Dating Violence Prevention in New Brunswick

Report prepared for Status of Women Canada

by

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TABLE OF CONTENTS

EXECUTIVE SUMMARY .............................................................................................................. 6

CHAPTER 1 INTRODUCTION ........................................................................................................ 9
   Review of the Literature ........................................................................................................... 9
   Dating Violence Prevention in New Brunswick ................................................................. 12

CHAPTER 2 METHOD .................................................................................................................. 14

CHAPTER 3 NEW BRUNSWICK STUDENTS AND DATING VIOLENCE:
   KNOWLEDGE, ATTITUDES, AND BEHAVIOUR ........................................................... 22

CHAPTER 4 DATING VIOLENCE PREVENTION IN THE NEW
   BRUNSWICK CURRICULUM ............................................................................................... 32
   School Climate .................................................................................................................. 32
   Results for Comparison Schools ....................................................................................... 35
   Implications Based on the New Brunswick Curriculum .................................................... 41

CHAPTER 5 EVALUATION OF THE DATING VIOLENCE PREVENTION
   PROGRAMS I: COALITION AGAINST ABUSE IN RELATIONSHIPS/
   COALITION CONTRE L’ABUS DANS LES RELATIONS ................................................ 45
   CAAR Program Results ....................................................................................................... 45
   Students’ Perceptions of the CAAR Program ................................................................. 51
   Implications for the CAAR Program ............................................................................... 57

CHAPTER 6 EVALUATION OF THE DATING VIOLENCE PREVENTION
   PROGRAMS II: FREDERICTON SEXUAL ASSAULT CRISIS CENTRE ......... 59
   FSACC Program Results ..................................................................................................... 60
   Students’ Perceptions of the FSACC Program ............................................................... 64
   Implications for the FSACC Program ............................................................................. 71

CHAPTER 7 EVALUATION OF THE DATING VIOLENCE PREVENTION
   PROGRAMS III: CENTRE DE PREVENTION DE LA VIOLENCE
   FAMILIALE DE KENT ................................................................................................. 73
   CPVFK Program Results ................................................................................................... 73
   Students’ Perceptions of the CPVFK Program ............................................................ 79
   Implications for the CPVFK Program ............................................................................ 79

CHAPTER 8 EVALUATION OF THE DATING VIOLENCE PREVENTION
   PROGRAMS IV: MAKING WAVES/VAGUE PAR VAGUE, INC. ......................... 81
   MW/Vpv Program Results ............................................................................................. 83
   Students’ Perceptions of the Program .......................................................................... 87
   Teachers’ Perceptions of the Program ........................................................................ 92
   Follow-Through Activities for Making Waves/Vague par vague ................................ 97
Implications for the Making Waves/Vague par vague Program .................................. 100
CHAPTER 9 SUMMARY AND RECOMMENDATIONS .............................................. 102
REFERENCES ........................................................................................................... 108
APPENDICES .......................................................................................................... 111

Appendix A Dating Violence Prevention Evaluation Questionnaire/ Questionnaire sur les fréquentations des adolescents ........................................ 112
Appendix B Program Profiles .................................................................................. 139
Appendix C Comprehensive List of Goals and Objectives/ Liste complète des buts et objectifs ................................................................................................. 151
Appendix D Questions Corresponding to Goals Used in the Evaluation ............. 168
Appendix E Program Satisfaction Measure/ Mesures de satisfaction du programme ................................................................................................................. 181
Appendix F Follow-through Questionnaires for Mw/Vpv /Questionnaire sur le suivi du projet MW/VPV .................................................................................. 189
Appendix G School Questionnaire/ Questionnaire à l'intention de l'école ......... 197
Appendix H School Culture/Formulaire à l'intention de la direction de l'école .......................................................................................................................... 199
Appendix I Program Manager Questionnaire/ Questionnaire à l'intention des responsables de programme ........................................................................ 201
Appendix J Facilitator Questionnaire/ Questionnaire à l'intention des animateurs et animatrices ............................................................ 205
Appendix K Youth Facilitator Questionnaire/ Questionnaire à l'intention des jeunes animateurs et animatrices ................................................... 213
Appendix L Program Administration Questionnaire/ Questionnaire sur l'administration du programme ................................................................. 219
Appendix M Information Letters for Parents/Lettre d'information aux parents ......................................................................................................................... 237
Appendix N Statement of Informed Consent/ Déclaration de consentement éclairé ................................................................................................................. 239
Appendix O Written Definitions/ Définitions écrites .............................................. 241
Appendix P Youth Debriefing Forms/ Formulaires de compte rendu auprès des jeunes ................................................................................................................ 243
Appendix Q Evaluation of New Brunswick Curricula with Respect to Outcomes Related to the Fundamental Goals and Objectives /
 Évaluation des programmes au Nouveau-Brunswick ............................................. 247
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EXECUTIVE SUMMARY

The goal of the Provincial Strategy Team for Dating Violence Prevention was to make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an empirical evaluation of dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005 by five community-based organizations: Le Centre de Prévention de la Violence Familiale de Kent (CPVFK), Coalition Against Abuse in Relationships/Coalition Contre l’Abus dans les Relations (CAAR), Fredericton Sexual Assault Crisis Centre (FSACC), and Making Waves/Vague par vague, Inc. (MW/Vpv). The evaluation was designed to be at arms’ length from, yet informed by, the programs, systematic, scientifically rigorous, longitudinal, and to assess diverse areas.

Method

Prior to conducting the evaluation, we: (1) established a Provincial Strategy Team for Dating Violence Prevention and a Dating Violence Prevention Consultative Committee to guide the research; (2) articulated a set of goals and objectives for dating violence prevention; (3) developed an evaluation framework for the evaluation; (4) reviewed learning outcomes related to dating violence in the French and English curricula, and (5) created and validated the measurement instruments to be used in the evaluation. In order to determine changes resulting from involvement in the dating violence prevention programs, we administered questionnaires assessing the goals and objectives of the programs. Students receiving each of the programs as well as students in five comparison schools not receiving any outside programming completed the questionnaires immediately prior to the program (Time 1), immediately following implementation of the program (Time 2), and 4 months following implementation of the program (Time 3). These data were used to evaluate changes in students’ knowledge, attitudes, and behaviour due to the curriculum and due to each of the programs.

Results

Students in all programs and in the comparison schools showed increases in knowledge. In general, with the exception of the somewhat select group of students who attended MW/Vpv, participation in these programs produced few changes in attitudes and behaviours. We also found that, compared to boys, girls were more knowledgeable, were somewhat less accepting of dating violence, and evidenced more positive behavioural intentions for dealing with dating violence. Review of the New Brunswick curricula demonstrated that it addresses many of the knowledge goals identified as important to dating violence prevention. However, there were some key goals that are not identified as learning outcomes in the current curricula.
Eight recommendations were made based on these results. Central to these recommendations is that dating violence prevention efforts must go beyond school curriculum and be part of a broad comprehensive provincial approach in which community agencies develop cooperative partnerships with schools, government organizations, parents, and students themselves.

In addition, specific recommendations were made to each of the programs that can be found in the body of the report.

**RECOMMENDATIONS**

**Recommendation 1:** Community, government, and educational organizations work together and work with students to develop a focused multi-faceted, comprehensive approach to dating violence prevention in order to create a collaborative provincial culture with no tolerance for dating violence.

**Recommendation 2:** Government allocate funds to ensure that evidence-based effective dating violence prevention programs be sustained and that teachers and other school-based personnel have the training necessary for effective delivery.

**Recommendation 3:** Each program strengthens its goals and identify those most amenable to gains within the delivery model it employs to support a focused, multi-faceted, comprehensive approach to creating a collaborative provincial culture with no tolerance for dating violence (supporting Recommendation 1).

**Recommendation 4:** Programs be reviewed regarding differential impact on boys and girls. In addition, male and female facilitator teams be used to help ensure that both genders feel understood with regard to violence prevention and within the larger construct of healthy relationships.

**Recommendation 5:** A common pre/post program evaluation tool that is more than simply a participant satisfaction index be developed and provided to community groups and teachers delivering dating violence prevention programs so that they can use it to tailor program-delivery to the needs of the group as well as to monitor program effectiveness.

**Recommendation 6:** Schools continue to provide education regarding basic information about dating violence and the French and English curricula be reviewed to incorporate learning outcomes related to key aspects of dating violence, especially the effects of gender roles in dating violence, warning signs for abuse, changing attitudes toward dating violence, and increasing adolescents’ motivation for change (i.e., intentions to change behaviour).
**Recommendation 7:** Professionally designed targeted interventions be accessible/available for youth at risk of perpetrating dating violence.

**Recommendation 8:** In order to implement a multi-faceted, comprehensive approach to dating violence prevention: (a) all educational personnel be trained regarding the prevalence and costs of dating violence in the adolescent student population and ways in which they can contribute to dating violence prevention; and, (b) school personnel and associated professionals, including teachers, nurses, community police officers and social workers, interested in developing the expertise to provide dating violence prevention workshops be provided with in-service training that supports their contributions.
CHAPTER 1
INTRODUCTION

The goal of the Provincial Strategy Team for Dating Violence Prevention was to make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an empirical evaluation of the major school-based dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005. These programs were evaluated in terms of what was possible at the time, not necessarily how they would have been delivered with their desired resources, or as they may have evolved subsequent to the evaluation. This evaluation was a major undertaking involving a comprehensive review of the literature, development of research teams to guide the work, development of an evaluation framework, review of the New Brunswick curriculum, and development and validation of 16 separate assessment instruments. Our work was supported financially by Status of Women Canada, the Canadian Women’s Foundation, the New Brunswick Trustees’ Fund and Work Study student assistance from the University of New Brunswick. This report details the results of this work.

Review of the Literature

Research has shown that violence in adolescents’ heterosexual dating relationships is a significant problem. Studies of teenagers’ use of violence in this context indicate that between approximately 13% and 50% of youths report having been psychologically abusive, 10% to over 40% report having been physically abusive, and 3% to 10% report having been sexually abusive2 (Foshee, 1996; Malik, Sorenson, & Aneshensel, 1997; Mercer, 1988; Ozer, Tschann, Pasch, & Flores, 2004; Poitras & Lavoie, 1995).

There has been some research on the incidence of dating violence among New Brunswick Youth. The Dating Violence Research Team of the Muriel McQueen Fergusson Centre for Dating Violence Research at the University of New Brunswick studied 1,698 anglophone and francophone students in grades 7, 9, and 11. They found that 22% of the girls and 12% of the boys reported that they had experienced physical and/or psychological abuse; and, 19% of the girls and 4% of the boys had experienced sexual abuse (Price, Byers, Sears, Whelan, & Saint-Pierre, 2000). They also found that 50% of the girls and 44% of the boys reported that they had engaged in psychological and/or physical abuse and 4% of the girls and 17% of the boys reported being sexually abusive (Sears, Byers, & Price, in press). Overall, 29% of the girls and 12% of the boys had

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2 Violence in the present research was defined by participants’ own classifications. They were guided by the following examples: Questions on psychological abuse listed threats, name-calling, and controlling behaviours as examples. Questions on physical abuse listed pushing, slapping, punching, and throwing objects as possible instances. The items on sexual abuse asked about unwanted sexual activity due to force, threats and/or continual arguments or pressure.
reported experiencing one or more of these types of violence; 43% of the boys and 51% of the girls reported using one or more of these forms of abusive behaviour with a dating partner. Further, both younger and older adolescents perpetrate each of these three forms of violence in their dating relationships (Foshee, 1996; Price et al., 2000; Sears et al., in press). For example, Sears and her colleagues found that as early as grade 7, about a third of students reported that they had been abusive with a boyfriend or girlfriend.

**Dating Violence Prevention**

Dating violence can significantly affect the development and health of many youths (Coker et al., 2000; Jackson, Cram, & Seymour, 2000). Thus, it is important to develop programs that are effective in preventing youth from experiencing and using violence in their intimate relationships. Dating violence prevention programs need to target youth early in their development—that is, before they start to date—and continue to reinforce the prevention message through the teenage years (O’Leary & Cameron, 2004; Price et al., 1999; Wolfe et al., 2003). According to Pittman, Wolfe, and Wekerle (2000), the objectives of dating violence prevention programs should include teaching youth about dating violence as well as helping them to acquire healthy conflict resolution skills. Wolfe et al. (2003) suggested that prevention programs may help adolescents form better communication and problem-solving skills to produce healthier romantic relationships and reduce the possibility of dating violence. Sears et al. (in press) suggest that prevention programs need to not only address attitudes but also address youth’s perceptions of social dating scripts.

Indeed, numerous dating violence prevention programs have been developed and implemented across Canada and the United States that incorporate these goals and objectives. Some of these are universal programs implemented in schools; others are programs for selected, at-risk youth. However, there have been only a small number of published reports of independently conducted evaluations of the efficacy of dating violence prevention programs. It is impossible to determine the success of dating violence programs without such evaluation (Pittman et al., 2000; Whitaker et al., 2006).

The Youth Relationships Project is an 18-session community-based selective intervention program for 14 to 16 year old youth at risk for dating violence (Pittman et al., 2000; Wolfe et al., 2003). Wolfe et al. (2003) found that the program was associated with reduced incidents of physical and emotional abuse over time as well as reduced symptoms of emotional distress, compared to the control group. However, they did not find a significant growth in healthy relationship skills. Further, the authors did not assess whether the program was effective at increasing knowledge, reducing violence supportive attitudes, or affecting other violence-related behaviours.

Another selective program evaluated targeted Grade 7 African-American youth (Weisz & Black, 2001). This after-school program consisted of 12 sessions focused on knowledge,
attitudes, and behaviour. A group that received the preventative program was compared to a control group on a pretest, a posttest and a six-month follow-up. Weisz and Black found that the program increased youth’s knowledge and improved their attitudes even up to six months later. Girls had higher knowledge and attitude scores than did boys on the pretest but these differences disappeared by the follow-up. Unfortunately, small sample sizes limited many of the analyses and caution must be exercised in interpreting the findings.

The Safe Dates Project is a universal (i.e., school-based) 10-session program that was offered to 957 youth in Grade 8 (Foshee et al., 1998; Foshee et al., 2004). Two years later, half the youth received a booster, which consisted of a newsletter and a personal phone contact. The program was evaluated one month after the program and then annually. Significant differences were found between the program group and the control group as expected, in terms of both use and experience of physical and sexual abuse. However, the authors did not find a positive effect for the booster intervention. Foshee et al. (1998, 2004) found no significant race or gender differences. They concluded that there are positive long-term effects of offering a dating violence prevention program at the beginning of youths’ dating development. However, they did not assess the impact of such a program on high school students. They also did not assess its impact on knowledge, attitudes, communication skills, etc., separately.

Avery-Leaf, Cascardi, O’Leary, and Cano (1997) evaluated a universal, school-based, dating violence prevention program designed to change attitudes toward the use of aggression. This program was offered to 193 high school students in health classes and was implemented in five sessions. The program group showed significant changes in attitudes from pretest to posttest while the control group showed no changes. This suggests that a 5-session program can alter attitudes.

Although the previously described evaluation studies tended not to show gender differences in uptake, several authors have reported that some boys react negatively to certain violence-prevention messages unless primary interventions are sensitive to potential gender differences in message uptake (Artz, Rieken, MackIntyre, Lam, & Maczewski, 2000; Cameron, Moxon, Dodsworth, & Wright, 1998; McKay et al., 2001). Further, several Canadian research teams have established relationships between early years bullying and later dating relationship violence (Connolly, Pepler, Craig, & Taradash, 2000; Craig, & Pepler, 2003). Thus, it is important to assess the impact of dating violence prevention programs on both boys and girls and on students at different grade levels.

In sum, there is some evidence that dating violence prevention programs can alter the knowledge, attitudes, and behaviour of youth as well as reduce violent behaviour in dating relationships. However, some of these programs reached only a small number of youth, and few of the evaluations were comprehensive in assessing the impact of the
program on knowledge, attitudes, and behaviour. Further, such programs were not evaluated in the context of comprehensive multi-faceted strategies that integrate dating violence prevention into a community-wide approach such as has been established by the Prevention Institute (Culross, et al., 2006) to be crucial to sustained community change. The Institute identified a broad range of approaches as promising practices for sustainable violence prevention. These include: comprehensive government-led violence prevention initiatives, gang violence prevention and intervention, youth development programs, youth-driven, youth-led programs, school-based prevention programs, mental health violence prevention programs, intimate partner and sexual violence prevention programs, community education and engagement strategies, social norms change/organizational practice change, culturally specific approaches, the facilitation of coalitions and collaborations, training and leadership development, and public awareness campaigns. It asserted that strategy development, infrastructural support, programs that are established through evaluation to reduce risk and increase resilience, practitioner training, continuing initiatives that increase the knowledge base related to violence and its prevention along with a focus on sustainability are all necessary factors for a desired social change.

**Dating Violence Prevention in New Brunswick**

Within the last decade in New Brunswick, there have been five community-based agencies that have provided dating violence prevention programs in schools. In particular, programs have been developed by Le Centre de Prévention de la Violence Familiale de Kent (CPVFK), Coalition Against Abuse in Relationships/Coalition Contre l’Abus dans les Relations (CAAR), Fredericton Sexual Assault Crisis Centre (FSACC), and Making Waves/Vague par vague, Inc. (MW/Vpv). These programs have overlapping as well as some unique goals and objectives related to dating violence prevention. Each uses a somewhat different approach (see Chapters 5 through 8 for a description of each program). Most involve one 1-2 hour school-based intervention; however, MV/Vpv involves a weekend workshop for a selected group of youth. None of these programs has undergone a comprehensive independent assessment\(^3\) to determine whether they are accomplishing their goals and objectives; and none of the models they use corresponds to programs that have undergone scientific evaluation.

Of course, conducting a comprehensive evaluation requires use of standardized and psychometrically sound measures that assess the range of goals addressed by dating violence prevention programs—that is, the knowledge, attitudes and behaviours that are targeted by the program. A review of the literature by the present research team did not reveal any such measure, as there appears to be few standardized instruments for youth on these topics (Pittman et al., 2000; Whitaker et al., 2006). Therefore, before conducting the evaluation, we developed a multi-faceted assessment tool, assessing eight knowledge

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\(^3\) MW/Vpv underwent a critical review in March 2006 (Calhoun Research and Development, 2006) that was “not intended as a formal evaluation” (p. 1), but rather described many of the program’s accomplishments based on interviews with students, teachers, and other key informants.
goals, five attitude goals, and two major behavioural goals related to dating violence prevention, before conducting the evaluation (see Appendix A). The evaluation was designed to be at arms’ length from yet informed by the programs, systematic, scientifically rigorous, longitudinal, and to assess diverse areas.
CHAPTER 2
METHOD

The goal of the Provincial Strategy Team for Dating Violence Prevention was to make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick, based on an empirical evaluation of the major school-based dating violence prevention programs conducted with high school students in New Brunswick. Several steps were needed to reach this goal including development of: (1) a Provincial Strategy Team for Dating Violence Prevention and a Dating Violence Prevention Consultative Committee to guide the research; (2) an articulated set of goals and objectives for dating violence prevention; (3) an evaluation framework; and (4) the measurement instruments to be used in the evaluation, including their validation. Each of these steps is detailed below.

Development and Membership of the Research Team and Consultative Committee

The Provincial Strategy Team for Dating Violence Prevention (PST) was established in February 2002 to oversee the evaluation process and to develop recommendations for a universal, sustainable provincial strategy for dating violence prevention. Representatives of the following organizations were members of the PST: the New Brunswick Teachers' Association, l'Association des enseignantes et des enseignants francophone du Nouveau-Brunswick, the New Brunswick Department of Education, the New Brunswick Department of Health and Wellness (now the Wellness Branch of the New Brunswick Department of Wellness, Culture and Sport), the RCMP, School District 17, the New Brunswick Executive Council Office and the Muriel McQueen Fergusson Centre for Family Violence Research at the University of New Brunswick. The PST met as a working group on 13 separate occasions.

We established the Consultative Committee (CC) consisting of members of community organizations currently delivering or planning delivery of dating violence prevention programs in New Brunswick in February 2002. Representatives of the following organizations sat on the CC: CAAR, MW/Vpv, the Canadian Red Cross, FSACC, CPVFK, the New Brunswick Executive Council Office, and the Muriel McQueen Fergusson Centre for Family Violence Research of the University of New Brunswick. The CC also met on 13 separate occasions, each time in tandem with the PST.

Articulation of Goals and Objectives for Dating Violence Prevention Programs

Identification of the goals and objectives of the programs in order to conduct the evaluation required several steps. First, we created profiles of each dating violence prevention program. These descriptions included information about program development, the programs themselves, resources, implementation and past evaluation. These descriptions can be found in Appendix B.
Second, in collaboration with the PST and CC as well as by reviewing all available published material, we developed a comprehensive list of goals and objectives for dating violence prevention programs. We also conducted focused discussions with groups of youth to obtain youth input on their perspective regarding the appropriateness of these goals for dating violence prevention programs (O’Leary & Cameron, 2004; O’Leary, et al., 2006). A subset of the goals and objectives were then identified from the final list by the PST and CC to be applicable to all dating violence prevention programs in New Brunswick (and indeed across Canada), termed Fundamental Goals and Objectives. In addition, each program involved in the evaluation identified a subset of goals and objectives that were applicable to their unique program but were not included in the Fundamental Goals and Objectives, termed Program Specific Goals and Objectives. The list of goals and objectives in English and French can be found in Appendix C. We also conducted a review of the Provincial curricula for English and French schools with respect to dating violence outcomes.

Development of an Evaluation Framework

We then developed an evaluation framework to guide the evaluation process. We provided separate training workshops to the PST and CC on program evaluation so that they could participate as full partners in the evaluation process. The framework involved several aspects: (1) administering questionnaires assessing knowledge, attitudes, and behaviour to students receiving each of the programs as well as to students in comparison schools not receiving any outside programming. These questionnaires were administered immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and 4 months following implementation of the program (Time 3); (2) having students complete a brief questionnaire assessing their personal experiences with violence, including dating violence victimization, perpetration, and violence in non-dating contexts (Time 1 & Time 3); (3) having students complete a questionnaire that examined their self-efficacy regarding their ability to create dating violence initiatives (Time 1 & 2) and then a second questionnaire that assessed how they felt about their ability four months after they received a program (Time 3); (4) having students complete a questionnaire that determined whether they had received dating violence prevention programs in the past, and what those programs consisted of (Time 1); and (5) having students complete a subjective evaluation of their satisfaction with the program they had just received (Time 2).

School personnel were also a key part of the evaluation strategy including: (1) having principals in each participating school complete a questionnaire that assessed their beliefs regarding the presence of dating violence in their school as well as their views regarding whether schools or outside programs should educate students on dating violence; and, (2) having guidance counsellors or school social workers complete a questionnaire that
reported whether dating violence prevention programs have been offered in the school in the past.

We used additional measures designed to provide a comprehensive evaluation of the MW/Vpv weekends including: (1) having the school staff member who selected students to attend the weekend retreats provide information about how this choice was made; (2) having students complete a questionnaire that assessed whether they intended to initiate dating violence prevention projects in their school, and what hurdles they foresaw in completing these initiatives (Time 2); (3) having students and school personnel complete a questionnaire assessing the initiatives that MW/Vpv students completed and reporting what problems the students encountered when attempting to complete these initiatives (Time 3); and, (4) having students from the schools the MW/Vpv students attended, but who had not participated in the MW/Vpv program, complete a questionnaire assessing the MW/Vpv student initiatives in order to tap into the trickle-down effect of this program (Time 3). Questionnaires were distributed to students identified by the guidance counsellor as those who would likely have witnessed projects completed by the students who attended MW/Vpv.

In order to describe each program accurately, information from the individuals involved in the dating violence prevention program presentation and development were collected, including: (1) having adult and youth facilitators involved in the program deliveries complete a questionnaire that examined their training, the materials they were provided to assist with delivering the program, and details regarding the delivery of the program; (2) having adult facilitators complete a questionnaire, in which they reported the exact material they covered for each presentation; and (3) having program managers complete a questionnaire that assessed how students and facilitators are recruited and describe their program’s mode of operation.

The Measurement Instruments

Given that our comprehensive review of the literature revealed no psychometrically sound instruments in French or English that assessed the range of knowledge, attitudes and behaviours targeted by the dating violence prevention programs, we then developed, translated, pilot tested, and refined 16 separate questionnaires for use in the evaluation. These were: the Dating Violence Prevention Evaluation Questionnaire, Personal Experiences with Violence Questionnaire, Exposure to Dating Violence Programs Questionnaire, Self-Efficacy Questionnaire, Self-Efficacy Follow-up Questionnaire, Intentions Measure, Program Satisfaction Measure, Project Follow Through Questionnaire, Guidance Counsellor Questionnaire, School Questionnaire, School Culture Form, Student Evaluation Questionnaire, Program Manager Questionnaire, Facilitator Questionnaire, Youth Facilitator Questionnaire, and Program Administration Questionnaire. The Dating Violence Evaluation Questionnaire (the main questionnaire) included the Personal Experiences with Violence Questionnaire, Exposure to Dating
Violence Programs Questionnaire, the Self-Efficacy Questionnaire and Follow-Up, and the Intentions measure as well as the Dating Violence Prevention Questionnaire. All these instruments were translated and most were back-translated to ensure fidelity in English and in French. Each of these measures is described below.

Dating Violence Prevention Evaluation Questionnaire (DVPEQ). Development of the DVPEQ involved the following steps: (1) conducting a review of the literature and existing instruments in order to determine their adequacy with respect to assessment of specific evaluation goals and objectives and psychometric properties; (2) selecting appropriate items, when available, from existing instruments including questions from: Dating Violence Evaluation Scales (Josephson, 2003), Dating Violence Scale (Macgowan, 1997), Dating Violence Survey (Silverman, 2000), Dating Violence Test (Schewe, 2003a), Healthy Relationships Questionnaire (Schewe, 2003b), Justification for Violence Questionnaire (Schewe, 2003c), Skills for Violence Free Relationships Inventory (Rybarik, Dosch, Gilmore, & Krajewski, 1995), Respect for Partner Scale (Frei & Shaver, 2002), Violence Supportive Attitudes Questionnaire (Schewe, 2003d), as well as large portions of Attitudes Towards Women Scale for Adolescents (Galambos, Petersen, Richards, & Gitelson, 1985), Attitudes Towards Dating Violence (Price et al., 1999), and Conflict in Adolescent Dating Relationships Inventory (Wolfe et al., 2003); and (3) developing items to assess specific goals and objectives when no existing instrument was adequate.

These items were then combined into an initial questionnaire. Three stages of pilot testing were used to reduce the number of items in each subscale, ensure questions were clear and readable to students, and improve subscale reliability. First, the initial version of the DVPEQ was pilot tested with 160 Anglophone university students. Following the removal of a considerable number of items, the questionnaire was translated and back-translated. The second stage of pilot testing involved 177 Anglophone and 167 francophone high school students. Finally, following further minor adjustments to the questionnaire, in the Fall of 2004, we pilot tested the Dating Violence Prevention Evaluation Questionnaire and many of the other questionnaires involved in the evaluation with 29 youth involved in a MW weekend retreat, 17 youth involved in a Vpv weekend retreat, 60 Anglophone comparison students, and 26 Francophone comparison students. A linguistic review was then conducted by the New Brunswick Department of Education on the French questionnaires to ensure that the language was appropriate for New Brunswick high school students.

The final DVPEQ consisted of 133 questions and can be found in Appendix A. The first 10 questions assessed demographic information. Questions 11 to 61 assessed knowledge about dating violence using a true-false format. Questions 62 to 84 assessed attitudes toward dating violence using a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. Items 85 to 108 assessed other attitudes toward dating violence using four different 4-point scales. Items 109 to 133 assessed behaviours and behavioural
intentions related to dating violence on 4 different 4-point scales. Some of these questions (Q119 to Q121 and Q129-133) involved multiple items regarding specific dating-violence scenarios. With the exception of items related to two of the knowledge objectives, questions had psychometric properties that allowed grouping into subscales corresponding to specific goals and objectives and summed for the purposes of data analysis. The question numbers for items corresponding to each goal and objective can be found in Appendix D.

The Personal Experiences with Violence Questionnaire consisted of 17 questions appended to the DVEPQ, several of which requested further detail if the individual had experienced violence: Questions 134-139 assessed youths’ experiences witnessing violence, and questions 140-151 pertained to students’ personal experiences with violence, either through victimization or perpetration of emotional, physical or sexual abuse. Response options varied on this scale and included Yes/No responses, 3-point, 4-point and 7-point scales.

The Self-Efficacy Questionnaire consisted of six questions (Q152-157) and assessed students’ confidence in their ability to create dating violence prevention initiatives. Responses were given on a 6-point scale ranging from Strongly Agree to Strongly Disagree. The Self-Efficacy Follow-up Questionnaire, which assessed whether students feel they were able to create positive dating violence prevention initiatives, was also six items in length (Q162-168) and used the same response format. The Intentions Measure consisted of two main questions (Q158 and Q161). Question 158 assessed students’ interest in being involved in dating violence prevention projects. Question 161 included 8 items and assessed factors that might hinder students’ ability to follow through with a dating violence initiative. Answers were provided, using a 5-point scale ranging from Not a Problem to Problem. At Time 3, the students indicated whether each issue was in fact a problem for them (Q171) using the same response options and described any dating violence initiatives they were involved with (Q168).

The Exposure to Dating Violence Programs Questionnaire consisted of two main questions (Q159 and Q160), and a total of 11 items. This questionnaire asked students to indicate whether they have received prior dating violence programming, its usefulness, and the format in which it was presented.

Program Satisfaction Measure. This questionnaire assessed students’ perceptions of the dating violence prevention program they received (see Appendix E.). It included open-ended questions regarding what students did and did not like about the program as well as

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4 Self-efficacy is an important concept employed in the literature on personal and social change. Bandura (1997) developed the concept and used it to refer to confidence in the capacity to change in a particular area.
how much they learned about 9 specific topics, on a 5-point scale ranging from Learned Nothing to Learned A Lot. Finally, students provided an overall rating of the program and responded to 4 questions regarding their perception of the program facilitator(s) on a 5-point scale ranging from Strongly Agree to Strongly Disagree. Those teachers involved in the MW/Vpv program also completed a Student Evaluation Questionnaire.

Follow-through Questionnaire for MW/Vpv. Selected students in MW/Vpv schools completed a brief questionnaire about projects undertaken by the MW/Vpv students (see Appendix F). Students indicated whether they were aware of any dating violence prevention projects initiated by the MW/Vpv students and, if so, to describe these projects. Next, students indicated what they liked most and least about the projects. Finally, students rated how much they learned from the projects about nine dating violence topics. School officials also completed a questionnaire concerning whether they were aware of any projects initiated by the MW/Vpv students as well as to describe these projects. They were then asked to estimate the number of non-MW/Vpv students at their school who were involved with the projects (e.g., had seen the projects), as well as to estimate the number of students who were positively affected by the projects. Finally, school officials were presented with a list of factors that may have made it difficult for them or the MW/Vpv students to follow-through with the projects and were asked to indicate to what extent each was a problem.

School Questionnaire. The School Questionnaire was completed by the school guidance counsellor or social worker and consisted of open-ended questions regarding past dating violence prevention programs that had been offered in the school (see Appendix G). The School Culture form was completed by school principals and consisted of five questions regarding whether dating violence was perceived to be a problem in the school, the desirable grade level for dating violence prevention education, and whether teachers and/or outside programs should deliver these programs (see Appendix H).

Program Questionnaire. The Program Manager Questionnaire was completed by the individual who was currently coordinating each dating violence prevention program involved in the evaluation (see Appendix I). It primarily consisted of open-ended questions pertaining to how youth and program facilitators were recruited, the training and materials provided to facilitators, and changes that have been made to the program in response to youth feedback. The Facilitator Questionnaire (see Appendix J) and the Youth Facilitator Questionnaire (see Appendix K) were completed by program facilitators and assessed the training and materials facilitators were provided with. The Program Administration Questionnaire was also completed by program facilitators and was used to determine the program materials used for each administration of the program, and the number of individuals (both youth and facilitators) involved (see Appendix L).
**Procedure**

In September 2005, all District Superintendents in the province of New Brunswick were sent an email message from the Department of Education describing the dating violence prevention program evaluation and indicating that the Department of Education supported the project and intended to utilize the results upon its completion. Superintendents also were made aware that research assistants associated with the evaluation project would be contacting schools across the province to request student participation. All procedures and materials were reviewed and approved by the Ethics Review Board of the University of New Brunswick before commencement of the evaluation.

*Recruitment of CAAR, FSACC and CPVFK schools.* Several schools in the Moncton, Fredericton, and Kent County regions were recruited to participate in the dating violence prevention programs offered by CAAR, FSACC, and CPVFK, respectively. Program facilitators for CAAR were invited to deliver assemblies in two schools in the Moncton region. Program facilitators for FSACC were invited to deliver classroom presentations in three schools in the Fredericton area. Program facilitators for CPVFK were invited to deliver classroom presentations in two schools in Kent County.

