

**Evaluation Report:**  
**SWOVA's R+R (Respectful Relationships) Program, 2014-15**

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**SWOVA's Respectful Relationships (R+R) Program:  
Evaluation 2014-2015**

**Executive Summary**

The program evaluation was conducted by means of four surveys, designed for all of the students in each of the four participating grades in BC School District 64 (the Southern Gulf Islands) and completed at the end of their workshop program (12 sessions in grades 7, 8 and 9 and four double sessions in grade 10). It was supplemented by short surveys completed by the adult facilitators of the program. The full report discusses the results of these surveys on a grade by grade basis for clarity in relation to curriculum review and development.

In the final section on Conclusions and Recommendations, the report summarizes the principal findings from the analysis of the survey data in relation to SWOVA's three overall program goals, which are:

1. to develop social-emotional competence in the students who participate;
2. to encourage critical thinking and responsibility in relation to issues of interpersonal respect and social equality among those students; and
3. to help prevent relationship violence in all its forms (physical, verbal, emotional and sexual) both in school culture and in students' daily life experience.

In relation to the development of **social and emotional competence**, the particular questions asked in this year's evaluation showed (i) that grade 7s and 8s ascribe a high value to respectful relationships in five specified contexts; (ii) that grade 7s could demonstrate comprehension and application in relation to the core relationship skill of empathy; (iii) that the majority of grade 8s believed they could use the ideas and skills of the R+R program to help solve a conflict with a friend; (iv) that the majority of grade 9 students thought the program had helped with their transition from middle school to secondary school; and (v) that the majority of grade 10 students thought they could use the ideas and skills from the program to help them manage anger.

In relation to **critical thinking and social responsibility**, the questions asked showed (i) that the majority of grade 7s and 8s who were concerned about cyber bullying thought that R+R should develop a workshop on the issues; (ii) that grade 8s indicated a high level of video game-playing, which supports the development of a new curriculum unit on 'media literacy' in this regard; and (iii) that the majority of grade 9s and 10s wanted to go more deeply into issues relating to rape culture and to drugs and alcohol as factors in respectful relationships.

In relation to **the prevention of relationship violence**, the questions asked showed (i) that the majority of grade 9s understood the concept of the cycle of violence; (ii) that a majority of grade 9s and 10s believed the R+R program helps students have safe, healthy and respectful relationships in their lives, particularly "students with problems" in this regard; and (iii) that a majority of grade 9s and 10s believed that the R+R program has helped to reduce disrespect, bullying and abuse among youth in their schools over the 10+ years of its delivery, either strongly (answering "yes") or moderately (answering "maybe").

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## INTRODUCTION

### **Background**

The R+R (Respectful Relationships) program for youth aged 13 to 16 was developed by the SWOVA Community Development and Research Society and has been delivered continuously in the Gulf Islands and periodically in other communities in BC for the past 15 years. It is widely recognized, including by the United Nations,<sup>1</sup> as an effective educational tool to help students in grades 7, 8, 9 and 10 develop the skills and understandings they need to establish safe, healthy and respectful interpersonal relationships in their immediate and future lives.

The R+R program consists of 12 modules delivered in each of the four years, for a total of 48 age-appropriate workshop-style sessions that build in complexity and challenge from one grade to the next. R+R is delivered during school hours by a team of specially-trained community-based facilitators, one female and one male, who work with students in a non-traditional “circle” setting. Both the gender balance and the physical setting are program features that embody its core values: they encourage students to explore the topics and engage in the activities of the curriculum with respect, equality for all, and with non-violence always in mind and in practice.

Each session has specific learning objectives, but the overall goals of the R+R program are:

- to develop social-emotional competence in the students
- to encourage critical thinking and responsibility in relation to issues of interpersonal respect and social equality, and
- to help prevent relationship violence in all its forms (physical, verbal, emotional and sexual) both in school culture and in students’ daily life experience.

Students are invited to engage with learning objectives that range from identifying, talking about and managing their emotions, to recognizing and combating stereotypes, to understanding the cycle of violence in abusive relationships. In this way, the R+R program places ‘emergency issues’ like bullying and drug abuse into their broader social-psychological context.

R+R is made available in BC School District 64 (the southern Gulf Islands) to students in the Middle School on Salt Spring for their last two years (grades 7 and 8), and to students in the Secondary School on Salt Spring for their first two years (grades 9 and 10),<sup>2</sup> spanning an important transitional period in their lives. The adult facilitators are assisted in the classroom by a “youth team” of senior secondary students who have experienced the R+R program themselves in earlier grades and choose to continue their own personal and social development and also contribute to program effectiveness by training and participating as junior facilitators.

R+R has been independently evaluated in every year of its delivery. Results have been used to (i) contribute to curriculum revision and increase program impact, (ii) inform and engage the broader schools community including parents, (iii) add to the knowledge base on healthy relationships education for teens in Canada, and (iv) report to funders.

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<sup>1</sup> In 2007, SWOVA’s Respectful Relationships (R+R) program was cited by [United Nations Habitat](http://unhabitat.org/dubai-international-award-for-best-practices-to-improve-the-living-environment/) as a Good Practice in youth violence prevention. See <http://unhabitat.org/dubai-international-award-for-best-practices-to-improve-the-living-environment/> for a description of current programs.

<sup>2</sup> These are collector schools for the District, which includes the smaller islands of Pender, Mayne, Galiano and Saturna. SWOVA also delivers an abbreviated version of R+R on those of the smaller islands which request it.

## Evaluation

This program evaluation is based on the results of written feedback surveys which all of the attending students in grades 7, 8, 9 and 10 who participated in the normal 12-workshop R+R program were asked to complete at the end of their final sessions.

This year, the grade 7 and 8 students were asked to complete similar questionnaires, consisting of 10 substantive questions. Some of the questions were identical for both grades, and others were specific to the curriculum designed for the particular grade. Most were straightforward check-off questions with pre-set choices rather than open-ended questions requiring written responses. This decision was based on previous experience showing that for most 13 and 14 year-olds, closed-choice questions are the most appropriate for their developmental stage.

The grade 9s and 10s were given questionnaires of a similar length, but more challenging in nature, with opportunities for written elaboration of pre-set check-off selections and other open-ended responses. Again, students in the two grades were asked some questions that were identical and others that were specific to the curriculum for that grade.

The purpose of the independent evaluation is four-fold:

- to offer students the opportunity to provide feedback on the R+R program;
- to give SWOVA's staff some insight into students' responses to the program;
- to test elements of the curriculum as support for on-going review and revision;
- to provide funders and other interested parties with some independent assessment of program impact and the success of particular learning and skill development strategies as tools for effective violence prevention education.

The evaluation report is divided into two major sections. The first combines the results for grade 7 and 8, so that responses to questions asked of both grades can be assessed in a directly comparable manner, and the second of which combines the results for grade 9 and 10, for the same reason. A final section on conclusions and recommendations completes the report.

