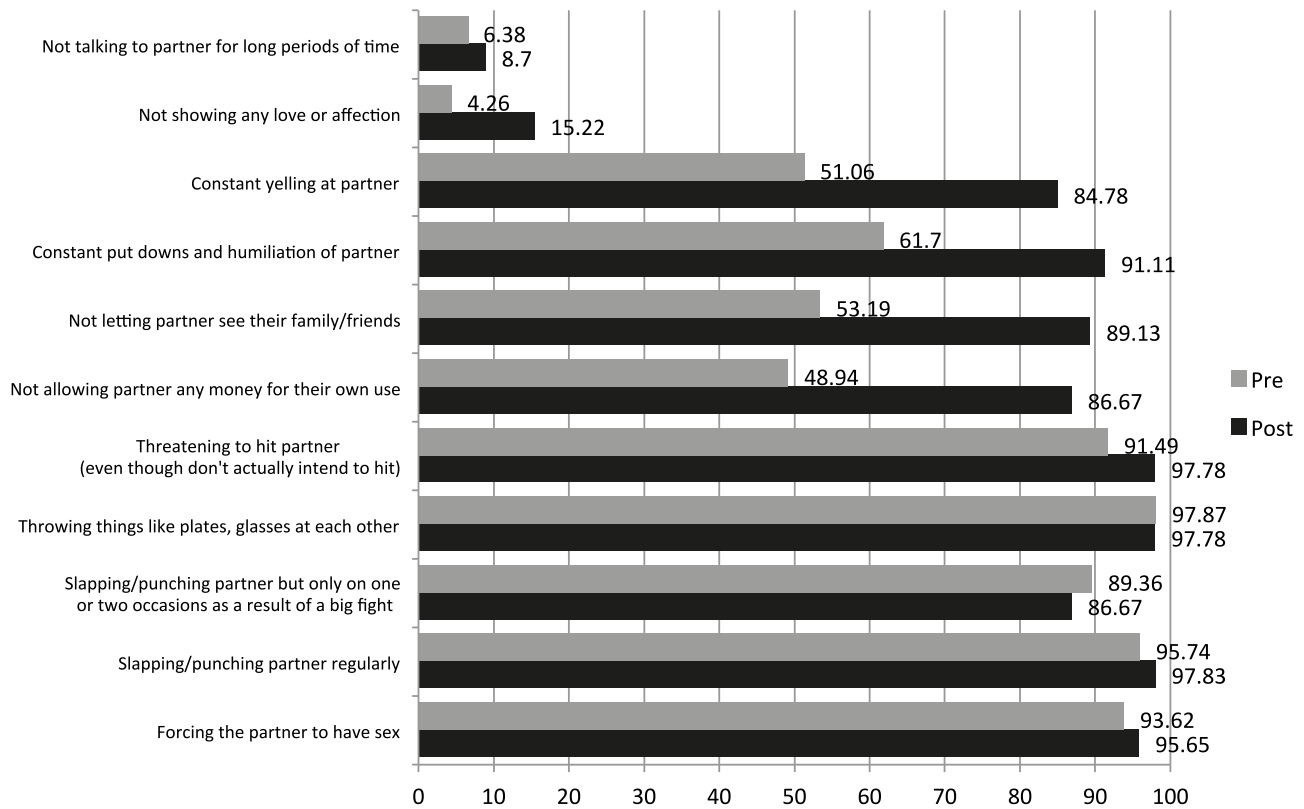


Among female students on the other hand, the significant shifts in their definitions of the behaviours constituting domestic violence were all in a favourable direction. After participating in the LOVEBITES program, female students were significantly more likely to identify five behaviours – not showing love ($p=0.0453$), constant yelling ($p<0.0001$), constant put downs ($p=0.0005$), not letting see a partner see

their family or friends ($p<0.0001$) and not allowing money to a partner ($p=<0.0001$) – as domestic violence. Female students do not show the same shift towards a “Don’t Know” response evident among male students, with their “Don’t Know” responses declining across all 11 behaviours if not already at very low levels.

Table 38: Perceptions of conflict and domestic violence – Female students

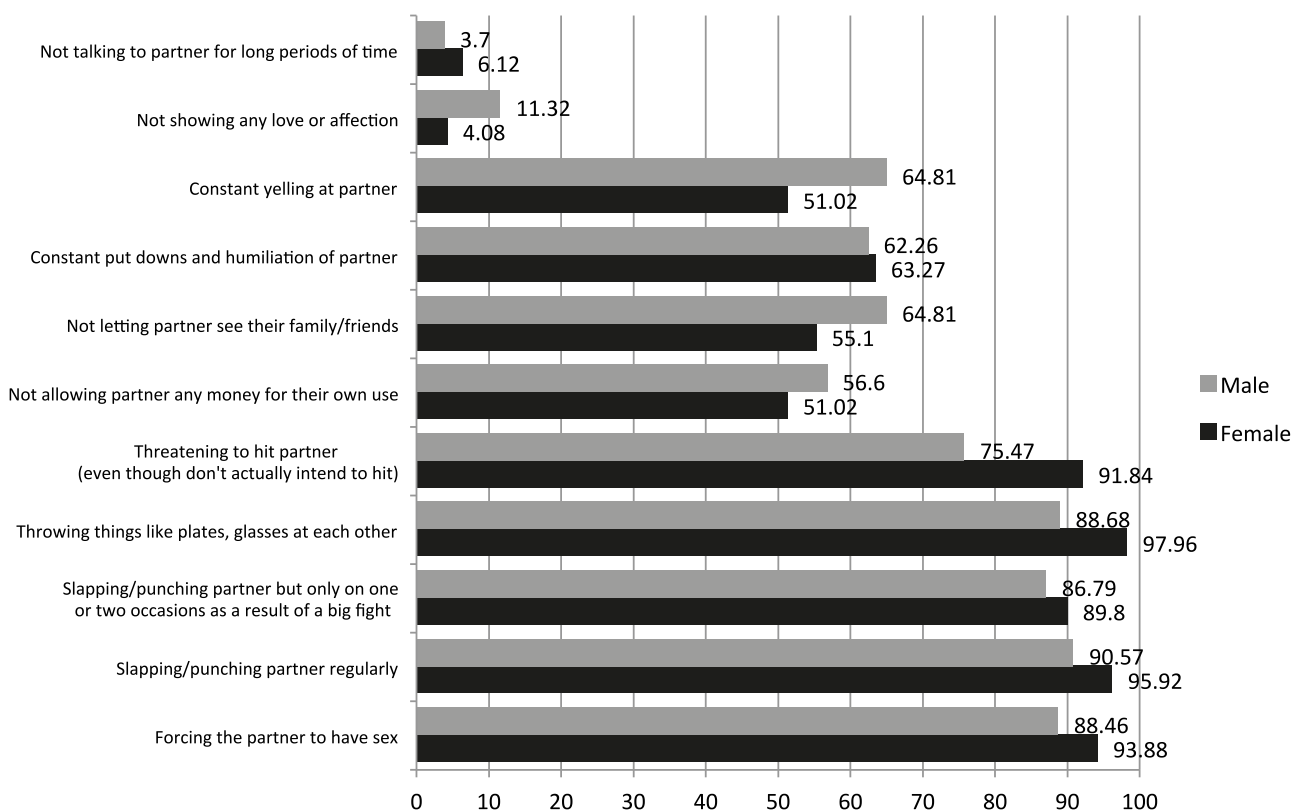
Percentages of Female Year 10 students (N=47) identifying behaviour as “domestic violence”



This pattern of response suggests that female students already recognised various behaviours more directly associated with physical aggression (hitting or threatening to hit, forcing sex, and so on) as domestic violence. What changed over the course of the LOVEBiTES program is that female students then also recognised *other* behaviours as domestic violence, those associated with the control and abuse of a partner through non-physical means. Among male students in contrast, after the program significant proportions (between 17% and 26%) had become uncertain about whether various physically aggressive behaviours could be defined as domestic violence.