Upon receiving confirmation from these different programs of the schools that would be participating, a research assistant contacted school officials to recruit students in their school to participate in the evaluation. All schools participating in CAAR, FSACC, and CPVFK programs agreed to take part in the evaluation. The research assistant asked school authorities to schedule dates for the Time 1, Time 2 and Time 3 administrations: the first, just prior to the program; the second, within approximately two weeks after the program; and the third, within approximately four months after the program. Trained research assistants administered all questionnaires. Prior to students’ involvement with the Time 1 administration, a letter provided by the PST was distributed to parents informing them about the evaluation (see Appendix M). Parents who did not wish their adolescent to participate were instructed to contact the school. Very few (5-10) parents did so.

*Recruitment of MW/ Vpv schools.* Several English and French schools across New Brunswick were invited to participate in the 2005 MW and Vpv weekend retreats. Upon receiving confirmation of the schools that would be participating, a research assistant contacted guidance counsellors and teachers who were involved with the MW/Vpv retreat to recruit their school’s participation in the evaluation. Fifteen schools (10 for MW; 5 for Vpv) agreed to take part in the evaluation. The Time 1 questionnaire was administered by a trained research assistant at the Student Retreat weekends to the students representing each school. Time 2 and Time 3 questionnaires were administered in the school by school officials. Parents received information about the evaluation before
the Time 1 administration with instructions to call the school if they did not want their adolescent to participate.

Recruitment of comparison schools. A research assistant approached several schools that had not received any dating violence prevention programs in the previous one to two years to take part in the evaluation as comparison schools. Three English schools and two French schools agreed to participate. Trained research assistants administered the questionnaires at times proximal to the administration of questionnaires to the schools receiving programs. Prior to students’ involvement with the pretest, a letter provided by the PST was distributed to parents informing them about the evaluation. Parents who did not wish their adolescent to participate in the evaluation were asked to contact the school.

Research assistants. Fifteen trained research assistants were involved with data collection. Before administering the questionnaire, the research assistants obtained informed consent from the students (see Appendix N). They also assisted students with creating their private code, which was used to match Time 1, Time 2, and Time 3 responses while maintaining participant anonymity. In addition, they provided the students with written definitions of the terms stereotypes, same sex partner, and media (see Appendix O). The questionnaires took about 60 minutes to complete at Time 1, 45 minutes at Time 2, and 30 minutes at Time 3. After students had completed the questionnaire, a research assistant distributed debriefing information sheets to the students (see Appendix P).

Data Analysis

Changes in knowledge, attitudes and behaviour were assessed for each of the programs and for the comparison schools separately using a series of 2 (Gender: male, female) X 2 (Grade: 9/10, 11/12) X 3 (Time: 1, 2, 3) repeated measures ANOVAs. Only students who had completed all three questionnaires were included in the analyses. Because there were large differences in the number of students who participated in each program, there were different levels of power needed to detect changes over time for smaller programs than there were for larger ones. Therefore, in addition to using significance testing, magnitudes of the effects were also assessed. Changes that accounted for more than 4% of the variance are indicated in bold in each table. All effects were also followed up with appropriate mean comparisons. Statistically significant differences between means are indicated by subscripts in the tables.
CHAPTER 3
NEW BRUNSWICK STUDENTS AND DATING VIOLENCE:
KNOWLEDGE, ATTITUDES, AND BEHAVIOUR

In total, 1,473 students (672 boys and 801 girls) completed the questionnaire at Time 1—that is, before any of the programs were delivered. This included 423 students in Grade 9, 394 in Grade 10, 375 in Grade 11, and 281 in Grade 12. We used these data to create a profile of the knowledge, attitudes, behaviour, and experiences of New Brunswick students with respect to dating violence. We also examined whether there were differences in students’ responses based on gender, grade (for this analysis four grade levels were used), previous experience with dating violence, and previous exposure to a dating violence prevention program.

Knowledge

The students completed six scales assessing their knowledge about various aspects of dating violence as well as individual items related to the dynamics of abuse and the social implications of violence. The students’ scores on each of the knowledge scales and individual items are presented in Table 1. Students generally showed a good level of knowledge about dating violence, getting scores of between 61% and 80% correct on the scales. On average, considering the boys and the girls together, the students were most knowledgeable about understanding what abuse is (K3), the dynamics of abuse (K4), and gender roles (K6), getting more than 70% correct on the scales and items. They were least knowledgeable about the warning signs for dating violence (K2), and the economic cost to Canadians of violence in relationships (Question 55). In addition, there was a substantial minority of students (11% to 30%) who got less than half of the items on each of the scales correct.

As can be seen in Table 1, the girls were significantly more knowledgeable than the boys were with respect to their knowledge about healthy/unhealthy relationships (K1), the roles people play in dating violence (K5), and the role the media plays in dating violence (K8). The boys and girls did not differ significantly on their knowledge about other aspects of dating violence; however, the girls’ scores were higher than the boys’ scores on all scales, as well as on the individual items. Interestingly, there were no differences in the knowledge of students in the lower grades compared to students in the higher grades with the exceptions that the percent of students who were aware that abuse can happen to anyone (Q35) was higher as grade level increased, as did students’ awareness that an apology issued after an individual hits a boyfriend/girlfriend does not insure that the individual will desist on another occasion (Q36).
Table 1. Percent Correct for Students’ Knowledge about Dating Violence at Time 1.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1-Healthy/Unhealthy Relationships</td>
<td>64\textsubscript{a}%</td>
<td>74\textsubscript{a}%</td>
<td>69%</td>
</tr>
<tr>
<td>K2-Warning Signs of Dating Violence</td>
<td>58%</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>K3-Understanding Abuse</td>
<td>72%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>K4-Dynamics of Abuse (5 questions)</td>
<td>63 to 94%</td>
<td>75 to 97%</td>
<td>70 to 96%</td>
</tr>
<tr>
<td>Q11</td>
<td>74%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Q35</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Q36</td>
<td>76%</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Q37</td>
<td>82%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>Q39</td>
<td>63%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>K5-Roles People Play in Dating Violence</td>
<td>63\textsubscript{a}%</td>
<td>75\textsubscript{a}%</td>
<td>70%</td>
</tr>
<tr>
<td>K6-Gender Roles</td>
<td>77%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>K7-Social Implications of Violence (5 questions)</td>
<td>35 to 91%</td>
<td>27 to 93%</td>
<td>31 to 92%</td>
</tr>
<tr>
<td>Q53</td>
<td>54%</td>
<td>43%</td>
<td>48%</td>
</tr>
<tr>
<td>Q55</td>
<td>35%</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>Q56</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Q57</td>
<td>75%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Q59</td>
<td>74%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>K8-Role of the Media</td>
<td>58\textsubscript{a}%</td>
<td>74\textsubscript{a}%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Note. *N* = 686 boys and 810 girls. Means in the same row with the same subscript differ significantly.
Knowledge summary. The students had considerable knowledge about dating violence, although there was still room for knowledge gains in most areas, and a substantial minority of students showed low knowledge levels. Students appear to be getting this knowledge before high school since students in Grades 9 or 10 were comparably knowledgeable to those in Grades 11 and 12. While the girls were more knowledgeable than were the boys overall, not all the differences reached statistical significance.

Attitudes

Students’ average scores on the attitude scales are presented for boys and girls separately in Table 2. Students completed two scales assessing their overall attitudes toward dating violence perpetrated by girls and by boys respectively (A1a and A1b). In general, students were not accepting of dating violence. That is, on average they did not endorse violence supportive attitudes. However, some students did have attitudes that were supportive of dating violence—5% of students reported overall attitudes supportive of girls’ use of dating violence and 2% self-reported being supportive of boys’ use of dating violence. Although neither the boys nor the girls were supportive of dating violence, the boys were more supportive than were the girls. Further, both boys and girls were more supportive of girls’ use of violence than of boys’ use of violence. Attitudes toward dating violence did not differ as a function of grade level.

Students also completed two scales assessing respect for themselves and others. Goal A2a assessed whether students identified a number of behaviours in a relationship as problematic (e.g., did not respect your views and opinions) whereas Goal A2b assessed students’ attitudes toward controlling behaviours by asking for their opinion on behaviours representing independence (e.g., didn’t spend all their time with you). In general, for the problematic behaviours, the students’ scores corresponded to a rating of seems like a serious problem, but it depends (see Table 2). That is, they recognized that these behaviours likely constituted serious problems but indicated that there were circumstances in which they might not be problematic. Conversely, scores for the items related to independence in a relationship corresponded to a rating of does not seem like a serious problem, but it depends. That is, they recognized that, in general, these behaviours did not represent serious problems, but there could be circumstances in which they did represent problems. Further, 11% of the students did not see the inappropriate behaviours as problematic and 22% of students misidentified appropriate behaviour as problems. Neither gender nor grade level affected students’ attitudes regarding respect for themselves and others.

Students completed one scale assessing their self-efficacy for, or confidence in, dealing with abuse (A3a). Their scores corresponded to being somewhat confident that they could carry out behaviours such as break-up with their boyfriend/girlfriend if they insulted them all the time (see Table 2). However, 3% of the students were not
Table 2. Means (and Standard Deviations) for Students’ Attitudes Toward Dating Violence at Time 1.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1a- Attitudes Toward Female Dating Violence ↓</td>
<td>9-45</td>
<td>19.9a (6.0)</td>
<td>16.6a (5.2)</td>
<td>18.1 (5.8)</td>
</tr>
<tr>
<td>A1b-Attitudes Toward Male Dating Violence ↓</td>
<td>9-45</td>
<td>15.5a (5.9)</td>
<td>12.9a (4.1)</td>
<td>14.1 (5.2)</td>
</tr>
<tr>
<td>A2a-Respect for Self and Others ↑</td>
<td>5-20</td>
<td>15.3 (2.8)</td>
<td>16.3 (2.4)</td>
<td>15.8 (2.7)</td>
</tr>
<tr>
<td>A2b-Respect for Self and Others- Controlling Behaviour ↑</td>
<td>2-8</td>
<td>5.7 (1.6)</td>
<td>5.7 (1.6)</td>
<td>5.7 (1.6)</td>
</tr>
<tr>
<td>A3a-Self-Efficacy for Dealing with Abuse ↑</td>
<td>8-32</td>
<td>24.9 (4.4)</td>
<td>26.0 (4.0)</td>
<td>25.5 (4.2)</td>
</tr>
<tr>
<td>A3b-Self Efficacy for Dealing with Abuse ↑</td>
<td>4-20</td>
<td>13.4 (2.7)</td>
<td>13.7 (2.4)</td>
<td>13.6 (2.5)</td>
</tr>
<tr>
<td>A4-Gender stereotypes ↓</td>
<td>5-20</td>
<td>9.4a (2.7)</td>
<td>7.5a (2.2)</td>
<td>8.4 (2.6)</td>
</tr>
<tr>
<td>A5-Media ↑</td>
<td>4-16</td>
<td>7.3 (2.6)</td>
<td>7.9 (2.4)</td>
<td>7.6 (2.5)</td>
</tr>
</tbody>
</table>

Note. N = 686 boys and 810 girls. Means in the same row with the same subscript differ significantly. Arrows indicate direction of more positive scores.

confident that they could do so. These students may be at particular risk to experience abuse. Students completed a second scale (A3b) assessing their agreement with a range of attitudes towards positive (e.g., a person could leave an abusive relationship if they really wanted to) and negative (e.g., a person has the right to be violent when they are being insulted) behavioural options in abusive situations. Their scores indicated positive attitudes—students on average agreed with the favourable behaviours and disagreed with negative options. However, 7% of students showed unfavourable attitudes. Neither gender nor grade affected scores on either of these scales.

Finally, students completed scales assessing attitudes toward gender role stereotypes (A4) and the contribution of the media to violence (A5). The boys were more accepting of gender role stereotypes than were the girls. That is, on average, the boys neither agreed nor disagreed with statements regarding gender role stereotypes whereas the girls disagreed with these statements. However, 20% of the students were accepting of gender stereotypes. Both the boys and girls on average neither agreed nor disagreed with statements about the media having a role in violence. Neither attitudes toward gender stereotypes nor attitudes regarding the contribution of the media to violence differed for students at different grade levels.
Attitude summary. In general, students’ attitudes were not supportive of dating violence, although boys were somewhat more supportive than were girls. Further, students see it as more acceptable for girls to be violent than for boys to be violent, although this difference was not large. Students were only somewhat confident in their ability to act appropriately in violent situations.

Behaviour

Students completed four scales assessing behaviour related to dating violence (see Table 3). Three of the scales were related to communication skills. First, they identified whether various behaviours constituted poor or good communication (B1a). On average they were able to identify more than 90% of the behaviours correctly as poor or good communication and no students identified less than half of the behaviours correctly. Second, the students were presented with a series of scenarios related to dating violence and asked to identify their likelihood of engaging in a number of effective and ineffective responses in each situation (B1b). The girls more frequently reported that they were somewhat likely to engage in the effective behaviours and unlikely to engage in the ineffective behaviours than did the boys. However, this difference was small. On average, both boys’ and girls’ responses corresponded to being likely, but not very likely, to engage in the effective responses and unlikely, but not very unlikely to engage in the ineffective responses. Third, the students rated their confidence in engaging in nonabusive behaviours and not engaging in abusive behaviours when angry (B1c). On average both the boys and the girls indicated that they were somewhat confident that they could act in nonabusive ways; only 23% were very confident. Students’ grade levels did not relate to their responses. Thus, overall students had good knowledge of appropriate communication behaviours. However, students indicated that they were only somewhat confident that they would communicate effectively in potential dating violence situations.

We also presented students with scenarios and asked them about the likelihood that they would engage in a number of behaviours relevant to avoiding vulnerable situations (Goal B2). Overall, the girls reported themselves to be more likely to engage in the appropriate behaviours and avoid the inappropriate behaviours than did the boys. However, these differences were small. On average, the responses of both the boys and the girls corresponded to being somewhat likely to engage in the appropriate behaviours and somewhat unlikely to engage in the inappropriate behaviours. Only 8% of students indicated that they were very likely to engage in these behaviours. Students’ grade level was not associated with their responses.
Table 3. Means (and Standard Deviations) for Students’ Dating Violence-Related Behaviours at Time 1.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a-Communication ↑</td>
<td>9-18</td>
<td>16.0 (1.5)</td>
<td>16.5 (1.4)</td>
<td>16.3 (1.5)</td>
</tr>
<tr>
<td>B1b-Communication ↑</td>
<td>16-64</td>
<td>48.8 (5.4)</td>
<td>51.4 (5.0)</td>
<td>50.3 (5.3)</td>
</tr>
<tr>
<td>B1c-Dealing with Anger ↑</td>
<td>7-28</td>
<td>22.3 (4.0)</td>
<td>22.4 (3.8)</td>
<td>22.3 (3.9)</td>
</tr>
<tr>
<td>B2-Avoiding Vulnerable Situations ↑</td>
<td>20-80</td>
<td>57.7 (7.7)</td>
<td>60.9 (7.5)</td>
<td>59.6 (7.7)</td>
</tr>
</tbody>
</table>

Note. N = 686 boys and 810 girls. Means in the same row with the same subscript differ significantly. Arrows indicate direction of more positive behaviours.

Finally, students were asked whether they would take action if they saw someone being abused. Most of the students indicated that they would do something if they saw someone being physically aggressive (84% of the boys and 91% of the girls), verbally aggressive (73% of the boys and 84% of the girls), or sexually abusive (77% of the boys and 88% of the girls) to his or her boyfriend or girlfriend. The girls were more likely to indicate that they would take action than were the boys.

**Behaviour summary.** Students were aware of appropriate communication skills and appropriate behaviours to avoid vulnerable situations. Similarly, most students said that they would take action if they saw someone abusing his or her boyfriend or girlfriend. Nonetheless, there was a substantial minority of students who either were not aware of the appropriate behaviours or who did not feel that they would or could act in these ways. Further, few students were strongly confident in their views or the likelihood of their engaging in these positive behaviours.

**Differences Between Anglophone and Francophone Students**

We examined whether the students who completed the questionnaire in English differed on any of the scales from the students who completed the French version. It should be noted that the comparability of questions in English and French cannot be assured even though the questionnaires were piloted, translated, back-translated, subject to a formal linguistic review, and some of the items were originally in French. Further, some of the students in the French schools reported difficulty in understanding some of the terms used in some items. Nonetheless, we examined differences between the students who completed the questionnaire in English and French to inform a balanced set of recommendations for a provincial strategy.
The two groups did not differ on the knowledge scales other than that the Anglophone students produced more correct responses (73% vs. 65%) about healthy relationships (K1) and about controlling what a partner wears (Question 11). In terms of attitudes, the two groups did not differ except that Anglophone students reported being less accepting of controlling behaviour (A2b). Finally, the students in the two language groups did not differ on any of the behavioural scales. In short, there were few differences in the knowledge, attitudes and behaviours reported by students in English and French schools in New Brunswick.

**Experiences with Violence**

Students were asked about both their experiences of psychological, physical, and sexual dating violence as well as their use of these types of violence. These results are presented in Table 4. The questions on psychological abuse listed threats, name calling, and controlling behaviours. The questions on physical abuse listed pushing, slapping, punching, and throwing objects. The items on sexual abuse asked about unwanted sexual activity due to force, threats and/or continual arguments or pressure. Students who indicated that they had never dated were excluded from these analyses.

A substantial percentage of the students reported having experienced dating violence. Specifically, 28% of the students reported having experienced psychological abuse, 17% reported having experienced physical abuse, and 17% reported having experienced sexual abuse. Overall, 38% of students reported having experienced one or more of these types of dating violence. There were no differences in the percentage of boys and girls who reported experiencing dating violence.

A substantial percentage of students also reported having used violence in their dating relationships. Specifically, 14% of the students reported having been psychological abusive, 10% reported having been physically abusive, and 5% reported having been sexually abusive. Overall, 21% of students reported having used one or more of these types of dating violence. There were no differences in the percentage of boys and girls who reported having used violence in their dating relationships.
Table 4. Students’ Experiences and Use of Dating Violence

<table>
<thead>
<tr>
<th>Type of behaviour</th>
<th>Experienced Abusive Behaviour (ever)</th>
<th>Used Abusive Behaviour (ever)</th>
<th>Witnessed Abusive Behaviour (last month)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Psychological abuse</td>
<td>27%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>20%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>12%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Any type</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note. N = 574-686 boys and 739-810 girls.

Students also indicated whether they had witnessed dating violence in the last month: 42% witnessed psychologically abusive behaviour, 13% had witnessed physically abusive behaviour, and 11% had witnessed sexually abusive behaviour by someone against a boyfriend or girlfriend. Overall, almost half (47%) of the students reported that they had witnessed some form of abusive behavior by a teenager toward a boyfriend or girlfriend in the last month. These results were similar for the male and female participants and for students at different grade levels. Of the students who had witnessed violence most said they did not do anything about it. For example, 40% of both the boys and girls said they did something when they witnessed psychologically abusive behaviour, 38% (40% of the boys and 36% of the girls) said they did something when they witnessed physical abusive behaviour, and 39% (42% of the boys and 37% of the girls) said they did something when they witnessed sexually abusive behaviour.

We examined whether students who reported having experienced some form of dating violence in the past differed from students who did not report prior victimization in their knowledge, attitudes and behaviour. There were no differences in knowledge. However, individuals with a history of victimization were somewhat more accepting of male dating violence (A1b) (see Table 5). However, the two groups did not differ with respect to the other attitudes and behaviours. Grade-level did not affect these results.

We also examined whether students who reported having used abusive behaviour in the past differed from nonabusive students in their knowledge, attitudes and behaviour. Significant differences are also reported in Table 5. There were no differences in knowledge. However, students who reported having engaged in abusive behaviour had more accepting attitudes toward boys’ use of violence. The two groups did not differ on the other attitude variables. In addition, abusive students were less likely to indicate that they would engage in effective behaviours and not engage in ineffective behaviours in response to a series of communications scenarios related to dating violence (B1b), had
less confidence in their ability to engage in nonabusive behaviours and not engaging in abusive behaviours when angry (B1c), and were less likely to engage in the appropriate behaviours and avoid the inappropriate behaviours (B2) than were students who had not been abusive. These results did not differ for boys and girls, or for students at different grade levels.

Table 5. Significant Differences Between Youth Who Had and Had Not Experienced/Used Abusive Behaviour in a Dating Relationship

<table>
<thead>
<tr>
<th>A1b-Attitudes toward Male Dating Violence ↓</th>
<th>Experienced Abusive Behaviour</th>
<th>Did Not Experience Abusive Behaviour</th>
<th>Used Abusive Behaviour</th>
<th>Did Not Use Abusive Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.5a (6.6)</td>
<td>13.4a (4.5)</td>
<td>16.0b (7.2)</td>
<td>13.6b (4.7)</td>
</tr>
<tr>
<td>B1b-Communication ↑</td>
<td></td>
<td></td>
<td>48.4a (6.0)</td>
<td>50.7a (5.10)</td>
</tr>
<tr>
<td>B1c-Communication↑</td>
<td></td>
<td></td>
<td>20.8a (4.2)</td>
<td>22.7a (3.6)</td>
</tr>
<tr>
<td>B2-Avoiding Vulnerable Situations ↑</td>
<td></td>
<td></td>
<td>56.1a (8.1)</td>
<td>60.5a (7.4)</td>
</tr>
</tbody>
</table>

Note. *N* = 393 youth who had experienced abuse and 743 youth who had not experienced abuse; 216 youth who had been abusive and 849 youth who had not been abusive. Means in the same row with the same subscript differ significantly. Arrows indicate direction of more positive scores.

Summary of experiences with dating violence. It appears that dating violence is an all too common experience of youth in New Brunswick. More than a third of these high school students reported that they had experienced some form of dating violence. Psychologically abusive behaviour was the most common, but 17% reported having experienced physically or sexually abusive behaviour. Even more students, 47%, reported witnessing such behaviour, particularly psychologically abusive behaviour, from a dating partner. Although as might be expected, fewer students reported engaging in abusive behaviour than reported experiencing these behaviours, more than 20% reported on their own abusive behaviour. Interestingly, students who reported that they had been psychologically, physically and/or sexually abusive reported less confidence and had fewer adaptive intentions on the behaviour scales of the questionnaires compared to students who had not been abusive.
Participation in Dating Violence Prevention Programs

All students were asked whether they had participated in a dating violence prevention program in the previous two years. Almost three-quarters of both the male and female students (71%) indicated that they had not participated in such a program; only 11% said they had done so, and the remaining 18% said that they did not know. Thus, the vast majority of students reported not having participated in a previous dating violence prevention program. Of the 124 students who indicated that they had participated in a dating violence prevention program, only 35% of the boys but 56% of the girls felt it was very useful or extremely useful.

We also examined whether students who said that they had previously participated in a dating violence prevention program differed from other students in their knowledge, attitudes or behaviour. There were no significant differences between them.
CHAPTER 4
DATING VIOLENCE PREVENTION IN THE NEW BRUNSWICK CURRICULUM

This project did not include an evaluation of the dating violence curriculum delivered in New Brunswick classrooms. However, we did assess school climate related to dating violence prevention, and reviewed the curricula to identify learning outcomes related to dating violence. We also assessed changes in the dating violence-related knowledge, attitudes, and behaviour of students in three English and two French schools who received the school curriculum but did not participate in a dating violence prevention program delivered by a community-based organization. The responses of these students were used as a comparison to assess changes in the responses of students in the program schools and thus are referred to as comparison schools. These aspects of the evaluation are described below.

School Climate

We assessed school climate regarding dating violence prevention in the schools in two ways. First, administrators of all schools participating in this evaluation were asked to complete the School Questionnaire that consists of open-ended questions regarding past dating violence prevention programs that had been offered in the school both as part of the curriculum and by outside programs. Of the 20 schools that completed the school questionnaire, 12 (60%) reported that their students had been exposed to dating violence issues and prevention both as part of the school curriculum as well as through external dating violence prevention programs in the past two years. Five schools (25%) reported that students received this information from the curriculum only. Finally, three schools (15%) reported that their students did not receive information about dating violence through either the curriculum or external programs. Schools primarily reported that students were taught about dating violence as part of the Personal Development Course offered in grades 9 and 10, although some schools reported that dating violence material is presented to all grades. That is, in more than half of the schools that address dating violence in the curriculum, it was only reported to be taught at one or two grade levels—typically, Grades 9 and/or 10.

Second, the principals in all participating schools were asked to complete the School Culture Form that consists of questions regarding whether dating violence was perceived to be a problem in the school, the appropriate grade level for dating violence prevention education, and whether teachers and/or outside programs should deliver these programs. Nineteen principals responded to this questionnaire about dating violence at their school. Principals were asked to rate the extent to which dating violence is a problem for students at their school on a scale from 1 (definitely not a problem) to 5 (definitely a problem). As shown in Figure 1, most principals thought it was likely (53%) or definitely (5%) a problem, although 31% were unsure. A minority (10.5%) thought dating violence was
likely not or definitely not a problem for their students. Most of the principals thought it was very important (53%) or important (37%) for their schools to provide dating violence programs (see Figure 2). None of the principals indicated that such programs were unimportant. An equal number of principals thought outside programs (37%) or both teachers and outside programs (37%) should be responsible for teaching dating violence prevention. However, a substantial minority (22%) thought that teachers alone should teach dating violence prevention. Few principals thought such programs should be offered to elementary school aged children. Many principals thought that teachers (42%) or outside programs (53%) should teach about dating violence to students in Grades 6 to 8; the results for Grades 9 to 12 were similar (57% and 58%, respectively, for teachers and outside programs).

Summary of school climate data. Most, but not all, respondents indicated that dating violence prevention was offered as part of the curriculum in their school. However, only 60% reported that students had been exposed to outside dating violence prevention programs. Of course, it is possible that the administrator completing the questionnaire was not aware of programs that had been offered—for example, if a particular classroom teacher invited a program to present to just a small number of classes. On average, principals identified dating violence as a problem in their school, but few were convinced that it was definitely a problem and only half thought it was very important for their schools to provide dating violence prevention programs.
School Curricula

We examined coverage of dating violence in the French and English school curricula in order to inform our recommendations regarding a strategy for universal programming of dating violence prevention. To facilitate this, representatives from the New Brunswick Department of Education provided relevant English and French educational curricula to the Provincial Strategy Team. The French curricula that were assessed include the curriculum for *Formation Personelle et Social* for grades Kindergarten through Grade 12. The English curricula included *Personal Development and Career Planning* for kindergarten through to Grade 10, and *Health Education* for kindergarten through to Grade 8. The curricula were examined in terms of how the curriculum outcomes (i.e., the proposed outcome for what a student who has successfully mastered the material in the curriculum should be able to understand or do) matched the eight knowledge, three attitude and two behaviour goals contained in a full document outlining Fundamental Goals and Objectives For Dating Violence Prevention Programs (see Appendix C) that was originally developed by the PST. The summary of these results can be found in Appendix Q.

Of course, the curriculum is unlikely to be applied equally by all educators. Even with learning objectives articulated by the Department of Education, we do not know how they were implemented in individual classrooms, and assessing this was beyond the scope of this study. Additionally, the curricula identify resources, including listing experts that can be brought in as presenters to help teachers achieve their objectives, and teachers might do this in response either to a particular issue or as part of their regular teaching strategy and whether or not this was done is also not within the purview of this evaluation. Furthermore, some teachers might have used the curriculum resources to follow through on a community-delivered program and others might not have done so.

All of the curricula had outcomes that met at least some of the Fundamental Goals and Objectives. However, some of the curricula matched with the goals and objectives more closely than others. There was relatively good coverage of the objective of increasing understanding of healthy and unhealthy relationships. The various curricula addressed the goal of increasing adolescent knowledge to some degree but there were several objectives that were not well covered. For example, there was only one mention of an outcome relevant to the objective of increasing the recognition of warning signs of dating violence in any of the different curricula at any grade. In addition, there were few outcomes related to the objective of increasing the understanding of gender roles, and how they contribute to abuse.

Regarding curricula related to changing attitudes toward dating violence, the objectives of increasing an adolescent’s motivation for change (i.e., intentions to change behaviour and attitudes) and of increasing non-acceptance of dating violence were seldom
addressed. In contrast, there was good coverage of the objective of increasing respect for oneself and others; in fact that was the objective that appeared the most consistently.

With regard to coverage in the curricula of changing adolescent behaviour, the curricula did a good job of addressing both objectives under this goal: improving communication and interpersonal skills, and helping youth avoid vulnerable situations.

**Summary of curriculum coverage.** A number of curriculum outcomes matched particularly well with the fundamental goals and objectives for dating violence prevention. Other curriculum outcomes were not so close a fit in terms of how the material and topic being covered related to dating violence prevention goals and objectives. For example, curriculum outcomes in the later grades reflected more sensitive and specific material to dating violence, whereas outcomes in the lower grades did not reflect such specificity. Many of the curriculum outcomes were able to meet the criteria for the Fundamental Goals and Objectives, but in a very general way. Further, certain objectives were rarely discussed in the curricula. These include: increasing understanding about dating violence, gender roles and how they contribute to abuse, increasing motivation for change, and increasing the non-acceptance of dating violence.

**Results for Comparison Schools**

In order to examine the impact of the school curriculum on students’ knowledge, attitudes and behaviour regarding dating violence without input from a community-based dating violence prevention program, we collected data from two French and three English comparison schools. In total, 159 participants (55 males and 104 females) in English and French schools completed the three administrations of the questionnaire—immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and four months following implementation of the program (Time 3)—without participating in any dating violence programming. There were 80 students in grade 9 and 10 and 79 students in grade 11 and 12. Student scores on the knowledge, attitudes, and behaviours scales are presented in Tables 6, 7, and 8, respectively.

**Knowledge**

Students had a good understanding of healthy and unhealthy relationships (K1) at Time 1. Their knowledge increased at Time 2 and this gain was maintained at Time 3, as can be seen in Table 6. Students’ knowledge of the warning signs of dating violence (K2) was moderate and did not change over time. Students’ understanding of what abuse is (K3), including its physical, psychological, and sexual manifestations, was good. Although Grades 9 and 10 students’ knowledge did not increase, students in Grades 11 and 12 showed significant knowledge gains between Times 1 and 3. Regarding the five items assessing knowledge related to the dynamics of abuse, students’ performance on the question regarding controlling what a partner wears (Question 11) was strong at Time 1
and there was a positive change in understanding over time. Performance on Question 35, an item stating that abuse can happen to anyone, was extremely high and did not change over time. Other individual items, although not showing change, revealed a strong understanding on the part of the participants in the comparison group: Knowing that an apology is not a good predictor of change in abusive behaviour (Question 36), knowing that no one deserves to be hit (Question 37), and knowing that if someone is abused by their boyfriend/girlfriend, it is not their fault (Question 39). Knowledge of the dynamics of abuse appears to have been good to excellent overall among students in the comparison group.

Knowing the roles that people play in relationship violence (K5) revealed a positive change at Time 2, although this was not maintained at Time 3. Knowledge of the effects that gender roles have on dating violence (K6) did not change over time. Performance on both of these goals was strong as well.

Five items assessed the social implications of violence (K7). Knowing that violence in relationships is a societal expense (Question 53) was low at Time 1 but a modest, but significant, positive change was observed by Time 3. An understanding that abuse in teenage relationships cost taxpayers dollars (Question 55) was scanty at Time 1 but also increased significantly by Time 3. Students had very strong beliefs that teenagers can play a large role in stopping abuse in relationships (Question 56) and there was little room for improvement in performance on this question. Awareness that it is against the law to force a boyfriend/girlfriend to have sex (Question 57) was good at the start of the program but decreased at Time 2. This negative change did not persist at Time 3. There was no change in the awareness that if parents have abused individuals, they are more likely to abuse their partners (Question 59).

Finally, knowledge concerning the role of the media in dating violence was relatively good to begin with and did not change for the Grade 11 and 12 students. However, performance of the students in grade 9 and 10 deteriorated over time, particularly at Time 3.