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## GRADES 7 & 8

In this school district, grades 6 through 8 are classified as “middle school” and taught in a separate building. Some classes in the middle school combine students from more than one grade for pedagogic reasons, but they are regrouped for R+R workshops into single grade cohorts.

In 2014-15, there were three cohorts of grade 7s, with a total of 86 students enrolled. Sixty-three of them completed questionnaires for a response rate of 73%. There were four cohorts of grade 8s, with a total of 95 students enrolled; 84 completed questionnaires for a response rate of 88%.

As described in the Introduction, the surveys for grades seven and eight included both common questions and a smaller number of questions that were specific to each grade’s curriculum. This section of the report will examine the data from the two grades, first for the shared questions and then for the distinct questions in each grade.

### **Common Questions**

#### *a) The importance of respect*

Students in both grades were asked about the importance to them of having the core concept of “respect” in their lives. The question referred to five different relationship contexts. Students were asked to answer on a scale of 1 to 5 where 5 indicated the greatest degree of importance. **Appendix A** presents this data for both grades in a comparative format.

In general, these tables show that respect is highly valued by both grades across all five relationship types, with only a minority in each grade rating it at less than ‘4’ on the scale for any of the relationships. It was most highly rated in the directly personal relationships (“close friends” and “teachers”), followed by “on the internet”. Given that adolescents are often assumed to be influenced most powerfully by their peers, it is worth noting that in this data respect was valued almost equally highly from close friends and from teachers.

The two grades did not differ markedly from each other in their ratings, although the grade 7s tended to be somewhat more concerned than the grade 8s about respect from “close friends”, “teachers” and most especially “on the internet”. For both grades, “respect on the internet” was more important than “respect from kids at school (generally).” This outcome adds weight to the evidence from social scientific literature and daily life that online interaction may be taking the place of face to face interaction, at least at the casual level, for many of today’s youth.

#### *b) R+R program elements in relation to respect*

The evaluation survey also asked the grade 7 and 8 students how much, on a scale of 1—5, selected R+R program elements helped them to increase the respect they experience in their interpersonal relationships. They were asked to rate three elements that are common to the curriculum in both grades and a fourth that is specific to each grade separately, for a total of five elements to be rated in this way.

**Table 1** (below) shows that, in general, the grade 7 students were more positive than the grade 8s about the program elements they worked on in their R+R workshops. Over 50% of them rated the helpfulness of each of the named program elements at 4 or 5, and 70% rated “learning

about boundaries” at this level. The grade 8s came close to the 50% mark in relation to “learning about stereotypes” and “learning about harassment”, but they were well below that in relation to “learning to listen” and “learning to identify your feelings”. It is worth noting that the element that was given the lowest rating by both grades was “learning to identify your feelings”, which suggests the need for facilitators to review the approach taken to this core building block of healthy relationships.

Table 1: Value of Program Elements in Relation to Respect<sup>3</sup>  
(Rating scale of 1–5)

Program elements	Grade	1	2	3	4	5	Total
Learning to listen, e.g. in the opening circle	Gr. 7	7 (12%)	8 (13%)	14 (23%)	16 (27%)	15 (25%)	<b>60</b> <b>(100%)</b>
	Gr. 8	10 (12%)	16 (19%)	24 (29%)	25 (30%)	8 (10%)	<b>83</b> <b>(100%)</b>
Learning to identify your feelings	Gr. 7	7 (12%)	12 (20%)	11 (18%)	16 (27%)	14 (23%)	<b>60</b> <b>(100%)</b>
	Gr. 8	13 (15%)	19 (23%)	20 (24%)	24 (29%)	8 (10%)	<b>84</b> <b>(100%)</b>
Learning about stereotypes	Gr. 7	5 (8%)	7 (11%)	13 (21%)	19 (31%)	17 (28%)	<b>61</b> <b>(100%)</b>
	Gr. 8	7 (8%)	10 (12%)	28 (33%)	24 (29%)	15 (18%)	<b>84</b> <b>(100%)</b>
Learning about boundaries	Gr. 7 (only)	6 (10%)	6 (10%)	6 (10%)	19 (32%)	23 (38%)	<b>60</b> <b>(100%)</b>
Learning about harassment	Gr. 8 (only)	9 (11%)	11 (13%)	26 (31%)	24 (29%)	14 (17%)	<b>84</b> <b>(100%)</b>

*c) Separate gender sessions*

One of the innovative and highly successful elements of the R+R program has been separate gender sessions, in which the class or cohort breaks into two groups on the basis of gender to discuss a particular issue or work on a particular relationship skill. The groups reassemble later as a combined group to discuss outcomes and explore differences and similarities of outcome across gender lines. Past research shows that this is often a powerful experience for them.

It has sometimes been suggested by students and program staff alike that instead of the normal two out of twelve workshops being conducted this way, it would be an advantage in terms of cross-gender understanding to deliver more workshops (or even the entire R+R program) this way. To test this idea with the grade 7s and 8s, they were asked whether more, less or the same amount of time should be spent in separate gender sessions. Strong majorities of students in both grades said either that “more time would be better” or that it is “OK that way it is”, with a general preference for more time, especially in the case of the grade 8 girls and the trans/other students in both grades. (See **Table 2**, below.)

<sup>3</sup> Note that although the facilitators were consulted in the choice of program elements that would be probed in the evaluation, workshops may deviate from the planned curriculum in response to issues that come up in the “opening circle” or the dynamics in the group. Accordingly, it cannot be guaranteed that each cohort spent the same amount of time on each of the elements about which they were asked.

Table 2: Time in Separate Gender Sessions

	More time would be better	Less time would be better	It's OK the way it is	Totals
Gr. 7 boys	8 (44%)	3 (17%)	7 (39%)	18 (100%)
Gr. 8 boys	15 (42%)	6 (17%)	15 (42%)	36 (100%)
Gr. 7 Girls	17 (46%)	3 (8%)	17 (46%)	37 (100%)
Gr. 8 Girls	24 (60%)	2 (5%)	14 (35%)	40 (100%)
Gr. 7 Trans/other	3 (75%)	0 (0%)	1 (25%)	4 (100%)
Gr. 8 Trans/other	5 (63%)	0 (0%)	3 (38%)	8 (100%)
<b>Total Gr.7 Students</b>	<b>28 (47%)</b>	<b>6 (10%)</b>	<b>25 (42%)</b>	<b>59 (100%)</b>
<b>Total Gr.8 Students</b>	<b>44 (52%)</b>	<b>8 (10%)</b>	<b>32 (38%)</b>	<b>84 (100%)</b>

*d) Cyber-bullying*

For the first time this year, the evaluation survey included a multi-part question on cyber-bullying, which is a disturbing phenomenon that has been spreading among youth in recent years and is only beginning to be investigated by researchers. Some evidence suggests that it peaks at about grade 8,<sup>4</sup> so we asked both grade 7s and grade 8s four questions about their experience in order to begin establishing its prevalence among the students in SD 64.