The contrasting patterns of movement in male and female students' attitudes over the course of the LOVEBiTES program also is evident from a gender comparison of their pre- and post-program responses. Prior to the program, there were no significant gender differences in students' perceptions of behaviours as either normal conflict or domestic violence. After the program, however, a series of gender differences had emerged, indicating a widening gap between male and female students' perceptions. Tables 39 and 40 below show the gender comparison before and after the program respectively.

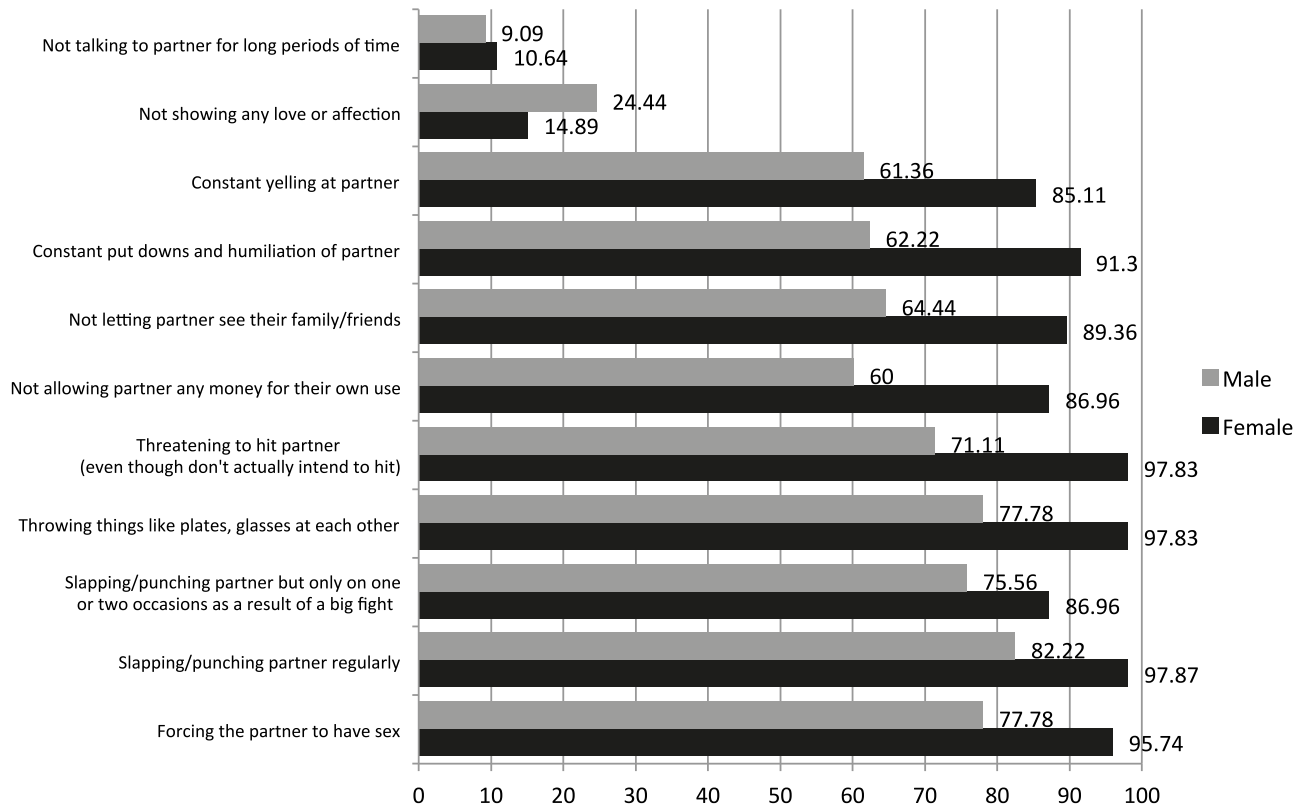
Table 39: Perceptions of conflict and domestic violence pre-program – Male and female students
 Percentages of Pre-program students (N=154) identifying behaviour as “domestic violence”



Among the students pre-program, there were no significant relationships between gender and opinions regarding these behaviours. In other words, male and

female students had similar perceptions of various behaviours which embody the use of power and control over an intimate partner.

Table 40: Perceptions of conflict and domestic violence post-program – Male and female students
 Percentages of Post-program students (N=140) identifying behaviour as “domestic violence”



After the program, in contrast, there were significant relationships between gender and opinion on type of violence for all but one (the very first one) of the 11 behaviours listed.

There were significant gender differences for “Not showing any love or affection” ($p=0.0457$), “Constant yelling at partner” ($p=0.0072$), “Constant put downs and humiliation of partner” ($p=0.0036$), “Not letting partner see their family/friends” ($p=0.0107$), “Not allowing partner any money for their own use” ($p=0.0117$), “Threaten to hit partner” ($p=0.0012$), “Throwing things like plates, glasses at each other” ($p=0.0099$), “Slapping/punching partner but only on one or two occasions” ($p=0.0032$), “Slapping punching partner regularly” ($p=0.0189$) and “Forcing partner to have sex” ($p=0.0051$).

PERCEPTIONS OF DATING VIOLENCE

The Year 10 students also were given a relationship scenario and asked if they would describe the relationship as violent or abusive. The scenario was developed by Margot Rawsthorne (2007: 15), but has been slightly modified here. The scenario does not depict physical aggression, but includes the controlling and coercive behaviours which are widely identified as a typical element of domestic violence, including dating violence in young people's sexual relationships.