**Knowledge summary.** In general, students in the comparison group had good to very strong knowledge of the issues related to dating violence. Knowledge increased about healthy and unhealthy relationships as well as the roles that people play in dating violence but the latter change was not maintained. Grade 11 and 12 students’ understanding of abuse, but not that of Grade 9 and 10 students, also improved. Knowledge of the dynamics of abuse was very good. Much of this knowledge was very good to begin with and did not leave much room for improvement. There was considerable room for improvement in understanding some of the implications of violence, but performance on several of these items did increase over the period observed. There is also room for increased knowledge regarding the role of media in dating violence, as spelled out by Boxer and Tisak (2003), and most especially at the lower grades.
Table 6. Percent Correct for Knowledge about Dating Violence of Students’ in Comparison Schools.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 – Healthy/Unhealthy Relationships</td>
<td>71% (\text{ab})</td>
<td>76% (a)</td>
<td>76% (b)</td>
</tr>
<tr>
<td>K2 – Warning Signs of Dating Violence</td>
<td>60%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>K3 – Understanding Abuse</td>
<td>9/10: 75%</td>
<td>9/10: 72%</td>
<td>9/10: 73%</td>
</tr>
<tr>
<td></td>
<td>11/12: 77% (a)</td>
<td>11/12: 82%</td>
<td>11/12: 85% (a)</td>
</tr>
<tr>
<td>K4 – Dynamics of Abuse (5 Questions)</td>
<td>75% - 96%</td>
<td>76% - 97%</td>
<td>72% - 96%</td>
</tr>
<tr>
<td>Question 11</td>
<td>81% (a)</td>
<td>87%</td>
<td>91% (a)</td>
</tr>
<tr>
<td>Question 35</td>
<td>96%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Question 36</td>
<td>88%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Question 37</td>
<td>88%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Question 39</td>
<td>75%</td>
<td>76%</td>
<td>72%</td>
</tr>
<tr>
<td>K5 – Roles People Play in Dating Violence</td>
<td>73% (a)</td>
<td>78% (a)</td>
<td>75%</td>
</tr>
<tr>
<td>K6 – Gender Roles</td>
<td>83%</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>K7 – Social Implications of Violence (5 Questions)</td>
<td>27% - 94%</td>
<td>33% - 95%</td>
<td>40% - 95%</td>
</tr>
<tr>
<td>Question 53</td>
<td>41% (a)</td>
<td>45%</td>
<td>52% (a)</td>
</tr>
<tr>
<td>Question 55</td>
<td>27% (a)</td>
<td>33%</td>
<td>40% (a)</td>
</tr>
<tr>
<td>Question 56</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Question 57</td>
<td>74% (a)</td>
<td>64% (a)</td>
<td>70%</td>
</tr>
<tr>
<td>Question 59</td>
<td>81%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>K8 – Role of the Media</td>
<td>9/10: 73% (a)</td>
<td>9/10: 69% (b)</td>
<td>9/10: 59% (ab)</td>
</tr>
<tr>
<td></td>
<td>11/12: 69%</td>
<td>11/12: 69%</td>
<td>11/12: 71%</td>
</tr>
</tbody>
</table>

Note. \(N = 55\) boys and 104 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly.
Attitudes

Generally, acceptance of dating violence committed by a female (A1a) was comparatively high. These attitudes did not change very much over time except that Grade 9 and 10 students became less accepting between Time 1 and Time 3. Overall, acceptance of male dating violence (A1b) was low, but students became somewhat more accepting at Time 3. Attitudes regarding respect for self in relation to others including not accepting a partner’s lack of listening, respecting opinions, or decisions (A2a) were good to begin with overall, and did not change over time. Although the girls’ attitudes did not change, and were more positive than the boys’ attitudes, boys’ attitudes showed a negative change at Time 2. Further, although the attitudes of students in Grades 11 and 12 did not change over time, students in grades 9 and 10 showed a similar negative change from Time 1 to Time 2, although these more negative attitudes were not maintained at Time 3. Respect for self/others with regard to controlling behaviours such as making plans without consultation (A2b) were relatively positive to begin with and did not change over time.

Participants’ self-efficacy, that is, confidence with regard to dealing with abuse (A3a) was relatively good at Time 1 and did not change. Girls’ self-efficacy for dealing with abuse in their reported awareness of choices (A3b) showed no overall changes over time. Boys, however, showed decreased self-efficacy between Time 1 and Time 3.

Acceptance of gender stereotypes (A4) and attitudes toward how the media contribute to dating violence (A5) did not change over time. Attitudes were good regarding gender stereotypes but relatively poor related to acceptance of media influences on dating violence.

Attitudes summary. Attitudes mostly did not change over time without independent dating violence prevention program involvement, although girls were somewhat less accepting of female dating violence. In fact, in some cases, positive attitudes deteriorated. In particular, the boys showed less respect for self in relation to others and reported decreased self-efficacy for dealing with abuse over time, and Grade 9/10 students reported being slightly less respectful of self/others at Time 2.

Behaviours

The students completed four scales assessing behaviours or behavioural intentions (see Table 8). Responses to good versus poor communications (B1a) were strong and showed no change. Answers to communication scenarios (B1b) showed no changes for the girls; however, the boys declined in performance between Time 1 and Time 3. Dealing with anger (B1c) did not change over time. In terms of avoiding vulnerable situations (B2), there were no significant changes over time.
Table 7. Means (and Standard Deviations) for Attitudes Toward Dating Violence of Students in the Comparison Schools.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1a – Attitudes Toward Girls Use of Female Dating Violence ↓</strong></td>
<td>9-45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys: 21.5</td>
<td>Boys: 20.9</td>
<td>Boys: 21.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 17.7</td>
<td>Girls: 16.9</td>
<td>Girls: 16.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/10: 20.1&lt;sub&gt;a&lt;/sub&gt;</td>
<td>9/10: 19.0</td>
<td>9/10: 18.4&lt;sub&gt;a&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/12: 17.8</td>
<td>11/12: 17.5</td>
<td>11/12: 17.9</td>
</tr>
<tr>
<td><strong>A1b – Attitudes Toward Male Dating Violence ↓</strong></td>
<td>9-45</td>
<td>13.4&lt;sub&gt;a&lt;/sub&gt; (4.8)</td>
<td>14.0 (5.5)</td>
<td>14.3&lt;sub&gt;a&lt;/sub&gt; (5.9)</td>
</tr>
<tr>
<td><strong>A2a – Respect for Self and Others ↑</strong></td>
<td>5-20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys: 15.1&lt;sub&gt;a&lt;/sub&gt;</td>
<td>Boys: 14.0&lt;sub&gt;a&lt;/sub&gt;</td>
<td>Boys: 14.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/10: 15.8&lt;sub&gt;b&lt;/sub&gt;</td>
<td>9/10: 14.9&lt;sub&gt;b&lt;/sub&gt;</td>
<td>9/10: 15.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/12: 16.1</td>
<td>11/12: 16.6</td>
<td>11/12: 16.0</td>
</tr>
<tr>
<td><strong>A2b – Respect for Self and Others – Controlling Behaviour ↑</strong></td>
<td>2-8</td>
<td>5.9 (1.6)</td>
<td>5.9 (1.5)</td>
<td>6.0 (1.5)</td>
</tr>
<tr>
<td><strong>A3a – Self-Efficacy for Dealing with Abuse ↑</strong></td>
<td>4-32</td>
<td>25.9 (3.7)</td>
<td>25.6 (4.3)</td>
<td>25.8 (4.2)</td>
</tr>
<tr>
<td><strong>A3b – Self-Efficacy for Dealing with Abuse ↑</strong></td>
<td>4-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys: 13.1&lt;sub&gt;a&lt;/sub&gt;</td>
<td>Boys: 12.4</td>
<td>Boys: 12.0&lt;sub&gt;a&lt;/sub&gt;</td>
</tr>
<tr>
<td><strong>A4 – Gender Stereotypes ↓</strong></td>
<td>5-20</td>
<td>8.6 (2.6)</td>
<td>8.6 (2.9)</td>
<td>8.3 (2.7)</td>
</tr>
<tr>
<td><strong>A5 – Media ↑</strong></td>
<td>4-16</td>
<td>7.8 (2.3)</td>
<td>8.1 (2.5)</td>
<td>7.9 (2.5)</td>
</tr>
</tbody>
</table>

Note. N = 55 boys and 104 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.
We asked students whether they would take action if they witnessed psychological, physical or sexual abuse. The percentage of students who indicated that they would take such action was high at Time 1 (86%-92%) and did not change significantly over time.

**Table 8.** Means (and Standard Deviations) for Dating Violence-Related Behaviours for Students in the Comparison Schools.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a – Communication †</td>
<td>9-18</td>
<td>16.3 (1.5)</td>
<td>16.6 (1.5)</td>
<td>16.8 (1.5)</td>
</tr>
<tr>
<td>B1b – Communication †</td>
<td>16-64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 51.9</td>
<td></td>
<td>Boys: 49.3</td>
<td>Boys: 48.5</td>
<td>Boys: 47.6</td>
</tr>
<tr>
<td>B1c – Anger †</td>
<td>7-28</td>
<td>22.7 (3.5)</td>
<td>22.7 (4.6)</td>
<td>22.9 (3.9)</td>
</tr>
<tr>
<td>B2 – Avoiding Vulnerable Situations †</td>
<td>20-80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 57.8</td>
<td></td>
<td>Boys: 58.1</td>
<td>Boys: 56.7</td>
<td></td>
</tr>
<tr>
<td>Girls: 62.7</td>
<td></td>
<td>Girls: 63.0</td>
<td>Girls: 64.0</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* $N = 55$ boys and 104 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

A small, but significant difference was found for comparison students’ scores on the Self-Efficacy Questionnaire from Time 1 to Time 2 (24.06 - 25.77), indicating that students’ confidence in their ability to transmit information related to dating violence through dating violence projects had improved in spite of not having been involved in any of the programs evaluated here. Small differences in gender were seen, with girls showing a larger improvement (girls 24.79 - 26.77; boys 22.04 – 23.02). At Time 2, students were slightly to moderately confident in their abilities in this area.

*Behaviour summary.* Overall, there was little evidence of behavioural change or behavioural intention changes with the comparison group. There was a modest negative change in boys’ responses to communications scenarios and in avoiding vulnerable situations over time. Most students indicated that they would take action if they witnessed dating violence and this did not change over time. Students, particularly girls, became more confident that they could transmit information about dating violence through dating
violence prevention programs even though they had received no specific training in this area.

**Implications Based on the New Brunswick Curriculum**

Almost 1,500 students across the Province of New Brunswick completed the *Dating Violence Prevention Questionnaire* at Time 1—that is before any of the interventions took place. Their responses provide an excellent snapshot of the knowledge, attitudes, and behaviour of New Brunswick students with respect to dating violence. It should be noted that there were few differences between the students who completed the questionnaire in English and in French, suggesting that the following summary and recommendations applies to all New Brunswick high school students.

On average, students were quite knowledgeable about dating violence. This suggests that the curriculum has an impact on students’ knowledge about dating violence. Nonetheless, their knowledge was stronger in some areas than in other areas and there were a substantial minority of students who correctly answered fewer than half of the items on each knowledge scale. Thus, there was still room for knowledge gains in most areas. Two areas of particular weakness were warning signs of dating violence and the social implications of dating violence. A review of the New Brunswick English and French curricula indicated that some of the Fundamental Goals and Objectives for Dating Violence Prevention were well-represented by curricular outcomes. Other important goals were barely mentioned or were dealt with in a very general way that would be unlikely to affect attitudes and/or behaviour (e.g., understanding about dating violence, how gender roles contribute to abuse, increasing motivation for change, and increasing non-acceptance of dating violence.) These results suggest that efforts to provide students with basic information about dating violence should continue but that some changes are needed to the curricula.

Some, but not all, students also receive programming from community agencies. For example, at Time 1 almost three-quarters of the students reported that they had not previously participated in a dating violence prevention program. Presumably they were responding about previous years, as the Time 1 questionnaire was administered in October. These results stand in contrast to reports by school officials: 60% of the schools reported that, in the past two years, their students had been exposed to dating violence issues and prevention through programs provided by agencies outside the school. It is fully possible that many students had forgotten that they had participated in such a program. Alternately, such programs may be offered to only small groups of students in the school and the students who completed the Time 1 questionnaire were not among them.

Of the students who had participated in a dating violence prevention program in the past, only a minority felt that it was very or extremely useful. Further, there were no
differences in knowledge, attitudes or behaviours between the students who had and had not participated in such a program. It may be that there was no lasting impact of these programs over and above the material covered in the curriculum. Alternately, it may be that in some schools where an outside agency puts on a program, teachers are less likely to address dating violence in class whereas teachers do attend more fully to these learning outcomes when their students are not exposed to an outside program. It is important that all parts of the community—teachers, outside agencies, public health nurses, etc—work together to reinforce and extend the messages students receive about dating violence. This may require in-service training to support these efforts.

In general, students’ attitudes were not supportive of dating violence, although students were more somewhat accepting of abusive behaviour by girls than by boys. Past research in New Brunswick found similar results (Price et al., 2000). Further, Sears and her colleagues found that New Brunswick youth perceive a double standard regarding school and societal views of boys’ compared to girls’ use of violence in relationships (Sears, Byers, Whelan, Saint-Pierre, and the Dating Violence Research Team, 2006; see also Cameron, 2004). Further, although youth tended to identify behaviours that show respect for oneself or others correctly, they tended to qualify their views by indicating that there are some situations in which these behaviours might not be issues. Further, they were only somewhat confident in their ability to deal with abuse. Research has shown that students can provide clear definitions of dating violence in general but have difficulty applying their knowledge to specific circumstances (Sears et al., 2006). Thus, these results suggest that even though students are aware of appropriate and inappropriate behaviour in relationships in general and in dealing with abuse, they may be resistant to messages in certain areas (e.g., the impact of the media on dating violence) and have difficulty applying this knowledge to their own relationships or when witnessing a peer engage in behaviours in specific situations that they see as exceptions. Dating violence prevention programs need to specifically target self-efficacy for dealing with abuse.

Students were aware of appropriate communication skills and behaviours to avoid vulnerable situations. Nonetheless there was a substantial minority of students who either were not aware of the appropriate behaviours or did not feel that they would or could act in these ways. Further, few students were strongly confident in their views or of their likelihood of engaging in these behaviours. That is, students indicated that they were likely, but not very likely to engage in effective responses; somewhat confident but not very confident in not engaging in abusive behaviours when angry; and, somewhat likely but not very likely to engage in the behaviours necessary to avoid vulnerable situations. This is problematic because self-efficacy has been shown to be strongly related to actual behaviour (Bandura, 1997). Given that it is easier to identify appropriate behaviour in problematic situations and to have intentions to act in these ways than it is to actually behave in these ways, it is likely that many students would not enact these desirable behaviours if faced with these situations.
Overall 21% of the students reported having engaged in psychologically, physically, and/or sexually abusive behaviour and 38% of students reported having experienced one or more of these types of violence. Almost half of the students (47%) reported having witnessed in the past month dating violence by a teenager toward a dating partner. This suggests that abusive behaviour to a boyfriend/or girlfriend does not violate social norms among New Brunswick youth. Further, although most students indicated that they would take action if they saw someone abusing a boyfriend or girlfriend, only a minority of the student who had witnessed violence in the last month actually did so. This suggests that although students are knowledgeable about dating violence, hold general attitudes toward dating violence that are not accepting of violent, abusive or disrespectful behaviours, and say that they would do something if they witnessed violence, dating violence is still a frequent occurrence in the lives of New Brunswick adolescents and most adolescents do not take action when it occurs. In contrast, only 5% of the principals thought dating violence was definitely a problem in their schools whereas 53% thought it was likely a problem; 11% thought it was likely not or definitely not a problem. Although, most principals thought it was important for schools to provide dating violence programs, some school personnel may not be sufficiently aware of the reality of dating violence in the lives of their students. In short, we have not yet eradicated dating violence and dating violence prevention efforts must continue, particularly targeting skill-building, increasing students’ self-efficacy in dealing with abuse and in behaving in nonabusive ways, especially when angry, and in creating a student culture with no tolerance for violence.

There was a minority of students whose attitudes were supportive of use of abusive behaviour, who endorsed problematic behaviours related to respect for self and others, and who lacked self-efficacy for dealing with abuse. Further, although students who said that they had been psychologically, physically and/or sexually abusive did not differ from nonabusive students in their knowledge, abusive students were more accepting of boys’ use of violence, and reported less confidence and had fewer adaptive intentions on the behaviour scales of the questionnaire. Thus, these students may be at the highest risk to use abusive behaviour in dating relationships in the future. This suggests that specific programs are needed that target at risk youth. Youth who are more accepting of dating violence and who lack self-efficacy and skills to engage in appropriate behaviour in conflict situations, and who have been abusive in the past would be at the highest risk. These programs will need to involve multiple sessions, likely not within the classroom. For example, Wolfe et al. (2003) developed an 18-session community-based program that was successful at reducing incidents of physical and emotional abuse by high-risk youth, although even such an extensive program did not succeed in building healthy relationship skills.

Assessment of students in the five comparison schools at Time 1, Time 2 and Time 3 suggests that the curriculum and other informal influences on students resulted in increased knowledge in several areas over time. Specifically, students’ knowledge about healthy and unhealthy relationships, about controlling what a partner wears, and that
dating violence is a societal economic issue increased over time; further, grade 11 and 12 students’ understanding of abuse increased over time. For the most part, there were no positive changes in attitudes over time for students in the comparison schools, although girls became somewhat less accepting of female dating violence. Similarly, there was little evidence of positive changes in behaviour and behavioural intentions, although girls appear to have become more likely to engage in appropriate behaviours to avoid vulnerable situations and students, particularly girls, became somewhat more confident in their ability to transmit information about dating violence through dating violence projects. However, in some cases and for some groups (particularly the boys) attitudes and behaviours deteriorated. Thus, it appears that while the curriculum and other informal influences are positively affecting student knowledge, more intensive programming would be necessary to change attitudes and behaviour.
CHAPTER 5
EVALUATION OF THE DATING VIOLENCE PREVENTION PROGRAMS I: COALITION AGAINST ABUSE IN RELATIONSHIPS/COALITION CONTRE L’ABUS DANS LES RELATIONS

The Coalition Against Abuse in Relationships/Coalition Contre l’Abus dans les Relations (CAAR) is a volunteer organization that delivers presentations in school assemblies both in the English and French languages. Its overall goal is to prevent dating violence by educating and informing high school students on issues related to violence in dating relationships. The “Love Without Violence” program was developed in 1992 for Moncton area high school students in response to a suggestion made by a police officer. In the early years, CAAR members delivered the Love Without Violence Program. However, the large number of requests from high schools across the province as well as limited human or financial resources made it difficult for them to continue to do so. This led them to develop a kit in 1994 so that teachers could provide dating violence prevention programs themselves. The kit included three modules: Date Rape, Violence in Relationships, and Cycle of Violence. The kit was republished in 1997 and now includes a fourth module on healthy relationships. In 1998, a second program and kit was developed, “It’s Up to Me”, to address the needs of middle school students. It includes modules on Respect, Bullying, Healthy/Unhealthy Relationships, and Violence in Dating Relationships. The current evaluation focused on the Love Without Violence Program and was delivered by CAAR members. Further, for this 2005 program delivery, recruiting schools was a challenge with only two schools willing to devote the necessary time for program delivery and the evaluation.

The CAAR program is delivered in an assembly format to an entire school at one time. Facilitators are recruited from a large pool of individuals working in the field of abuse. Youth facilitators are also incorporated into the program as presenters. There is no set recruitment procedure for youth facilitators. Neither adult nor youth facilitators are provided with training. Facilitators rely heavily on the Love Without Violence manual. Following the program, school personal, but not youth, complete feedback forms. At the current time, no changes are being made to the CAAR program.

CAAR Program Results

In total, 244 students (105 boys and 139 girls) who participated in the CAAR program in one English and one French high schools completed all three administrations of the evaluation—immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and 4 months following implementation of the program (Time 3). There were 180 students in Grades 9 and 10 and 63 students in Grades 11 and 12. Student scores on the knowledge scales and items are presented in Table 9.
Knowledge

Students had a good understanding of healthy and unhealthy relationships (K1) at Time 1. Their knowledge increased at Time 2, and this gain was maintained at Time 3, as can be seen in Table 9. Students’ knowledge of warning signs of dating violence (K2) was less strong initially, but it also showed significant gains at Time 2 that were maintained at Time 3. Students’ understanding about what abuse is (K3), including its physical, psychological and sexual manifestations, was strong at Time 1 and improved at Times 2 and 3, after CAAR program involvement.

Students’ performance on two of the five items or questions in K4, the knowledge of the dynamics of abuse subscale, increased at Time 2 and was maintained at Time 3. The question regarding controlling what a partner wears (Q11) and the item suggesting that an apology is not a good predictor of change in abusive behaviour (Q36). However, change on Q36 was due to improvement for Grade 9 and 10 students only; Grade 11 and 12 students’ performance on this item was very strong to begin with. There were no significant differences over time on the three other items related to this goal: the item stating that abuse can happen to anyone (Q35), knowing that that no one deserves to be hit (Q37), and knowledge that if someone is abused by their boyfriend/girlfriend, it is not their fault (Q39). However, performance was very high on all three of these questions to start. In sum, knowledge of the dynamics of abuse appears to be multi-faceted: An understanding of some aspects was very strong; some aspects seem readily learned, and some did not change.

Knowing the roles people play in relationship violence (K5), showed significant improvement at Time 2 after students’ participating in the CAAR program, and the improvement was sustained at Time 3. Students’ knowledge of gender role effects on dating violence (K6) was strong at all three times of testing, and there was no change over time.

Knowledge of certain social implications of violence (K7) was enhanced after the CAAR program on two of five items: Students had little understanding that abuse in teenage relationships costs taxpayer dollars (Q55) at Time 1, but there was an increase in awareness at Times 2 and 3; and, students in Grades 11 and 12 but not those in Grades 9 and 10 enhanced their understanding that violence in relationships is a societal expense (Q53). There were no changes on the other three items. Participants had strong beliefs that teenagers can play a large role in stopping abuse in relationships (Q56) and that it is against the law to force a boyfriend/girlfriend to have sex (Q57). There was no increase in awareness that if parents have abused
Table 9. Percent Correct for Knowledge of Students Participating in CAAR Program about Dating Violence.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 – Healthy/Unhealthy Relationships</td>
<td>74%\text{ab}</td>
<td>79%\text{a}</td>
<td>79%\text{b}</td>
</tr>
<tr>
<td>K2 – Warning Signs of Dating Violence</td>
<td>58%\text{ab}</td>
<td>66%\text{a}</td>
<td>65%\text{b}</td>
</tr>
<tr>
<td>K3 – Understanding Abuse</td>
<td>75%\text{ab}</td>
<td>84%\text{a}</td>
<td>81%\text{b}</td>
</tr>
<tr>
<td>K4 – Dynamics of Abuse (5 Questions)</td>
<td>75% - 99%</td>
<td>74% - 96%</td>
<td>68% - 93%</td>
</tr>
<tr>
<td>Q11</td>
<td>77%\text{ab}</td>
<td>86%\text{a}</td>
<td>88%\text{b}</td>
</tr>
<tr>
<td>Q35</td>
<td>99%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Q36</td>
<td>9/10: 68%\text{ab}</td>
<td>9/10: 86%\text{a}</td>
<td>9/10: 86%\text{b}</td>
</tr>
<tr>
<td></td>
<td>11/12: 97%</td>
<td>11/12: 98%</td>
<td>11/12: 92%</td>
</tr>
<tr>
<td>Q37</td>
<td>86%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>Q39</td>
<td>75%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>K5 – Roles People Play in Dating Violence</td>
<td>71%\text{ab}</td>
<td>80%\text{a}</td>
<td>79%\text{b}</td>
</tr>
<tr>
<td>K6 – Gender Roles</td>
<td>83%</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>K7 – Social Implications of Violence (5 Questions)</td>
<td>30% - 95%</td>
<td>40% - 95%</td>
<td>42% - 90%</td>
</tr>
<tr>
<td>Q53</td>
<td>9/10: 46%</td>
<td>9/10: 53%</td>
<td>9/10: 51%</td>
</tr>
<tr>
<td></td>
<td>11/12: 41%\text{a}</td>
<td>11/12: 39%\text{b}</td>
<td>11/12: 62%\text{ab}</td>
</tr>
<tr>
<td>Q55</td>
<td>30%\text{ab}</td>
<td>40%\text{a}</td>
<td>42%\text{b}</td>
</tr>
<tr>
<td>Q56</td>
<td>95%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>Q57</td>
<td>79%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Q59</td>
<td>77%</td>
<td>76%</td>
<td>72%</td>
</tr>
<tr>
<td>K8 – Role of the Media</td>
<td>69%</td>
<td>65%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Note. $N = 105$ boys and 139 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly.
individuals, those victims are more likely to abuse their partners (Q59). There was no significant change in students’ knowledge of media effects on dating violence (K8) over time, and performance in this scale was not strong at any time of testing.

**Knowledge summary.** Overall, students participating in the CAAR program had good knowledge of issues related to dating violence, and their knowledge showed significant gains subsequent to involvement with CAAR. They were most knowledgeable about healthy and unhealthy relationships, understanding what abuse is, and roles people play in dating violence, and in all these aspects, their knowledge increased after experiencing the CAAR program. Although initial knowledge of warning signs of dating violence was less extensive, there was a significant change that was sustained four months later. Generally, knowledge of abuse dynamics was very strong, and on some individual items there was little or no room for improvement. On the remainder, several showed increased knowledge, and on one question about whether apologies would predict a reduction in abusive behaviour, it was younger students who increased their knowledge. Knowledge of the impact of gender roles on dating violence was strong, although there was no change in knowledge over time. Some items in the social implications of violence knowledge scale had a good deal of room for knowledge increases. Some increases were indeed observed, and especially those of older students regarding societal effects. Less encouraging are the students’ rather low levels of awareness of media effects on dating violence, but this issue is not addressed in the CAAR program.

**Attitudes**

Table 10 displays students’ performance on scales assessing attitudes toward dating violence. There were no changes on these attitudinal scales that were associated with grade level differences. The first attitudes investigated involved students’ acceptance of dating violence perpetrated by boys and by girls respectively. Generally, acceptance of boys’ use of violence was lower than acceptance of girls’ use of violence in dating relationships. Participants’ acceptance of dating violence perpetrated by girls (A1a) declined between Time 1 and Time 2, but the positive gain was not sustained at Time 3. Participants’ already very low acceptance of dating violence perpetrated by boys (A1b) did not change over time.

Attitudes regarding respect for self in relation to others including not accepting a partner not listening, respecting opinions, or decisions (A2a) were relatively positive. Respect for self/others with regard to controlling behaviours such as making plans without consultation (A2b) did not change over time.
Table 10. Means (and Standard Deviations) for the Attitudes Toward Dating Violence of Students Participating in the CAAR Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1a – Attitudes Toward Female Dating Violence ↓</td>
<td>9-45</td>
<td>17.2&lt;sub&gt;a&lt;/sub&gt; (5.6)</td>
<td>15.9&lt;sub&gt;a&lt;/sub&gt; (5.4)</td>
<td>16.6 (5.9)</td>
</tr>
<tr>
<td>A1b – Attitudes Toward Male Dating Violence ↓</td>
<td>9-45</td>
<td>13.3 (4.3)</td>
<td>13.2 (4.7)</td>
<td>13.8 (5.2)</td>
</tr>
<tr>
<td>A2a – Respect for Self and Others ↑</td>
<td>5-20</td>
<td>Boys: 16.0</td>
<td>Girls: 16.3</td>
<td>Boys: 15.5</td>
</tr>
<tr>
<td>A2b – Respect for Self and Others – Controlling Behaviour ↑</td>
<td>2-8</td>
<td>5.9 (1.6)</td>
<td>6.1 (1.6)</td>
<td>6.0 (1.6)</td>
</tr>
<tr>
<td>A3a – Self-Efficacy for Dealing with Abuse ↑</td>
<td>8-32</td>
<td>Boys: 24.9&lt;sub&gt;a&lt;/sub&gt;</td>
<td>Boys: 25.0&lt;sub&gt;b&lt;/sub&gt;</td>
<td>Boys:23.7&lt;sub&gt;ab&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 25.9</td>
<td>Girls: 25.6</td>
<td>Girls: 25.9</td>
</tr>
<tr>
<td>A3b – Self-Efficacy for Dealing with Abuse ↑</td>
<td>4-20</td>
<td>13.8 (2.5)</td>
<td>13.8 (2.4)</td>
<td>13.6 (2.7)</td>
</tr>
<tr>
<td>A4 – Gender Stereotypes ↓</td>
<td>5-20</td>
<td>7.9 (2.5)</td>
<td>7.7 (2.6)</td>
<td>7.8 (2.7)</td>
</tr>
<tr>
<td>A5 – Media ↑</td>
<td>4-16</td>
<td>7.9 (2.5)</td>
<td>8.0 (2.7)</td>
<td>8.0 (2.9)</td>
</tr>
</tbody>
</table>

Note. N = 105 boys and 139 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.
Students’ self-efficacy, that is confidence that they could deal with abuse (A3a), was relatively high; however, boys reported having somewhat more confidence at Times 1 and 2 than at Time 3. There were no changes over time for the girls. Students’ awareness of available choices for dealing with abuse (A3b) showed no differences over time. There were no changes over time in either acceptance of gender stereotypes (A4) or in attitudes toward how the media contribute to dating violence (A5). It should be noted again that the impact of the media was not one of the CAAR program goals and therefore was not addressed either in the CAAR program delivery or in this evaluation.

**Attitudes summary.** There were few attitudinal changes other than a decreased acceptance of female-perpetrated dating violence immediately after the CAAR program. Other changes observed—that is, regarding respect for self/others and efficacy for dealing with abuse—were moderated by gender differences in uptake, with the respective changes being in different directions for boys and girls. Specifically, girls became more confident and less accepting of relational violations, whereas boys reported less confidence and less concern about relational disrespect. While there was a relatively strong awareness of gender stereotypes, there is much room for positive change in attitudes toward media influences with these youth.

**Behaviours**

Students’ performance on the four scales related to behaviour or behavioural intentions is reported in Table 11. Two of the three scales are related to communication: Students’ knowledge of good versus poor communications (B1a) and of appropriate responses to scenarios (B1b) showed no changes. In attitudes toward dealing with anger (B1c), the boys’ performance deteriorated slightly between Time 1 and Time 3 whereas the girls’ responses did not change. Responses did not change on the behavioural scale assessing avoiding vulnerable situations (B2). Grade level did not moderate change on any of these scales.

We asked the students whether they would take action if they witnessed psychological, physical or sexual abuse. The percentage of students who indicated that they would take such action was high at Time 1 (80-86%) and did not change after experiencing the CAAR program.

CAAR does not focus on increasing participants’ self-efficacy regarding their ability to create dating violence projects. Students’ scores on the *Self-Efficacy Questionnaire* demonstrated that, as expected, students’ confidence in their ability to relay information to fellow students in this manner did not increase from Time 1 to Time 2. Specifically, students’ mean scores on this measure were 24.2 and 24.9 respectively, indicating that they were only slightly confident in their ability to develop successful dating violence initiatives. No gender or grade differences were found.
Table 11. Means (and Standard Deviations) for Dating Violence-Related Behaviours of Students Participating in the CAAR Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a – Communication †</td>
<td>9-18</td>
<td>16.0 (1.6)</td>
<td>16.2 (1.2)</td>
<td>16.0 (1.6)</td>
</tr>
<tr>
<td>B1b – Communication †</td>
<td>16-64</td>
<td>50.2 (4.9)</td>
<td>50.3 (5.6)</td>
<td>49.4 (6.2)</td>
</tr>
<tr>
<td>B1c – Anger †</td>
<td>7-28</td>
<td>Boys: 23.5a</td>
<td>Boys: 22.8</td>
<td>Boys: 22.3a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 22.6</td>
<td>Girls: 23.1</td>
<td>Girls: 22.8</td>
</tr>
<tr>
<td>B2 – Avoiding Vulnerable Situations †</td>
<td>20-80</td>
<td>59.4 (6.8)</td>
<td>60.8 (7.5)</td>
<td>60.4 (7.7)</td>
</tr>
</tbody>
</table>

Note. N = 105 boys and 139 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

Behaviours summary. In general, there was little evidence of positive behavioural or behavioural intention change. If anything, boys’ reports of dealing with anger were somewhat less positive four months after the program. A large percentage of students indicated that they would take action if they witnessed dating violence. Students’ confidence that they could transmit information about dating violence through dating violence prevention programs did not change; however, no change was expected, as CAAR does not target increased self-efficacy in this area.

Students’ Perceptions of the CAAR Program

After participating in the CAAR program, 297 Anglophone and 34 francophone students completed the Student Evaluation Questionnaire that included both quantitative and qualitative items reflecting their perceptions of the program.

Quantitative Measures

Most students reported that they liked the CAAR program (66%) or liked it a lot (16%) (see Figure 3). However, 18% of the students reported that they did not like it or hated it. Most students rated the overall quality of the program as either good (70%) or excellent (20%), although a few students thought the program was poor (6%) or very poor (4%) (see Figure 4). Almost half (48%) agreed that others could benefit from the program and 44% thought others maybe could benefit from the CAAR program (see Figure 5). Most students felt very comfortable (29%) or comfortable (36%) with the program. However, a minority of students (10%) felt uncomfortable or very uncomfortable with the program.
(see Figure 6). The students varied in the amount of participation they believed CAAR involved (see Figure 7). About half thought there was either some involvement (36%) or lots of involvement (26%) in the program, but some thought there was not much involvement (29%) or no involvement (9%).

**Figure 3.** Overall, how much did you like this program?

**Figure 4.** Overall, how would you rate this program?

**Figure 5.** Do you think other people you know could benefit from this program?

**Figure 6.** Overall, how comfortable did you feel in this program (i.e. did it make you feel embarrassed or uneasy)?
Figure 7. How big a role did participants play in this program?

Student perceptions of how much they learned for each of nine topics are presented in Table 12. For all topics, students’ average responses fell between 2 and 3 on a scale ranging from 0 (learned nothing) to 4 (learned a lot) meaning that they felt they had learned something but not a great deal.

Students provided their opinions on four qualities of the presenters who led the program on a scale from 0 (strongly disagree) to 4 (strongly agree). Average responses to these questions are provided in Table 13. Generally, students disagreed with the statement they got us involved. They agreed somewhat with the statements that the presenters made them feel they could ask questions and talked in a way that was easy to understand. In contrast, on average students agreed and almost half of the students (45%) strongly agreed that the presenters appeared knowledgeable about dating violence.
Table 12. Average Student Ratings for Amount Learned.