The survey asked first of all, whether the students themselves had ever been victims of cyber-bullying. Among the grade 7s, almost one-third said yes,<sup>5</sup> with the girls more likely than the boys to have been victims. Among the grade 8s, the percentage saying yes was lower, but even so almost one in four had been targeted.

Table 3: Rates of Victimization

	Yes	No	Totals
Gr. 7 boys	3 (16%)	16 (84%)	<b>19 (100%)</b>
Gr. 8 boys	7 (19%)	29 (81%)	<b>36 (100%)</b>
Gr. 7 Girls	16 (40%)	24 (60%)	<b>40 (100%)</b>
Gr. 8 Girls	7 (18%)	33 (83%)	<b>40 (100%)</b>
Gr. 7 Trans/other	1 (25%)	3 (75%)	<b>4 (100%)</b>
Gr. 8 Trans/other	5 (63%)	3 (38%)	<b>8 (100%)</b>
<b>Total Gr.7 Students</b>	<b>20 (32%)</b>	<b>43 (68%)</b>	<b>63 (100%)</b>
<b>Total Gr.8 Students</b>	<b>19 (23%)</b>	<b>65 (77%)</b>	<b>84 (100%)</b>

Students were also asked if they knew anyone else who had been a victim, without narrowing the reference to other students in their school. As predicted, the rate of positive responses was

<sup>4</sup> <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Electronic-Bullying-Definition-and-Prevalance.pdf>

<sup>5</sup> The question included a definition: "Cyber bullying is bullying that makes use of electronic technology. Examples include: mean text messages or emails, rumours sent by email or posted on social media, embarrassing pictures or videos shared electronically without permission, fake profiles, etc."

higher for this question, with 63% of grade 7s saying yes (more girls than boys) and 55% of grade 8s saying yes (again, more girls than boys).

The survey also asked if they had ever been sent a message or picture that targeted someone else, also without further specification. In this case, 63% of the grade 7s and 49% of the grade 8s who answered said yes, they had received such material.

Finally, students were asked if they thought the R+R program should include a workshop on cyber-bullying. A very convincing 77% of grade 7s and 70% of grade 8s said yes.

### **Grade 7 Only Questions**

#### *a) Peace Kids as preparation for R+R*

In the previous school year, when this year's grade 7s were in grade 6, SWOVA developed and pilot-tested a program they called "Peace Kids" which aimed to introduce some of the key concepts and methods of the R+R program in the year before the students would begin taking R+R itself. This is something that both teachers and some parents – as well as SWOVA's own staff – have wanted to do for some years, in the belief that healthy relationship skills are (or should be) part of life-long learning and that younger children could benefit from workshops with SWOVA's facilitators to gain self-knowledge and insight into their interactions with others, and to prepare for the R+R program to come.

To follow up, the grade 7 students were asked if they had taken the Peace Kids program last year, and if so, did they think it helped them understand and connect with the R+R program this year. About two-thirds said they remembered taking it and, of those, 41% said that it had helped them engage with R+R at the 4 or 5 rating levels, rising to 66% for the 3, 4 or 5 rating levels.

#### *b) Empathy*

The grade 7s were also asked two questions about empathy, one of the focal skills in their curriculum. The first asked them to identify the best definition of empathy out of three choices, which were "agreeing with someone", "liking someone" and "understanding someone's feelings". Fully 95% of the students chose the correct answer, with no gender difference.

The second question asked if they felt able to use the skills of empathy that they had learned in the R+R program to solve a conflict with a friend. **Table 4** (see below) shows that over 50% thought they could, which is an encouraging self-report that would be valuable to test in a behavioural context.

In terms of implications for SWOVA's curriculum review, what is perhaps most significant is that one in three of the students indicated that s/he needed more practice to use the skills of empathy to solve a real-life conflict. It has been noted in previous evaluation reports that there is a tension in the R+R program between the time allocated to the discussion of key concepts and the time allocated to skill development and application of those concepts. Skill development is generally agreed by educators to require practice. Accordingly, it seems likely that students who take the R+R program would benefit from extended opportunities to practice core skills, especially those that are challenging to integrate and use in everyday life.



Table 4: Ability to Apply the Skills of Empathy to Solve a Conflict

	Yes	No	Maybe, if I had more practice	Total
Boys	6 (35%)	2 (12%)	9 (53%)	<b>17 (100%)</b>
Girls	22 (59%)	5 (14%)	10 (27%)	<b>37 (100%)</b>
Trans/other	3 (75%)	0	1 (25%)	<b>4 (100%)</b>
<b>Total</b>	<b>31 (53%)</b>	<b>7 (12%)</b>	<b>20 (34%)</b>	<b>58 (100%)</b>

### **Grade 8 Only Questions**

#### *a) Violence and video games*

This year the facilitators tested a new session for grade 8s on media literacy as a strand in the promotion of healthy, non-violent relationships for youth, with a critical focus on violent video games and their impact. The survey asked students whether their intentions about the time they spent playing had changed as a result of the workshop. (See **Table 5**.) The great majority of boys and girls said that their intentions had not changed:<sup>6</sup> 56% overall (more boys than girls) said they would continue to play as before, and 30% (more girls than boys) said they would continue to *not play* as before, for a total of 86%. Only 9% said they felt less likely to play, while 5% said they felt more likely to play, perhaps as a result of curiosity sparked by the workshop.<sup>7</sup>

Table 5: Intentions to Play Video Games after R+R Workshop

	I felt less likely to play	I felt more likely to play	Continue to play as much as I do now	Continue to not play at all	Totals
Boys	3 (9%)	3 (9%)	25 (74%)	3 (9%)	<b>34 (100%)</b>
Girls	4 (11%)	1 (3%)	12 (32%)	20 (54%)	<b>37 (100%)</b>
Trans/other	0	0	7 (88%)	1 (12%)	<b>8 (100%)</b>
<b>Total Students</b>	<b>7</b>	<b>4</b>	<b>44</b>	<b>24</b>	<b>79</b>
<b>Total %</b>	<b>9%</b>	<b>5%</b>	<b>56%</b>	<b>30%</b>	<b>100%</b>

Those who said they would continue to play “as much as I do now” were also asked to estimate the number of hours per day that they play. Among the 41 students who responded, 25% said they play less than an hour per day; 39% said they play from 1 to 2 hours; 14% said 3 to 5 hours; and 22% said they play more than 5 hours per day. It would be valuable to repeat this question in future to establish viewing norms for this school district and compare them to provincial or national figures (if available).

<sup>6</sup> This is perhaps not surprising, given past research on the R+R program showing that teens may be defensive or dismissive of critical approaches taken by adults to controversial aspects of youth culture.