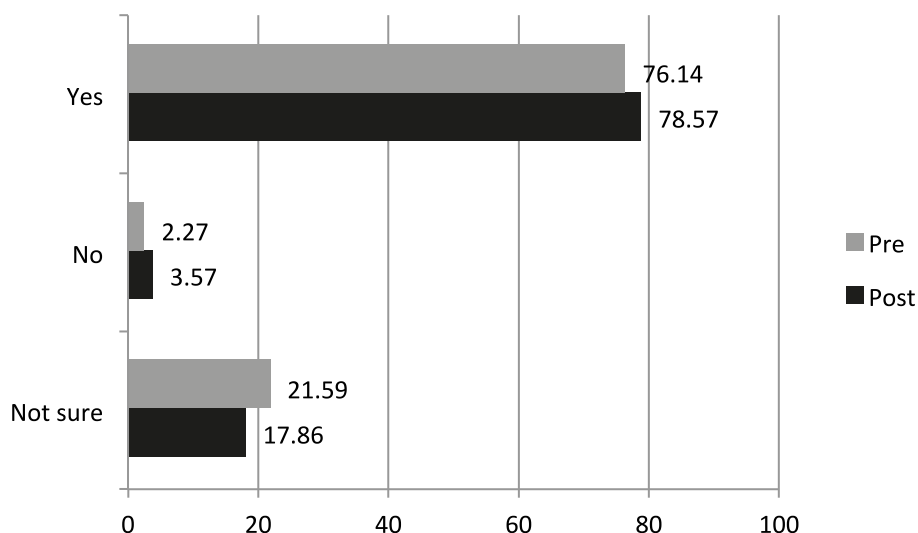
The scenario is as follows:

Ashanti and Joey have been going out for a couple of months. At first they had a lot of fun together but lately he has been getting really jealous of other guys and wants to know where Ashanti is all the time. He tells her what she can and can't wear and has been threatening her if she doesn't do what he says.

In the pre-program survey, approximately three-quarters of students identified this scenario as violent or abusive, and the remainder were unsure, with very few responding that the scenario was *not* violent or abuse. There was no change in patterns of students' response after the program.

Table 41: The identification of domestic violence in a scenario, pre- and post-program

Responses of all Year 10 students (N=91)



Splitting the students by sex did not reveal any significant changes from pre- to post-program in students' perceptions of the scenario as violent or abusive. However, the patterns of response among the male and female students in the two tables below are suggestive of two other patterns of interest, although neither is statistically significant. First, male students

appear less likely than female students to identify the scenario as violent or abusive. Second, over the course of the program, female students appear to have become *more* uncertain regarding the character of the scenario, with a near-doubling in the proportion who were unsure that the scenario is violent or abusive.

Table 42: The identification of domestic violence in a scenario, pre- and post-program – Male students

Responses of Male Year 10 students (N=44)

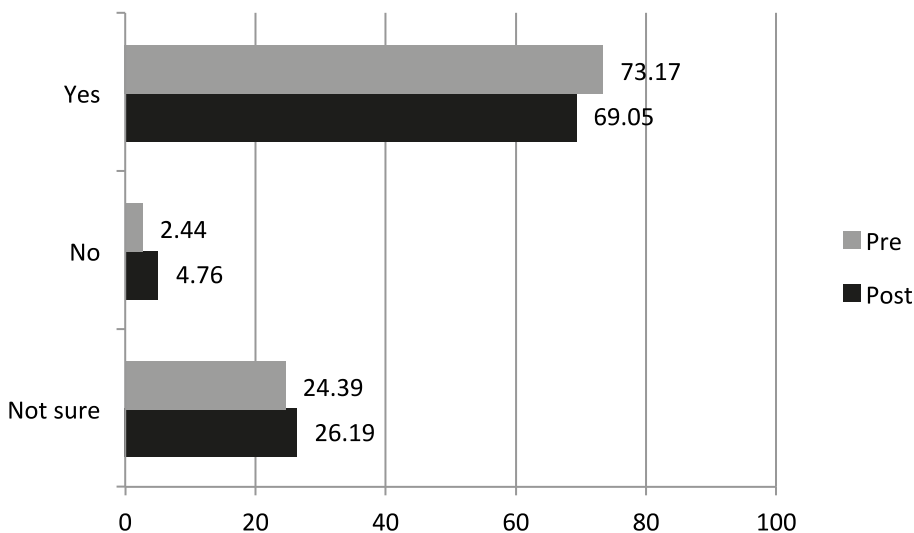
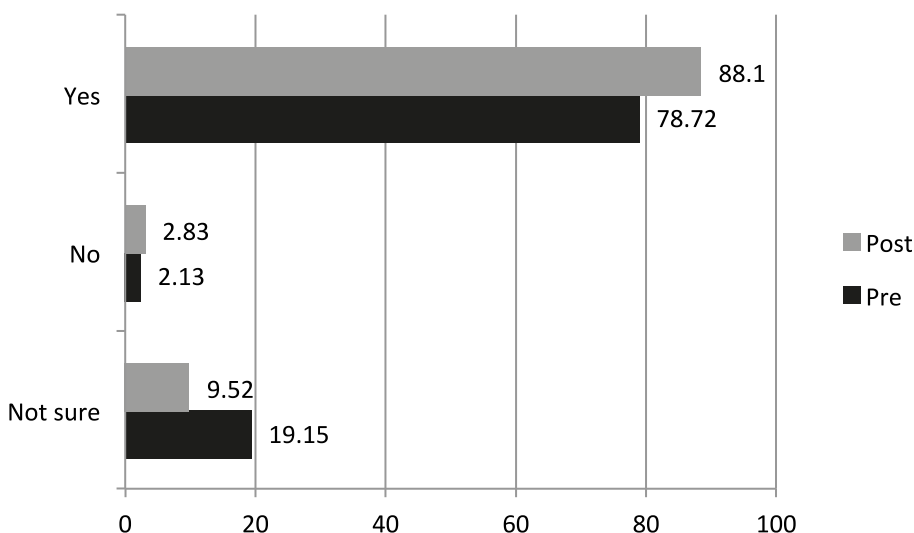


Table 43: The identification of domestic violence in a scenario, pre- and post-program – Female students

Responses of Female Year 10 students (N=47)



RESPONDING TO DOMESTIC VIOLENCE: WHAT MALES AND FEMALES WOULD DO

The final component of the survey among Year 10 students is a case study of behavioural intentions. Using the scenario of domestic violence presented earlier, the survey examines females' intended responses to this situation as *victims* and males' intended responses to this situation as *bystanders*. As a reminder, the scenario is as follows:

Ashanti and Joey have been going out for a couple of months. At first they had a lot of fun together but lately he has been getting really jealous of other guys and wants to know where Ashanti is all the time. He tells her what she can and can't wear and has been threatening her if she doesn't do what he says.

This component of the survey does not investigate individuals' actual behaviour, but their projected or imagined behavioural responses to a situation. Females were asked, "Imagine that you are Ashanti. What would you do? (*Tick as many as you like*)". The potential responses in the survey for females were modified from Rawsthorne (2007: 15). Males were asked, "Imagine that you are a friend of Joey's. What would you do? (*Tick as many as you like*)". The potential responses in the survey for males were adapted from items used by Jaffe *et al.* (1992).