<table>
<thead>
<tr>
<th>Topic</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy relationships</td>
<td>2.67</td>
<td>1.13</td>
</tr>
<tr>
<td>Unhealthy relationships</td>
<td>2.76</td>
<td>1.53</td>
</tr>
<tr>
<td>Warning signs of dating violence</td>
<td>2.79</td>
<td>1.05</td>
</tr>
<tr>
<td>What ‘abuse’ means</td>
<td>2.77</td>
<td>1.22</td>
</tr>
<tr>
<td>How you can help prevent abuse</td>
<td>2.66</td>
<td>1.13</td>
</tr>
<tr>
<td>Gender stereotypes</td>
<td>2.38</td>
<td>1.16</td>
</tr>
<tr>
<td>Victims of dating violence</td>
<td>2.74</td>
<td>1.10</td>
</tr>
<tr>
<td>People who abuse their boyfriends/girlfriends</td>
<td>2.67</td>
<td>1.16</td>
</tr>
<tr>
<td>What to do if someone tells you they are being hurt by boyfriend/girlfriend</td>
<td>2.62</td>
<td>1.16</td>
</tr>
</tbody>
</table>

Note. N = 331.

Table 13. Average Student Ratings of the Presenter(s).

<table>
<thead>
<tr>
<th>Topic</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made me feel I could ask questions</td>
<td>2.57</td>
<td>1.07</td>
</tr>
<tr>
<td>Got us involved</td>
<td>1.96</td>
<td>1.21</td>
</tr>
<tr>
<td>Talked in a way that was easy to understand</td>
<td>2.53</td>
<td>1.81</td>
</tr>
<tr>
<td>Seemed like they knew a lot about dating violence</td>
<td>3.13</td>
<td>1.06</td>
</tr>
</tbody>
</table>

Note. N = 331
Responses to Qualitative Questions

The written responses to qualitative questions were analyzed thematically.

Strengths of the program. Several students mentioned that a personal testimonial from a guest speaker was the best part of the CAAR program. Others commented on the increased awareness, impact and relevance provided by the testimonial. For example, students commented:

“I personally enjoyed the girl’s testimony. It put everything into perspective.”

“I could relate to what she said.”

“Il y avait un témoignage, ce qui rends la présentation intéressante et plus réelle.”

In fact, some youths expressed a desire to hear more personal stories from people who have experienced abuse and believed this would enhance the program. For instance, one student thought the program needed “more stories from victims to raise awareness.” Many students enjoyed the knowledge provided by certain guest speakers, such as one student who liked “when the cop was up saying that NO really ment [sic] no!”

Many students thought the movie, play and skit were the highlights of the program. One student described the movie as “spectacular.” Some youths thought using several films or updating the movie would improve the program. Many students expressed a desire for more visual presentations of information to increase student interest: “It was a lot of reading not really any pictures which I think will make it boring.”

Many youths described an increase in knowledge, skills, and awareness of dating violence issues as what they liked most about CAAR. In addition to learning facts about abuse, students described gaining the realization that abuse occurs and gaining skills to deal with abuse as benefits of the program.

“It taught me what to look for if my boyfriend is abusing me.”

“It opened your eyes to common problems, might have helped you if you knew someone or if you are or were in such a relationship.”

Suggestions for improvement. Some students reported being dissatisfied with the information provided and remarked that irrelevance, lack of specific examples, use of repetitive information and lack of details were weak points of the program. For example, students described the information provided as “simply common sense” and some thought it was “pretty much useless information.” While some students thought the
program was interesting, others thought certain aspects of it were boring. In particular, students thought the number and length of speeches should be shortened to decrease boredom and that the program could be “more drastic,” “more personalized,” “more fun” and have a wider variety of activities. A common criticism of some of the guest speakers was that some were difficult to understand due to accents, a need for microphones, lack of enthusiasm, and not providing clear explanations. A few students expressed dislike of the inclusion of speakers from certain professions, such as social services and the police force.

Youth stated that more opportunities for student involvement and a more interactive approach to the program would improve CAAR. One student thought having “more activities to engage the audience” would improve the program. Others had specific recommendations for increasing student participation and interactivity, such as giving out prizes or condoms and letting students have a chance to ask questions after each speaker has finished.

“Je me baserais sur des vrais situations et j’incorporais plus la participation des élèves.”

Several youths criticized the program for being sexist and focusing too much on girls as victims. Students found this to make the program offensive or irrelevant for boys:

“Say the boyfriend or girlfriend not just boyfriend. I’m a guy and I’m not gay so it was pointless for me.”

“It was always about boys abusing females and I know this is true for part of the time but I did take this offensively.”

“Bring a guy in that has been raped or sexually abused.”

Similarly, some students thought a focus on a wider age range and on abusers as well as victims would benefit the program. For example, students thought having a former abuser as a guest speaker or having a video of an abuser in jail would make the program better.

Some youths found the program made them feel uncomfortable and made them want to leave. Specifically, some students who had negative past experiences commented that their discomfort was a negative point of the program:

“I found that it stirred up a lot of memories and emotions and really invaded my comfort zone, I wanted to leave after awhile.”

“Where they talked about sexual assault [sic], it made me feel really uncomfortable because of my life in the past.”
Summary. Most students liked the CAAR program and felt comfortable experiencing it. On average they indicated they learned something from the program, although they did not feel that they had learned a good deal from it. Many students responded positively to the guest presentations of professional service providers, innovative media presentations and in particular, the experiential testimonials of violence survivors. They reported gaining increased awareness of the issues surrounding, and the dimensions of, dating violence. Some respondents had unmixed praise for the program. On the other hand, some students were not pleased by some of the professional presentations, preferring more victim presentations. Some students wanted more interactivity in the assembly, calling for more personal involvement. Some wanted more time during the school day devoted to the issue. By contrast, some felt that men were disparaged in a sexist fashion. Further, some participants who had had personal experience with abuse were uncomfortable with revisiting the experience. There were both students who felt that the program had nothing to offer them and others felt that they could not rate the CAAR program more highly.

Implications for the CAAR Program

There was some difficulty getting school uptake on the CAAR program. Only two schools in the Moncton area were willing to participate in the program and its evaluation. Nevertheless, the knowledge gains of students who participated in the CAAR program were impressive especially given the low cost and high efficiency of an assembly model. Knowledge of healthy and unhealthy relationships, understanding abuse in its physical, psychological and sexual forms, roles people play in dating violence, and dating violence warning signs all increased after students experienced the CAAR program. The range of issues under the rubrics of both the dynamics of abuse and of the social implications of violence was multi-faceted and understanding was generally strong such that on some items there was little room for improvement, on others, knowledge was facilitated, while, on still others, there was no knowledge increase. Knowledge of gender roles and their influence on dating violence was good and no gains were noted. Generally, the students did not accept that the media influences dating violence but the CAAR program does not specifically address this issue.

Students’ attitudes and behavioural intentions were not greatly affected by their experiences with the CAAR program. The few attitudinal changes that were achieved were with respect to a decline in acceptance of female’s use of dating violence—acceptance of males’ use being already very low. Thus, a large assembly may not be a successful venue for affecting attitude and behaviour change.

Student’s evaluations of the CAAR program were quite positive. They particularly emphasized the benefits to them of experiential testimonials and media presentations. Large assembly programs, such as the CAAR program, may be in a good position to
partner with other agencies to bring in resources to focus students’ attention on issues about which individuals with personal experience can best communicate, and create a common school language for rejecting relationship violence.

**Recommendation 5.1:** An assembly delivery model such as CAAR’s be used as a cost-effective, efficient way for addressing knowledge, and especially areas of minimal knowledge like the warning signs of abuse, and to provide a common school language for addressing the dimensions of relationship dynamics not readily delivered in another fashion.

**Recommendation 5.2:** To enhance uptake, dating violence prevention programs such as CAAR continue to include testimonials from individuals, and particularly youth personally affected by dating violence, whenever possible in person or through video presentations, and include opportunities for interaction with facilitators and/or teachers during or following the presentation.

**Recommendation 5.3:** Presentations be made by teams that include strong voices of both male and female facilitators to help both genders feel understood with respect to dating violence issues and prevention and within the larger construct of healthy relationships.
CHAPTER 6
EVALUATION OF THE DATING VIOLENCE PREVENTION PROGRAMS II: FREDERICTON SEXUAL ASSAULT CRISIS CENTRE

The Fredericton Sexual Assault Crisis Centre (FSACC) initiated the “Dating Violence Awareness Project” in 1992. Transition house workers had identified the need for this prevention program. Its development was directed by an Advisory Committee made up of governmental and community organizations. A part-time staff position was initially funded to develop, promote, and offer a variety of prevention projects, such as classroom presentations, community presentations, support group, etc. In 1998, the “dating violence” staff position was discontinued and the program became the responsibility of other FSACC staff. This resulted in the program shifting to an “on-demand” basis. Other changes in the program since its inception include: updating information, a change in emphasis from abuse to healthy relationships, and becoming more activity-based and less a lecture-based format. Currently, a staff member at the FSACC gives classroom presentations about violence in dating relationships and sexual harassment to English middle and high schools in the Fredericton region. The FSACC also is partnered with “Making Waves/Vague par vague, Inc” to provide/support peer educator training.

The FSACC program is primarily provided to individual classes in response to direct requests from teachers and principals. All students in these classes participate during class time. One adult facilitator who is a FSACC member and has expressed interest in participating in the dating violence prevention program typically presents the program. No youth facilitators are involved. The facilitators receive training regarding sexual assault and violence against women. They also participate in the Empowerment Project that teaches them how to be effective program facilitators. Facilitators rely on a manual and other tools provided to them. At the end of the presentation, youth complete feedback forms, as do teachers and other school personnel present for the program. Based on recent feedback, FSACC have made their program more activity-based through the incorporation of role-play activities.

In keeping with their usual practice, for the present evaluation, FSACC tailored its presentations to the needs of the school or particular classroom that requested the program. In particular, grade 10 classes in two of the three participating schools were primarily presented with information related to preventing sexual violence in relationships as this was what was requested by the schools. The remaining classes received a comprehensive program involving all forms of dating violence. Although this may have influenced the results to some degree, few grade differences were found.
FSACC Program Results

In total, 96 students (41 boys and 55 girls) at three different schools who participated in the FSACC program completed all three administrations of the questionnaire—immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and 4 months following implementation of the program (Time 3). There were 78 students in Grade 9 and 10 and 18 students in Grade 11 and 12. Student scores on the knowledge, attitudes, and behaviours scales are presented in Tables 14, 15, and 16, respectively.

Knowledge

Students had a fairly good understanding of healthy and unhealthy relationships (K1) at Time 1 (see Table 14). Although knowledge increased at Time 2 for all students and was maintained at Time 3, the gain was greatest for the older students such that at Time 3 the Grade 11/12 students obtained 89% of the questions correct, whereas the Grade 9/10 students obtained 77% correct. Further, boys’ knowledge was enhanced considerably from Time 1 to Time 3, whereas there was no significant change in girls’ already strong knowledge regarding healthy relationships. Students’ knowledge of warning signs of dating violence (K2) was comparably good, and also showed similar gains, especially at Time 2. Students’ understanding about what abuse is (K3), including its physical, psychological and sexual manifestations, was very strong at Time 1 and the small improvement did not reach statistical significance.

The fourth knowledge subscale regarding the dynamics of abuse (K4) included five items. Students’ performance on the question regarding controlling what a partner wears (Q11) was very strong at Time 1 for both male and female participants. Girls maintained their very high scores at Times 2 and 3, whereas boys’ scores improved greatly at Time 2 and those gains were maintained at Time 3. Performance on Q35, an item stating that abuse can happen to anyone, was very high at the start of the program and had no room for improvement over time. Other individual items, though not showing change, revealed a strong understanding on the part of participants in the FSACC program: Knowing that an apology is not a good predictor of termination of abusive behaviour (Q36), and knowing that no one deserves to be hit (Q37). There was room for improvement in knowing that if someone is abused by their boyfriend/girlfriend, it is not their fault (Q39). Nonetheless, overall, knowledge of the dynamics of abuse was very good among FSACC participants.
Table 14. Percent Correct for Knowledge of Students Participating in the FSAAC Program about Dating Violence.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 – Healthy/Unhealthy Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 67%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 77%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/10: 72%&lt;sup&gt;b,c&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/12: 75%&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2 – Warning Signs of Dating Violence</td>
<td>71%&lt;sup&gt;a&lt;/sup&gt;</td>
<td>78%&lt;sup&gt;a&lt;/sup&gt;</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K3 – Understanding Abuse</td>
<td>81%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>K4 – Dynamics of Abuse (5 Questions)</td>
<td>84% - 97%</td>
<td>74% - 97%</td>
<td>73% - 95%</td>
</tr>
<tr>
<td>Question 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 80%&lt;sup&gt;ab&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 35</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Question 36</td>
<td>84%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>Question 37</td>
<td>84%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Question 39</td>
<td>72%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>K5 – Roles People Play in Dating Violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 72%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 77%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 77%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Girls: 81%</td>
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<tr>
<td>Boys: 71%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 84%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K6 – Gender Roles</td>
<td>83%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>K7 – Cycle of Violence (5 Questions)</td>
<td>34% - 94%</td>
<td>47% - 96%</td>
<td>55% - 98%</td>
</tr>
<tr>
<td>Question 53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 65%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 39%&lt;sup&gt;ab&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 64%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 64%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 78%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 71%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 37%&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 44%&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 49%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: 66%&lt;sup&gt;ab&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls: 47%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 56</td>
<td>94%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Question 57</td>
<td>72%</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>Question 59</td>
<td>80%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>K8 – Role of the Media</td>
<td>73%&lt;sup&gt;a&lt;/sup&gt;</td>
<td>68%</td>
<td>64%&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Note. N = 41 boys and 55 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly.
Analysis of the students’ understanding of the roles that people play in relationship violence (K5) showed that girls, who were more knowledgeable to start, gained significantly between Time 1 and Time 3; however, the boys’ performance did not change over the same time period. Students were very knowledgeable from the start of the program about the effects of gender roles on dating violence (K6) and there was no change after program involvement.

The seventh knowledge subscale assessing the implications of violence (K7) included five items. The first item (Q53) regarding understanding that violence in relationships is a societal expense was low at Time 1 but there was greater knowledge at Time 2 and Time 3. The girls showed significant improvement after involvement in the FSACC program and maintained these gains at Time 3. The boys started at a higher level than did the girls and did not show a significant increase in knowledge after participating in the FSACC program. Students showed very little understanding at the start of the program that abuse in teenage relationships cost taxpayers dollars (Q55), but boys’ knowledge had significantly improved by Time 3 although there was less change for the girls. Students had very strong awareness that teenagers can play a large role in stopping abuse in relationships (Q56) and that it is against the law to force a boyfriend/girlfriend to have sex (Q57), and performance on these items did not change over times of testing. There was no increase in awareness that if parents have abused individuals, they are more likely to abuse their partners (Q59).

The knowledge subscale (Goal K8) concerning the role of media in dating violence was good to begin with, but by Time 3 there was a significant deterioration in performance.

Knowledge summary. In general, students participating in the FSACC program had good knowledge of issues related to dating violence. Their knowledge was enhanced subsequent to involvement with FSACC, especially with knowledge about healthy and unhealthy relationships, and about the warning signs of violence. Students were most aware of certain abuse dynamics and societal implications of relationship violence. While there was little room for improvement from program involvement on some items, there was considerable room for knowledge gains in others, and participation in the FSACC program occasionally produced these gains. Knowledge of the role of the media in dating violence, although initially moderate, deteriorated somewhat by Time 3.

Attitudes

The first set of attitudes investigated involved students’ acceptance of dating violence perpetrated by either girls (A1a) or boys (A1b). Generally, acceptance of violence committed by boys was lower than that by girls. The already low acceptance for both did not change either at Time 2 or Time 3. Table 15 shows the means of attitudes.
Table 15. Means (and Standard Deviations) for the Attitudes Toward Dating Violence of Students Participating in the FSACC Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1a – Attitudes Toward Female Dating</td>
<td>9-45</td>
<td>18.1 (5.7)</td>
<td>18.0 (6.1)</td>
<td>17.6 (6.0)</td>
</tr>
<tr>
<td>Violence ↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1b – Attitudes Toward Male Dating</td>
<td>9-45</td>
<td>14.7 (6.3)</td>
<td>14.5 (5.5)</td>
<td>14.0 (5.6)</td>
</tr>
<tr>
<td>Violence ↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2a – Respect for Self and Others ↑</td>
<td>5-20</td>
<td>15.8 (2.5)</td>
<td>15.7 (3.0)</td>
<td>16.0 (2.6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2b – Respect for Self and Others –</td>
<td>2-8</td>
<td>6.1 (1.2)</td>
<td>6.2 (1.3)</td>
<td>6.5 (1.4)</td>
</tr>
<tr>
<td>Controlling Behaviour ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3a – Self-Efficacy for Dealing with</td>
<td>8-32</td>
<td>26.1 a (3.8)</td>
<td>25.2 a (4.5)</td>
<td>25.7 (4.4)</td>
</tr>
<tr>
<td>Abuse ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3b – Self-Efficacy for Dealing with</td>
<td>4-20</td>
<td>13.0 (2.7)</td>
<td>12.9 (2.7)</td>
<td>12.5 (2.9)</td>
</tr>
<tr>
<td>Abuse ↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 – Gender Stereotypes ↓</td>
<td>5-20</td>
<td>8.5 (2.4)</td>
<td>8.6 (2.6)</td>
<td>8.1 (2.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5 – Media ↑</td>
<td>4-16</td>
<td>8.4 (2.5)</td>
<td>8.5 (2.7)</td>
<td>8.5 (2.8)</td>
</tr>
</tbody>
</table>

Note. N = 41 boys and 55 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

Attitudes regarding respect for self in relation to others (A2a), including not accepting a partner’s lack of listening, etc., were relatively positive to begin with and did not show change over time. Respect for self/others with regard to controlling behaviours such as making plans without consultation (A2b) also were good to begin with and did not change. Participants’ self-efficacy with regard to dealing with abuse (A3a) was quite good at Time 1, but decreased somewhat at Time 2. Students’ awareness of available choices for dealing with abuse (A3b) did not change over time. Acceptance of gender stereotypes (A4) showed no differences over time; and attitudes did not change toward how the media contribute to dating violence (A5). Attitudes were relatively strong for gender stereotypes but only modest for awareness of media influences.

Attitudes summary. Ultimately, there were no major changes in attitudes after FSACC program involvement other than a slightly negative effect on confidence with regard to dealing with abuse. There was room for improvement in attitudes toward media influences on dating violence.
Behaviours

The behavioural or behavioural intentions subscale mean responses are found in Table 16. Students had an excellent awareness of good verses poor communications (B1a) and this did not change significantly after FSACC involvement. Performance on the communications scenarios (B1b), scales assessing dealing with anger (B1c) and avoiding vulnerable situations (B2) also was not significantly different over time.

We asked these students whether they would take action if they witnessed psychological, physical, or sexual abuse. The percentage of students who indicated that they would take such action if they witnessed psychological or sexual abuse was high at Time 1 (85% and 76% respectively) and did not change after the program. However, for physical abuse although the percent of girls who said they would take action was high at Time 1 (90%) and did not change, the percent of boys who said they would take action decreased significantly from 87% to 66% at Time 3.

FSACC does not focus on increasing participants’ self-efficacy regarding their ability to create dating violence prevention projects. However, boys’ scores on the Self-Efficacy Questionnaire did show significant improvement from Time 1 to Time 2 (23.4-26.7). Girls were somewhat more confident at Time 1 and demonstrated a smaller increase (25.6-26.4). Both boys and girls were found to be slightly to moderately confident in their abilities in this area at Time 2.

Behaviour summary. Overall, there was little evidence of behavioural or intentional behavioural changes after participation in the FSACC program. The high percentage of students that said they would take action if they witnessed psychological or physical abuse did not change over time. However, for boys but not girls there was a decrease in the percent of students from Time 1 to Time 3 who said they would take action if they witnessed physical abuse. Boys but not girls showed increased confidence regarding their ability to create dating violence prevention projects from Time 1 to Time 2, although the FSACC program did not specifically target this.

Students’ Perceptions of the FSACC Program

After participating in the FSACC program, 331 students completed the Student Satisfaction Questionnaire, which included quantitative and qualitative items assessing their perceptions of the program.
Table 16. Means (and Standard Deviations) for Dating Violence-Related Behaviours of Students Participating in the FSACC Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a – Communication †</td>
<td>9-18</td>
<td>16.6 (1.4)</td>
<td>16.8 (1.4)</td>
<td>16.8 (1.4)</td>
</tr>
<tr>
<td>B1b – Communication †</td>
<td>16-64</td>
<td>50.7 (5.1)</td>
<td>50.3 (5.6)</td>
<td>50.9 (5.8)</td>
</tr>
<tr>
<td></td>
<td>9/10: 50.3</td>
<td>9/10: 49.9</td>
<td>9/10: 51.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/12: 52.2</td>
<td>11/12: 51.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/12: 50.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1c – Anger †</td>
<td>7-28</td>
<td>22.5 (3.8)</td>
<td>23.0 (4.4)</td>
<td>22.4 (4.5)</td>
</tr>
<tr>
<td>B2 – Avoiding Vulnerable Situations †</td>
<td>20-80</td>
<td>60.8 (7.4)</td>
<td>60.6 (7.4)</td>
<td>59.7 (7.8)</td>
</tr>
</tbody>
</table>

Note. N = 41 boys and 55 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

Quantitative Measures

Most students attending the FSACC program liked the program (64%) or liked it a lot (32%) (see Figure 8). Only 4% of students either hated or did not like the program. Most students thought the overall program quality was good (69%) and a substantial minority of students thought the program was excellent (28%) (see Figure 9). The majority of students (61%) agreed that others could benefit from the program, 35% thought others could maybe benefit, and only 4% thought that others could not benefit from the FSACC program (see Figure 10). The majority of students felt either comfortable (45%) or very comfortable (24%) in the program, but some students (11%) felt uncomfortable or very uncomfortable in the program (see Figure 11). Almost half of the students (48%) thought there was some involvement in the program and over a third (36%) gave the program the highest involvement rating (see Figure 12). However, 16% believed they had not much or no involvement in the program.
Figure 8. Overall, how much did you like this program?

Figure 9. Overall, how would you rate this program?

Figure 10. Do you think other people you know could benefit from this program?

Figure 11. Overall, how comfortable did you feel in this program (i.e. did it make you feel embarrassed or uneasy)?
Figure 12. How big a role did participants play in this program?

Students’ perceptions of how much they learned about nine dating violence topics are presented in Table 17. On average, students rated the amount they learned close to 3 on a scale from 0 (learned nothing) to 4 (learned a lot) for all nine topics.

Table 17. Average Student Ratings for Amount Learned.

<table>
<thead>
<tr>
<th>Topic</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy relationships</td>
<td>2.95</td>
<td>.89</td>
</tr>
<tr>
<td>Unhealthy relationships</td>
<td>2.97</td>
<td>1.00</td>
</tr>
<tr>
<td>Warning signs of dating violence</td>
<td>2.80</td>
<td>1.10</td>
</tr>
<tr>
<td>What ‘abuse’ means</td>
<td>2.80</td>
<td>1.17</td>
</tr>
<tr>
<td>How you can help prevent abuse</td>
<td>2.93</td>
<td>1.06</td>
</tr>
<tr>
<td>Gender stereotypes</td>
<td>2.88</td>
<td>1.12</td>
</tr>
<tr>
<td>Victims of dating violence</td>
<td>2.60</td>
<td>1.07</td>
</tr>
<tr>
<td>People who abuse their boyfriends/girlfriends</td>
<td>2.82</td>
<td>1.02</td>
</tr>
<tr>
<td>What to do if someone tells you they are being hurt by boyfriend/girlfriend</td>
<td>2.65</td>
<td>1.19</td>
</tr>
</tbody>
</table>

Note. N=331.
Students responded to items evaluating the presenters on four qualities on a scale from 0 (strongly disagree) to 4 (strongly agree). Students’ average ratings are presented in Table 18. Students strongly agreed (69%) that the presenters seemed like they knew a lot about dating violence. On average students agreed that the presenter made them feel they could ask questions and got the students involved. About half the students (51%) strongly agreed that the presenter talked in a way that was easy to understand.

Table 18. Average Student Ratings of the Presenter(s).

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made me feel I could ask questions</td>
<td>2.99</td>
<td>.98</td>
</tr>
<tr>
<td>Got us involved</td>
<td>3.05</td>
<td>.95</td>
</tr>
<tr>
<td>Talked in a way that was easy to understand</td>
<td>3.35</td>
<td>.82</td>
</tr>
<tr>
<td>Seemed like they knew a lot about dating violence</td>
<td>3.45</td>
<td>.81</td>
</tr>
</tbody>
</table>

Note. N=331.

Responses to Qualitative Questions

The written responses were submitted to a thematic analysis.

Strengths of the program. Many students described the information and skills they received as the best part of the FSACC program. In particular, youths thought discussions about sexuality and stereotypes as well as learning skills of how to respond and identify abuse were helpful. For instance, students responded:

“Sure, abuse happens to people – but what to do about it? I learned the most in that part.”

“I will now be able to pick guys better and now know the signs of abuse so I can help my friends.”

The youths mentioned several different activities as what they liked best about the program. These included the skit, playing tic tac toe, and role playing. Students also enjoyed the opportunity to voice their opinions and to hear the opinions of other students during discussions. For example, one student liked how the program was “mostly guided
by the student’s ideas.” Youth referred to participating in discussions as a welcome change from typical lectures and as helpful to make the program relevant.

“It didn’t seem like a class, but more of a discussion in which you could join or not.”

“Conversation, because as a student I can relate and it will help me in the future.”

Some students thought the presenter was the best part of the program. They enjoyed that she appeared open to students’ opinions, comfortable, and treated the program content matter-of-factly. For example, one student liked how the presenter “didn’t beat around the bush.”

Suggestions for improvement. Several students expressed a desire for more detailed information and more explicit advice, particularly related to sexual knowledge and skills. Youths listed gender differences, sexually transmitted infections, sexual harassment, condoms, and sexual coercion as issues that needed more attention in the program. For example, students suggested:

“I would talk a lot about sex because teens are getting pressured into it.”

“I would expand a little bit more on ‘what if you got sexually assaulted.’ I would talk about what to do in the situation or after the situation”

Other youths thought a wider variety of content within the activities and more interactive games and discussions to increase student participation and interest would improve the program:

“I would get everyone in groups to role play, instead of just 2 couples, and everyone has different situation.”

However, other students thought the amount of talking made the program boring and harder to listen to. Other students thought a guest speaker who has personal experience with dating violence would improve the program by making the issues easier to understand. One student thought a presenter with more enthusiasm was needed to maintain student interest.

“I would’ve liked more story telling so people can get a better understanding of the problem. Get someone to speak who has experienced dating violence.”

“It’s hard for a group of people to get into something if the instructor doesn’t seem that into it.”
Several youths made comments related to the inability of the program to connect with students, due to a lack of clarity and relevance. Students thought the relevance of the program would be enhanced by considering male youths, those with fewer dating experiences, and paying more attention to the application of the content. For example, one youth thought it would be better to “talk from a teen perspective” and another believed there should be “more time for real life situations.” Similarly, youth described the language used, the lack of examples and detailed information as aspects of the program in need of improvement.

Some students found the discussions and activities in the program made them uncomfortable or embarrassed. For some youths, the number of participants made it difficult for them to voice an opinion, while others thought having a same-age peer for a presenter would increase comfort. A few students thought attendance and participation in certain activities, such as role play, should be voluntary. Others suggested that increased sensitivity to students who have had negative past experiences is necessary.

“Take into consideration that someone in the class may have been through this and it could really hurt them to think about it.”

Students suggested that the program could be improved with some organizational changes. Some students mentioned that the program was too short and “felt rushed.” Others thought it was too repetitive, both within the program and with activities they have done previously outside the current program. A few youths gave suggestions for improving organization and clarity, such as having a PowerPoint presentation, giving out handouts earlier in the program, and providing a better summary at the end.

“Everything was repetitive, we’ve done things like this many times before and it gets kind of annoying.”

Summary. Many students were pleased with the focus on student involvement and student discussion in the program. Students thought the role plays and interactive games increased knowledge and skills related to dating violence in a fun way, particularly in learning how to identify the signs of abuse. In contrast, some students thought the program did not provide sufficient information on important sexual topics. Some students thought the program needs to be more relevant to boys and those with fewer dating experiences. Further, some students were not comfortable due to the interactive nature of the program and because of negative past experiences. Others thought the program could more efficient, with less repetition and a greater effort to ensure that students understand the issues.
Implications for the FSACC Program

Students participating in the FSACC were generally very knowledgeable about dating violence, and especially understood abuse, the dynamics of abuse, and gender roles, even before experiencing the program. This may have been, in part, a function of the fact that the facilitators were specifically invited to conduct classroom presentations in classes that had already been exposed to related curricular materials and had teachers who were particularly sensitive to the importance of bringing resources to bear on the issues. Students’ knowledge of healthy and unhealthy relationships and warning signs of abuse was enhanced subsequent to program involvement. Awareness of social implications was mixed, with only some aspects, such as societal costs, being affected positively.

Of concern may be the students’ negative reaction to the topic of media effects on dating violence, but this is not an issue of concern to this program alone. Students’ expressed negative uptake on the issue of media effects on dating violence may reflect their unwillingness to change what they consider to be harmless media engagements. Research from focused discussions with youth (O’Leary & Cameron, 2004) suggests that care needs to be taken in addressing media effects, given their importance in the development of child and youth knowledge (Gentile, Walsh, Ellison, Fox, & Cameron, 2004) to ensure that students are brought on side with regard to the knowledge of media effects before they are asked to evaluate their own media involvements critically and even make changes to those engagements.

Classroom presentations such as those delivered by the FSACC can be tailored to the specific needs of a particular group. It is possible that a community member can have credibility and efficacy in addressing sensitive issues like warning signs of abuse that classroom teachers might find challenging. The students’ evaluations of the program indicated that they felt that they had an opportunity for effective input.

Participants’ attitudes and behaviours were not significantly affected by these brief classroom presentations. However, it is unlikely that any one-hour program would significantly affect attitudes and behaviour unless it is part of a sustained endeavour encompassing on-going skill building and attitude-change activities, including using teachable moments. Nonetheless, given that knowledge was relatively high in the classrooms visited by the FSACC, the students’ evaluations of the program suggested that they enjoyed the activity-based aspects of the presentations, and it could be possible to aim toward additional skill development activities in this program and in follow-up activities by classroom teachers.

There were gender differences in uptake. This may reflect a perception on the part of some boys that the facilitator, who was female, held a double standard or at least negative attitudes toward male involvement in dating relationship interactions. Concerns were
expressed that students with abusive experiences might feel uncomfortable addressing the issues of relationship abuse if they feel they might be singled out in any way.

**Recommendation 6.1:** Classroom activities be developed that provide even greater opportunities for such knowledge consolidation that could lead to attitudinal and behavioural changes through activity-based skill development formats to complement curricular instruction.

**Recommendation 6.2:** Complementary initiatives be developed and implemented wherein peer facilitators collaborate with adult presenters, as described in the facilitator training video and handbook, “World apart… coming together” (Cameron & Team, 2002) to enrich school-based programs and ensure that youth are partners in dating violence prevention initiatives.

**Recommendation 6.3:** Presentations be made by male and female facilitator teams to help both genders feel understood with respect to dating violence issues and prevention and within the larger construct of healthy relationships.

**Recommendation 6.4:** Care be taken in addressing media effects to ensure that students are brought on side with regard to the knowledge of media effects before they are asked to evaluate their media involvements critically and even make changes to those engagements.
CHAPTER 7
EVALUATION OF THE DATING VIOLENCE PREVENTION PROGRAMS III: CENTRE DE PREVENTION DE LA VIOLENCE FAMILIALE DE KENT

Le Centre de Prévention de la Violence Familiale de Kent (CPVFK) was initiated in 1999 in response to school requests in Kent County. During Year 1 (1999-2000), the program focused on an awareness and prevention campaign. In Year 2 (2000-2001), workshops on the cycle of abuse (bullying, dating violence, family violence) were added. In Year 3 (2002-2003), intervener training for teachers, guidance counsellors, and behaviour interventionists were offered. Until recently, classroom presentations on dating violence were delivered to Anglophone and francophone high school students on a regular basis. These presentations explore the issue of dating violence through videos, interactive activities, discussion, and role plays. Students are challenged at the end of the presentation to find ways over the following week to promote a safe school. Tools are also provided to teachers on how to incorporate information into everyday classroom situations and handle disclosures, as well as the importance of being approachable, honoring confidentiality, reinforcing behaviour that reduces violence, and being vigilant.

The CPVFK program is primarily provided to individual classes as a response to direct requests from teachers and principals. All students in these classes participate during class time. Typically school psychologists who are asked by CPVFK to lead the program serve as facilitators. Youth facilitators, who are recommended by the school drama teachers, are also involved through participation in role-plays and discussions with participants. Neither adult nor youth facilitators are provided with training from CPVFK. Facilitators use a manual and other prepared materials. Neither youth nor adult participants provide feedback following the program, and at this point no modifications to the program have been made.