<sup>7</sup> Based on this same data, a strikingly higher majority of boys than girls are players: 91% to 46%. In our culture more broadly, the impact of game-playing and other forms of role-playing on youth continues to be controversial. It would require more in-depth research on this unit of the R+R program to draw firm conclusions on its effectiveness in relation to its goals.

*b) Application of skills learned*

The grade 8s were also asked whether they thought they could use the ideas and skills they had learned from the R+R program *as a whole* to help solve a conflict with a friend. As noted in reference to the more specific question about empathy discussed above, it is encouraging to see in **Table 6** that 45% of the students thought they could. Of additional interest is the fact that these results reinforce the case for additional practice as a way to help the students to integrate these high level skills into their daily lives.

Table 6: Ability to Apply the Skills of the R+R Program to Solve a Conflict

	<b>Yes</b>	<b>No</b>	<b>Maybe, if I had more practice</b>	<b>Total</b>
Boys	15 (43%)	11 (31%)	9 (26%)	<b>35 (100%)</b>
Girls	20 (51%)	3 (8%)	16 (41%)	<b>39 (100%)</b>
Trans/other	2 (25%)	1 (13%)	5 (63%)	<b>8 (100%)</b>
<b>Total</b>	<b>37 (45%)</b>	<b>15 (18%)</b>	<b>30 (37%)</b>	<b>82 (100%)</b>

## GRADES 9 & 10

In SD 64, grade 9 is the first year of secondary school. This is the point at which students from all of the Gulf Islands are brought together in one school for the first time, to be taught by subject–specialist teachers according to their personal timetables, rather than a single teacher in home classrooms with a consistent group of students, as in middle and elementary school.

In 2014-15, five cohorts of grade 9s took the R+R program, with a total of 125 students enrolled. One hundred and five completed surveys, for a response rate of 85%. There were five cohorts of grade 10s with a total enrollment of 140. Of those enrolled, 69 attended workshops regularly and completed surveys, for a response rate of 49% for grade 10 as a whole.

The evaluation surveys for the grade 9 and 10 students included both common questions for both grades and questions that were specific to the curricula for each grade separately.

### Common questions

#### *a) Impact of the program*

The students were asked, on a scale of 1 to 5, how much they thought the R+R workshops had helped three categories of students in their grade “to have safe, healthy and respectful relationships in their lives”. Focusing only on the high end ratings of 4 and 5 (see **Table 7**), it seems that those responding saw the R+R program as most helpful for the students in their grade “with problems”: 68% of grade 9s and 57% of grade 10s assessed the program’s impact in this way. Fewer saw the program as equally helpful for “students in general” in their grade or for “you personally” at those rating levels. However, if the midpoint rating of 3 on the scale is added in, the percentage of students who gave the program a positive score for “students in general” and “you personally” rises significantly, especially among the grade 9s.

This outcome suggests that the majority of students who are completing either their third or fourth year of R+R workshops define themselves and their own relationships as “healthy” and “respectful,” a perception in which R+R may have played a part though that cannot be asserted with certainty based on this question. Further, the high ratings given to R+R’s value to “students with problems” may be interpreted as recognition of R+R’s ability to help those students who need the most help.

To go deeper into self-assessed program impact in future, it might be useful for facilitators to invite students to *set their own goals* at the beginning of a workshop series, and assess or reflect on their achievements in terms of those goals at the end.

Table 7: Students’ Assessments of R+R Program Impact

<b>Impact categories</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4*</b>	<b>5*</b>	<b>Total</b>
On gr. 9 [or 10] students at GISS in general.	Gr. 9	3 (3%)	18 (17%)	52 (50%)	24 (23%)	7 (7%)	<b>104 (100%)</b>
	Gr. 10	5 (7%)	17 (25%)	25 (36%)	19 (28%)	3 (4%)	<b>69 (100%)</b>
On gr. 9 [or 10] students at GISS with problems.	Gr. 9	1 (1%)	11 (11%)	21 (20%)	46 (45%)	24 (23%)	<b>103 (100%)</b>
	Gr. 10	3 (4%)	7 (10%)	20 (29%)	24 (35%)	15 (22%)	<b>69 (100%)</b>
On you personally.	Gr. 9	19 (18%)	21 (20%)	28 (27%)	24 (23%)	11 (11%)	<b>103 (100%)</b>
	Gr. 10	20 (29%)	14 (20%)	15 (22%)	15 (22%)	5 (7%)	<b>69 (100%)</b>

*b) Most valuable part of the R+R program*

The survey included an open-ended question for the students in both grades, asking them to identify the aspect of the program that they found most valuable. As an open-ended question, it was intended to be exploratory, and can be used to structure future questions more precisely.

All 105 grade 9s answered this question, and 89% identified an overall theme or else a specific topic or activity that they found most valuable. Some typical examples follow below. The response rate and the range of program elements cited by the students are positive results.

The rules of consent. (M)  
The talks about anger issues and passive aggressiveness. (F)  
Talking about sexism. (M)  
To start thinking about the perpetrator's perspective rather than just the victim. Not only the victim needs help. (F)  
The stereotype stuff. I feel if people know what isn't true about the opposite gender they'll be smarter overall. (Trans/other.)  
The last part when we wrote struggles of the same and opposite gender. (M)  
Separate gender workshops. (M)  
The parts about body image. (F)  
When the police officer came in. (M)  
Being in the circle because it was like a small community. (Trans/other.)  
The video about de-humanizing women in the film industry. (F)  
I found it all very valuable. (F)

All 69 of the grade 10s also replied to the question, and 53 (77%) made positive remarks or named a key element of the program as something that they found valuable. Some examples of responses demonstrating engagement by the grade 10s are as follows:

Enhancing my listening skills. (F)  
Learning what makes an abusive relationship and what can be considered sexual assault. (Trans.)  
I think the most valuable was what makes a strong woman. (F)  
The healthy relationship charts and the ways to deal with stress, I'm gonna frame that page and put it up on my wall. (M)  
I think the most valuable part for me was to see what others go through and experience. (F)  
Talking about gays. (M)  
Having conversations that everyone is interested in, topics that matter. (F)  
It brought awareness of what's not going on in this school. (M)  
The warning signs of a potentially unhealthy relationship. (F)  
The actual statistics. (M)  
The work around sexism because I feel we need this more than anything at the school. (Trans.)  
I think the whole [workshop series] was really important. The separate [sessions] are all good but the class as a whole was great. (M)

*c) Topics that might need more time*

The students in both grades were asked whether, in their opinion, the R+R program should give “more time” (yes or no) to any of six topics that have been named in the past as important elements of healthy relationship education which might not now be reflected in the R+R curriculum as fully as they could be.

The results shown in **Table 8** indicate that a majority of students think all six of the topics should be given more time. The majority is particularly strong for “how to respond to a violent situation”, “drugs and alcohol” and “communication with parents”. The smallest majority was registered for “pornography”. Note that, except for “cyber-bullying”, there was a high degree of agreement in the two grades in relation to all six of the issues named.