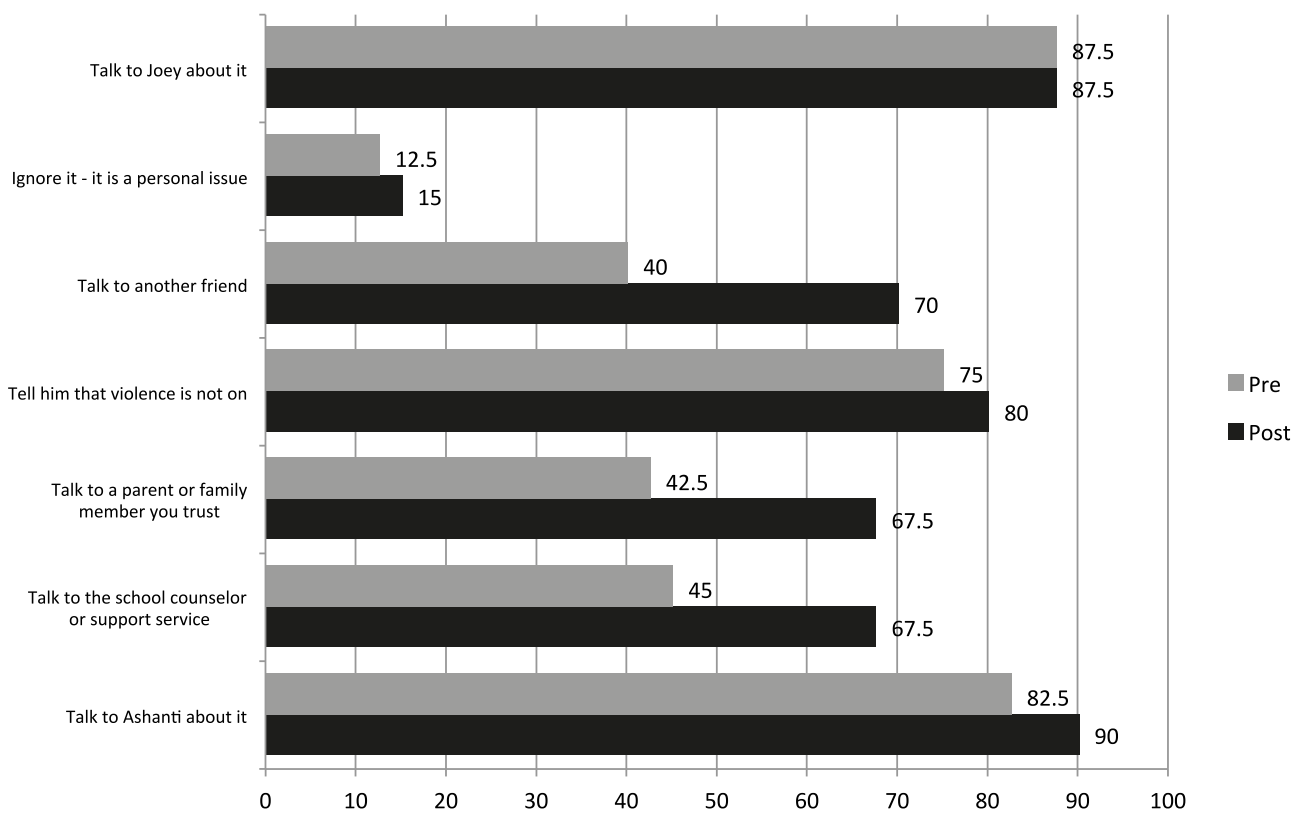


In the survey, male students were approached as hypothetical bystanders to a situation of dating violence and invited to imagine how they would respond. The two most common responses reported by male students were to “talk to” the male perpetrator (Joey) and to “talk to” the female victim (Ashanti). Male students also reported that they would “tell [the perpetrator] it’s not on”. There was little or no change in males’ intentions in relation to these three behaviours over the course of the LOVEBiTES program. However, there were significant

changes in male students’ intentions regarding three other behaviours. After the program, males were more likely to report that they would “talk to another friend” ($p=0.0013$), “talk to a parent or family member” ($p=0.0067$), and “talk to the school counsellor or support service” ($p=0.0047$). This suggests that while there was little change in male students’ willingness to support the victim or challenge the perpetrator in a scenario of dating violence, after the program they were more willing also to approach others such as friends, family, and school staff.

Table 44: Behavioural Intentions among Male Year 10 students

(N=44)

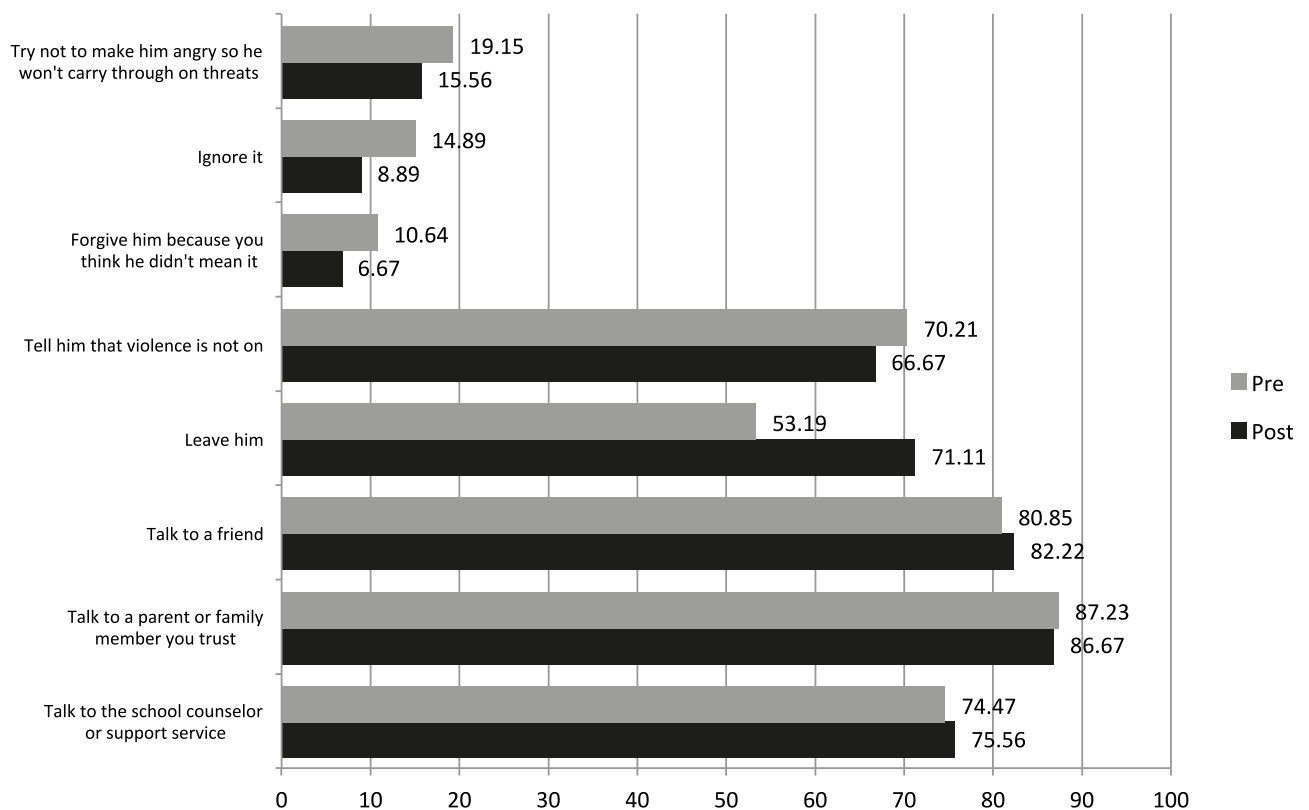


In the survey, female students were approached as hypothetical victims in a situation of dating violence and invited to imagine how they would respond. Young women in general reported a willingness to seek help or support in such situations, with most reporting that they would “talk to a friend”, “talk to a parent or family member [they] trust”, and/or “talk to the school counselor or support service”. There was little or no change in females’ intentions in relation to these three behaviours over the course of the LOVEBiTES