CPVFK Program Results

In total, 64 students (24 boys and 40 girls) who participated in the CPVFK program completed all three administrations of the questionnaire—immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and 4 months following implementation of the program (Time 3). Results were not analyzed for grade differences because of the low participation rate at each grade level. Student scores on the knowledge, attitudes, and behaviours scales are presented in Tables 19, 20 and 21, respectively.
Knowledge

At the start of the program, students had a moderately good understanding of healthy and unhealthy relationships (K1). Although the boys’ scores remained stable from Time 1 to Times 2 and 3, the girls made knowledge gains both at Time 2 and again at Time 3. Students’ knowledge of the warning signs of dating violence (K2) was weak to start, but scores significantly increased by Time 2 and this gain was maintained at Time 3. Boys’ understanding about what abuse is (K3) did not change after the intervention. However, the girls’ knowledge in this area increase significantly at Time 2 and these gains were sustained at Time 3.

The fourth knowledge objective regarding the dynamics of abuse (K4) showed different knowledge trajectories on each of the five items. Overall, knowledge on these items was moderately good to good. Students’ performance on the question regarding controlling what a partner wears (Q11) was modest at Time 1 but significant gains were seen after intervention with the CPVFK program at Times 2 and 3. There was no increase in knowledge on Question 35 and Question 37 across time: Understanding that abuse can happen to anyone (Q35) was extremely strong at all times; and knowing that no one deserves to be hit (Q37) was also strong. Knowing that an apology is not a good predictor of change in abusive behaviour (Q36) increased over time. The item assessing students’ knowledge that if a person is abused by a partner, it is not their fault (Q39) was differently understood over time by boys as compared with girls, but there was no clear trend for either gender of an increase at Time 2 that was sustained at Time 3.

Involvement in the program increased participants’ knowledge of the roles that people play in relationship violence (K5) between Time 1 and Time 2, although this increase was not maintained at Time 3. Knowledge of the effects of gender roles on dating violence (K6) did not increase significantly over time.

The five items of the seventh knowledge subscale assessing the social implications of violence (K7) revealed the following: Question 53 regarding knowledge that violence in relationships is a societal expense was weak to begin with and knowledge was not gained over time; Knowledge that abuse in teenage relationships cost taxpayers dollars (Q55) was extremely low to begin with and did not change significantly; Students had very strong beliefs that teenagers can play a large role in stopping abuse in relationships (Q56), although there was some deterioration in boys’ performance at Time 3; Awareness of the fact that it is against the law to force a boyfriend/girlfriend to have sex (Q57) was strong at the start and did not change over time; There was an overall loss of the awareness that if parents have abused individuals, those individuals are more likely to abuse their partners (Q59): there was a significant drop in awareness for the girls between Time 1 and Time 2. Knowledge of the role of the media in dating violence (K8) was good to begin with, but boys’ awareness of this issue decreased at Time 3; and girls’ performance did not change over time.
Table 19. Knowledge of Students Participating in the CPVFK Program about Dating Violence.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 – Healthy/Unhealthy Relationships</td>
<td>Boys: 54%</td>
<td>Boys: 55%</td>
<td>Boys: 56%</td>
</tr>
<tr>
<td></td>
<td>Girls: 66%</td>
<td>Girls: 76%</td>
<td>Girls: 85%</td>
</tr>
<tr>
<td>K2 – Warning Signs of Dating Violence</td>
<td>49%ab</td>
<td>60%a</td>
<td>59%b</td>
</tr>
<tr>
<td>K3 – Understanding Abuse</td>
<td>Boys: 62%</td>
<td>Boys: 64%</td>
<td>Boys: 63%</td>
</tr>
<tr>
<td></td>
<td>Girls: 64%ab</td>
<td>Girls: 84%a</td>
<td>Girls: 83%b</td>
</tr>
<tr>
<td>K4 – Dynamics of Abuse (5 Questions)</td>
<td>56% - 93%</td>
<td>72% - 96%</td>
<td>62% - 93%</td>
</tr>
<tr>
<td>Q11</td>
<td>56%ab</td>
<td>76%a</td>
<td>88%b</td>
</tr>
<tr>
<td>Q35</td>
<td>93%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Q36</td>
<td>65%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>Q37</td>
<td>86%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Q39</td>
<td>Boys: 54%</td>
<td>Boys: 54%</td>
<td>Boys: 64%</td>
</tr>
<tr>
<td></td>
<td>Girls: 68%</td>
<td>Girls: 83%</td>
<td>Girls: 61%</td>
</tr>
<tr>
<td>K5 – Roles People Play in Dating Violence</td>
<td>59%a</td>
<td>68%a</td>
<td>64%</td>
</tr>
<tr>
<td>K6 – Gender Roles</td>
<td>Boys: 65%</td>
<td>Boys: 80%</td>
<td>Boys: 66%</td>
</tr>
<tr>
<td></td>
<td>Girls: 69%</td>
<td>Girls: 78%</td>
<td>Girls: 80%</td>
</tr>
<tr>
<td>K7 – Social Implications of Violence (5</td>
<td>27% - 96%</td>
<td>33% - 94%</td>
<td>45% - 88%</td>
</tr>
<tr>
<td>Questions)</td>
<td>Q53</td>
<td>Q55</td>
<td>Q57</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>27%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>33%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>33%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>33%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>K8 – Role of the Media</td>
<td>Boys: 67%a</td>
<td>Boys: 70%b</td>
<td>Boys: 51%ab</td>
</tr>
<tr>
<td></td>
<td>Girls: 75%</td>
<td>Girls: 73%</td>
<td>Girls: 74%</td>
</tr>
</tbody>
</table>

Note. N = 24 boys and 40 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly.
**Knowledge summary.** In general, students participating in the CPVFK program had moderately good knowledge of issues related to dating violence. Girls' knowledge was frequently enhanced subsequent to receiving the program, especially concerning what healthy and unhealthy relationships are, and understanding what abuse is. Knowing the warning signs of dating violence, understanding the severity of controlling what a partner wears, and understanding the roles that people play in dating violence were better understood by all participants. Boys' knowledge was enhanced in fewer areas: warning signs of dating violence, understanding the severity of controlling what a partner wears, and understanding the roles that people play in dating violence. Students were somewhat knowledgeable in most items in the dynamics of abuse and participation in the CPVFK program enhanced some scores. Knowledge of how gender roles and the media affect dating violence improved or were stable over time for the girls, but males showed a drop in knowledge at Time 3 in media awareness. Lastly, although there was room for improvement in many items on the social impacts of violence, there was not a pattern of maintained enhanced knowledge for most of these items.

**Attitudes**

Investigation of the students’ attitudes toward dating violence perpetrated by either girls (A1a) or boys (A1b), showed that acceptance of female dating violence was greater than that of male dating violence. There was an overall decrease in acceptance of female dating violence at Time 2 but it was not sustained at Time 3. Students were not accepting of male dating violence (A2b) at Time 1. Girls’ attitudes did not change after the intervention; however, boys become somewhat more accepting of boys’ use of violence at Time 3.

Attitudes regarding respect for self in relation to others, including not accepting a partner’s lack of listening, respecting opinions, or decisions (A2a) were relatively good to begin with, but there was a negative change observed between Time 2 and Time 3. Respect for self/others with regard to controlling behaviours such as making plans without consultation (A2b) did not change significantly over time.

Girls’ self-efficacy, that is, confidence with regard to dealing with abuse (A3a), did not change over time. However, the boys reported a negative change in self-efficacy at Time 3. Students had good self-efficacy for dealing with abuse in their reported awareness of choices (A3b) but there was no significant change over time. Concern about gender stereotypes (A4) was low to begin with; the girls’ views did not change but there was increased acceptance of stereotypes by boys at Time 3. Participants’ concerns about how the media contributes to dating violence (A5) did not change significantly over time.
### Table 20. Means (and Standard Deviations) for the Attitudes Toward Dating Violence of Students Participating in the CPVFK Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1a – Attitudes Toward Female Dating Violence ↓</td>
<td>9-45</td>
<td>18.5&lt;sub&gt;a&lt;/sub&gt; (5.2)</td>
<td>16.0&lt;sub&gt;ab&lt;/sub&gt; (5.0)</td>
<td>18.5&lt;sub&gt;b&lt;/sub&gt; (6.4)</td>
</tr>
<tr>
<td>A2a–Respect for Self and Others↑</td>
<td>5-20</td>
<td>16.1 (2.3)</td>
<td>16.7&lt;sub&gt;a&lt;/sub&gt; (2.2)</td>
<td>15.4&lt;sub&gt;a&lt;/sub&gt; (3.5)</td>
</tr>
<tr>
<td>A2b – Respect for Self and Others – Controlling Behaviour ↑</td>
<td>2-8</td>
<td>Boys: 5.4  Girls: 4.6</td>
<td>Boys: 4.7  Girls: 4.6</td>
<td>Boys: 4.9  Girls: 4.8</td>
</tr>
<tr>
<td>A3a – Self-Efficacy for Dealing with Abuse ↑</td>
<td>8-32</td>
<td>Boys: 24.5  Girls: 25.7</td>
<td>Boys: 25.0&lt;sub&gt;a&lt;/sub&gt;  Girls: 25.2</td>
<td>Boys: 22.1&lt;sub&gt;a&lt;/sub&gt;  Girls: 26.4</td>
</tr>
<tr>
<td>A4 – Gender Stereotypes ↓</td>
<td>5-20</td>
<td>8.1 (2.5)  Boys: 9.2  Girls: 7.5</td>
<td>7.7 (2.3)&lt;sub&gt;a&lt;/sub&gt;  Boys: 8.5&lt;sub&gt;b&lt;/sub&gt;  Girls: 7.3</td>
<td>8.5 (2.9)&lt;sub&gt;a&lt;/sub&gt;  Boys: 10.4&lt;sub&gt;b&lt;/sub&gt;  Girls: 7.5</td>
</tr>
</tbody>
</table>

*Note. N = 24 boys and 40 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.*
**Attitudes summary.** Overall there were no major long-term positive changes in attitudes with the CPVFK program. On some measures, attitudes worsened somewhat for the boys such as with males’ use of dating violence, self-efficacy for dealing with abuse, and gender stereotypes.

**Behaviours**

Students’ mean responses related to behaviours or behavioural intentions are shown in Table 21. Responses to good versus poor communications (B1a) were excellent to begin with and there was no significant change over time. Likewise, answers to communication scenarios (B1b) as well as goals related to dealing with anger (B1c) showed no significant changes. Girls’ scores on intentions related to avoiding vulnerable situations (B2) dropped significantly from Time 1 to Time 3 whereas boys’ responses remained stable across time.

When asked whether they would take action if they witnessed psychological, physical, or sexual abuse, the percentage of students who indicated that they would take such action if they witnessed sexual or psychological abuse was high at Time 1 (93% and 83% respectively) and did not change after experiencing the program. However, for physical abuse although the percent of boys who said they would take action was high at Time 1 (73%) and did not change, the percent of girls who said they would take action increased significantly from 75% to 100% at Time 3.

CPVFK does not focus on increasing participants’ self-efficacy regarding their ability to create dating violence prevention projects. However, students did experience a small, but significant increase in self-efficacy in this area from Time 1 to Time 2 (22.4 - 24.4). This increase was consistent across gender. At Time 2, students were slightly confident in their ability to successfully relay information to other students through dating violence projects. Notably, only 19 students completed the necessary number of items to be included in this analysis.

**Behaviour summary.** CPVFK appears not to have stimulated positive change in behaviour in participating students. However, the percentage of girls who indicated that they would take action if they witnessed physical abuse increased over time. There was also a small increase in students’ self-efficacy to relay information through dating violence prevention projects although the small number of students who completed this item were still only slightly confident in their abilities to do so at Time 2.
Table 21. Means (and Standard Deviations) for Dating Violence-Related Behaviours of Students Participating the CPVFK Program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a – Communication †</td>
<td>9-18</td>
<td>Boys: 16.2</td>
<td>Boys: 15.9</td>
<td>Boys: 15.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 15.9</td>
<td>Girls: 16.3</td>
<td>Girls: 16.2</td>
</tr>
<tr>
<td>B1b – Communication †</td>
<td>16-64</td>
<td>Boys: 46.5</td>
<td>Boys: 49.0</td>
<td>Boys: 48.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 52.7</td>
<td>Girls: 53.9</td>
<td>Girls: 52.1</td>
</tr>
<tr>
<td>B1c – Anger †</td>
<td>7-28</td>
<td>23.5 (2.5)</td>
<td>23.2 (3.6)</td>
<td>22.2 (4.1)</td>
</tr>
<tr>
<td>B2 – Avoiding Vulnerable Situations †</td>
<td>20-80</td>
<td>Boys: 57.2</td>
<td>Boys: 59.0</td>
<td>Boys: 59.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls: 63.2a</td>
<td>Girls: 60.7</td>
<td>Girls: 58.8a</td>
</tr>
</tbody>
</table>

Note. N = 24 boys and 40 girls. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

Students’ Perceptions of the CPVFK Program

Unfortunately, the Student Satisfaction Questionnaire was not administered to students who participated in the CPVFK program, and as a result, no data are available regarding students’ perceptions of the program.

Implications for the CPVFK Program

Students had moderately good knowledge of dating violence issues before attending the CPVFK program. Girls’ knowledge increased in a number of areas whereas boys’ knowledge increased in fewer areas. That is, there were gender differences in knowledge and in knowledge uptake. Girls’ knowledge was enhanced on healthy/unhealthy relationships, warning signs, abuse understanding, and the roles people play in violence. Boys showed progress in knowing warning signs and the roles people play in dating violence. Participants’ understanding of the dynamics of abuse was variable but the CPVFK program enhanced several items. Knowledge of societal effects, gender roles, and media effects all afforded room for knowledge gains. Delivery of knowledge regarding dating violence is an important mission of this program. Gendered knowledge and uptake imply both medium and message need to be addressed.
On average, there were no longer-term positive attitudinal changes effected by the CPVFK program. Further, in some aspects, boys’ attitudes deteriorated. It has been shown that boys and girls respond differently to message presentations with boys preferring activity-based sessions and girls, on average, liking discussion sessions (Cameron & Team, 2002). While girls were more likely to say they would take action if they witnessed physical abuse, there were no behavioural changes or behavioural intent changes after experiencing the CPVFK program.

**Recommendation 7.1:** Classroom activities be developed that provide even greater opportunities for such knowledge consolidation that could lead to attitudinal and behavioural intentional changes through activity-based skill development formats to complement curricular instruction.

**Recommendation 7.2:** Complementary initiatives be developed and implemented wherein peer facilitators collaborate with adult presenters, as described in the facilitator training video and handbook, “World apart… coming together” (Cameron & Team, 2002) to enrich school-based programs and ensure that youth are partners in dating violence prevention initiatives.

**Recommendation 7.3:** Presentations be made by male and female facilitator teams to help both genders feel understood with respect to dating violence issues and prevention, and within the larger construct of healthy relationships.
CHAPTER 8
EVALUATION OF THE DATING VIOLENCE PREVENTION PROGRAMS IV: MAKING WAVES/VAGUE PAR VAGUE, INC.

In 1994, an ad hoc committee made up of members from the New Brunswick Coalition of Transition Houses, Fredericton Sexual Assault Centre, and Saint John Women’s Centre initiated “Making Waves” in response to the increasing numbers of young adults and teenagers who were arriving at women’s shelters; a greater focus on prevention was needed. Committee members realized that: 1) when young people are in trouble, they often first turn to their friend; and, 2) one of the most effective ways to communicate with teens is through their peers. As a result, a provincial workshop to train high school students as peer educators on the topic of violence was developed. A first retreat for youth was held in 1995 and has been offered annually since then.

Vague par vague was initiated in 1997 as the French counterpart to Making Waves. Student Retreats were held in 1998, 1999, and 2000 but due to staffing and program implementation issues, the Vpv retreats were suspended between 2001 and 2003. A Student Advisory Committee made up of past participants in MW/Vpv was established in 1998 to ensure youth input and involvement in program development and implementation.

Today, Making Waves/Vague par vague Inc. is a province wide project that educates and involves teens, parents, teachers, guidance counsellors, and administrators in dating violence prevention activities. The program also provides information services (website, newsletter, teachers/guidance counsellor manual), and conducts train-the-trainer sessions. The primary program of MW/Vpv has been an annual “Student Retreat” for high school students. This retreat includes interactive workshops, discussion groups, and drama presentations addressing the issues of violence, healthy relationships, gender stereotypes, media influences, power and control, and skill development. Youth participants are charged as partners in creating and living healthy relationships by fulfilling the mandate of developing violence prevention programs in their schools. MW/Vpv incorporates a follow-up after the retreat to determine whether schools are supporting the students in implementing their action plans. It should be noted that MW/Vpv undertakes a number of other initiatives that were not part of the current evaluation, including programs in alternative education sites, to blind/visually impaired and/or Deaf/hard of hearing students, and developing workshops for rural schools.

School personnel choose which students will be involved in the weekend retreats. Teachers are instructed to choose two boys and two girls who have the time, ability, and motivation to share the information they learn during the retreat. This program aims to have participants who are committed to change in the school community. Student participation is voluntary. Schools are also required to choose a guidance counsellor or teacher who is willing to attend the weekend retreat, and to support and motivate students
as they attempt to develop dating violence prevention projects in their schools. Adult facilitators are recruited through word of mouth and through other related organizations in New Brunswick; advertisements in the newspaper have also been used to recruit facilitators. Adult facilitators are provided with training related to dating violence, observe MW/Vpv programs, and assist in workshop development. The program also uses youth facilitators who help to design the program and co-facilitate it. Youth facilitators are past participants in the weekend retreats who are considered capable and motivated to take on a facilitator role. Youth facilitators participate in a meeting prior to the weekend retreat where they are provided with training in leadership skills and facilitator skills. All facilitators are provided with guidelines concerning what is to be presented, but have the freedom to extrapolate beyond these materials. Both youth and adult participants provide feedback following this program and the workshops and resources are changed based on this feedback.

Thirteen teachers/guidance counsellors provided information about how students were selected for participation in the 2005 MW/Vpv program. On average, respondents indicated that they originally identified and asked approximately six students (range = 4 to 15) to participate in MV/Vpv. Most commonly, schools asked only the four students who attended. The gender and grade levels of students selected to participate in the program are reported in Table 22. Of the 20 girls and 16 boys identified as possible participants, most were in grades 10 and 11, although some students in grade 9 and one student in grade 12 were identified. Respondents most commonly reported choosing students on the basis of leadership abilities \( (n = 8) \) or other positive qualities \( (n = 6) \) such as possessing “credibility with peers”, having “self-confidence” or having “progressive ideas.” However, respondents also chose students randomly \( (n = 4) \), on the basis of academic skills \( (n = 2) \), or who had friends or family members who experienced a violent relationship \( (n = 2) \).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ten</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Eleven</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Twelve</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note. \( N = 13 \) schools.*
On average two of the potential participants from each school declined the invitation. The most common reasons given for not attending were being unavailable for the weekend \((n = 6)\), followed by being disinterested in attending \((n = 4)\). However, respondents indicated that some students also were too busy to commit to the program \((n = 2)\) or were not interested in the topic of dating violence \((n = 2)\).

**MW/Vpv Program Results**

In total, 33 students who participated in the MW/Vpv program completed all three administrations of the questionnaire—immediately prior to the program (Time 1), immediately following implementation of the program (Time 2) and 4 months following implementation of the program (Time 3). Gender and age were not analyzed separately because of the low number of respondents. Students’ scores on the knowledge, attitudes, and behaviour scales and items are presented in Tables 23, 24, and 25, respectively.

**Knowledge**

Students had a good understanding of healthy and unhealthy relationships (K1) at Time 1, but knowledge in this area nevertheless increased at Times 2 and this was maintained at Time 3 (see Table 23). The students’ knowledge of the warning signs of dating violence (K2) was moderate at Time 1; however, this knowledge significantly increased at Time 2 and was maintained at Time 3. Participants’ understanding of what abuse is (K3), including its physical, psychological, and sexual manifestations, was strong at Time 1 and improved significantly at Time 2 and was maintained at Time 3.

Performance was also strong on the 5-item dynamics of abuse objective (K4). There were trends toward increases in students’ performance on the questions regarding controlling what a partner wears (Q11) and knowing if someone is abused by their boyfriend/girlfriend, it is not their fault (Q39); however there was a trend toward decreases in performance on the items assessing knowledge that abuse can happen to anyone (Q35) and that and no one deserves to be hit (Q37). Knowledge that an apology is not a good predictor of change in abusive behaviour (Q36) did not change over time. Thus, knowledge of the dynamics of abuse was good among students who participated in the MV/VpP program.

Analysis of the scales assessing knowledge of the roles that people play in relationship violence (K5) and the effects of gender roles on dating violence (K6) revealed that students were very knowledgeable before program participation, providing little room for statistically significant improvement.
Table 23. MW/Vpv Students’ Knowledge about Dating Violence.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 – Healthy/Unhealthy Relationships</td>
<td>82%(_{ab})</td>
<td>90(_{a})</td>
<td>93(_{b})</td>
</tr>
<tr>
<td>K2 – Warning Signs of Dating Violence</td>
<td>65%(_{ab})</td>
<td>81(_{a})</td>
<td>83(_{b})</td>
</tr>
<tr>
<td>K3 – Understanding Abuse</td>
<td>81%(_{ab})</td>
<td>92(_{a})</td>
<td>91(_{b})</td>
</tr>
<tr>
<td>K4 – Dynamics of Abuse (5 Questions)</td>
<td>65% - 100%</td>
<td>71% - 97%</td>
<td>74% - 93%</td>
</tr>
<tr>
<td>Question 11</td>
<td>80%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Question 35</td>
<td>100%</td>
<td>97%</td>
<td>90%</td>
</tr>
<tr>
<td>Question 36</td>
<td>88%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>Question 37</td>
<td>100%</td>
<td>97%</td>
<td>91%</td>
</tr>
<tr>
<td>Question 39</td>
<td>65%</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>K5 – Roles People Play in Dating Violence</td>
<td>84%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>K6 – Gender Roles</td>
<td>90%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>K7 – Cycle of Violence (5 Questions)</td>
<td>30% - 92%</td>
<td>77% - 96%</td>
<td>77% - 88%</td>
</tr>
<tr>
<td>Question 53</td>
<td>64%(_{a})</td>
<td>84%</td>
<td>87%(_{a})</td>
</tr>
<tr>
<td>Question 55</td>
<td>30%(_{ab})</td>
<td>77%(_{a})</td>
<td>77%(_{b})</td>
</tr>
<tr>
<td>Question 56</td>
<td>92%</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>Question 57</td>
<td>86%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Question 59</td>
<td>86%</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>K8 – Role of the Media</td>
<td>84%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Note. \(N = 33\). Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly.
The five items assessing the social implications of violence (K7) showed: Knowledge that violence in relationships is a societal expense (Q53) increased significantly between Time 1 and Time 3 and knowing that abuse in teenage relationships cost taxpayers dollars (Q55) was very weak at the start of the program but knowledge increased at Time 2 and increases were maintained at Time 3. Most participants believed that teenagers could play a large role in stopping abuse in relationships (Q56). Awareness of the fact that it against the law to force a boyfriend/girlfriend to have sex (Q57), and that if parents have abused an individual, that individual is more likely to abuse a partner (Q59) was strong at all testing times and did not change. The knowledge subscale (K8) concerning the role of the media in dating violence was high at all three assessment periods, and there was a trend toward increased knowledge in this area.

**Knowledge summary.** In general, before participating, students participating in the MW/Vpv program had very good knowledge of issues related to dating violence, leaving little room for improvement. However, participants’ knowledge was enhanced subsequent to involvement with MV/Vpv, especially with knowledge of healthy/unhealthy relationships, the warning signs of dating violence, understanding the nature of abuse, and knowledge of societal costs. Knowledge of the dynamics of abuse, roles people play, and gender roles were strong and did not significantly change over time.

**Attitudes**

Students’ acceptance of dating violence perpetrated by either girls (A1a) or boys (A1b) was very low at all times of testing, although less tolerance was evident toward violence committed by a boy than by a girl (see Table 24). Acceptance of both female and male dating violence decreased over time.

Respect for self with regard to others (A2b) and self-efficacy for dealing with abuse (A3a) were good and did not change after experience of MW/Vpv. Attitudes regarding respect for self in relation to others, including not accepting a partner’s lack of listening, respecting opinions, or decisions (A2a), self-efficacy for dealing with abuse in their reported awareness of choices (A3b), gender stereotypes (A4) and how the media contribute to dating violence (A5) all showed trends toward positive changes. There was considerable additional room for improvement in attitudes regarding the effects of media on dating violence.

**Attitudes summary.** Participants in the MW/Vpv program generally had positive attitudes regarding factors related to dating violence, with the exception of the role of the media in dating violence. There were significant changes in attitudes after participating in the MW/Vpv program with regard to male and female perpetration of dating violence, as well as positive trends in a number of other attitudes.
Table 24. Means (and Standard Deviations) for MW/Vpv Students’ Attitudes Toward Dating Violence.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1a – Attitudes Toward Female Dating Violence ↓</td>
<td>9-45</td>
<td>15.8&lt;sub&gt;ab&lt;/sub&gt;</td>
<td>12.4&lt;sub&gt;a&lt;/sub&gt;</td>
<td>13.2&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>A1b – Attitudes Toward Male Dating Violence ↓</td>
<td>9-45</td>
<td>12.3&lt;sub&gt;a&lt;/sub&gt;</td>
<td>10.4&lt;sub&gt;a&lt;/sub&gt;</td>
<td>11.0</td>
</tr>
<tr>
<td>A2a – Respect for Self and Others ↑</td>
<td>5-20</td>
<td>16.1</td>
<td>16.8</td>
<td>17.3</td>
</tr>
<tr>
<td>A2b – Respect for Self and Others – Controlling Behavior ↑</td>
<td>2-8</td>
<td>6.4</td>
<td>6.3</td>
<td>6.5</td>
</tr>
<tr>
<td>A3a – Self-Efficacy for Dealing with Abuse ↑</td>
<td>4-32</td>
<td>25.7</td>
<td>26.3</td>
<td>26.3</td>
</tr>
<tr>
<td>A3b – Self-Efficacy for Dealing with Abuse ↑</td>
<td>4-16</td>
<td>14.0</td>
<td>14.6</td>
<td>15.0</td>
</tr>
<tr>
<td>A4 – Gender Stereotypes ↓</td>
<td>5-20</td>
<td>7.2</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>A5 – Media ↑</td>
<td>4-16</td>
<td>9.1</td>
<td>9.0</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Note. N = 33. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.

Behaviours

Students’ behavioural intentional responses to good versus poor communications (B1a) showed improvement over time (see Table 25). Even more powerfully, intentions to avoid vulnerable situations (B2) increased significantly over time. Responses to communication scenarios (B1b), and to dealing with anger (B1c) evidenced only slight trends in the desired direction.

We asked students whether they would take action if they witnessed psychological, physical, or sexual abuse. The percentage of students who said they would take action if they witnessed physical abuse or emotional increased from 86% and 91%, respectively, to 100%. The percentage of students who indicated that they would take such action if they witnessed sexual abuse was high at Time 1 (90%) and did not change.

Developing participants’ confidence in their ability to create dating violence prevention initiatives is a key element of the MW/Vpv weekend retreat. Indeed, results from the Self-Efficacy Questionnaire indicated that youth experienced significant increases in self-efficacy from Time 1 to Time 2 (27.3 - 32.7). Students moved from feeling slightly to
moderately confident in their abilities, to feeling moderately to highly confident that they could successfully complete a dating violence project that would have an impact on students in their school.

**Behaviours summary.** Overall, there was evidence of behavioural or behavioural intentional changes after participation in the MW/Vpv program with respect to good vs. poor communications and avoiding vulnerable situations. The percentage of students who said they would take action after witnessing physical or emotional abuse, while high at Time 1, increased significantly after participation in MW/Vpv. Students also significantly increased their self-confidence that they would be able to create a dating violence prevention initiative in their school.

**Table 25.** Means (and Standard Deviations) For MW/Vpv Students’ Dating Violence-Related Behaviours.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible Range</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a – Communication †</td>
<td>9-36</td>
<td>16.4a</td>
<td>17.0a</td>
<td>16.9</td>
</tr>
<tr>
<td>B1b – Communication †</td>
<td>16-64</td>
<td>52.2</td>
<td>52.4</td>
<td>53.9</td>
</tr>
<tr>
<td>B1c – Anger †</td>
<td>7-28</td>
<td>23.2</td>
<td>24.0</td>
<td>23.6</td>
</tr>
<tr>
<td>B2 – Avoiding Vulnerable Situations †</td>
<td>20-80</td>
<td>61.7a</td>
<td>64.5</td>
<td>66.0a</td>
</tr>
</tbody>
</table>

*Note. N = 33. Effects accounting for more than 4% of the variance are indicated in bold. Means in the same row with the same subscript differ significantly. Arrows indicate direction of positive change.*

**Students’ Perceptions of the Program**

After participating in the Making Waves/Vague par vague program, 80 students completed the Student Evaluation Questionnaire which included quantitative and qualitative items assessing their perceptions of the program.

**Quantitative Measures**

Students responded very positively to the MW/Vpv program. Almost all the students reported that they *liked it a lot* (85%), while only one student *hated it* (see Figure 13). As depicted in Figure 14, all students rated the overall quality of the program as either *good* (14%) or *excellent* (86%). The vast majority of students (90%) agreed that others could
benefit from the program, 9% were undecided, and only one person thought that others could not benefit from MW/Vpv (see Figure 15). Most students felt very comfortable (64%) or comfortable (28%) in the program, but two students felt very uncomfortable in the program (see Figure 16). All the students chose either some involvement (27%) or lots of involvement (74%) to describe the amount of participation in the program (see Figure 17).

**Figure 13.** Overall, how much did you like this program? \((n = 80)\)

**Figure 14.** Overall, how would you rate this program? \((n = 80)\)

**Figure 15.** Do you think other people you know could benefit from this program? \((n = 80)\)

**Figure 16.** Overall, how comfortable did you feel in this program (i.e. did it make you feel embarrassed or uneasy)? \((n = 80)\)
Student perceptions of how much they learned for each of nine topics are presented in Table 26. On average, students’ responses fell between 3 and 4 on a scale from 0 (learned nothing) to 4 (learned a lot) for all nine topics.

Average student responses to the four questions regarding the program facilitators are found in Table 27. Students gave high ratings to the facilitators, with the majority of students strongly agreeing with all statements. Almost all students strongly agreed with statements concerning whether they felt they could ask the presenters questions (81%), whether they got the students involved (74%), whether the presenters were easy to understand (89%), and whether they appeared knowledgeable about dating violence (91%).

**Student Responses to Qualitative Questions**

The written responses were analyzed thematically.

**Strengths of the program.** Many youths thought the opportunity to meet new people was the best part of the MW/Vpv program. Students liked how the program involved many people and encouraged participation.

“I liked meeting and interacting with people from all across NB.”

“On a fait plusieurs activités qui nous a permis de rencontrer des nouveaux gens et apprendre à les connaître.”
Table 26. Average Student Ratings for Amount Learned

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy relationships</td>
<td>3.48</td>
<td>.76</td>
</tr>
<tr>
<td>Unhealthy relationships</td>
<td>3.67</td>
<td>.63</td>
</tr>
<tr>
<td>Warning signs of dating violence</td>
<td>3.52</td>
<td>.59</td>
</tr>
<tr>
<td>What ‘abuse’ means</td>
<td>3.50</td>
<td>.82</td>
</tr>
<tr>
<td>How you can help prevent abuse</td>
<td>3.56</td>
<td>.63</td>
</tr>
<tr>
<td>Gender stereotypes (n = 80)</td>
<td>3.56</td>
<td>.74</td>
</tr>
<tr>
<td>Victims of dating violence</td>
<td>3.38</td>
<td>.71</td>
</tr>
<tr>
<td>People who abuse their boyfriends/girlfriends</td>
<td>3.48</td>
<td>.67</td>
</tr>
<tr>
<td>What to do if someone tells you they are being hurt by boyfriend/girlfriend</td>
<td>3.60</td>
<td>.65</td>
</tr>
</tbody>
</table>

Note. N = 78-80.

Table 27. Average Student Ratings of the Presenter(s)

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made me feel I could ask questions</td>
<td>3.79</td>
<td>.47</td>
</tr>
<tr>
<td>Got us involved</td>
<td>3.73</td>
<td>.47</td>
</tr>
<tr>
<td>Talked in a way that was easy to understand</td>
<td>3.88</td>
<td>.36</td>
</tr>
<tr>
<td>Seemed like they knew a lot about dating violence</td>
<td>3.90</td>
<td>.34</td>
</tr>
</tbody>
</table>

Note. N = 80

Several students commented that the highlight of the program was the comfortable, relaxing, accepting environment that was created. Youths thought the program environment was characterized by trust, openness, friendliness and understanding.
“My favourite part of this program is everyone can be open.”

“It was really relaxed and everyone was understanding and mature.”

Youths in MW/Vpv thought the program was successful in increasing their knowledge, skills, and awareness related to abuse. In particular, students stated that they learned how to identify the signs of abuse, how to respond to abuse, and about the different forms of abuse. The students reported that they not only felt motivated to share this information with others, but also enjoyed the learning process. One student even described it as a life-changing experience.

“I learned so much and have been motivated to share this information.”

“Now I will be more aware of the abusive relationships if I see one.”

Many students praised the activities that were used to facilitate learning. The youths listed the media workshop, plays, discussion groups, self-esteem workshop, and game show activity as entertaining ways to learn. Students described the activities as “very effective” and fun. One student thought that “the workshops rocked!”

“They were able to educate us about dating abuse and violence while giving us fun activities to do.”