Table 8: More Time Needed?

	Grade	YES	NO	Total
Pornography	Gr. 9	57 (56%)	44 (44%)	101 (100%)
	Gr. 10	35 (56%)	28 (44%)	63 (100%)
Drugs and alcohol	Gr. 9	76 (75%)	26 (25%)	102 (100%)
	Gr. 10	47 (73%)	17 (27%)	64 (100%)
Communication with parents	Gr. 9	75 (75%)	25 (25%)	100 (100%)
	Gr. 10	43 (69%)	19 (31%)	62 (100%)
Cyber-bullying	Gr. 9	53 (54%)	46 (46%)	99 (100%)
	Gr. 10	46 (73%)	17 (27%)	63 (100%)
Rape culture	Gr. 9	69 (70%)	30 (30%)	99 (100%)
	Gr. 10	47 (76%)	15 (24%)	62 (100%)
How to respond to a violent situation	Gr. 9	79 (79%)	21 (21%)	100 (100%)
	Gr. 10	45 (71%)	18 (29%)	63 (100%)

*d) Has R+R made a difference in School District 64?*

The grade 9 and 10 students were also asked to consider that the Respectful Relationships program has been a part of their school district’s curriculum for over 10 years, and to indicate whether they think it has helped to reduce disrespect, bullying and abuse among the youth in their schools during this time. Overall, the students in both grades were quite positive. In both grades, over 80% of students said “yes” or “maybe” with an almost even break between the two answers among the grade 9s but more grade 10s saying “maybe” than “yes”. (See **Table 9** below.) In terms of gender, only one of the girls and one of the transgendered/other category at each grade level said an outright “no” but the division between “yes” and “maybe” differed by grade, with grade 9 boys and grade 10 girls being the most likely to say an outright “yes”.

It could be argued that the most reasonable answer for all of the students is “maybe”, since there are many factors at play and the students do not have access to data and analysis that might help them answer the question in an objective manner. In past research done for SWOVA, there has been a considerable amount of evidence to suggest that the R+R program does have a positive impact over time, but the complexity of the intervening variables that operate in students’ lives limits evaluators’ ability to draw hard and fast conclusions.

Table 9: Students' Views of the Impact of R+R in the District

	YES	NO	MAYBE	Totals
Gr. 9 boys	21 (42%)	15 (30%)	14 (28%)	<b>50 (100%)</b>
Gr. 10 boys	8 (24%)	9 (27%)	16 (48%)	<b>33 (100%)</b>
Gr. 9 Girls	16 (35%)	1 (2%)	29 (63%)	<b>46 (100%)</b>
Gr. 10 Girls	12 (43%)	1 (4%)	15 (54%)	<b>28 (100%)</b>
Gr. 9 Trans/other	5 (42%)	1 (20%)	2 (38%)	<b>8 (100%)</b>
Gr. 10 Trans/other	2 (33%)	1 (17%)	3 (50%)	<b>6 (100%)</b>
<b>Total Gr.9 Students</b>	<b>42 (40%)</b>	<b>17 (16%)</b>	<b>45 (43%)</b>	<b>104 (100%)</b>
<b>Total Gr.10 students</b>	<b>22 (33%)</b>	<b>11 (16%)</b>	<b>34 (51%)</b>	<b>67 (100%)</b>
<b>Total students</b>	<b>64 (37%)</b>	<b>28 (16%)</b>	<b>79 (46%)</b>	<b>171 (100%)</b>

Finally in this section, the grade 9 and 10 students were asked if they would recommend the R+R program to students in other places, another take on their overall assessment of R+R's value as part of the school curriculum. In comparison with the summary total above, a larger percentage said "yes" (see **Table 10**), with most of those gains coming from the "maybe" column when compared with the answers to the previous question. In both cases, the grade 9 students were more positive than the grade 10s.

Table 10: Recommendation of R+R to Other Schools

	YES	NO	MAYBE	Totals
<b>Total Gr.9 Students</b>	<b>53 (51%)</b>	<b>18 (17%)</b>	<b>33 (32%)</b>	<b>104 (100%)</b>
<b>Total Gr.10 students</b>	<b>24 (37%)</b>	<b>14 (22%)</b>	<b>27 (42%)</b>	<b>65 (100%)</b>
<b>Total students</b>	<b>77 (46%)</b>	<b>32 (19%)</b>	<b>60 (36%)</b>	<b>169 (100%)</b>

### **Grade 9 Only Questions**

#### *a) Transition to secondary school*

The grade 9s were asked to indicate, on a 5-point scale, how much they thought R+R had helped them and other students in SD 64 with the transition from middle school to secondary school. This transition is an event in a teen's life that is generally agreed to be stressful and challenging for many students, and frequently a challenge for school personnel as well. In general, responses from the grade 9s were quite positive. (See **Table 11**, below.)

Overall, 67% said that the R+R program had helped them with this transition either "a fair bit" or "a lot". By gender, a slightly higher percentage of boys than girls answered at the high end of the range. A higher percentage of boys than girls also answered at the low end of the scale ("not at all" or "only a bit"), and girls dominated the middle point on the scale, indicating that R+R had helped at least "somewhat" with this transition. It seems likely that school district staff will be particularly interested in this outcome.

Table 11: Transition to Secondary School

	<b>1 Not at all</b>	<b>2 A bit</b>	<b>3 Somewhat</b>	<b>4 A fair bit</b>	<b>5 A lot</b>	<b>Totals</b>
Boys	11 (22%)	10 (20%)	13 (26%)	14 (28%)	2 (4%)	<b>50 (100%)</b>
Girls	6 (13%)	6 (13%)	22 (47%)	11 (23%)	2 (4%)	<b>47 (100%)</b>
Trans/other	-	2 (25%)	3 (37%)	-	3 (37%)	<b>8 (100%)</b>
<b>Total</b>	<b>17 (16%)</b>	<b>18 (17%)</b>	<b>38 (36%)</b>	<b>25 (24%)</b>	<b>7 (7%)</b>	<b>105 (100%)</b>

*b) Responding to an “explosion” in the cycle of violence*

The students were also asked about one of the key concepts in the grade 9 curriculum, namely the “cycle of violence”. Specifically, they were asked what someone in a dating relationship should do if he/she is faced with the “explosion” stage of the cycle. This is normally the first stage in an established cycle, and is characterized by an outburst of physical or emotional anger or abuse directed at one partner by another. The question was open-ended, and elicited 138 responses, meaning that some students identified more than one appropriate response.

Based on content analysis, four correct ideas came up most often:

1. 46% of the students’ answers were phrased as some form of “tell or get help from a peer, parent, police, counsellor, or trusted person”.
2. 17% said, “walk away or get out of the situation”.
3. 9% said, “get out of the relationship”.
4. 7% said, “confront or talk to the partner”.