program. The only statistically significant change in females’ intentions was that after a program, a much greater proportion indicated that they would “leave him” ($p=0.0126$). After the program, fewer young women endorsed behaviours which condone the violence or involve victims taking responsibility for the violence (“Try not to make him angry so he won’t carry through on the threats”, “Ignore it”, and “Forgive him because you think he didn’t mean it”), although these declines were not statistically significant.

Table 45: Behavioural Intentions among Female Year 10 students

(N=47)



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APPENDIX 1: THE SURVEYS

LoveBites Survey 2010 – Year 10 Males

Welcome to the survey

What do you think?

This is a survey about your opinions and beliefs. Please answer all questions as honestly as you can.

Your answers are confidential

Your answers are completely confidential. The interviewer will take the questionnaires away in their sealed envelopes and send them back to us for processing. No one but the Love Bites researchers will see your answers.

How do I answer the questions?

For most questions, all you need to do is tick the box which most applies to you.

Please read all the questions carefully and follow the instructions. If you don't want to answer a question, leave it blank and go to the next one.

What if I need help?

Raise your hand — The interviewer will be happy to explain any questions or instructions that aren't clear.

Please place your completed questionnaire in the envelope provided, seal the envelope and give it back to our interviewer.

Thank you very much for your help with this important project

To start off with, please tell us some information about yourself.

Please write the *first letter* of your *first name*:

Please write the *first letter* of your *last name*:

Please write your date of birth: Day..... Month..... Year.....

Are you...	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
And, how old are you currently?	11 years old	<input type="checkbox"/>
	12 years old	<input type="checkbox"/>
	13 years old	<input type="checkbox"/>
	14 years old	<input type="checkbox"/>
	15 years old	<input type="checkbox"/>
	16 years old	<input type="checkbox"/>
	17 years old	<input type="checkbox"/>
	18 years old	<input type="checkbox"/>

Which country were you born in?

Do you identify as Aboriginal and/or Torres Strait Islander? Yes No

What language(s) do you speak at home?

Now, we'd like to get your opinion on a number of different things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't Know
If I'm mad at someone, I just ignore them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if other kids would think I'm weird, I would try to stop a fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's O.K. for me to hit someone to get them to do what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes a person doesn't have any choice but to fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my friends fight, I try to get them to stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I back down from a fight, everyone will think I'm a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are better ways to solve problems than fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to talk out a problem instead of fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel big and tough when I push someone around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If people do something to make me really mad, they deserve to be beaten up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I have only two choices: get punched or punch the other kid first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I get crazy with anger, it's O.K. to hit someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. Please tick one box for each statement.

	Agree	Unsure	Disagree
I wouldn't be friends with people who let themselves be pushed around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are weak are just asking for trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People should not complain about being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft people make me sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody likes a wimp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to call some people nasty names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is funny to see others get upset when they are teased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A bully is really a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who get picked on a lot usually deserve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like it when someone stands up for people who are being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's a good thing to help people who can't defend themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me angry when a person is picked on without reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. Please tick one box for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am confident of my ability to:				
Solve conflicts peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about my feelings with a girlfriend or boyfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat a girlfriend or boyfriend with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise when a relationship is unhealthy or abusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set limits on what I do sexually with a girlfriend or boyfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say no to things I don't want to do (like sex).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect what my girlfriend or boyfriend wants to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help or support a friend who is being abused by their boyfriend or girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge someone who is being abusive towards their girlfriend or boyfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't know
Unless you are defending yourself, there is never a good reason to slap another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person is not responsible for what they do when they are drunk or high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls prefer a guy to be in charge of the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men are unable to control their temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, there are more things that men are better at than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising your voice at people makes them take notice of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women should be responsible for raising children and doing the housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It might not be right, but threatening to hit someone gets you what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's not always wrong to hit someone, sometimes they provoke it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should take control in relationships and be the head of the household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guys who get the most respect are generally those who will fight when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nowadays, guys realise that girls are their equals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some examples of different types of violence.

Please tell us how serious you think each of these are by ticking one box for each.

By 'serious' we mean how much they hurt or upset the people who experience them. Please try not to tick 'very serious' for all of them, but just select the most serious ones as 'very serious'.

	Very serious	Quite serious	Not that serious	Don't know
Bitching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drunken fights in pubs/clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punch-ups between people at school/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape/sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical fights between brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One of the types of violence listed was 'domestic violence'. What things do you think would be counted as 'domestic violence'?

Even if you are not sure what domestic violence is, please tell us which of the following you would think of as domestic violence and which you think are not so much violence, but just normal conflict between partners.

Please tick normal conflict or domestic violence for each.

	Normal conflict	Domestic violence	Don't know
Not talking to partner for long periods of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing any love or affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant yelling at partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant put downs and humiliation of partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not letting partner see their family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not allowing partner any money for their own use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening to hit partner (<i>even though don't actually intend to hit</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing things like plates, glasses at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slapping/punching partner but only on one or two occasions as a result of a big fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slapping/punching partner regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forcing the partner to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some more statements, this time about dating or going out with people.

Again, please read each one carefully and tick the box which best describes your opinion.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't know
If a guy hits a girl he loves because he is jealous, it shows how much he feels for her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay for a guy to make a girl have sex with him if she has flirted with him or led him on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a girl hits a guy it's not really a big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most physical violence occurs in a relationship because a partner provoked it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's alright for a guy to hit his girlfriend if she has made him look stupid in front of his mates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay for a guy to put pressure on a girl to have sex but not to physically force her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Case study:

Ashanti and Joey have been going out for a couple of months. At first they had a lot of fun together but lately he has been getting really jealous of other guys and wants to know where Ashanti is all the time. He tells her what she can and can't wear and has been threatening her if she doesn't do what he says.

	Yes	No	Not Sure
Would you describe this relationship as violent or abusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imagine that you are a friend of Joey's. What would you do? <i>(Tick as many as you like)</i>	<input type="checkbox"/>	Talk to Joey about it
	<input type="checkbox"/>	Ignore it – It is a personal issue
	<input type="checkbox"/>	Talk to another friend
	<input type="checkbox"/>	Tell him that violence is not on
	<input type="checkbox"/>	Talk to a parent or family member you trust
	<input type="checkbox"/>	Talk to the school counselor or a worker at a support service
	<input type="checkbox"/>	Talk to Ashanti about it

Why?