“The program wasn’t boring at all and it was easy to learn and stay focused.”

“Façon simple de communiquer l’information tout en ayant beaucoup de plaisir.”

Suggestions for improvement. A few students thought the program could have involved more people. “I would try to get people to participate more.” Although many students mentioned feeling comfortable in the program, some students felt excluded, uncomfortable, and thought it was awkward to discuss certain topics.

“No one really talked to me, it was like they had their own group. And Saturday night I got homesick.”

“I noticed a form of verbal abuse in the middle of a workshop and in front of everyone and nothing was said to them.”

Some students thought even more attention could be paid to recognizing abuse in relationships, skills to deal with abuse, and problems in GLBT relationships. Some students did not like all the activities or the order in which they were conducted. Youths thought the program could be improved if the activities included “asking teens more questions” and making it more exciting. Some students thought the activities could be more voluntary, have a stronger impact on students, and be more student-focused.
“I did not like the “action plan” being forced upon us at the last minute. I had not been informed about it and would not have come if I had known about it.”

“I’m not sure the activities were cool it just seemed like it was all about making waves, not about the kids.”

Some students thought that changes to the organization of the program and having better communication with the leaders would improve the program. Several students thought that the program needed to be longer, while others thought it needed to be shorter with more free time for students.

“I thought it was too short. You’re just getting to know people then its over.”

“Un meilleur accueil et partage d’information aux moniteurs des écoles; on ne semblait jamais savoir les détails (où, quand, etc.).”

Summary. Most students responded positively to learning about dating violence in the safe, comfortable atmosphere that they felt was created in the MW/Vpv program. Many students were pleased with the knowledge they gained and the process of learning it, including developing skills to recognize and respond to dating violence through interactive activities and discussion. In contrast, some respondents felt uncomfortable, thought the program could be more interactive, and more relevant to Aboriginal and GLBT youth. Participants disagreed over what organizational changes would improve the program; some thought it was too short, while others thought it too long. There were students who described the program as an eye-opening, life-changing learning experience and others who thought the personal impact was lacking.

Teachers’ Perceptions of the Program

After participating in the MW/Vpv program, 22 teachers completed the quantitative items for the program; 14 teachers who attended MW also completed the qualitative items on the Evaluation Questionnaires.

Responses to Quantitative Questions

Overall, teachers were very satisfied with the program. All teachers either reported that they liked it a lot (73%) or liked it (27%) (see Figure 18). All teachers rated the overall quality as either good (36%) or excellent (64%) (see Figure 19). All 22 teachers (100%) thought that others could benefit from the program (see Figure 20). Half the teachers felt very comfortable (50%) and half felt comfortable (50%) in the program (see Figure 21). Most of the teachers thought there was lots of involvement (68%) in the program, while the rest (32%) thought there was some involvement (see Figure 22).
Figure 18. Overall, how much did you like this program?

Figure 19. Overall, how would you rate this program?

Figure 20. Do you think other people you know could benefit from this program?

Figure 21. Overall, how comfortable did you feel in this program (i.e. did it make you feel embarrassed or uneasy)?
The teachers’ perceptions of how much they learned for each of nine dating violence topics are presented in Table 28. On average, teachers’ responses fell just under or over 3 on a scale from 0 (learned nothing) to 4 (learned a lot) for all nine topics. Nearly half of the teachers thought they had learned a lot about healthy relationships (41%), unhealthy relationships (46%), what “abuse” means (46%), and what to do if someone tells you they are being hurt by their boyfriend/girlfriend (46%). In contrast, fewer teachers thought they had learned a lot about the warning signs of dating violence (27%), how you can help prevent abuse (36%), gender stereotypes (36%), dating violence victims (36%), and people who abuse (36%). It should be noted that some of these teachers likely had attended a previous MW or Vpv weekend, which may have affected their perceptions of how much they learned.

Teachers’ average responses to the four questions on the program facilitators are provided in Table 29. The teachers rated the facilitators positively: 73% strongly agreed that they felt they could ask the presenters questions; the facilitators got participants involved; and that the facilitators knew a lot about dating violence. Although fewer teachers strongly agreed that the presenters talked in a way that was easy to understand, the majority (68%) strongly agreed with this statement.
### Table 28. Average Teacher Ratings for Amount Learned

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy relationships</td>
<td>3.07</td>
<td>1.12</td>
</tr>
<tr>
<td>Unhealthy relationships</td>
<td>3.14</td>
<td>1.13</td>
</tr>
<tr>
<td>Warning signs of dating violence</td>
<td>2.86</td>
<td>1.08</td>
</tr>
<tr>
<td>What ‘abuse’ means</td>
<td>3.14</td>
<td>1.13</td>
</tr>
<tr>
<td>How you can help prevent abuse</td>
<td>3.05</td>
<td>1.05</td>
</tr>
<tr>
<td>Gender stereotypes</td>
<td>2.89</td>
<td>1.25</td>
</tr>
<tr>
<td>Victims of dating violence</td>
<td>2.98</td>
<td>1.14</td>
</tr>
<tr>
<td>People who abuse their boyfriends/girlfriends</td>
<td>3.09</td>
<td>1.09</td>
</tr>
<tr>
<td>What to do if someone tells you they are being hurt by boyfriend/girlfriend</td>
<td>3.11</td>
<td>1.15</td>
</tr>
</tbody>
</table>

*Note. N = 22*

### Responses to Qualitative Questions

The written responses were analyzed thematically.

**Strengths of the program.** Several teachers appreciated the positive influence that the program had on their students. Teachers noted that the opportunity for students to interact with one another, to gain knowledge, learn how to help other students, and voice their opinions were all positive features of the program. Teachers also liked the fact that the program was student-focused and motivated the students to take action. Teachers also commented that the opportunity to network with other teachers and share ideas was a benefit of the program.

“The students are excited to take action about what they learned.”

“It is very effective as is – empowering teens to make a difference.”

Many teachers listed specific workshops and activities as the best part of the program. Teachers enjoyed the “helping a friend” workshop, role plays, and the media workshop.
Table 29. Average Teacher Ratings of the Presenter(s)

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made me feel I could ask questions</td>
<td>3.73</td>
<td>.46</td>
</tr>
<tr>
<td>Got us involved</td>
<td>3.73</td>
<td>.46</td>
</tr>
<tr>
<td>Talked in a way that was easy to understand</td>
<td>3.64</td>
<td>.58</td>
</tr>
<tr>
<td>Seemed like they knew a lot about dating violence</td>
<td>3.68</td>
<td>.57</td>
</tr>
</tbody>
</table>

Note. n = 22

Suggestions for improvement. Some teachers criticized the program for not having enough student participation, particularly for shyer students, and not being motivational or realistic enough. Some teachers also thought that the program could be made more relevant to Aboriginal youths by addressing Aboriginal issues and including Aboriginal students as facilitators.

“I observed too many teachers talking during workshops when students should have been talking.”

“I noticed some students did not get involved into some of the groups, specifically shy people.”

Several teachers expressed a desire for more support, guidance and opportunity to apply skills learned from the program. Specifically, teachers wanted more specific information on how to identify the signs of abuse in the classroom as well as on facilitation and support for the creation and maintenance of a dating violence initiative.

“I would give more support and workshops to the teachers so that the program will be stronger when students return to the school. Teachers need to help build the team with other teachers so that students can do the work and be supported.”

“More structure for networking of progressive teachers in NB. Get like-minded teachers together and get them involved at the school level around these issues.”

While some teachers thought the program was “very well-organized” and had a good pace, others thought some improvements in the format were needed. One teacher suggested that having a summary of information at the end of the workshops would be helpful. Another thought the presenters needed to be more organized as well. One teacher
remarked that they would have liked a chance to leave the student weekend retreat site, while other teachers were happy with the amount of free time given to them.

**Summary.** Many teachers thought MW/Vpv was a good opportunity for their students to meet other students, gain knowledge and awareness about dating violence issues, and prepare to share that knowledge with others. Several teachers expressed a desire for more practical and applied dating violence knowledge and skills, including support for the implementation of dating violence programs for their return to their schools. Some teachers thought the program would be improved with more emphasis on applied skills for all students and relevance for Aboriginal students. Although some teachers commented how the program was appropriately interactive and student-focused, some teachers thought more effort could be made to encourage student participation.

**Follow-Through Activities for Making Waves/Vague par vague**

We collected data with respect to the MW/Vpv students’ follow-through activities in their schools from the students themselves, from students in their school who would have been impacted by these activities, and from school officials.

**MW/Vpv Students’ Reports**

All MW/Vpv participants indicated their intentions to undertake a dating violence prevention initiative in their school after the weekend student retreat. Nearly all (96%) the students who participated indicated at Time 2, immediately following the Student Retreat that they planned to undertake a dating violence prevention initiative, and on the Self-Efficacy Follow-up measure all but one student indicated that they were able to think of good ideas for dating violence prevention projects. However, only half the students, comprising students from 8 of the 15 schools, indicated that they had followed through on their ideas at Time 3. Students at two of these schools reported giving school assemblies. Students at four schools reported one or more classroom presentations. Students in three schools conducted workshops or plays related to dating violence. Finally, students at three schools reported working on projects that had not been completed or presented. Approximately 80% of students agreed to some extent that students were interested in the projects they did complete, and that they likely changed how at least some students felt about dating violence.

The students completed a measure at Time 2 indicating how problematic they anticipated seven potential obstacles would be in following through with dating violence initiatives in their schools. They completed a similar measure at Time 3 indicating which, if any, of these issues did in fact create a problem for them. The students on average felt that they received support from adults at their school as well as from the other students who had attended MW/Vpv with respect to dating violence prevention projects. However, the
students tended to slightly underestimate the degree to which time pressures would create barriers for them. At Time 2, only 24% of students reported that a lack of time to devote to dating violence initiatives might be a problem for them. However, at Time 3, 39% of the students indicated that a lack of time had indeed posed a significant problem. A small portion of students predicted that pressure from other students (14%) would create problems for them, and a similar number of students (15%) found this to be the case at Time 3. Some students (14%) anticipated lack of student interest and at Time 3, 26% reported that this had been a problem. Money did not appear to be a significant concern or problem for the majority of students who attended MW/Vpv, with 10% of students anticipating a potential problem and 11% finding that money was indeed an issue. Support from adults did not appear to present a significant difficulty for students. Only one student anticipated that guidance counsellors and teachers would not support him/her and at Time 3 one student reported that school personnel were indeed an obstacle. Eleven percent of students thought that lack of support from their principal may be an obstacle; however, at Time 3 no student reported that this was the case. There was a small, but notable, number of students who predicted (14%) and found (11%) that negativity from adults at the school posed a problem when attempting to create dating violence prevention projects. Thus, although a lack of support in schools may not be a problem, more subtle forms of negativity such as negative comments may hinder some students in their attempts to create dating violence initiatives.

**Impact of Follow-Through Activities on Other Students**

MW/Vpv students at eight of the 15 schools that participated in the MV/Vpv program undertook a dating violence initiative in their school. Seven of these schools were contacted to participate in the follow-through evaluation. However, we only received follow-up information from five of these schools. Students and officials at these two schools were administered the *Follow-Through Questionnaires*.

**Responses of Other Students**

In total, 305 students completed the MV/Vpv *Follow-Through Questionnaire*. A little more than half of these students (61%) were aware of the projects initiated by the MW/Vpv students. We asked students who were aware of the projects to rate how much they had liked the project. Of the 181 students who were aware of the projects, almost two thirds reported that they really liked (12%) or liked (53%) the projects. Very few students reported that they did not like or hated the projects (7%).

Ratings of whether the students who were aware of the projects felt they had learned about various dating violence topics from the projects are reported in Table 30. Most of the students indicated that they had learned something about each of the topics. Relatively few students indicated that they had not learned about each of the topics, although a significant proportion of students were unsure about what they had learned.
The students were also asked to describe the dating violence projects completed by the MV/Vpv students and to indicate what they liked most and least about these projects. Students remarked on liking skits, information presented, gaining knowledge, creative displays, videos, PowerPoint presentations, knowledgeable and credible presenters, and missing class. Many students could not identify anything they liked least about the project. However, some students felt that the information was confusing or there was not enough information, that the project lacked originality, that the presenters were not prepared, and that the presentation was not long enough. Other students were very negative about the projects saying that they disliked everything about it and/or disliked the topic itself.

Responses of School Staff Members

Five members of staff from four different schools completed the MV/Vpv Follow-Through Questionnaire. All five were aware of the projects initiated by the MV/Vpv students. When asked to estimate the number of non-MV/Vpv students at their school who were involved with the projects (e.g., had seen the projects), three staff members reported 100%, 50% and 25%, respectively whereas the other two did not answer this question. These staff members indicated that between 50% and 100% of the students who had seen the projects were positively affected by them.

School staff members were asked to indicate things that made it difficult for them or the MW/Vpv students to follow-through with the projects. The following problems were identified by one or more respondents: school personnel had no time because of other commitments; students had no time because of other commitments; and, lack of money for projects.
Table 30. Students’ Perceptions of Whether They Learned about Nine Topics from Making Waves/Vague par vague Student Presentations.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Did Not Learn</th>
<th>Unsure</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy relationships</td>
<td>10.7%</td>
<td>22.0%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Unhealthy relationships</td>
<td>11.3%</td>
<td>15.3%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Warning signs</td>
<td>9.4%</td>
<td>18.1%</td>
<td>72.3%</td>
</tr>
<tr>
<td>What “abuse” means</td>
<td>15.1%</td>
<td>19.8%</td>
<td>65.1%</td>
</tr>
<tr>
<td>How you can help prevent abuse</td>
<td>12.9%</td>
<td>26.9%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Gender stereotypes</td>
<td>15.8%</td>
<td>21.1%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Victims of dating violence</td>
<td>11.8%</td>
<td>17.8%</td>
<td>70.4%</td>
</tr>
<tr>
<td>People who abuse their boyfriends/girlfriends</td>
<td>11.2%</td>
<td>20.7%</td>
<td>68.0%</td>
</tr>
<tr>
<td>What to do if someone tells you they are being hurt by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their boyfriends/girlfriends</td>
<td>12.4%</td>
<td>19.4%</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

Note. N = 181.

Implications for the Making Waves/Vague par vague Program

The findings for MW/Vpv demonstrate the overall sophistication of the students selected to attend the MW/Vpv weekend student retreats. That is, these students demonstrated considerable knowledge of issues surrounding dating violence before the retreat commenced. As reported, many were chosen to represent their schools because of their leadership capacities and credibility with peers. Consequently, the efficacy of the program with a less select group of students is yet to be established.

The fact that the students were quite knowledgeable about dating violence issues before the weekend did not prevent them from increasing their knowledge during the time they spent in training particularly with respect to healthy and unhealthy relationships, warning signs, understanding abuse, and societal costs. However, there were several questionnaire items and scales (dynamics of abuse, roles people play, and gender roles) on which the students were so knowledgeable that even when progress was made, the differences in
scores were not statistically significant. Participants also perceived that they had learned a good deal from the program.

Attitudes regarding respect for self in relation to others, self-efficacy for dealing with abuse, gender stereotypes and media contributions all showed positive trends. There was considerable room for improvement regarding the effects of media on dating violence even with this rather elite group. MW/Vpv participants also made progress on behavioural intentions both with regard to communications and in avoiding vulnerable situations.

The program may want to consider reducing their focus on effecting knowledge increase, given that their participants are relatively knowledgeable when they enter the program compared to students in the other programs. There could be more chance for progress were they to focus more on attitudinal and behavioural changes and/or on developing skills related to implementing programs in their schools. The fact that participants made progress on behavioural intentions both with regard to communications and in avoiding vulnerable situations bodes well for this program to consider using workshop time to enhance behavioural as well as attitudinal orientations toward dating violence. The students’ intentions to take action if they witnessed abuse and their increased self-efficacy regarding taking leadership in dating violence prevention with peers all suggest that focusing on these aspects could lead to the sort of trickle-down the program seeks to inspire.

In spite of students’ immediately post-retreat confidence in being able to generate an outreach activity upon returning to school, less than half of the schools reported back that projects were completed, largely due to lack of time, other commitments on the part of the students and their schools, and support, financial and otherwise, to carry through on follow-up initiatives. Many of the projects themselves were small in scope, targeting increasing awareness and knowledge (e.g., posters), rather than attitude and behavioural change. However, more than half of the students in these schools were aware of these projects, and most felt that they learned something from them. It was beyond the scope of this evaluation to determine whether students in these schools actually increased their knowledge, and/or changed their attitudes or behavioural intentions.

**Recommendation 8.1:** MW/Vpv workshops continue to focus on attitude change, skill and self-efficacy enhancement and behavioural change through activity-based formats and peer leadership skills with respect to dating violence prevention.

**Recommendation 8.2:** The model of training of MW/Vpv, while developed for a selected group of students, be modified and extended into schools for a larger number of knowledgeable students who are capable of peer leadership roles and are ready for attitudinal and behavioural changes. These students should be available to partner with community agencies and teachers in providing dating violence prevention initiatives.
CHAPTER 9
SUMMARY AND RECOMMENDATIONS

The goal of the Provincial Strategy Team for Dating Violence Prevention was to make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick based on an evaluation of five dating violence prevention programs in the province of New Brunswick: programs developed by Le Centre de Prévention de la Violence Familiale de Kent (CPVFK), Coalition Against Abuse in Relationships/Coalition Contre l’Abus dans les Relations (CAAR), Fredericton Sexual Assault Crisis Centre (FSACC), and Making Waves/Vague par vague, Inc. (MW/Vpv). The evaluation was designed to be: arms length from, yet informed by, the programs; systematic; scientifically rigorous, longitudinal, and to assess diverse areas.

Students completed a series of questionnaires at three points in time: immediately before they received the program (Time 1), immediately following the program (Time 2), and four months after they received the program (Time 3). In addition, students in five comparison schools completed the questionnaires at the same points in time. These data were used to evaluate changes in students’ knowledge, attitudes, and behaviour due to the curriculum and due to each of the programs. Two potential limitations of the research should be noted. First, only participants who completed questionnaires at all three times were included in the analysis. This resulted in a substantially reduced sample size compared to the number of participants at Time 1. The impact of subject attrition on the results may have been greater for the smaller programs; for example, for these programs there may have been greater selection bias and it reduced our ability to analyze gender and grade differences. Second, although our assessment instruments were based on the goals and objectives identified by the programs, as with any evaluation, there no doubt were aspects of dating violence that were not assessed.

Students in all programs and in the comparison schools showed increased knowledge. It is difficult to compare the relative effectiveness of each program and the curriculum in enhancing knowledge as the students who received these programs differed substantially in their level of knowledge before receiving the program. Nonetheless, it appears that there are a variety of formats that are effective in enhancing knowledge about dating violence with few differences in knowledge as a function of grade level.

In general, with the exception of MW/Vpv, participation in these programs produced few changes in attitudes and behaviour. This is not unexpected as each of the programs provided brief interventions. Sustained changes in attitudes and behaviour would require that all students (not just a select group of students) be involved in an intensive program such as MW/Vpv and/or in on-going efforts from a variety of sources. Such interventions are more likely to impact not only individual students but also peer culture and the broader social and physical environment in which they live. Such an effort must
go beyond school curriculum and be part of a broader comprehensive provincial approach to prevention of dating violence and other forms of interpersonal violence prevention (bullying, sibling abuse, abuse in the family of origin) since research has shown that integrated, comprehensive approaches are more effective than are interventions that target individual components. Such an approach would mean that community agencies would develop cooperative partnerships with schools, government organizations, parents, and students themselves and bring their complementary strengths and approaches to these partnerships (Adelman & Taylor, 2006). The spectrum of sources for prevention advocacy and practice, as identified by the Prevention Institute (Culross et al., 2006), can range from policy and legislative changes, through changing organizational practices, community activism, and educational initiatives, to skill development at the individual level.

It is important that all sectors of the community associated with youth culture have a stake in and be part of integrated, comprehensive, multi-sectoral, multi-level, prevention strategies, including youth advocates and interventionists, community policing, public health, mental health, and school health nurses, social workers, parents, and students themselves. Each of these groups brings a complementary approach to reinforcing a model of healthy relationships that involves building the requisite knowledge, attitudes, and skills and does not tolerate use of violence. Such a multi-level approach has been well articulated and promoted by the Prevention Institute (Culross et al., 2006). However, regardless of the extent of their training and commitment to dating violence prevention, it is unrealistic to expect students to take primary responsibility to initiate dating violence prevention projects in their schools or communities, particularly the types of projects that are likely to strongly impact other youth, without strong involvement of local community and/or teacher partners.

In keeping with the Department of Education Program Guidelines for Healthy Learners in School Programs, a comprehensive approach to dating violence prevention optimally would include a wide-range of activities and services not only in schools but also in the community designed to increase knowledge and awareness; “enhance the physical, emotional and social climate of schools, families and communities”, and provide the services and support youth need with respect to dating violence. This could be accomplished through: 1) full, dynamic, school assemblies to establish a common language and take advantage of fleeting opportunities to inform and inspire students regarding the devastation that interpersonal violence can wreak in lives of teenagers; 2) on-going (i.e., not one time) classroom and other small group activity-based forums that promote healthy attitudes and develop relationship skills such that knowledge be transformed into attitudes which in turn enhance adolescent self-efficacy for resisting violence in their lives; 3) partnerships between students and local community organizations and/or selected educators to facilitate student involvement in dating violence prevention efforts; and, 4) engagement of all youth-associated professional workers as partners in integrating dating violence prevention with other initiatives.
impacting on adolescent well-being and providing the services, support and resources that students need. These initiatives should be staged sequentially over the school years to enhance the developmental progress of the entire adolescent population.

Knowledgeable members of community-based agencies in local communities, such as those agencies evaluated in the current report, are important resources to assist in developing, facilitating, and delivering opportunities for students’ attitudinal and behavioural change in schools and elsewhere as well as to provide training to school personnel and other professionals involved in dating violence prevention. However, these agencies cannot fulfill the crucial role of contributing their expertise without sustained financial bases.

**Recommendation 1:** Community, government, and educational organizations work together and work with students and parents to develop a focused, multi-faceted, comprehensive approach to dating violence prevention in order to create a collaborative provincial culture with no tolerance for dating violence.

**Recommendation 2:** Government allocate funds to ensure that evidence-based effective dating violence prevention programs be sustained and that teachers and other school-based personnel have the training necessary for effective delivery.

Each of the evaluated programs had broad goals and objectives. That is, they all expected that exposure to their program would broadly impact students’ knowledge, attitudes, and behaviours. Results of the evaluation indicate that all the programs were successful at achieving knowledge gains but, with the exception of MW/Vpv that served a select group of students, they had limited success in producing sustained positive attitude and behaviour change. Further, MW/Vpv had limited success in achieving its objective of having MW/Vpv participants undertake dating violence prevention initiatives in their schools, and many of the initiatives undertaken would be unlikely to have the broad impact on students of the MW/Vpv program itself. Thus, each program needs to reevaluate the goals and objectives in order to identify those that are realistic within the constraints of the format used and the time available. That is, they need to identify the areas in which they are making, and realistically can make, a difference and use this information to contribute to a provincial effort.

**Recommendation 3:** Each program strengthens its goals and identify those most amenable to gains within the delivery model it employs to support a focused, multi-faceted, comprehensive approach to creating a collaborative provincial culture with no tolerance for dating violence (supporting Recommendation 1).

We found that, compared to boys, girls were more knowledgeable, were somewhat less accepting of dating violence, and evidenced more positive behavioural intentions for dealing with dating violence. Further, there was greater uptake by girls, as well as some
negative changes in attitudes and behaviour on the part of boys in both comparison schools and some programs. Incorporating dating violence prevention within the larger topic of healthy relationships may alleviate some of the backlash on the part of boys. The fact that these differences, while pervasive, were small suggests that this may not be a general gender phenomenon but rather, as shown in past research, represents a subset of boys for whom current approaches do not work well (Artz et al., 2000; Cameron et al., 1998; McKay et al., 2001). Further, for some topics, male facilitators can be more persuasive for boys, and female facilitators, for girls. A gender sensitive model of violence-prevention programming, developed through research at the Muriel McQueen Fergusson Centre for Family Violence Research, provides some suggestions for approaches to the problem of gender-differential uptake that might be attempted (Cameron & Team, 2002).

**Recommendation 4:** Programs be reviewed regarding differential impact on boys and girls. In addition, male and female facilitator teams be used to help ensure that both genders feel understood with regard to violence prevention and within the larger construct of healthy relationships.

This evaluation included information from students and from school staff representatives. This provided information on students’ pre-intervention knowledge, attitudes and behaviours as well as on the impact of the curriculum and involvement in each of these programs. In the future, individuals and groups delivering dating violence prevention programs, particularly for classroom-based interventions, should use a brief pre-intervention assessment of these areas in order to tailor interventions to the knowledge, attitudes and behavioural deficits of the particular classroom or group. A post-intervention assessment would provide programs and teachers with feedback on their success in achieving their goals and objectives. The assessment tool developed for the current evaluation could form the basis of such a common program delivery tool.

**Recommendation 5:** A common pre/post program evaluation tool that is more than simply a participant satisfaction index be developed and provided to community groups and teachers delivering dating violence prevention programs so that they can use it to tailor program-delivery to the needs of the group as well as to monitor program effectiveness.

Schools have a central role to play in dating violence prevention, and appear to be effective at increasing student knowledge. Thus, it is important that the current curriculum be enhanced so as to address more of the goals identified here as essential to dating violence prevention. That is, there are some key goals in dating violence prevention that are not identified as learning outcomes in the current curricula. Further, such aspects as warning signs of relationship dysfunction, societal costs of abuse, gender roles, and media effects were generally not well understood by students before their exposure to a prevention program. Such a curriculum could lay the groundwork for the
development and delivery of such broad, multi-faceted, comprehensive provincial approaches to dating violence prevention as described in Recommendation 1.

In addition, the specific articulation in the curriculum of dating violence prevention as a priority could help in the allocation of school time to necessary follow-through activities if consolidation is to take place. Furthermore, there is much room for growth in New Brunswick students’ attitudes toward dating violence as well as work to be done to move youth beyond the knowledge of healthy/unhealthy relationships to motivation to change with regard to the negotiation of positive, non-coercive intimate relationships. Participants should be assured that those with negative previous experiences will in no way be singled out and every effort must be made to have all students feel comfortable during discussions of sensitive issues involving relationship abuse. As well, caution should be taken in interactive situations so that students who have had negative experiences in no way feel pressured to disclose or even participate in discussions about which they feel some discomfort.

**Recommendation 6:** Schools continue to provide education regarding basic information about dating violence and the French and English curricula be reviewed to incorporate learning outcomes related to key aspects of dating violence, especially the effects of gender roles in dating violence, warning signs for abuse, changing attitudes toward dating violence, and increasing adolescents’ motivation for change (i.e., intentions to change behaviour).

Community programs and school curriculum constitute primary prevention strategies. However, there are some youth who are at high risk to use violence and/or have already been involved in dating violence. Research has identified some of these risk factors: maltreatment in childhood, witness interparental aggression, attitudes accepting of dating violence, gender stereotyping, depression, low self-esteem, poor social competencies, associating with peers who condone violence, school failure, and general aggressiveness (Foshee, Linder, MacDougall, & Bangdiwala, 2001; Riggs & O’Leary, 1996; Whitaker et al., 2006). Primary prevention strategies are unlikely to have the intensity needed to effect change in these youth. Thus, one aspect of a multi-faceted approach must be specific interventions for these youth (Burke, Axelrod, Weist, & Paternite, 2006). Other jurisdictions have developed these types of programs (e.g., Wolfe et al., 2003). In addition, the MW/Vpv model, adapted for use in a school context with high-risk students, potentially has the intensity to impact these youth.

**Recommendation 7:** Professionally designed targeted interventions be accessible/available for youth at risk of perpetrating dating violence.

Eliminating dating violence will require a concerted effort by community agencies, government departments, schools, parents, and students aimed at educating youth as well as at improving the environment for youth and changing peer norms. As such, all
partners need to work together. Community-based agencies and other partners in dating violence prevention need to be aware of the curriculum and school-based prevention efforts so as to complement rather than duplicate classroom-based programming. In turn, school personnel need to be better equipped to build on interventions by other groups not only in the classroom but also in informal situations (e.g., in the cafeteria, on school buses, and in the community at large). Such a comprehensive effort cannot occur without training of all the partners in the dating violence prevention effort. That is, it is important that all personnel involved with students, including teachers, health, and social workers, school staff, bus drivers, and community police officers receive a base level of training designed to enhance their awareness of the prevalence of dating violence and the importance of primary prevention initiatives in the broader context of healthy adolescent growth and development. Second, more specialized skill development is needed for selected professionals who wish to provide leadership in the area to provide them with the knowledge and skills to implement evidence-based programs that effect change in youths’ knowledge, attitudes and behaviour. It is important that every middle school and high school have at least one such specialist.

**Recommendation 8:** In order to implement a multi-faceted, comprehensive approach to dating violence prevention: (a) all educational personnel be trained regarding the prevalence and costs of dating violence in the adolescent student population and ways in which they can contribute to dating violence prevention; and, (b) school personnel and associated professionals, including teachers, nurses, community police officers, and social workers, interested in developing the expertise to provide dating violence prevention workshops be provided with in-service training that supports their contributions.
REFERENCES


APPENDICES
Appendix A

Dating Violence Prevention Evaluation Questionnaire/
Questionnaire sur les fréquentations des adolescents
Adolescent Dating Questionnaire

How to determine your private code:
Write down the day of your birthday (e.g., the 16th)
Then write the first letter of your last name (e.g., M)
Finally, write the last two numbers of your HOME phone number (e.g., 64)

1. This questionnaire was completed: ○ at home ○ at school ○ at Making Waves
2. How old are you? ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20
3. Are you: ○ Male ○ Female
4. What school do you go to?
5. What grade are you in? ○ 9 ○ 10 ○ 11 ○ 12
6. How many serious relationships have you had since you started dating? (Include current relationship if applicable.) ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ More than 5
7. What is your current relationship status?
   ○ Living with romantic partner. ○ Would be interested with the right person.
   ○ Dating one person. ○ Not interested in dating at this point.
   ○ Dating more than one person.
8. How long have you been in your current relationship? (in months)
   ○ 0-3 ○ 4-6 ○ 7-9 ○ 10-12 ○ More than 12 ○ Not currently in a relationship
9. How old is your boyfriend/girlfriend? (in years) ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20
   ○ No current boyfriend/girlfriend
10. What sex is your boyfriend/girlfriend? ○ Male ○ Female ○ Not currently in a relationship

Each of the following statements is about dating relationships. Please read each statement carefully. Fill out the circle under True if you think the statement is true, or the circle under False if you think the statement is false.