Of the less common responses, 17 (12%) can also be counted as ‘correct’ or appropriate ones in some situations, including “don’t hide it,” “get help from the helping hand line” and “get help for the person who had the explosion”. The few students (9%) who did not give an appropriate answer said something that would either be likely to escalate the dangerous situation (e.g. “get angry back”) or merely to avoid it in the short term (e.g. “hit a pillow”).

One response that SWOVA staff might want to consider in their annual program review is one from a student who said, “*Everyone knows what they should do, they just can’t [do it].*” This is another reminder that the integration of curriculum ideas into real life situations can be difficult, and may require more time to practice core skills. (In this regard, it is worth noting that anecdotal evidence from former students suggests that the real-life application of R+R concepts becomes clearer for some after they have left school and added to their life experience.)

**Grade 10 Only Questions**

The grade 10s were asked a question that was in the grade 7 and 8 survey, whether more time in separate gender sessions would improve the effectiveness of the R+R program. The grade 10s were much less supportive of such a change, with only 26% saying that more time would be better, as compared with 47% of grade 7s and 52% of grade 8s. In general, the grade 10s approved of the current situation in which two out of twelve sessions have a separate gender component, with 62% saying “it is OK the way it is”.

a) *Controlling anger*

The grade 10s were asked if they thought they could use the ideas and skills from the R+R program to control or manage their anger, with three separate component skills referred to in the question (see **Table 12**). In the case of each skill, the majority said “yes”, although it was a bare majority in terms of “cooling down” and “expressing one’s self calmly”. The need for “more practice” was identified by 20-25%, depending on the component.

Table 12: Ability to apply the skills of R+R to control anger

	Yes	No	Maybe, if I had more practice	Total
Could you identify your triggers to anger?	44 (64%)	12 (17%)	13 (19%)	69 (100%)
Could you cool yourself down before reacting?	37 (54%)	16 (23%)	16 (23%)	69 (100%)
Could you express your feelings calmly?	35 (51%)	17 (25%)	17 (25%)	69 (100%)
<b>Total responses</b>	<b>116</b>	<b>45</b>	<b>46</b>	<b>207</b>
<b>Average percentage</b>	<b>56%</b>	<b>22%</b>	<b>22%</b>	<b>100%</b>

b) *Systemic violence*

For most grade 10 students, the idea of systemic violence—the concept that unequal treatment of devalued groups amounting to violence (whether social, psychological, economic or physical) is built into our society’s basic systems and institutions—is probably new. Unit #11 in the R+R curriculum for grade 10 focuses on the evidence for and dynamics of systemic violence. In the survey, we asked students to indicate “how serious” they think systemic violence is for a number of identifiable groups in our society, using a scale of 1 to 5 where 5 is the most serious.

Table 13: Most serious impacts of systemic violence

	1	2	3	4	5	Totals
People of colour	9 (14%)	4 (6%)	24 (36%)	17 (26%)	12 (18%)	66 (100%)
First Nations	8 (12%)	13 (20%)	21 (32%)	15 (23%)	9 (14%)	66 (100%)
Girls/women	12 (18%)	5 (8%)	16 (24%)	22 (33%)	11 (17%)	66 (100%)
Boys/men	21 (32%)	13 (20%)	21 (32%)	7 (11%)	4 (6%)	66 (100%)
Gays/lesbians/transgendered	6 (9%)	8 (12%)	13 (20%)	17 (26%)	21 (32%)	65 (100%)
<b>Total responses</b>	<b>56</b>	<b>43</b>	<b>95</b>	<b>78</b>	<b>57</b>	<b>329</b>
<b>Average percentage</b>	<b>(17%)</b>	<b>(13%)</b>	<b>(29%)</b>	<b>(24%)</b>	<b>(17%)</b>	<b>(100%)</b>

For greater clarity, we have shaded the cells in **Table 13** that contain rating number selected by the greatest number of students for each of the named groups. Accordingly, it can be seen that



roughly a third of the students thought that people of colour, First Nations and men/boys all experience systemic discrimination at **3**, the mid point on the seriousness scale, whereas the experience of women/girls was rated by a similar percentage at **4** on the scale, and the experience of gays/lesbians/transgendered people was rated by about the same percentage at **5**, the highest point on the scale. This question does not have a simple right or wrong answer, but was intended to provide SWOVA staff with a snapshot of students' perceptions which they may want to consider in relation to learning objectives for that particular workshop.

## CONCLUSIONS and RECOMMENDATIONS

### Conclusions

The introduction to this evaluation report for 2014-15 listed three overall R+R program goals:

- to develop social-emotional competence in the students who participate;
- to encourage critical thinking and responsibility in relation to issues of interpersonal respect and social equality among those students; and
- to help prevent relationship violence in all its forms (physical, verbal, emotional and sexual) both in school culture and in students' daily life experience.

Although the survey questions which were the principal data gathering tools for this report were not developed to assess program impact in exactly these terms, much of the data can be viewed through the framework of the three goals to help shed light on the effectiveness of the R+R program from their point of view. It should be noted that many of the components of the curriculum were designed to contribute holistically to the achievement of more than one of the three goals as part of students' dynamic lived experience and could be discussed under more than one of the headings below.

#### *a) Social and emotional competence*

In grade 7 and 8, students were asked several questions about **respect**, the central organizing principle of the program. The majority confirmed that respect is highly valued in the five different relationship contexts identified in the survey. (See Appendix A.) It was most highly valued in relation to "close friends", the main focus of R+R, followed by "teachers". They were also asked if the R+R program had helped them increase respect in their lives, referring to five specific learning objectives. (See Table 1.) The majority of grade 7s rated the program's effectiveness at a 4 or 5 on a 5-point scale for all five objectives, with grade 8s rating it slightly lower than grade 7s. They gave their highest rating to "learning about stereotypes," a learning objective that relates to all three program goals.

The grade 7s were also asked two questions about **empathy**, a central skill (or competence) in relation to healthy and respectful relationships. About 95% were able to define the word accurately, and a majority said they were able to use empathy to help solve a conflict with a friend. (See Table 4.) This majority was considerably stronger among girls than boys.

Grade 8s were asked if they thought they could use the ideas and skills of the R+R program overall to help **solve a conflict** with a friend. (See Table 6.) About 45% said "yes", and 37% said "maybe, if I had more practice", which points both to the possibility that core skills might benefit from more practice during the workshops, and also to the fact that at their age most students quite reasonably *do* need more practice to integrate the complex social and emotional competences introduced by R+R more fully into their lives.

Grade 9 students were asked how much the R+R program had helped them with the **transition** from grade 8 (middle school) to grade 9 (secondary school). About 31% checked "a fair bit" or "a lot" and 36% checked "somewhat". (See Table 11.) As a demonstration that the program assists in the development of social and emotional competence in real life contexts for students, this is a positive outcome that is expected to be of particular interest to school staff.