.....

.....

.....

Thank you for your help. We really appreciate it.

Please check that you have answered all questions. Then put your questionnaire in the envelope and seal it.

LoveBites Survey 2010 – Year 10 Females

Welcome to the survey

What do you think?

This is a survey about your opinions and beliefs. Please answer all questions as honestly as you can.

Your answers are confidential

Your answers are completely confidential. The interviewer will take the questionnaires away in their sealed envelopes and send them back to us for processing. No one but the Love Bites researchers will see your answers.

How do I answer the questions?

For most questions, all you need to do is tick the box which most applies to you.

Please read all the questions carefully and follow the instructions. If you don't want to answer a question, leave it blank and go to the next one.

What if I need help?

Raise your hand — The interviewer will be happy to explain any questions or instructions that aren't clear.

Please place your completed questionnaire in the envelope provided, seal the envelope and give it back to our interviewer.

Thank you very much for your help with this important project

To start off with, please tell us some information about yourself.

Please write the *first letter* of your *first name*:

Please write the *first letter* of your *last name*:

Please write your date of birth: Day..... Month..... Year.....

Are you...	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
And, how old are you currently?	11 years old	<input type="checkbox"/>
	12 years old	<input type="checkbox"/>
	13 years old	<input type="checkbox"/>
	14 years old	<input type="checkbox"/>
	15 years old	<input type="checkbox"/>
	16 years old	<input type="checkbox"/>
	17 years old	<input type="checkbox"/>
	18 years old	<input type="checkbox"/>

Which country were you born in?

Do you identify as Aboriginal and/or Torres Strait Islander? Yes No

What language(s) do you speak at home?

Now, we'd like to get your opinion on a number of different things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't Know
If I'm mad at someone, I just ignore them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if other kids would think I'm weird, I would try to stop a fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's O.K. for me to hit someone to get them to do what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes a person doesn't have any choice but to fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my friends fight, I try to get them to stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I back down from a fight, everyone will think I'm a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are better ways to solve problems than fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to talk out a problem instead of fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel big and tough when I push someone around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If people do something to make me really mad, they deserve to be beaten up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I have only two choices: get punched or punch the other kid first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I get crazy with anger, it's O.K. to hit someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. Please tick one box for each statement.

	Agree	Unsure	Disagree
I wouldn't be friends with people who let themselves be pushed around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are weak are just asking for trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People should not complain about being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft people make me sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody likes a wimp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to call some people nasty names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is funny to see others get upset when they are teased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A bully is really a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who get picked on a lot usually deserve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like it when someone stands up for people who are being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's a good thing to help people who can't defend themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me angry when a person is picked on without reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. Please tick one box for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am confident of my ability to:				
Solve conflicts peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about my feelings with a boyfriend or girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat a boyfriend or girlfriend with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise when a relationship is unhealthy or abusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set limits on what I do sexually with a boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say no to things I don't want to do (like sex).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect what my girlfriend or boyfriend wants to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help or support a friend who is being abused by their boyfriend or girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge someone who is being abusive towards their girlfriend or boyfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't know
Unless you are defending yourself, there is never a good reason to slap another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person is not responsible for what they do when they are drunk or high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls prefer a guy to be in charge of the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men are unable to control their temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, there are more things that men are better at than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising your voice at people makes them take notice of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women should be responsible for raising children and doing the housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It might not be right, but threatening to hit someone gets you what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's not always wrong to hit someone, sometimes they provoke it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should take control in relationships and be the head of the household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guys who get the most respect are generally those who will fight when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nowadays, guys realise that girls are their equals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some examples of different types of violence.

Please tell us how serious you think each of these are by ticking one box for each.

By 'serious' we mean how much they hurt or upset the people who experience them. Please try not to tick 'very serious' for all of them, but just select the most serious ones as 'very serious'.

	Very serious	Quite serious	Not that serious	Don't know
Bitching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drunken fights in pubs/clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punch-ups between people at school/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape/sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical fights between brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One of the types of violence listed was 'domestic violence'. What things do you think would be counted as 'domestic violence'?

Even if you are not sure what domestic violence is, please tell us which of the following you would think of as domestic violence and which you think are not so much violence, but just normal conflict between partners.

Please tick normal conflict or domestic violence for each.

	Normal conflict	Domestic violence	Don't know
Not talking to partner for long periods of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing any love or affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant yelling at partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant put downs and humiliation of partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not letting partner see their family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not allowing partner any money for their own use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening to hit partner (<i>even though don't actually intend to hit</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing things like plates, glasses at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slapping/punching partner but only on one or two occasions as a result of a big fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slapping/punching partner regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forcing the partner to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some more statements, this time about dating or going out with people.

Again, please read each one carefully and tick the box which best describes your opinion.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't know
If a guy hits a girl he loves because he is jealous, it shows how much he feels for her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay for a guy to make a girl have sex with him if she has flirted with him or led him on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a girl hits a guy it's not really a big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most physical violence occurs in a relationship because a partner provoked it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's alright for a guy to hit his girlfriend if she has made him look stupid in front of his mates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay for a guy to put pressure on a girl to have sex but not to physically force her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Case study:

Ashanti and Joey have been going out for a couple of months. At first they had a lot of fun together but lately he has been getting really jealous of other guys and wants to know where Ashanti is all the time. He tells her what she can and can't wear and has been threatening her if she doesn't do what he says.

	Yes	No	Not Sure
Would you describe this relationship as violent or abusive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Imagine that you are Ashanti. What would you do? <i>(Tick as many as you like)</i>	<input type="checkbox"/>	Try not to make him angry so he won't carry through on the threats
	<input type="checkbox"/>	Ignore it
	<input type="checkbox"/>	Forgive him because you think he didn't mean it
	<input type="checkbox"/>	Tell him that violence is not on
	<input type="checkbox"/>	Leave him
	<input type="checkbox"/>	Talk to a friend
	<input type="checkbox"/>	Talk to a parent or family member you trust
	<input type="checkbox"/>	Talk to the school counselor or a worker at a support service

Why?
.....
.....
.....

Thank you for your help. We really appreciate it.

Please check that you have answered all questions. Then put your questionnaire in the envelope and seal it.

LoveBites Survey 2010 – Year 7

Welcome to the survey

What do you think?

This is a survey about your opinions and beliefs. Please answer all questions as honestly as you can.

Your answers are confidential

Your answers are completely confidential. The interviewer will take the questionnaires away in their sealed envelopes and send them back to us for processing. No one but the Love Bites researchers will see your answers.

How do I answer the questions?

For most questions, all you need to do is tick the box which most applies to you.

Please read all the questions carefully and follow the instructions. If you don't want to answer a question, leave it blank and go to the next one.

What if I need help?

Raise your hand — The interviewer will be happy to explain any questions or instructions that aren't clear.

Please place your completed questionnaire in the envelope provided, seal the envelope and give it back to our interviewer.

Thank you very much for your help with this important project

To start off with, please tell us some information about yourself.