11. Forcing a boyfriend/girlfriend to wear certain clothes is a way of controlling them.
12. You should try to stop a girl from pressuring her boyfriend to have sex with her.
13. Telling a boyfriend/girlfriend what friends they can see is a form of abuse.
14. If a person never seems to let their boyfriend/girlfriend out of their sight, this is a warning sign that they may hurt their boyfriend/girlfriend.
15. You should ignore it if you hear someone calling his or her boyfriend/girlfriend stupid.
16. A person who purposely breaks things is more likely to hurt their boyfriend/girlfriend.
17. There is something wrong with the relationship if a person wants to spend time away from their boyfriend/girlfriend.
18. It is OK for a girl to pressure her boyfriend to have sex if they have been dating for a long time.
19. It is OK for a guy to brag about having sex with his girlfriend.
20. If a boyfriend/girlfriend never takes blame when they mess up, they may become abusive.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>It is all right for a girl to joke with friends about her boyfriend's sexual performance.</td>
</tr>
<tr>
<td>22.</td>
<td>A person should love their boyfriend/girlfriend so much that they would do anything to make them happy.</td>
</tr>
<tr>
<td>23.</td>
<td>Always avoiding a boyfriend/girlfriend wanting to make a relationship better.</td>
</tr>
<tr>
<td>24.</td>
<td>A person who says that their boyfriend/girlfriend owes them sex may not take no for an answer.</td>
</tr>
<tr>
<td>25.</td>
<td>If a guy/girl is jealous it means that they really love the person they are dating.</td>
</tr>
<tr>
<td>26.</td>
<td>There is no connection between hitting walls and hurting a boyfriend/girlfriend.</td>
</tr>
<tr>
<td>27.</td>
<td>It is only natural for a guy to pressure his long-time girlfriend for sex.</td>
</tr>
<tr>
<td>28.</td>
<td>If a person has hit a boyfriend/girlfriend in the past, they are more likely to hit the person they are going out with.</td>
</tr>
<tr>
<td>29.</td>
<td>It is not abusive to stop a boyfriend/girlfriend from leaving the room.</td>
</tr>
<tr>
<td>30.</td>
<td>There is nothing you can do to stop a guy from forcing his male-partner to have sex with him.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>When two guys are dating, it is abusive for one to insult the other's body.</td>
</tr>
<tr>
<td>32.</td>
<td>The way a couple fights is their business - you should not get involved.</td>
</tr>
<tr>
<td>33.</td>
<td>Stereotypes about how guys should act could be harmful.</td>
</tr>
<tr>
<td>34.</td>
<td>Swearing at a boyfriend/girlfriend is abuse.</td>
</tr>
<tr>
<td>35.</td>
<td>Abuse can happen to anybody.</td>
</tr>
<tr>
<td>36.</td>
<td>If a person cries and says sorry after hitting their boyfriend/girlfriend they probably will not hit them again.</td>
</tr>
<tr>
<td>37.</td>
<td>Some boyfriends/girlfriends deserve to be hit.</td>
</tr>
<tr>
<td>38.</td>
<td>Some stereotypes about girls could be related to abuse in relationships.</td>
</tr>
<tr>
<td>39.</td>
<td>If someone is being abused by their boyfriend/girlfriend, it is not their fault.</td>
</tr>
<tr>
<td>40.</td>
<td>When two girls are dating, it is abusive for one to insult the other's body.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Reporting a violent relationship can make things better for the person being hurt.</td>
</tr>
<tr>
<td>42.</td>
<td>Wanting to be a boyfriend/girlfriend's only friend is a warning sign that the relationship may become abusive.</td>
</tr>
<tr>
<td>43.</td>
<td>I don't see how abuse between boyfriends/girlfriends is connected to stereotypes about girls and guys.</td>
</tr>
<tr>
<td>44.</td>
<td>It is not abusive to try to make a boyfriend/girlfriend jealous.</td>
</tr>
<tr>
<td>45.</td>
<td>Pressuring a boyfriend/girlfriend to have sex is abusive.</td>
</tr>
<tr>
<td>46.</td>
<td>Shouting encouragement to someone who is pushing their boyfriend/girlfriend probably will not affect what is going on.</td>
</tr>
<tr>
<td>47.</td>
<td>Some stereotypes about how girls should act could be harmful.</td>
</tr>
<tr>
<td>48.</td>
<td>Pushing a boyfriend/girlfriend is abuse.</td>
</tr>
<tr>
<td>49.</td>
<td>There is no point trying to stop a girl from pressuring her boyfriend for sex.</td>
</tr>
<tr>
<td>50.</td>
<td>I can see how stereotypes could cause problems in a relationship.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>Violence in movies doesn't affect people's behaviour.</td>
</tr>
<tr>
<td>52.</td>
<td>Television shows with a lot of hitting and shooting are harmful for teenagers.</td>
</tr>
<tr>
<td>53.</td>
<td>Violence in relationships costs Canadians money.</td>
</tr>
<tr>
<td>54.</td>
<td>There is probably no connection between violence in movies and people hitting their boyfriends/girlfriends.</td>
</tr>
<tr>
<td>55.</td>
<td>Abuse in teenage relationships costs the taxpayer a lot of money.</td>
</tr>
<tr>
<td>56.</td>
<td>Teenagers can play an important role in stopping abuse in relationships.</td>
</tr>
<tr>
<td>57.</td>
<td>It is against the law to force a boyfriend/girlfriend to have sex.</td>
</tr>
<tr>
<td>58.</td>
<td>Watching violence on TV does not really affect how people behave.</td>
</tr>
<tr>
<td>59.</td>
<td>If a person has been abused by their parents they are more likely to abuse their boyfriend/girlfriend.</td>
</tr>
<tr>
<td>60.</td>
<td>Parents have no reason to be concerned about violent videogames.</td>
</tr>
<tr>
<td>61.</td>
<td>Violence in videogames doesn't affect people's behaviour.</td>
</tr>
</tbody>
</table>
The following statements describe attitudes toward a variety of behaviors in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Mildly Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Mildly Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. It is OK for a girl to slap her boyfriend if he deserves it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>63. A girl should always change herself to please her boyfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>64. A guy should always ask his girlfriend's permission first before going out with his friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>65. It is OK for a guy to badmouth his girlfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>66. It is never OK for a girl to hit her boyfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>67. Girls who cheat on their boyfriends should be slapped.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>68. It is OK for a guy to slap his girlfriend if she deserves it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>69. It is important for a guy to always dress the way his girlfriend wants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>70. A girl should not hit her boyfriend no matter what he has done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>71. A girl should not see her friends if it bothers her boyfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>72. A person has the right to be violent when they are being insulted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>73. It is no big deal to pressure a girl into having sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>74. Sometimes a guy cannot help hitting his girlfriend when she makes him angry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>75. It is OK for a girl to badmouth her boyfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>76. A guy should not touch his girlfriend unless she wants to be touched.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>77. It is all right for a girl to force her boyfriend to kiss her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>78. A person is not responsible for what they do when they are drunk.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>79. A girl should not touch her boyfriend unless he wants to be touched.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>80. When a guy pays on a date, it is OK for him to pressure his girlfriend for sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>81. A person could leave an abusive relationship if they really wanted to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>82. Sometimes people have no choice but to be violent with their boyfriend/ girlfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>83. Girls should never lie to their boyfriends to get them to have sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>84. Sometimes people have to stay in abusive relationships.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### How confident are you that you...

<table>
<thead>
<tr>
<th>Question</th>
<th>Not At All Confident</th>
<th>Not Very Confident</th>
<th>Somewhat Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. Could break up with a boyfriend/girlfriend if they insult you all the time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Could do something to help a person who is being hit by their boyfriend/girlfriend?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>87. Could tell an adult about a person who pushes their boyfriend/girlfriend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. Could get help for someone whose boyfriend/girlfriend makes them have sex with them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Boyfriends/girlfriends sometimes act in ways we don’t like. Some of these behaviours are a serious problem in a relationship and some are not. Imagine you have been going out with someone for six months and you really like them. Would you think it was a serious problem if they...**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definitely not a serious problem</th>
<th>Does not seem like a serious problem, but it depends</th>
<th>Seems like a serious problem, but it depends</th>
<th>Definitely a serious problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>89. Did not listen to you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90. Did not respect your views and opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91. Did not support your decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92. Criticized you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93. Didn’t spend almost all of their time with you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94. Made plans without asking you first.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95. Went through your locker without your permission.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### How likely would you be to do the following...

<table>
<thead>
<tr>
<th>Action</th>
<th>Not At All Likely</th>
<th>Not Very Likely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>96. Tell someone you trust that you are being abused by your boyfriend/girlfriend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. Tell someone you trust that you are abusing your boyfriend/girlfriend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98. Encourage a friend who is being abused to tell a trusted adult.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99. Tell an adult if a friend is being abused by their boyfriend/girlfriend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please read each item and indicate how you feel about it using the following scale:

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100. Swearing is worse for a girl than for a boy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101. On a date, the boy should be expected to pay all expenses.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>102. In general, the father should have greater authority than the mother in making family decisions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>103. Boys are better leaders than girls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please read each item and indicate how you feel about it using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>104. Girls should have the same freedoms as boys.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>105. Violence on TV does not really affect me.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>106. Violent videogames affect my perceptions about violence.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>107. Some songs affect how I think about men/women.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108. The media affects my perception about violence.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Each of the following statements is an example of how a person can communicate with their boyfriend or girlfriend. Read each statement and indicate how poor or good communication each example is. Then, fill out the circle that best describes each one.

**In talking or arguing with a boyfriend or girlfriend, you...**

<table>
<thead>
<tr>
<th></th>
<th>Very Poor Communication</th>
<th>Somewhat Poor Communication</th>
<th>Somewhat Good Communication</th>
<th>Very Good Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>109. Interrupt them to get your point across.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110. Bring up something annoying they did last month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111. Turn out and think about something else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>112. Ask questions if you are not sure what he/she means.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113. Say, “This is probably dumb...” before you make a point.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>114. Tell them you are partly to blame when you are.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>115. Agree with everything they say.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>116. Say, “I am sorry” when you do not agree with them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117. Suggest putting off talking until you are both calmer.</td>
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Read each of the situations below. Below each situation is a number of different ways a person could respond. Rate how likely it is that you would do EACH of the possible responses.

**118. You are trying to decide what to do Friday night. Your boyfriend/girlfriend suggests hanging out with friends but you wanted to watch a DVD at your house.**

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<th></th>
<th>Very Unlikely to Do This</th>
<th>Somewhat Unlikely to Do This</th>
<th>Somewhat Likely to Do This</th>
<th>Very Likely to Do This</th>
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<tbody>
<tr>
<td>a) Tell him/her, “What a dumbass idea.”</td>
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<tr>
<td>b) Go hang out with them, and watch the DVD on Saturday night.</td>
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<tr>
<td>c) Tell him/her, “If you don’t watch the DVD with me, then I think we should break up.&quot;</td>
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<tr>
<td>d) Tell him/her, “Why don’t we stay home this weekend and then we can hang out with your friends next weekend?”</td>
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110. You are with a group of people. Your boyfriend/girlfriend comes over and hugs you. They step back and say, “Wow, what’s that smell? Were you just in gym class?” Some of the people you are with laugh and you feel embarrassed.

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<th>Very Unlikely to Do This</th>
<th>Somewhat Unlikely to Do This</th>
<th>Somewhat Likely to Do This</th>
<th>Very Likely to Do This</th>
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120. You get your haircut and go to visit your girlfriend/boyfriend. They look at you and say, “Wow, that’s a bad haircut!”

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<th>Very Unlikely to Do This</th>
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<th>Very Likely to Do This</th>
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There are different things that you can do when you are really angry with someone. Read each of the statements below. The next time you find yourself really angry at your boyfriend/girlfriend, how confident/sure are you that you could do each one? Fill out the circle that best describes how confident or sure you are.

<table>
<thead>
<tr>
<th></th>
<th>Not at all Confident</th>
<th>A Little Confident</th>
<th>Somewhat Confident</th>
<th>Very Confident</th>
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<tr>
<td>122. Try to understand their point of view.</td>
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<tr>
<td>123. Repeat what they said to make sure you got it right.</td>
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<tr>
<td>124. Not call them names.</td>
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<tr>
<td>125. Calm down.</td>
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<td>126. Not shove.</td>
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<tr>
<td>127. Talk about things without yelling.</td>
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<tr>
<td>128. Suggest putting off talking until you are calmer.</td>
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</table>
Head each of the situations below. Below each situation there are a number of different ways that a person could respond. Rate how likely you would be to use EACH of these responses.

129. You are in an argument with your boyfriend/girlfriend. He/She starts to yell and calls you a loser.

<table>
<thead>
<tr>
<th>a) Yell back at them and call them a loser too.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>b) Say, “We have to take a break and calm down before we say anything else”.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>c) Say, “I know you’re mad but that really hurts.”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>d) Shove them to show them they cannot call you names.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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130. You and your boyfriend/girlfriend are kissing, and he/she starts going further sexually than you want to go. You say, “stop,” and he/she keeps going.

<table>
<thead>
<tr>
<th>a) Push him/her away.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<table>
<thead>
<tr>
<th>b) Say, “I said stop!”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>c) Do not say anything.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>d) Quietly say “Please stop.”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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131. You and your girlfriend/boyfriend get in a big argument. You try to walk away but they keep following you. You are getting really frustrated and feel like you want to hit them.

<table>
<thead>
<tr>
<th>a) Shove them so that they get the point.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<table>
<thead>
<tr>
<th>b) Say, “I need to get away and calm down.”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<thead>
<tr>
<th>c) Yell, “Get away from me!”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>d) Find a friend to help calm the situation down.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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132. You and your boyfriend/girlfriend are at a friend’s house where there is alcohol. You have heard that your boyfriend/girlfriend gets in fights when they drink.

<table>
<thead>
<tr>
<th>a) Say nothing about what you have heard and hope that nothing bad will happen.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>b) Tell your boyfriend/girlfriend, “I don’t like it when you drink.”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>c) Take your boyfriend/girlfriend aside and tell them, “I’ve heard that you fight when you drink. I don’t want you to drink tonight.”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>d) Tell your boyfriend/girlfriend, “Only losers drink!”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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133. You are sitting at the cafeteria with a group of friends. One friend says to their boyfriend/girlfriend, “Stop eating like that. You are such a gross pig! I am embarrassed to be seen with you.” Everyone laughs.

<table>
<thead>
<tr>
<th>a) Laugh. It was funny!</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>b) I roll down at your friend and pretend that nothing happened!</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
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<tr>
<th>c) Say, “What did you say that for?”</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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<tr>
<th>d) After lunch ask the boyfriend/girlfriend if they are okay and if they would like to talk about it.</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
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</table>
134. In the last month, have you seen anyone be physically aggressive to his or her boyfriend/girlfriend (e.g., push, slap, throw something)?
   - No
   - Yes, and I did something
   - Yes, and I did not do anything

135. If you saw someone be physically aggressive to his or her boyfriend/girlfriend in the future would you do something?
   - No
   - Yes

136. In the last month, have you seen anyone be verbally abusive to his or her girlfriend/boyfriend (e.g., call them names, make fun of them, tell them what to do)?
   - No
   - Yes, and I did something
   - Yes, and I did not do anything

137. If you saw someone be verbally abusive to his or her girlfriend/boyfriend in the future would you do something?
   - No
   - Yes

138. In the last month, have you seen anyone be sexually abusive to his or her boyfriend/girlfriend (e.g., touch specific areas, kiss them when they did not have permission)?
   - No
   - Yes, and I did something
   - Yes, and I did not do anything

139. If you saw someone be sexually abusive to his or her boyfriend/girlfriend in the future would you do something?
   - No
   - Yes

140. a) How often have you had a boyfriend/girlfriend threaten you, call you names, keep you from hanging out with friends, or watch your every move?
   - Never
   - Sometimes
   - Often
   - I have never dated

If you answered NEVER or I HAVE NEVER DATED, please go on to question 141.
If you answered SOMETIMES or OFTEN to the question above, please think of the WORST experience and answer the following questions about it.

b) How long ago did it happen?
   - Within the last month
   - Within the last 6 months
   - Within the last year
   - More than a year ago

c) Was the other person involved a guy or a girl?
   - Guy
   - Girl

d) At the time, how upset did this incident make you feel?
   - Not at all upset
   - Extremely upset

141. a) How often have you had someone other than your boyfriend/girlfriend threaten you, call you names, keep you from hanging out with friends, or watch your every move?
   - Never
   - Sometimes
   - Often

If you answered NEVER, please go on to question 142.
If you answered SOMETIMES or OFTEN to the question above, please think of the WORST experience and answer the following questions about it.

b) How long ago did it happen?
   - Within the last month
   - Within the last 6 months
   - Within the last year
   - More than a year ago

c) Who was the person involved?
   - Parent
   - Brother/Sister
   - Friend
   - Adult from school
   - Acquaintance
   - Other

d) At the time, how upset did this incident make you feel?
   - Not at all upset
   - Extremely upset

142. How often have you called a boyfriend/girlfriend names, threatened them, kept them from seeing other friends, or watched their every move?
   - Never
   - Sometimes
   - Often
   - I have never dated

143. How often have you called someone other than a boyfriend/girlfriend names, threatened them, kept them from seeing their friends, or watched their every move?
   - Never
   - Sometimes
   - Often
144. a) How often have you been pushed, slapped, punched, grabbed, or had something thrown at you by a boyfriend/girlfriend?
   ○ Never  ○ Sometimes  ○ Often  ○ I have never dated
   *If you answered NEVER or I HAVE NEVER DATED, please go on to question 145. If you answered SOMETIMES or OFTEN to the question above, please think of the WORST experience and answer the following questions about it.*

b) How long ago did it happen?
   ○ Within the last month  ○ Within the last 6 months  ○ Within the last year  ○ More than a year ago

c) Was the other person involved a guy or a girl?
   ○ Guy  ○ Girl

d) At the time, how upset did this incident make you feel?
   Not at all upset  1  2  3  4  5  6  7  Extremely upset

145. a) How often have you been pushed, slapped, punched, grabbed, or had something thrown at you by someone other than a boyfriend/girlfriend?
   ○ Never  ○ Sometimes  ○ Often
   *If you answered NEVER, please go on to question 146. If you answered SOMETIMES or OFTEN to the question above, please think of the WORST experience and answer the following questions about it.*

b) How long ago did it happen?
   ○ Within the last month  ○ Within the last 6 months  ○ Within the last year  ○ More than a year ago

c) Who was the person involved?
   ○ Parent  ○ Brother/Sister  ○ Friend  ○ Adult from school  ○ Acquaintance  ○ Other

d) At the time, how upset did this incident make you feel?
   Not at all upset  1  2  3  4  5  6  7  Extremely upset

146. How often have you pushed, slapped, punched, grabbed, or thrown something at a boyfriend/girlfriend?
   ○ Never  ○ Sometimes  ○ Often  ○ I have never dated

147. How often have you pushed, slapped, punched, grabbed, or thrown something at someone other than a boyfriend/girlfriend?
   ○ Never  ○ Sometimes  ○ Often

148. a) Have you engaged in sexual touching, but not intercourse, with a boyfriend/girlfriend when you didn’t want to because they forced you, threatened you, or continually pressured or argued with you?
   ○ No  ○ Once  ○ More than once  ○ I have never dated
   *If you answered NO or I HAVE NEVER DATED to both of the questions above, please go to question 149. If you answered ONCE OR MORE THAN ONCE to either of the questions above, please think of the WORST experience and answer the following questions about it.*

b) Have you ever had sexual intercourse with a boyfriend/girlfriend when you didn’t want to because they forced you, threatened you, or continually pressured or argued with you?
   ○ No  ○ Once  ○ More than once  ○ I have never dated

   *If you answered NO or I HAVE NEVER DATED to both of the questions above, please go to question 149. If you answered ONCE OR MORE THAN ONCE to either of the questions above, please think of the WORST experience and answer the following questions about it.*

c) How long ago did it happen?
   ○ Within the last month  ○ Within the last 6 months  ○ Within the last year  ○ More than a year ago

d) Was the other person involved a guy or a girl?
   ○ Guy  ○ Girl

e) At the time, how upset did this incident make you feel?
   Not at all upset  1  2  3  4  5  6  7  Extremely upset

149. a) Have you engaged in sexual touching, but not intercourse, with someone other than a boyfriend/girlfriend when you didn’t want to because they forced you, threatened you, or continually pressured or argued with you?
   ○ No  ○ Once  ○ More than once
   *If you answered NO to both of the questions above, please go to question 150. If you answered ONCE OR MORE THAN ONCE to either of the questions above, please think of the WORST experience and answer the following questions about it.*

b) Have you ever had sexual intercourse with someone other than a boyfriend/girlfriend when you didn’t want to because they forced you, threatened you, or continually pressured or argued with you?
   ○ No  ○ Once  ○ More than once

   *If you answered NO to both of the questions above, please go to question 150. If you answered ONCE OR MORE THAN ONCE to either of the questions above, please think of the WORST experience and answer the following questions about it.*

c) How long ago did it happen?
   ○ Within the last month  ○ Within the last 6 months  ○ Within the last year  ○ More than a year ago

d) Who was the person involved?
   ○ Parent  ○ Brother/Sister  ○ Friend  ○ Adult from school  ○ Acquaintance  ○ Other

e) At the time, how upset did this incident make you feel?
   Not at all upset  1  2  3  4  5  6  7  Extremely upset
Dating Violence Prevention in New Brunswick

150 a) Have you ever gotten a boyfriend/girlfriend to engage in sexual touching, but not intercourse, with you by forcing, threatening, or continually pressuring or arguing with them?
   ○ No  ○ Once  ○ More than once

b) Have you ever gotten someone other than a boyfriend/girlfriend to engage in sexual touching, but not intercourse, with you by forcing, threatening, or continually pressuring or arguing with them?
   ○ No  ○ Once  ○ More than once

151 a) Have you ever gotten a boyfriend/girlfriend to have sexual intercourse with you by forcing, threatening, or continually pressuring or arguing with them?
   ○ No  ○ Once  ○ More than once

b) Have you ever gotten someone other than a boyfriend/girlfriend to have sexual intercourse with you by forcing, threatening, or continually pressuring or arguing with them?
   ○ No  ○ Once  ○ More than once

Sometimes students who are involved in dating violence prevention programs later develop, or are involved in, projects for their schools (e.g. a presentation on dating violence, designing a bulletin board, making a poster).

The following questions ask about dating violence prevention projects.

Please answer all questions even if you don’t intend to be involved in a dating violence prevention project.

Please indicate the degree to which you agree or disagree with the following statements by filling out the appropriate circle.

152. I am confident that I will be able to think of at least one good idea for a dating violence prevention project.
153. I am confident that I will follow through on that idea (actually complete the project(s)).
154. I am confident that I will receive support from the adults at my school when I try to do my project.
155. I am confident that I will receive support from the other students who attend the dating violence prevention program.
156. I am confident that other students will be interested in my project.
157. I am confident that I will be able change how at least some students feel about dating violence.

158 a) Would you like to be involved in a project that helps the students in your school to have healthier relationships?
   ○ Yes  ○ No

b) Keeping in mind that you have many demands on your time, what dating violence projects would you like to complete at your school?

The following questions ask about dating violence programs that you may have received in the past.

159 a) In the last two years, did you participate in a dating violence prevention program before taking part in this one?
   ○ Yes  ○ No  ○ Don’t know

b) If yes, how useful was the information you learned from the dating violence prevention program?
   ○ Not at all useful  ○ Somewhat useful  ○ Very useful  ○ Extremely useful
If you answered yes to question 159e, please complete the following questions.

160 What was involved in the dating violence prevention program you took part in?

a1 Was a presentation given in the classroom?
   - Yes
   - No

a2 If yes, who gave the classroom presentation?
   - Teacher
   - Guest speaker (youth)
   - Other; Please specify

b1 Was a presentation given in an assembly?
   - Yes
   - No

b2 If yes, who led the assembly?
   - Teacher
   - Guest speaker (youth)
   - Other; Please specify

C1 Was there an information booth?
   - Yes
   - No

C2 If yes, who was in charge of the information booth?
   - Teacher
   - Students
   - Community agency/organisation
   - Other; Please specify

D1 Were posters set up?
   - Yes
   - No

D2 If yes, who set up the posters?
   - Teacher
   - Students
   - Community agency/organisation
   - Other; Please specify

E1 Was dating violence information given in some other way?
   - Yes
   - No

Please describe:

Below are a list of things that can make it difficult to follow-through with dating violence projects. By filling-out the circle that seems appropriate, please indicate to what extent you think each would be a problem if you were going to do a dating violence prevention project.

161
   a) No time because of other commitments
   b) Pressure from students not to follow-through with projects
   c) Lack of student interest
   d) Lack of money for projects
   e) Lack of support from guidance counselor(s)
   f) Lack of support from principal
   g) Lack of support from other teachers
   h) Negativity from adults at the school (saying your projects won’t work, or aren’t useful)

NOT a problem | Unsure | Problem
Sometimes students who are involved in dating violence prevention programs later develop, or are involved in, projects for their schools (e.g. a presentation on dating violence, designing a bulletin board, making a poster). The following questions ask about dating violence prevention projects.

Please indicate the degree to which you agree or disagree with the following statements by filling-out the appropriate circle.

162. I was able to think of at least one good idea for a dating violence prevention project.  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

163. I followed through on that idea (completed the project(s)).  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

164. I received support from the adults at my school when I tried to do my project.  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

165. I received support from the other students who attended the dating violence program.  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

166. Other students were interested in my project.  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

167. I changed how at least some students felt about dating violence.  
   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   | 1             | 2     | 3              | 4                  | 5        | 6                  |

168. What dating violence projects were you able to complete at your school?

169. If we asked all of the students at your school if they were involved with (participated in, experienced) the projects that you listed in the first question, how many would say yes?  
   | 0 | 1-50 | 51-100 | 101-150 | 151-200 | 201+ |

170. Of the students who saw, or were involved with, the projects you listed in the first question, what percentage do you think were positively affected (learned about dating violence, changed their attitudes etc.)?  
   | 0% | 1-25% | 26-50% | 51-75% | 76-100% |

171. Below are a list of things that can make it difficult to follow-through with dating violence projects. By filling-out the circle that seems appropriate, please indicate to what extent each was a problem.

   a) No time because of other commitments.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   b) Pressure from students not to follow-through with projects.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   c) Lack of student interest.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   d) Lack of money for projects.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   e) Lack of support from guidance counselor(s).  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   f) Lack of support from principal.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   g) Lack of support from other teachers.  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |

   h) Negativity from adults at the school (saying your projects won’t work, or aren’t useful).  
      | NOT a problem | Unsure | Problem |
      | 0             | 1     | 2       | 3       | 4       |
If there is anything that would help us better understand your responses on this questionnaire or if you would like to provide us with feedback on any part of this questionnaire, please feel free to write down your thoughts on the lines below.

COMMENTS

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
Questionnaire sur les fréquentations d'adolescent

- Vague par Vague  - Kent  - CAAR  - Autre

Comment déterminer votre numéro de code privé :
Insrissez la date de votre anniversaire (ex. : le 16)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Puis inscrivez la première lettre de votre nom de famille (ex. : M)
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Et finalement, inscrivez les deux derniers chiffres de votre numéro de téléphone à domicile (ex. : 64)
Premier chiffre 0 1 2 3 4 5 6 7 8 9  Deuxième chiffre 0 1 2 3 4 5 6 7 8 9

Veuillez répondre aux questions ci-dessous le plus honnêtement possible. Si vous n'êtes pas tout à fait certain de la réponse, choisissez celle qui vous décrit le mieux.
Dans cette section, vous devez fournir des renseignements d'ordre général vous concernant.

1. Ce questionnaire a été rempli ?  - à la maison  - à l'école  - Vague par Vague


3. Vous êtes ?  - un garçon  - une fille

4. Quelle école fréquentez-vous ?

5. En quelle année êtes-vous ?  - 9  - 10  - 11  - 12

6. Combien de relations sérieuses avez-vous eues depuis que vous avez commencé à fréquenter une personne ?
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

7. Quel est votre statut relationnel actuel ?
   - Je suis avec un partenaire amoureux.  - Je ne fréquente personne, mais serais intéressé(e) avec la bonne personne.
   - Je fréquente sérieusement une personne.  - Je ne suis pas intéressé(e) aux fréquentations pour le moment.
   - Je fréquente plus d'une personne.

8. Depuis combien de temps votre relation actuelle dure-t-elle ? (en mois)
   0-3 4-6 7-9 10-12 Plus de 12 Pas de relation

9. Quel âge a votre petit ami ou petite amie ? (en années)
   12 13 14 15 16 17 18 19 20

10. De quel sexe est votre petit ami ou petite amie ?
    - Masculin  - Féminin  - Pas de relation

Tous les énoncés qui suivent concernent les fréquentations amoureuses. Veuillez lire attentivement chacun des énoncés.
À la suite de chaque énoncé, remplissez la bulle de la colonne Vrai si vous croyez que l'énoncé est vrai ou celle de la colonne Faux si vous croyez que l'énoncé est faux.

11. Obliger un petit ami ou une petite amie à porter certaines vêtements est une façon de le ou la contrôler.

12. Lorsqu'une fille insiste auprès de son petit ami pour qu'il fait des relations sexuelles avec elle, vous devriez essayer de la faire cesser.

13. Dire à un petit ami ou une petite amie qu'il ou elle peut voir constitue une forme de violence.

14. Lorsqu'une personne semble toujours surveiller son petit ami ou sa petite amie, on peut croire que cette personne en vient à lui faire du mal.

15. On ne doit pas réagir lorsqu'on entend quelqu'un traiter son petit ami ou sa petite amie de ridicule.

16. Une personne qui brise des choses intentionnellement est plus susceptible de faire du mal à son petit ami ou à sa petite amie.

17. Quelque chose ne va pas dans la relation lorsque une personne veut passer du temps sans son petit ami ou sa petite amie.

18. Il est correct pour une fille d'insister auprès de son petit ami pour avoir des relations sexuelles s'ils se fréquentent depuis longtemps.

19. Il est correct pour un garçon de se vanter d'avoir eu des relations sexuelles avec sa petite amie.

20. Si un petit ami ou une petite amie ne reconnaît jamais ses torts lorsqu'il ou elle sème la pagaille, il ou elle peut devenir violent(e).
21. Il est correct pour une fille de blaguer entre amis à propos de la performance sexuelle de son petit ami.
22. Une personne devrait aimer son petit ami ou sa petite amie au point où elle ferait n'importe quoi pour lui faire plaisir.
23. Toujours faire ce que votre petit ami ou sa petite amie veut, jusqu'à arrêter une relation.
24. Une personne qui dit que son petit ami ou sa petite amie se doit d'avoir des relations sexuelles avec elle peut ne pas accepter de réponse négative.
25. Si un garçon cétaloulou ou une fille cétaloulou, cela veut dire qu'il ou elle aime vraiment la personne qu'il ou elle fréquente.
26. Il n'y a pas de rapport entre frapper sur les murs et faire du mal à son petit ami ou sa petite amie.
27. C'est tout naturel pour un garçon d'insister pour avoir des relations sexuelles après un petit ami ou une petite amie qu'elle a côtoyé depuis longtemps.
28. Lorsque qu'une personne a déjà frappé son petit ami ou sa petite amie par le passé, elle est plus susceptible de frapper la personne qu'il fréquente.
29. Empêcher un petit ami ou une petite amie de s'aller d'une salle n'est pas une forme de violence.
30. On ne peut rien faire pour empêcher un garçon de forcer son partenaire de même sexe à avoir des relations sexuelles avec lui.

31. Lorsque deux garçons se fréquentent, faire des remarques insultantes sur le corps de l'autre représente un comportement violent.
32. La façon dont un couple se dispute ne concerne que le couple et ne devrait pas s'en mêler.
33. Les stéréotypes concernant la manière dont les garçons devraient se comporter peuvent faire du mal.
34. Jurer contre son petit ami ou sa petite amie constitue une forme de violence.
35. Tout le monde peut être victime de violence.
36. Si une personne ploura et ce dût décider après avoir frappé son petit ami ou sa petite amie, il est probable qu'elle ne reçoîtra plus.
37. Certains petits amis ou certaines petites amies mentent d'être frappés.
38. L'insistance dans les relations sexuelles pourrait être liée à certains stéréotypes au sujet des filles.
39. Si une personne est victime de violence de la part de son petit ami ou de sa petite amie, ce n'est pas de sa faute.
40. Lorsque deux filles se fréquentent, faire des remarques insultantes sur le corps de l'autre représente un comportement violent.

41. Signaler une relation violente peut améliorer les choses pour la personne à qui on fait du mal.
42. Vouloir être le seul ami de son petit ami ou de sa petite amie est un signe que la relation pourrait devenir violente.
43. Je ne vois pas comment la violence dans un couple peut être liée aux stéréotypes au sujet des filles et des garçons.
44. Essayez de rendre un petit ami joyeux ou une petite amie joyeuse n'est pas un comportement violent.
45. Insister pour avoir des relations sexuelles auprès de son petit ami ou de sa petite amie est un comportement violent.
46. Géner des encouragements à quelqu'un qui voulez son petit ami ou sa petite amie n'a pas seulement de conséquences sur ce qui se passe.
47. Certains stéréotypes concernant la manière dont les filles devraient se comporter peuvent faire du mal.
48. Bousseler son petit ami ou sa petite amie est une forme de violence.
49. Ce n'est pas important d'empêcher une fille d'insister pour avoir des relations sexuelles auprès de son petit ami.
50. Je comprends comment les stéréotypes peuvent causer des problèmes dans une relation.

51. La violence dans les films n'affecte pas les comportements des gens.
52. Les émissions de télévision comportant beaucoup de bagarres et de tirs affectent les adolescents.
53. La violence dans les relations coûte de l'argent aux Canadiens.
54. Il n'y a pas de rapport entre la violence au cinéma et les gens qui frappent leur petit ami ou leur petite amie.
55. La violence dans les relations entre adolescents coûte beaucoup d'argent aux gens qui paient des impôts.
56. Les adolescents ont un rôle important à jouer pour mettre fin à la violence dans les écoles.
57. Il est interdit par la loi de forcer un petit ami ou une petite amie à avoir des relations sexuelles.
58. Regarder de la violence à la télévision n'affecte pas vraiment le comportement des gens.
59. Quelqu'un ayant subi la violence de ses parents est plus susceptible d'être violent envers son petit ami ou sa petite amie.
60. Les parents n'ont pas de raison d'être préoccupés par les jeux vidéo violents.
61. La violence dans les jeux vidéo n'affecte pas les comportements des gens.
Les énoncés ci-dessous décrivent des attitudes face à divers comportements que les gens peuvent adopter dans le cadre de fréquentations amoureuses. Il n'y a pas de bonnes ou de mauvaises réponses, seulement des opinions. Il est donc très important que vous répondez honnêtement à chacune des questions. Veuillez indiquer ce que vous pensez de chacun des énoncés :

<table>
<thead>
<tr>
<th>Énoncé</th>
<th>Tout à fait en désaccord</th>
<th>Plutôt en désaccord</th>
<th>Ni d'accord ni en désaccord</th>
<th>Plutôt d'accord</th>
<th>Tout à fait d'accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. Il est correct pour une fille de frapper son petit ami s'il le mérite.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>63. Une fille devrait toujours changer pour plaire à son petit ami.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>64. Un garçon devrait toujours demander en premier la permission à sa petite amie avant de sortir avec ses amis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>65. Il est correct pour un garçon de dire du mal de sa petite amie.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>66. Il n'est jamais correct pour une fille de frapper son petit ami.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>67. Les filles qui trompent leur petit ami devraient être frappées.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>68. Il est correct pour un garçon de frapper sa petite amie si elle le mérite.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>69. Il est important pour un garçon de toujours s'habiller comme le veut sa petite amie.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>70. Une fille ne devrait pas frapper son petit ami, peu importe ce qu'il a pu faire.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>71. Une fille ne devrait pas voir ses amis si cela déplaît à son petit ami.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>72. Une personne a le droit d'être violente si on l'insulte.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>73. Ce n'est pas bien grave d'insister auprès d'une fille pour avoir des relations sexuelles avec elle.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>74. Parfois, un garçon ne peut s'empêcher de frapper sa petite amie lorsqu'elle lui a mis la main sur le cœur.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>75. Il est correct pour une fille de dire du mal de son petit ami.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>76. Un garçon ne devrait pas toucher sa petite amie à moins que celle-ci le veuille bien.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>77. Il est correct pour une fille de forcer son petit ami à l'embrasser.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>78. Une personne n'est pas responsable de ce qu'elle fait lorsqu'elle a bu.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>79. Une fille ne devrait pas toucher son petit ami à moins que celui-ci le veuille bien.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>80. Lorsqu'un garçon paie les dépenses d'une sortie, il est correct qu'il insiste auprès de sa petite amie pour avoir des relations sexuelles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>81. Si elle le veut vraiment, une personne peut quitter une relation violente.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>82. Parfois, les gens n'ont d'autre choix que d'être violents envers leur petit ami ou leur petite amie.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>83. Les filles ne devraient jamais mentir à leur petit ami pour l'inciter à avoir des relations sexuelles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>84. Parfois, les gens n'ont d'autre choix que de continuer à subir une relation violente.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Jusqu'à quel point êtes-vous certain(e) que vous...