Grade 10 students were asked if they thought they could use the ideas and skills from the R+R program to help **manage anger**, referring to three specific components of the overall skill. (See Table 12.) The majority (56%) said “yes” in relation to all three dimensions, and an additional 22% checked “maybe, if I had more practice.”

*b) Critical thinking and social responsibility*

The grade 7s and 8s were asked several exploratory questions about **cyber-bullying** as a first step in establishing the prevalence of this phenomenon in students’ social lives. They were also asked if they thought the R+R program should include a workshop on cyber-bullying, to which 77% of grade 7s and 70% of grade 8s said “yes”. This indicates not only the seriousness of the issue to them, but also their confidence that the R+R program could help them think about it.

The grade 8s were also asked some exploratory questions about **violence and video games** in relation to a new workshop on this topic delivered in 2014-15. Survey questions asked about time spent playing and whether the R+R workshop had changed the amount of time they intended to play in the future (see Table 5). Most students said they would continue to play (or not play) as much or little as before the workshop. In retrospect, it was not clear to the evaluator whether facilitators’ objectives were to change behaviour, suggesting the need to review the survey questions for this topic area in the future.

Grade 9 and 10 students were asked if the R+R program should spend “**more time**” on any of six topics. To varying degrees, students thought that they would benefit from more time on all six of them. (See Table 8.) These topics could be classified under any of the three goal areas as they relate in different ways to social and emotional competence, critical thinking and the prevention of relationship violence.

Grade 10s were also asked a question about the “seriousness” of **systemic violence** in relation to five possibly vulnerable groups in our society. (See Table 13.) Their combined rating scores showed that, in their view, gays, lesbians and transgendered people face the most serious systemic violence in our society, followed by girls/women. Boys/men face the least serious impacts, in their view. As a demonstration of program impact, it is a positive outcome that almost every student understood the complex concept well enough to answer, and that the gender disadvantage facing women was widely recognized.

*c) Prevention of relationship violence*

Several of the survey results already discussed could equally well have been considered as evidence of learning in relation to goal #3, the prevention of relationship violence: for example “using the ideas and skills of the R+R program to help **solve a conflict** with a friend” (grade 8s). Additional evidence of program impact in relation to this goal comes from the grade 9 responses to a question about appropriate responses to the “explosion” stage in the **cycle of violence**, to which 91% gave a correct response.

Grade 9 and 10s were asked how much they thought the R+R program had helped students in three categories to **have “safe, healthy and respectful relationships” in their lives**. (See Table 7.) They gave the program a high rating in terms of help for “students with problems”, a lower but still very positive rating for “students at [their school] in general”, and a less positive rating for “you personally”.

They were also asked if they thought the program, which has been operating in their school district for over 10 years, had helped to reduce disrespect, bullying and abuse among youth in their schools during this time. Over 80% said “yes” or “maybe” in both grades, with a somewhat more positive response from the grade 9s. Only 16% (identically in both grades) said “no”.

### **Evaluators’ Recommendations**

The following recommendations are based on the survey results discussed in this report. They are made with the understanding that some may have funding implications.

1. For some years, surveys have been designed to gather students’ feedback on the R+R program in a variety of ways, to explore aspects of the curriculum which are new or which SWOVA staff are looking to understand more systematically, and to assess program impact on the basis of students’ self-reports and observations of school culture. At this point in SWOVA’s development as an organization and R+R’s development as a program, it is recommended that SWOVA review its objectives for evaluation.
2. In the early years of R+R’s delivery, it was both convenient and appropriate (for comparative research purposes) for the program to be delivered in grade-specific classes in the middle school. At this time, however, core class groups there may, for pedagogical reasons, be comprised of students in different grades. Some participants have suggested that healthy relationship work may be most effectively and most usefully done in existing class cohorts, where students are already embedded in on-going relationships, rather than in temporary cohorts created for R+R. Accordingly, it is recommended that SWOVA review this issue and consider the advantages and disadvantages to the middle school and to the program of delivering R+R to established class groups.
3. If cohorts are created specifically for R+R in the middle school, it is recommended that they be smaller than those created this year which were on average 28 students per group in grade 7 and 24 in grade 8. (Note: it is understood that scheduling complexities maybe be the determining factor from the school’s point of view.)
4. As discussed earlier, grade 7 and 8 students were in general agreement that the five R+R program elements they were asked about had helped them to establish more respectful relationships in their lives. The element with the lowest rating was “learning to identify your feelings”. Accordingly, it is recommended that SWOVA consider ways of strengthening the curriculum in relation to the identification and management of feelings, recognizing that emotions are particularly strong and chaotic for youth of this age.
5. Almost 50% of students in grade 7 and 8 thought “more time” in separate gender sessions would be a good thing. This result was strongest among the grade 8s, especially the girls. At the grade 10 level, the majority of students said the amount of time was “ok the way it is”. (Grade 9s were not asked.) In the lower grades, maturity levels often differ considerably by gender which may be a contributing factor in their views. Accordingly, facilitators may want to experiment with increased time in separate gender groups with cohorts where boys and girls demonstrate different capacity for engagement.
6. It is recommended that future evaluation research build on this year’s preliminary data on the prevalence of cyber bullying among grade 7 and 8 students, and that SWOVA give consideration to the further development of the curriculum on this issue for these grades.

7. The data from grade 7 students supported the value of the Peace Kids pilot program as preparation for R+R. Accordingly, it is recommended that SWOVA continue to look for funding for this program.
8. The evidence from all grades supports the need for “more practice” of key skills.
9. In relation to the new media literacy workshop for grade 8s on violence in video games, it is recommended that SWOVA staff develop more specific learning outcomes for this unit, and that next year’s evaluation test for workshop effectiveness in relation to them.
10. Grade 9 and 10 students gave R+R a high rating for its positive impact on “students with problems” but a lower rating for its impact on themselves (worded as “you personally”). To understand their perceptions of program impact more deeply (and increase students’ engagement), it might be valuable for facilitators to have the students set a small number of learning goals *for themselves* at the beginning of the year’s workshop series and assess their own progress at the end.
11. Strong majorities of students in grade 9 and 10 thought that more time in the curriculum should be given to three topics that they were asked about in the surveys: how to respond to a violent situation; drugs and alcohol (context unspecified); and rape culture. It is recommended that SWOVA consider the possibility of responding to these needs as identified by the students.
12. To support curriculum development on the topic of systemic violence (workshop #11 in grade 10), it is recommended that next year’s evaluation survey include a new question or questions to explore students’ responses to the current material and help SWOVA to identify ways of strengthening the session.

### **Facilitators’ recommendations**

SWOVA’s male and female adult facilitators made their own recommendations in a short survey. These are based on their unique “frontline” experience, and are grouped and summarized as follows:

#### *a) Reaching out to parents and teachers*

In the 2014-15 school year, some parental discomfort with aspects of the R+R program was expressed on social media as well as directly to school authorities and to SWOVA staff. In response, the facilitators recommended that SWOVA should arrange for an open house and/or other opportunities for parents to meet the facilitators in person and learn more about the R+R program and SWOVA’s record of accomplishments. They also recommended that SWOVA offer an in-service workshop opportunity for teachers, to enable those interested to increase their skills in relation to the ideas and practices at the heart of the R+R program and provide on-going reinforcement throughout the school year.