Please write the *first letter* of your *first name*:

Please write the *first letter* of your *last name*:

Please write your date of birth: Day..... Month..... Year.....

Are you...	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
And, how old are you currently?	11 years old	<input type="checkbox"/>
	12 years old	<input type="checkbox"/>
	13 years old	<input type="checkbox"/>
	14 years old	<input type="checkbox"/>
	15 years old	<input type="checkbox"/>
	16 years old	<input type="checkbox"/>
	17 years old	<input type="checkbox"/>
	18 years old	<input type="checkbox"/>

Which country were you born in?

Do you identify as Aboriginal and/or Torres Strait Islander? Yes No

What language(s) do you speak at home?

Now, we'd like to get your opinion on a number of different things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't Know
If I'm mad at someone, I just ignore them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if other kids would think I'm weird, I would try to stop a fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's O.K. for me to hit someone to get them to do what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes a person doesn't have any choice but to fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my friends fight, I try to get them to stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I back down from a fight, everyone will think I'm a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are better ways to solve problems than fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to talk out a problem instead of fighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel big and tough when I push someone around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If people do something to make me really mad, they deserve to be beaten up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I have only two choices: get punched or punch the other kid first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I get crazy with anger, it's O.K. to hit someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. Please tick one box for each statement.

	Agree	Unsure	Disagree
I wouldn't be friends with kids who let themselves be pushed around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kids who are weak are just asking for trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kids should not complain about being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft kids make me sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody likes a wimp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to call some kids nasty names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is funny to see kids get upset when they are teased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A bully is really a coward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kids who get picked on a lot usually deserve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like it when someone stands up for kids who are being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's a good thing to help children who can't defend themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me angry when a kid is picked on without reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion.

Please tick one box for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am confident of my ability to:				
Communicate with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve conflicts with my friends peacefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help or support a friend who is being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we'd like to get your opinion on some other things.

Please read each of the following statements carefully and then tick the box that is most in line with your opinion. If you are not sure what you think, tick 'don't know'.

Please tick one box for each statement.

	Definitely Agree	Generally Agree	Generally Disagree	Definitely Disagree	Don't know
Unless you are defending yourself, there is never a good reason to slap another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person is not responsible for what they do when they are drunk or high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls prefer a guy to be in charge of the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men are unable to control their temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, there are more things that men are better at than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising your voice at people makes them take notice of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women should be responsible for raising children and doing the housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It might not be right, but threatening to hit someone gets you what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's not always wrong to hit someone, sometimes they provoke it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men should take control in relationships and be the head of the household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guys who get the most respect are generally those who will fight when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nowadays, guys realise that girls are their equals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here are some examples of different types of violence.

Please tell us how serious you think each of these are by ticking one box for each.

By 'serious' we mean how much they hurt or upset the people who experience them. Please try not to tick 'very serious' for all of them, but just select the most serious ones as 'very serious'.

	Very serious	Quite serious	Not that serious	Don't know
Bitching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drunken fights in pubs/clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punch-ups between people at school/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape/sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical fights between brothers/sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your help. We really appreciate it.

Please check that you have answered all questions. Then put your questionnaire in the envelope and seal it.

APPENDIX 2: NOTES ON THE VARIABLES AND STATISTICAL PROCEDURES USED

This Appendix provides an outline of the variables and statistical procedures used in this evaluation, in order to assist others conducting similar analyses.

VARIABLES

Variables relevant to the evaluation can be categorised as either independent or dependent. 'Independent' variables are those identified by the researcher as things which 'cause' something else. 'Dependent' variables are things which are 'caused' by the independent variables (Grix 2004: 43). In other words, dependent variables are associated with outcomes or impacts.

In the case of this evaluation, the LOVEBiTES program and the Respectful Relationships program comprise the key independent variables. Other relevant independent variables include students' sex, age, and ethnicity. Students' attitudes, skills, and behavioural intentions comprise the dependent variables.

MEASURING IMPACT

The dependent variables used in this evaluation were constructed largely from a range of standardised measures related to domestic violence and other forms of violence and abuse. Below, we note each variable and its source.

We also note the character of the data associated with each variable, as this determines what kinds of statistical tests can be performed on the data. There are three levels of measurement of data: nominal, ordinal, and interval, as we explain below. A variety of statistical tests can be conducted on any of these three forms of data. However, nominal data allow only a limited number of statistical techniques, ordinal data allow more, and interval data allow the widest and most powerful range of statistical techniques.

- *Nominal*: First, data may be *nominal*, where the units used bear no meaningful relationship to one another. Nominal means 'in name only'. Example of such unordered categories include religion and country of birth. Here numbers are used simply to identify the groups or categories to which various things belong. (20). One can note the frequency with which each category occurs, but one cannot do further mathematical operations on such data.
- *Ordinal*: In this second form of data, objects are not only in different categories, but these categories stand in some relation to each other. To give examples of ordered categories, survey respondents may note their level of agreement with statements on an attitudinal survey or rank a series of activities from 1 to 10. However, for ordinal data, one cannot assume that the difference e.g. between what is ranked 2 and 3 is of the same magnitude as the difference between what is ranked 6 and 7. All that is known is the order of the ranking of data, not the magnitude of the distance between them.
- *Interval*: The third form of measurement is an *interval* scale. This is like an ordinal scale, but all the intervals are equal. That is, the distance between values is of a constant size. Examples include temperature and weight. (Kerr *et al.* 2002: 20, 53).

Table 46 below describes the domains of impact used in this evaluation, the source for their measurement, and the type of data they produce.

Table 46: Domains of impact and their measurement

Domain of impact	Source for survey items	Character of the data produced
Beliefs about Aggression and Alternatives	Beliefs about Aggression and Alternatives scale (Farrell <i>et al.</i>).	Ordinal
Attitudes to Bullying	Attitude to Bullying Scale (short version)	Ordinal
Skills in Respectful Relationships	Newly developed for this evaluation	Ordinal
Attitudes towards Domestic Violence	Adapted from the National Crime Prevention survey (2001) of young people's attitudes towards and experiences of domestic violence (which itself draws on various standardised measures), page 179.	Ordinal
Attitudes towards Gender Relations	Selected from the "Attitudes towards Domestic Violence" scale above.	Ordinal
The Perceived Seriousness of Violence	Adapted from the National Crime Prevention survey (2001) of young people's attitudes towards and experiences of domestic violence (which itself draws on various standardised measures), page 180.	Ordinal
Perceptions of Conflict and Domestic Violence	Adapted from the National Crime Prevention survey (2001) of young people's attitudes towards and experiences of domestic violence (which itself draws on various standardised measures), page 180.	Nominal
Behavioural intentions	Items for females were adapted from Rawsthorne (2007: 15). Items for males were adapted from Jaffe <i>et al.</i> (1992).	Nominal

Two of these domains were assessed only among Year 10 students and not also with Year 7 students: "Perceptions of Conflict and Domestic Violence" and "Behavioural intentions". In addition, there were two versions of the "Skills in Respectful Relationships" measure, one for Year 7 students and the other for Year 10 students.

STATISTICAL TESTS

This report uses a number of statistical tests to analyse the survey data, including the following:

- *McNemar's Test*: For an independent variable with two categories, and where the dependent variable is nominal or dichotomous.
- *Bhaphker's Test*: A generalisation of McNemar's Test, for dependent variables with more than two categories of response (such as "Agree", "Disagree" and "Not sure").
- *Independent samples t-test*: Used to examine difference between two independent groups (e.g. males and females) on an approximately normal dependent variable.
- *Mann-Whitney test*: Used with a between-groups design with two levels of the independent variable, and where the assumptions for a *t*-test are violated, e.g. the dependent variable's data are grossly nonnormally distributed or are ordinal.
- *Contingency table chi-square*: Used to test for a relationship between 2 categorical variables, e.g. to test whether there is a difference between males' and females' responses on pre-survey items or on post-survey items.

THE TREATMENT OF MISSING VALUES

Analysis of quantitative data requires a decision regarding the treatment of missing data, that is, how to handle cases where survey questions have been omitted or skipped. Three options are available: (1) Substitute with the mean; (2) Exclude missing values pairwise, deleting cases with missing values only on the relevant variable; or (3) Exclude missing values listwise, deleting cases with a missing value for any variable on the data list (Kerr *et al.* 2002: 41). We chose the second option, excluding cases only where values were missing for the variable which was the subject of that particular analysis.

APPENDIX 3:

A 'DELUXE MODEL' OF IMPACT EVALUATION

This report models an 'economy model' of evaluation, based on the minimum standards for evaluation of violence prevention programs in schools and elsewhere. There are further aspects of evaluations of such programs which are desirable. Below, these are ordered roughly from those which require lesser resourcing and/or methodological and theoretical sophistication to those which require greater resourcing and/or sophistication.

A program logic model or theory of change

Prior to evaluation, and as part of program design, construct a model of the program's logic, its theory of change – that is, how the activities in the program are intended to achieve the desired change. Use this also to inform the design of evaluation.

Assessment of impact on attitudes and behaviours

Addressing attitudes is important, as they have a clear relationship to the perpetration of men's violence against women. But it is also desirable to address behaviours: to directly assess perpetration and victimisation. Ideally, include measures of cognitive, affective, and behavioural domains (what people know, how they feel, and their skills and behaviours).

The use of both quantitative and qualitative measures

Complement quantitative measures with qualitative measures, such as interviews and focus groups. These may be conducted with selected participants in the program, and/or with 'key informants'. Use these to gain a richer understanding of the experience, meaning, and impact of participation in the program.

Longitudinal assessment

Use longitudinal assessment, in which change in attitudes and behaviours is measured over a long period (such as 12 months). This is valuable in assessing issues of 'rebound' or 'relapse'.

Measures of contexts and settings (in schools or elsewhere)

Include measures of school culture and context, both to assess organisational readiness and to address contextual influences on violence and its prevention.

Measures of program implementation and fidelity

Include measures of program implementation and fidelity. That is, include some *process* evaluation, of how the program is implemented in different contexts and/or among different audiences. This is important in gauging what factors shape impact.

Examination of processes and mediators of change

Conduct more sophisticated examinations of the processes of change among participants, including factors which shape change and mediators of change.

Rather than assuming that there will be one common pattern of change among participants or that individuals will vary quantitatively in terms of a common growth pattern, look for diversity and contradiction. Investigate why some individuals 'rebound' to pre-intervention attitudes or behaviours and others do not, and the extent to which different strategies are required for different groups of individuals. Also explore the mediators of change, those factors which influence whether and how change occurs.

Experimental or quasi-experimental design incorporating control or comparison schools, students, or groups.

Evaluations should take advantage of an experimental or quasi-experimental project design incorporating control or comparison schools, students, or groups. For example, evaluations may compare individuals who have gone through the program with individuals who have not (while controlling for factors which shape participation *per se*).

Or compare individuals who have gone through different versions of the program. (This can be used e.g. to test the impact of programs of differing durations, using different teaching methods, and so on.)

Evaluations thus can adopt a pre-test/post-test control group design (Tutty 2002: 186). Test the same group of participants before and after the intervention, as well as another group in a wait-list control group who do not undergo the program until later. Ideally, randomly assign individuals to either the program or the control condition. If one must take groups that are already composed (such as class groups), the non-program group is a 'comparison' rather than a 'control' group (Tutty 2002: 186).

APPENDIX 4: A PROFILE OF PARTICIPANTS IN THE SURVEYS

YEAR 10 SURVEYS

For the Year 10 students participating in the September 2010 LOVEBiTES workshop, a total of 272 pre- and post-program surveys were received, comprising 104 pre-test and 95 post-test surveys. A further 73 surveys were received at the subsequent "Leadership Day". The following table provides a breakdown of these surveys.

Table 47: Year 10 surveys

	Female		Male		Total	
Pre test	50		54		104	
Post test	48		47		95	
Leadership	39		34		73	
Total	137		135		272	

	15 Years old		16 Years Old		17 Years Old		Total
Pre test	75		29		0		104
Post test	70		25		0		95
Leadership	37		34		2		73
Total	182		88		2		272

	15 Years old		16 Years Old		17 Years Old		Total
	M	F	M	F	M	F	
Pre test	33	42	21	8	0	0	104
Post test	30	40	17	8	0	0	95
Leadership	15	22	19	15	0	2	73
Total	78	104	57	31	0	2	272

YEAR 7 SURVEYS

For the Year 7 students in the Respectful Relationships program, a total of 95 surveys were received, comprising 50 pre-test and 45 post-test surveys. The following table provides a breakdown of these surveys.

Table 48: Year 7 surveys

	Female		Male		Total	
Pre test	29		21		50	
Post test	24		21		45	
Total	53		42		95	

	12 Years old		13 Years Old		14 Years Old		Total
Pre test	36		14		0		50
Post test	19		25		1		45
Total	55		39		1		95

	12 Years old		13 Years Old		14 Years Old		Total
	M	F	M	F	M	F	
Pre test	17	19	4	10	0	0	50
Post test	10	9	11	14	0	1	45
Total	27	28	15	24	0	1	95

MATCHING PRE AND POST

Each student was asked to record their first and last initials as well as their date of birth. These were used as the key for matching students pre-test and post-test surveys. For the Year 7 surveys we were able to match 44 of the 45 post-test surveys to their pre-test responses. There was only 1 post-test survey that had no pre-test match and there were 6 pre-test surveys that had no post-test response.

Table 49: Year 7 matched surveys, by gender and age

	12 Years old	13 Years old	14 Years old	TOTAL
Female	9	14	1	24
Male	10	10	0	20
TOTAL	19	24	1	44

For the Year 10 surveys we were able to match 91 pre-test surveys with their post-test responses. There were 13 pre-test surveys that had no post-test match, and there were 4 post surveys with no pre-test match.

Table 50: Year 10 matched surveys, by gender and age

	15 Years old	16 Years old	TOTAL
Female	39	8	47
Male	28	16	44
TOTAL	67	24	91