#### *b) Program issues*

The facilitators recommended that each workshop series should begin with relationship-building activities for students and facilitators. They also identified the need to make sure any conflicts or “unfinished business” in any of the workshop groups be addressed and, to the extent possible,

resolved, in the last session. This would be valuable both in relation to specific issues and also as an opportunity for those involved to use their relationship skills in a real life situation.

*c) Specific grade issues*

**Re grade 7**, the facilitators noted that the cohorts were very large, which made relationship building and some activities a challenge, and that some of the assigned spaces were noisy, a distraction which they hoped could be avoided in future. They also agreed that *Peace Kids*, last year's pilot program with grade 6 students, had helped pave the way for more effective participation by this year's grade 7s in the R+R program. Accordingly, they recommended that SWOVA make every effort to find further funding so that *Peace Kids* for grade 6 students can be continued throughout SD64.

**Re grade 8**, the facilitators noted some now familiar challenges of working with that age group, who are in their last year of middle school and experiencing the many challenges of puberty at its peak. They noted the value of having members of the R+R youth team working with them as co-facilitators, especially in grade 8 groups. They also recommended that more research be done on the age at which today's youth are accessing pornography, which in their view is likely to be happening as early as grade 7 and 8, in order to consider curriculum implications.

They made no recommendations specific to the grade 9 curriculum or its delivery.

**Re grade 10**, the facilitators agreed that this year's shorter time allocation for the grade 10s made delivery of the program as designed impossible, submitting that the full curriculum, as currently designed, needs a minimum of 12 hours of workshop time. The implication appears to be that if 12 hours is not available, the curriculum needs to be more limited.

With respect to the existing curriculum, they recommended that the session on systemic violence be strengthened, to engage students at a deeper level.

Also re grade 10, facilitators noted that there was a more positive classroom climate for the program this year, which they attributed partly to administrative changes made by the school and partly to facilitation changes. However, they also experienced continuing classroom absences and resistance to the program in this grade. One recommended that more of the grade 10 sessions be led by trained R+R Youth Team members, using peer influence to help change the dynamics. (The evaluator notes that these two issues at the grade 10 level, taken together, could also be addressed by allowing grade 10 students to choose their own curriculum from current workshop options at their grade level, which would allow for more time to be spent on a smaller number of topics and promote program engagement among resistant students.)

**Students' recommendations**

Altogether, almost 450 students were enrolled in the four grades in which R+R was delivered in 2014-15. When invited to make recommendations for program improvements, the majority did so. The sheer number of responses and their generally helpful tone is interpreted as a positive outcome measure for the R+R program, indicating a high level of student engagement.

Ideally (but beyond the scope of this report), a formal content analysis of students' comments to identify trends and widely held suggestions from students is recommended. Given that mere frequency of opinion would not be sufficient to make them "good" recommendations, the results would then have to be reviewed by staff and researchers in relation to R+R program goals and

the issues they address. Taking both of these steps together is something that is recommended for consideration in the future.

For purposes of the present report, what stands out at an impressionistic level from preliminary examination of students' comments is their great range and heterogeneity. They include general program assessments such as, "everything about [R+R] is awesome" (and the reverse, "I don't like anything about this program") to thoughtful and sometimes challenging specific suggestions such as, "explore harder more pressing topics like self-harm, suicide, rape, pornography and abuse world-wide" (suggested by a grade 9 girl) and "more work for men on their emotions" (suggested by a grade 10 boy).

## APPENDIX A

Table A-1: Importance of Respect from Close Friends

<b>Ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Grade 7	-	-	3 (5%)	21 (34%)	38 (61%)	<b>62 (100%)</b>
Grade 8	-	1 (1%)	9 (11%)	30 (36%)	44 (52%)	<b>84 (100%)</b>
<b>Total</b>	-	<b>1</b>	<b>12</b>	<b>51</b>	<b>82</b>	<b>146</b>
<b>Percentage</b>	-	<b>0.7%</b>	<b>8.2%</b>	<b>34.9%</b>	<b>56.2%</b>	<b>(100%)</b>

Table A-2: Importance of Respect from Kids at School (generally)

<b>Ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Grade 7	-	5 (8%)	10 (16%)	30 (48%)	17 (27%)	<b>62 (100%)</b>
Grade 8	3 (4%)	4 (5%)	22 (26%)	35 (42%)	20 (24%)	<b>84 (100%)</b>
<b>Total</b>	<b>3</b>	<b>9</b>	<b>32</b>	<b>65</b>	<b>37</b>	<b>146</b>
<b>Percentage</b>	<b>2.1%</b>	<b>6.2%</b>	<b>22.0%</b>	<b>44.5%</b>	<b>25.3%</b>	<b>(100%)</b>

Table A-3: Importance of Respect for Teachers

<b>Ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Grade 7	-	1 (2%)	3 (5%)	19 (31%)	39 (63%)	<b>62 (100%)</b>
Grade 8	-	4 (5%)	9 (11%)	28 (33%)	43 (51%)	<b>84 (100%)</b>
<b>Total</b>	-	<b>5</b>	<b>12</b>	<b>47</b>	<b>82</b>	<b>146</b>
<b>Percentage</b>	-	<b>3.4%</b>	<b>8.2%</b>	<b>32.2%</b>	<b>56.2%</b>	<b>100%</b>

Table A-4: Importance of Respect from your Community

<b>Ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Grade 7	-	4 (6%)	9 (15%)	30 (48%)	19 (31%)	<b>62 (100%)</b>
Grade 8	2 (2%)	4 (5%)	20 (24%)	32 (38%)	26 (31%)	<b>84 (100%)</b>
<b>Total</b>	<b>2</b>	<b>8</b>	<b>29</b>	<b>62</b>	<b>45</b>	<b>146</b>
<b>Percentage</b>	<b>1.4%</b>	<b>5.5%</b>	<b>19.9%</b>	<b>42.5%</b>	<b>30.8%</b>	<b>100%</b>

Table A-5: Importance of Respect on the Internet

<b>Ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Totals</b>
Grade 7	4 (7%)	5 (8%)	6 (10%)	15 (25%)	31 (51%)	<b>61 (100%)</b>
Grade 8	6 (7%)	4 (5%)	22 (27%)	21 (25%)	30 (36%)	<b>83 (100%)</b>
<b>Total</b>	<b>10</b>	<b>9</b>	<b>28</b>	<b>36</b>	<b>61</b>	<b>144</b>
<b>Percentage</b>	<b>6.9%</b>	<b>6.3%</b>	<b>19.4%</b>	<b>25.0%</b>	<b>42.4%</b>	<b>100%</b>