<table>
<thead>
<tr>
<th>Question</th>
<th>Pas du tout certain(e)</th>
<th>Pas très certain(e)</th>
<th>Plutôt certain(e)</th>
<th>Très certain(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>65. Pourriez rompre avec votre petite amie(s) s'il(s) elle(s) vous insultait tout le temps?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>66. Pourriez faire quelque chose pour aider quelqu'un qui est frappé par son (sa) petit(e) ami(e)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>67. Pourriez avertir un adulte que quelqu'un bouche son (sa) petit(e) ami(e)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>68. Pourriez obtenir de l'aide pour quelqu'un que son (sa) petit(e) ami(e) oblige à avoir des relations sexuelles?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Un ami ou une amie peut parfois se comporter d’une manière que nous n’aimons pas. Imaginez que vous sortez avec quelqu’un depuis six mois et vous l’aimez beaucoup. Pensez-vous qu’il s’agisse d’un vrai problème si la personne...

<table>
<thead>
<tr>
<th>Question</th>
<th>Il ne s’agit certainement PAS d’un grave problème</th>
<th>Il ne semble pas s’agir d’un grave problème</th>
<th>Il semble s’agir d’un grave problème</th>
<th>Il s’agit certainement d’un grave problème</th>
</tr>
</thead>
<tbody>
<tr>
<td>89. Ne vous écoutait pas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>90. Ne respectait pas vos idées et vos opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>91. N’appuyait pas vos décisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>92. Vous critiquait.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>93. Ne passait pas presque tout son temps avec vous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>94. Faisait des projets sans d’abord vous en parler.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>95. Foulait dans votre espace sans votre permission.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### À quel point serait-il probable que vous fassiez l’une des choses suivantes?

<table>
<thead>
<tr>
<th>Question</th>
<th>Pas du tout probable</th>
<th>Pas très probable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>96. Dire à quelqu’un en qui vous avez confiance que vous subissez des violences de la part de votre petit(e) ami(e).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>97. Dire à quelqu’un en qui vous avez confiance que vous faites subir des violences à votre petit(e) ami(e).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>98. Encourager un ami qui subit des violences à se confier à un adulte en qui il a confiance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>99. Avertir un adulte qu’un(e) ami(e) subit des violences de la part de son (sa) petit(e) ami(e).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Veuillez lire chacun des énoncés suivants et indiquez comment vous le percevez au moyen de l’échelle suivante:

<table>
<thead>
<tr>
<th>Question</th>
<th>Tout à fait en désaccord</th>
<th>En désaccord</th>
<th>D’accord</th>
<th>Tout à fait d’accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>100. Jurer est privé pour une fille que pour un garçon.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>101. Lors d’une sortie, le garçon devrait payer toutes les dépenses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>102. En général, le père devrait avoir plus d’autorité que la mère dans les décisions qui concernent la famille.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>103. Les garçons font de meilleurs meneurs que les filles.</td>
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<td>4</td>
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</tbody>
</table>
Veuillez lire chacun des enoncés suivants et indiquez comment vous le percevez au moyen de l’échelle suivante :

<table>
<thead>
<tr>
<th>En accord</th>
<th>Pas d’opinion</th>
<th>En désaccord</th>
<th>Tout à fait en désaccord</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

104. Les filles devraient jouir des mêmes libertés que les garçons.

105. La violence à la télévision ne m’influence pas vraiment.

106. Les jeux vidéo violent influencent ma perception de la violence.

107. Certaines chansons influent ma façon de penser au sujet des hommes et des femmes.

108. Les médias influencent ma perception de la violence.

Chacun des énoncés suivants illustre une façon de communiquer avec son petit ami ou sa petite amie. Lisez chaque énoncé et indiquez à quel point il représente un exemple de bonne ou de mauvaise communication en remplissant la bulle correspondante.

Lors d’une discussion ou d’une dispute avec votre petit ami ou petite amie, vous...

<table>
<thead>
<tr>
<th>Très mauvaise communication</th>
<th>Plutôt mauvaise communication</th>
<th>Plutôt bonne communication</th>
<th>Très bonne communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

109. L’interrompez pour faire valoir votre idée.

110. Rappellez quelque chose d’apaisant qu’elle(e) a fait le mois dernier.

111. Décrochez et pensez à quelque chose d’autre.

112. Posez des questions lorsque vous n’êtes pas certain(e) de ce qu’elle(e) veut dire.

113. Dites : « C’est probablement idiot… » avant d’exprimer votre opinion.

114. Admettez que vous êtes en partie à blâmer lorsque c’est le cas.

115. Êtes d’accord avec tout ce qu’elle(e) dit.

116. Dites que vous êtes désolé(e) lorsque vous n’êtes pas d’accord avec lui(e).

117. Suggérez de mettre la discussion de côté jusqu’à ce que vous vous soyez tous deux calmés.

Lisez chacune des situations ci-dessous. La liste qui suit suggère différentes façons de réagir à la situation. Indiquez la probabilité que vous réagissiez de cette façon pour Chacune des réponses possibles.

118. Vous essayez de décider ce que vous ferez vendredi soir. Votre petit ami ou petite amie suggère de passer du temps avec vos ami(e)s, mais vous voulez regarder un DVD chez vous.

<table>
<thead>
<tr>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

a) Vous lui dites : « Quelle idée miseuse. »

b) Vous allez penser du temps avec lui et vos ami(e)s, puis regarderez le DVD le samedi soir.

c) Vous lui dites : « Si tu ne regardes pas le DVD avec moi, je pense qu’il serait mieux qu’on se quitte. »

d) Vous lui dites : « On pourrait rester à la maison cette fin de semaine et sortir avec nos amis la prochaine fois. »

<table>
<thead>
<tr>
<th></th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Plus tard, vous lui dites : « Ça m’a vraiment généré quand tu as dit ça devant tout le monde. »</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>b) Vous lui dites : « Ce n’était pas gentil ce que tu as dit. »</td>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>c) Vous faites comme si rien ne s’était passé.</td>
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<td>4</td>
</tr>
<tr>
<td>d) Vous lui dites : « La ferme ! S’il y a quelqu’un qui sent mauvais, c’est toi ! »</td>
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</tbody>
</table>

120. Vous venez de vous faire couper les cheveux et vous passez chez votre petit ami ou petite amie. Il ou elle vous examine et s’exclame : « Tu pourrais d’une mauvaise coupe de cheveux ! »

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<tr>
<th></th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Vous lui dites : « Je trouve que ça me va bien ! »</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b) Vous lui dites : « Tu as raison. C’est affreux. »</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c) Vous lui dites : « Tu n’as aucune idée de ce qui me va bien. »</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>d) Vous lui dites : « Tu me mets vraiment mal à l’aise. »</td>
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</tr>
</tbody>
</table>

121. Vous remarquez que votre petit ami ou petite amie a l’air triste. Vous lui demandez : « Quelque chose qui ne va pas ? » Il ou elle répond : « Tout va bien. Laisse-moi tranquille. »

<table>
<thead>
<tr>
<th></th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Vous lui dites : « Pourquoi tu ramènes toujours tout à toi ? »</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>b) Vous laissez tomber pour ne pas le ou la mettre en colère.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>c) Vous lui dites : « Si t’as envie de parler, je suis là. »</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>d) Vous lui dites : « Tu as l’air contrarié et ça m’inquiète. »</td>
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<td>4</td>
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</tbody>
</table>

Il y a différentes choses que vous pouvez faire lorsque vous êtes vraiment en colère contre quelqu’un. Lisez chacun des énoncés ci-dessous. À quel point êtes-vous confiant(e)/certain(e) que vous pourriez faire chacune de ces choses la prochaine fois que vous serez en colère contre votre petit ami ou petite amie? Remplissez le chiffre qui décrit le mieux votre niveau de confiance et de certitude.

<table>
<thead>
<tr>
<th></th>
<th>Par du tout confiant(e)/certain(e)</th>
<th>Complètement confiant(e)/certain(e)</th>
<th>Plutôt confiant(e)/certain(e)</th>
<th>Très confiant(e)/certain(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>122. Essayer de comprendre son point de vue.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>123. Répéter ce que l’autre a dit pour être certain d’avoir bien compris.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>124. Ne pas crier de noms.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>125. Vous calmer.</td>
<td>1</td>
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</tr>
<tr>
<td>126. Ne pas le ou la bousculer.</td>
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<td>4</td>
</tr>
<tr>
<td>127. Discuter sans éléver la voix.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>128. Suggérer de mettre la discussion de côté jusqu’à ce que vous soyez plus calme.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>
129. Vous êtes en train de vous chicaner avec votre petit ami ou petite amie. Il ou elle se met à crier et vous traite de bon à rien ou de bonne à rien.

<table>
<thead>
<tr>
<th>a) Vous lui criez après et le ou la traitez de bon à rien aussi.</th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
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<tbody>
<tr>
<td></td>
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<td>4</td>
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<tr>
<td>b) Vous dites : « On va arrêter et se calmer avant de dire autre chose. »</td>
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<tr>
<td>c) Vous dites : « Je sais que tu es fâché(e), mais tu me fais vraiment de la peine. »</td>
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<tr>
<td>d) Vous le ou la poussez pour lui montrer qu’on ne peut pas vous insulter de cette façon.</td>
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</tbody>
</table>

130. Vous et votre petit ami ou petite amie êtes en train de vous embraisser, et il ou elle se met à aller plus loin, sexuellement, que vous ne le voulez. Vous lui dites d'arrêter mais il ou elle continue.

<table>
<thead>
<tr>
<th>a) Vous le ou la repoussez.</th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
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</thead>
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<tr>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>b) Vous dites : « J'ai dit d'arrêter! »</td>
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<td></td>
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<tr>
<td>c) Vous ne dites rien.</td>
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<tr>
<td>d) Vous dites doucement : « S'il te plaît, arrête. »</td>
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</table>

131. Vous et votre petit ami ou petite amie avez une chicane. Vous essayez de vous éloigner, mais il ou elle vous suit. Vous devenez très frustré(e) et vous avez envie de le ou la trapper.

<table>
<thead>
<tr>
<th>a) Vous le ou la boucoulez pour bien lui faire comprendre.</th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
</tr>
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<tr>
<td></td>
<td>1</td>
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<td>4</td>
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<tr>
<td>b) Vous dites : « J'ai besoin de m'éloigner pour me calmer. »</td>
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</tr>
<tr>
<td>c) Vous crisez : « Éloigne-toi »</td>
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<tr>
<td>d) Vous trouvez une amie pour aider à calmer la situation.</td>
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</table>

132. Vous et votre petit ami ou petite amie êtes chez un ami et l'on y boit de l'alcool. Vous avez entendu dire que votre petit ami ou petite amie se bagarre lorsqu'il ou elle a bu.

<table>
<thead>
<tr>
<th>a) Vous dites rien à propos de ce que vous avez entendu dire et espérez que rien de fâcheux n'arrivera.</th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
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<tr>
<td>b) Vous dites à votre petite amie : « Ça me dérange quand tu bois. »</td>
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</tr>
<tr>
<td>c) Vous penez votre petite amie à part et lui dites : « J'ai entendu dire que tu te bats quand tu as bu. J'aimerais que tu ne bois pas ça ! »</td>
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<tr>
<td>d) Vous dites à votre petite amie : « Seulement les niaiseux boivent! »</td>
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</table>

133. Vous êtes assis à la cafétéria avec quelques amis. L'un(e) d'entre eux dit à son petit ami ou sa petite amie : « Arrête de te barrer la face, gros cochon! Tu me fais honte. » Tout le monde rit.

<table>
<thead>
<tr>
<th>a) Vous riez. C'était drôle!</th>
<th>Très improbable</th>
<th>Plutôt improbable</th>
<th>Plutôt probable</th>
<th>Très probable</th>
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<tr>
<td>h) Vous haïsez les yeux sur votre amie et faites comme si rien ne s'était passé</td>
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<tr>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>c) Vous dites : « Pourquoi tu dis ça? »</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>d) Après le repas, vous demandez à la petite amie si ça va et si l'isi elle aimerait en parler.</td>
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</tbody>
</table>
134. Au cours du dernier mois, as-tu vu quelqu’un agresser physiquement son petit ami ou sa petite amie (par exemple, le ou la pousser, le ou la gifler, lui lancer quelque chose)?
   ○ Non  ○ Oui et j’ai fait quelque chose  ○ Oui et je n’ai rien fait

135. Si tu vois quelqu’un agresser physiquement son petit ami ou sa petite amie dans le futur, ferais-tu quelque chose?
   ○ Non  ○ Oui

136. Au cours du dernier mois, as-tu vu quelqu’un agresser verbalement son petit ami ou sa petite amie (par exemple, lui crier des noms, le ou la moquer de lui ou d’elle, lui dire quoi faire)?
   ○ Non  ○ Oui et j’ai fait quelque chose  ○ Oui et je n’ai rien fait

137. Si tu vois quelqu’un agresser verbalement son petit ami ou sa petite amie dans le futur, ferais-tu quelque chose?
   ○ Non  ○ Oui

138. Au cours du dernier mois, as-tu vu quelqu’un agresser sexuellement son petit ami ou sa petite amie (par exemple, le ou la toucher à certains endroits, l’embrasser alors qu’il ou elle ne voulait pas)?
   ○ Non  ○ Oui et j’ai fait quelque chose  ○ Oui et je n’ai rien fait

139. Si tu vois quelqu’un agresser sexuellement son petit ami ou sa petite amie dans le futur, ferais-tu quelque chose?
   ○ Non  ○ Oui

140 a) Combien de fois une personne avec qui vous sortiez vous a-t-elle menacé(e), crié des noms ou a-t-elle limité le contact avec vos amie(s) ou surveillé tous vos gestes?
   ○ Jamais  ○ Parfois  ○ Souvent  ○ Je n’ai jamais sorti avec personne.

   **Si vous avez répondu « Jamais » ou « Je n’ai jamais sorti avec personne », veuillez passer à la question 141. Si vous avez répondu « Parfois » ou « Souvent » à la question, veuillez penser à la PIRE expérience que vous avez eue et répondre aux questions suivantes à cet égard.**

   b) Quand cette expérience a-t-elle eu lieu ?
   ○ Au cours du dernier mois  ○ Au cours des six derniers mois  ○ Au cours de la dernière année  ○ Il y a plus d’une année

   c) L’autre personne était-elle un garçon ou une fille ?  ○ Garçon  ○ Fille

   d) À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?
   Pas du tout affecté(e) 1 2 3 4 5 6 7 Extrêmement affecté(e)

141 a) Combien de fois une personne avec qui vous ne sortiez pas vous a-t-elle menacé(e), crié des noms ou a-t-elle limité le contact avec vos ami(e)s ou surveillé tous vos gestes?
   ○ Jamais  ○ Parfois  ○ Souvent

   **Si vous avez répondu « Jamais », veuillez passer à la question 142. Si vous avez répondu « Parfois » ou « Souvent » à la question, veuillez penser à la PIRE expérience que vous avez eue et répondre aux questions suivantes à cet égard.**

   b) Quand cette expérience a-t-elle eu lieu ?
   ○ Au cours du dernier mois  ○ Au cours des six derniers mois  ○ Au cours de la dernière année  ○ Il y a plus d’une année

   c) L’autre personne était-elle une femme ou un homme ?
   ○ Mère ou père  ○ Frère ou sœur  ○ Ami(e)  ○ Adulte à l’école  ○ Connaissance  ○ Autre

   d) À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?
   Pas du tout affecté(e) 1 2 3 4 5 6 7 Extrêmement affecté(e)

142. Combien de fois avez-vous menacé ou crié des noms à une personne avec qui vous sortiez ou avez-vous limité le contact avec les ami(e)s ou surveillé tous les gestes de cette personne ?
   ○ Jamais  ○ Parfois  ○ Souvent  ○ Je n’ai jamais sorti avec personne.

143. Combien de fois avez-vous menacé ou crié des noms à une personne avec qui vous ne sortiez pas ou avez-vous limité le contact avec les ami(e)s ou surveillé tous les gestes de cette personne ?
   ○ Jamais  ○ Parfois  ○ Souvent
144 a. Combien de fois une personne avec qui vous sortez vous a-t-elle poussé(e), giflé(e), frappé(e), empoigné(e) ou lancé quelque chose ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Jamais</th>
<th>Parfois</th>
<th>Souvent</th>
<th>Je n’ai jamais sorti avec personne.</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Jamais » ou « Je n’ai jamais sorti avec personne », veuillez passer à la question 145.*

b. Quand cette expérience a-t-elle eu lieu ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Au cours du dernier mois</th>
<th>Au cours des six derniers mois</th>
<th>Au cours de la dernière année</th>
<th>Il y a plus d’une année</th>
</tr>
</thead>
</table>

c. L’autre personne était-elle un garçon ou une fille ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Garçon</th>
<th>Fille</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Jamais », veuillez passer à la question 144.*

d. À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Pas du tout affecté(e)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Extrêmement affecté(e)</th>
</tr>
</thead>
</table>

145 a. Combien de fois une personne avec qui vous ne sortiez pas vous a-t-elle poussé(e), giflé(e), frappé(e), empoigné(e) ou lancé quelque chose ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Jamais</th>
<th>Parfois</th>
<th>Souvent</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Jamais », veuillez passer à la question 145.*

b. Quand cette expérience a-t-elle eu lieu ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Au cours du dernier mois</th>
<th>Au cours des six derniers mois</th>
<th>Au cours de la dernière année</th>
<th>Il y a plus d’une année</th>
</tr>
</thead>
</table>

c. Qui était l’autre personne ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Mère ou père</th>
<th>Frère ou soeur</th>
<th>Ami(e)</th>
<th>Adulte à l’école</th>
<th>Connaissance</th>
<th>Autre</th>
</tr>
</thead>
</table>

d. À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Pas du tout affecté(e)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Extrêmement affecté(e)</th>
</tr>
</thead>
</table>

146. Combien de fois avez-vous poussé(e), giflé(e), frappé(e), ou empoigné(e) une personne avec qui vous sortiez ou avez-vous lancé quelque chose à cette personne ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Jamais</th>
<th>Parfois</th>
<th>Souvent</th>
<th>Je n’ai jamais sorti avec personne.</th>
</tr>
</thead>
</table>

147. Combien de fois avez-vous poussé(e), giflé(e), frappé(e), ou empoigné(e) une personne avec qui vous ne sortiez pas ou avez-vous lancé quelque chose à cette personne ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Jamais</th>
<th>Parfois</th>
<th>Souvent</th>
</tr>
</thead>
</table>

148 a. Avez-vous fait des attouchements sexuels, mais sans relations sexuelles, à une personne avec qui vous sortiez, alors que vous ne le vouliez pas et qu’elle vous a oblige(e) ou menacé(e) ou qu’elle a constamment insisté ou disputé contre vous ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Non</th>
<th>Une fois</th>
<th>Plus d’une fois</th>
<th>Je n’ai jamais sorti avec personne.</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Non » ou « Je n’ai jamais sorti avec personne », aux deux questions précédentes, veuillez passer à la question 149.*

b. Avez-vous eu des relations sexuelles avec une personne avec qui vous sortiez, alors que vous ne le vouliez pas et qu’elle vous a oblige(e) ou menacé(e) ou qu’elle a constamment insisté ou disputé contre vous ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Non</th>
<th>Une fois</th>
<th>Plus d’une fois</th>
<th>Je n’ai jamais sorti avec personne.</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Non » ou « Je n’ai jamais sorti avec personne », aux deux questions précédentes, veuillez passer à la question 149.*

c. Quand cette expérience a-t-elle eu lieu ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Au cours du dernier mois</th>
<th>Au cours des six derniers mois</th>
<th>Au cours de la dernière année</th>
<th>Il y a plus d’une année</th>
</tr>
</thead>
</table>

d. L’autre personne était-elle un garçon ou une fille ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Garçon</th>
<th>Fille</th>
</tr>
</thead>
</table>

e. À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Pas du tout affecté(e)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Extrêmement affecté(e)</th>
</tr>
</thead>
</table>

149 a. Avez-vous fait des attouchements sexuels, mais sans relations sexuelles, à une personne avec qui vous ne sortiez pas, alors que vous ne le vouliez pas et qu’elle vous a oblige(e) ou menacé(e) ou qu’elle a constamment insisté ou disputé contre vous ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Non</th>
<th>Une fois</th>
<th>Plus d’une fois</th>
</tr>
</thead>
</table>

b. Avez-vous eu des relations sexuelles avec une personne avec qui vous ne sortiez pas, alors que vous ne le vouliez pas et qu’elle vous a oblige(e) ou menacé(e) ou qu’elle a constamment insisté ou disputé contre vous ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Non</th>
<th>Une fois</th>
<th>Plus d’une fois</th>
</tr>
</thead>
</table>

*Si vous avez répondu « Non » ou « Je n’ai jamais sorti avec personne », aux deux questions précédentes, veuillez passer à la question 150.*

*Si vous avez répondu « Une fois » ou « Plus d’une fois » à au moins l’une des deux questions, veuillez penser à la PIRE expérience que vous avez eue et répondre aux questions suivantes à cet égard.*

c. Quand cette expérience a-t-elle eu lieu ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Au cours du dernier mois</th>
<th>Au cours des six derniers mois</th>
<th>Au cours de la dernière année</th>
<th>Il y a plus d’une année</th>
</tr>
</thead>
</table>

d. Qui était l’autre personne ?

<table>
<thead>
<tr>
<th>Résultat</th>
<th>Mère ou père</th>
<th>Frère ou soeur</th>
<th>Ami(e)</th>
<th>Adulte à l’école</th>
<th>Connaissance</th>
<th>Autre</th>
</tr>
</thead>
</table>

e. À l’époque, à quel point cette expérience vous a-t-elle affecté(e) ?

| Résultat | Pas du tout affecté(e) | 1 | 2 | 3 | 4 | 5 | 6 | 7 Extrêmement affecté(e) |
150 a) Avez-vous déjà fait des attouchements sexuels, mais sans relations sexuelles, à une personne avec qui vous sortiez, parce que vous l'avez obligée ou menacée ou parce que vous avez constamment insisté ou disputé contre elle ?
○ Non  ○ Une fois  ○ Plus d'une fois
b) Avez-vous déjà fait des attouchements sexuels, mais sans relations sexuelles, à une personne avec qui vous ne sortiez pas, parce que vous l'avez obligée ou menacée ou parce que vous avez constamment insisté ou disputé contre elle ?
○ Non  ○ Une fois  ○ Plus d'une fois

151 a) Avez-vous eu des relations sexuelles avec une personne avec qui vous sortiez, parce que vous l'avez obligée ou menacée ou parce que vous avez constamment insisté ou disputé contre elle ?
○ Non  ○ Une fois  ○ Plus d'une fois
b) Avez-vous eu des relations sexuelles avec une personne avec qui vous ne sortiez pas, parce que vous l'avez obligée ou menacée ou parce que vous avez constamment insisté ou disputé contre elle ?
○ Non  ○ Une fois  ○ Plus d'une fois

Parfois, les élèves qui participent aux programmes visant la prévention de la violence dans les fréquentations élaborent des projets, ou y participent, dans leurs écoles (par exemple, ils peuvent choisir de faire une présentation sur la violence dans les fréquentations, de créer un babillard ou d'exposer une affiche). Les questions suivantes portent sur les projets visant la prévention de la violence dans les fréquentations.

Veuillez répondre à toutes les questions même si vous n'avez pas l'intention de participer à un projet visant la prévention de la violence dans les fréquentations.

Veuillez indiquer dans quelle mesure vous êtes d'accord ou pas d'accord avec les constatations suivantes en remplissant la bulle appropriée.

<table>
<thead>
<tr>
<th>Tout à fait d'accord</th>
<th>D'accord</th>
<th>Plutôt d'accord</th>
<th>Plutôt pas d'accord</th>
<th>Pas d'accord</th>
<th>Pas du tout d'accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

152. Je sais que je serai en mesure de trouver au moins une bonne idée de projet visant la prévention de la violence dans les fréquentations.

153. Je sais que je mettrai sur pied un tel projet et que je le finirai.

154. Je sais que les adultes de mon école appuieront mes efforts lorsque j'apporterai mon projet.

155. Je sais que j'aurai l'appui des autres élèves qui participent au programme visant la prévention de la violence dans les fréquentations.

156. Je sais que mon projet intéressera d'autres élèves.

157. Je sais que je serai en mesure de changer les opinions d'au moins un certain nombre d'élèves quant à la violence dans les fréquentations.

158 a) Aimeriez-vous participer à un projet qui aiderait les étudiants dans votre école que vous connaissez à avoir des relations plus saines ?
○ Oui  ○ Non
b) Compte tenu du fait que vous êtes très occupé(e), quels projets visant à éliminer la violence dans les fréquentations aimeriez-vous réaliser à votre école ?

Les questions suivantes portent sur les programmes qui visent à éliminer la violence dans les fréquentations et auxquels vous avez peut-être déjà participé.

159 a) Au cours des deux dernières années, avez-vous participé à un programme visant à éliminer la violence dans les fréquentations avant de participer à celui-ci ?
○ Oui  ○ Non  ○ Je ne sais pas
b) Si oui, dans quelle mesure l'information que vous avez reçue du programme qui vise à éliminer la violence dans les fréquentations est-elle utile ?
○ Pas du tout utile  ○ Plutôt utile  ○ Très utile  ○ Extrêmement utile

SCAI-TECH PORN 3000
Si vous avez répondu « Oui » à la question 159a, veuillez répondre aux questions suivantes.

160 Qu’est-ce qui faisait partie du programme qui visait à éliminer la violence dans les fréquentations et auquel vous avez participé ?
   a) Le programme a-t-il comporté une présentation dans la salle de classe ?
      ☐ Oui  ☐ Non

   a) Si oui, qui a donné la présentation ?
      ☐ Un enseignant ou une enseignante  ☐ Un ou une élève  ☐ Un conférencier ou une conférencière (adulte)
      ☐ Un conférencier ou une conférencière (jeune)
      ☐ Autre ; veuillez préciser

   b) Si oui, qui a dirigé l’assemblée ?
      ☐ Un enseignant ou une enseignante  ☐ Un ou une élève  ☐ Un conférencier ou une conférencière (adulte)
      ☐ Un conférencier ou une conférencière (jeune)
      ☐ Autre ; veuillez préciser

   c) Y avait-il un kiosque d’information ?  ☐ Oui  ☐ Non

   c) Si oui, qui était responsable du kiosque d’information ?
      ☐ Un enseignant ou une enseignante  ☐ Des élèves  ☐ Un organisme ou une agence communautaire
      ☐ Autre ; veuillez préciser

   d) A-t-on mis des affiches ?  ☐ Oui  ☐ Non

   d) Si oui, qui a mis les affiches ?
      ☐ Un enseignant ou une enseignante  ☐ Des élèves  ☐ Un organisme ou une agence communautaire
      ☐ Autre ; veuillez préciser

   e) L’information sur la violence dans les fréquentations a-t-elle été communiquée d’une autre manière ?
      ☐ Oui  ☐ Non

Veuillez donner des détails.

Sur la liste suivante figurent plusieurs éléments qui peuvent empêcher la réalisation des projets qui visent à éliminer la violence dans les fréquentations. Veuillez marquer le chiffre correspondant à la catégorie qui, à votre avis, indique dans quelle mesure chaque élément constituerait un problème si vous entrepreniez un tel projet.

161 a) Manque de temps en raison d’autres engagements
   b) Pression de la part des élèves pour ne pas continuer
   c) Manque d’intérêt de la part des élèves
   d) Manque de financement pour des projets
   e) Manque d’appui de la part des conseillers et conseillères de l’école
   f) Manque d’appui de la part de la direction de l’école
   g) Manque d’appui de la part des autres enseignant(e)s de l’école
   h) Attitude négative de la part des autres adultes de l’école (qui disent que vos projets n’auront pas d’effet ou ne seront pas utiles)
162. J’ai pu trouver au moins une bonne idée de projet qui vise la prévention de la violence dans les fréquentations.

<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
<th>Pas du tout d’accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

163. J’ai donné suite à cette idée (j’ai fini le ou les projet(s)).

<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
<th>Pas du tout d’accord</th>
</tr>
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<tbody>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

165. J’ai eu l’appui des autres élèves qui ont participé au programme visant la prévention de la violence dans les fréquentations.

<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
<th>Pas du tout d’accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

166. Mon projet a intéressé d’autres élèves.

<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
<th>Pas du tout d’accord</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

167. J’ai changé les opinions d’au moins un certain nombre d’élèves quant à la violence dans les fréquentations.

<table>
<thead>
<tr>
<th>Tout à fait d’accord</th>
<th>D’accord</th>
<th>Plutôt d’accord</th>
<th>Plutôt pas d’accord</th>
<th>Pas d’accord</th>
<th>Pas du tout d’accord</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

168. Quels projets visant à éliminer la violence dans les fréquentations avez-vous pu réaliser à votre école ?

169. Si nous demandions à tous les élèves de votre école s’ils avaient participé aux projets que vous avez mis sur la liste sous la première question, combien d’entre eux diraient « oui » ?

- ☐ 0
- ☐ 1-50
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ 201

170. De tous les élèves qui ont vu les projets que vous avez mis sur la liste sous la première question, ou qui ont participé aux projets, quel pourcentage, à votre avis, était touché de manière positive (c’est-à-dire ont appris quelque chose au sujet de la violence dans les fréquentations ou ont changé leurs attitudes) ?

- ☐ 0%
- ☐ 1-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%

171. Sur la liste suivante figurent plusieurs éléments qui peuvent rendre difficile la réalisation des projets visant à éliminer la violence dans les fréquentations. Veuillez marquer le chiffre correspondant à la catégorie qui indique dans quelle mesure chaque élément a constitué un problème.

<table>
<thead>
<tr>
<th>PAS un problème</th>
<th>Indécis(e)</th>
<th>Problème</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Manque de temps en raison d’autres engagements.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>b) Pression de la part des élèves qui ne veulent pas achever des projets.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c) Manque d’intérêt de la part des élèves.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d) Manque de financement des projets.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>e) Manque d’appui de la part des conseillers et conseillères de l’école.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>f) Manque d’appui de la part de la directrice ou du directeur de l’école.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>g) Manque d’appui de la part des autres enseignants de l’école.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>h) Attitude négative de la part des autres adultes de l’école (qui disent que vos projets n’auront pas d’effet ou ne seront pas efficaces).</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
S'il y a quoi que ce soit qui pourrait nous aider à mieux comprendre vos réponses à ce questionnaire ou si vous souhaitez nous faire part de vos commentaires sur toute partie de celui-ci, n'hésitez pas à inscrire vos remarques sur les lignes qui suivent.

REMARQUES

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B
Program Profiles

Love Without Violence / It’s Up to Me
Coalition Against Abuse in Relationships (C.A.A.R.)

Program History/Development Process:
In response to a suggestion made by Moncton Police Officers, C.A.A.R. developed “Love Without Violence” in 1990 for local area high school students. The combination of receiving multiple requests for the program from high schools across the province and not having the human or financial resources to meet this demand lead to the development of the kit in 1994 which included 3 modules: Date Rape, Violence in Relationships, and Cycle of Violence. The kit was published a second time in 1997 and includes a fourth module on healthy relationships.
In 1998, a second program and kit was developed, “It’s Up to Me”, to address the needs of middle school students. It includes modules on Respect, Bullying, Healthy/Unhealthy Relationships, and Dating/Violence in Dating Relationships.
Have been actively promoting program over the past year. Sent a complimentary kit to one organization in each province (e.g. YMCA, Teachers Federation, Health and Family Services).

Resources Needed to Implement Program:
Materials: “Love Without Violence” kits include a manual, guide, speeches, play, overheads, handouts, video and evaluation form. “It’s Up to Me” includes a guide, activities, speeches, and handouts. C.A.A.R. has also developed a promotional kit for the programs.
Human: Volunteer facilitators to make presentations, 15-member coalition responsible for promotion/distribution of the kits and trainer workshops, and a part-time coordinator (8 hrs/wk).
Financial: Funding to print kits, purchase videos, and pay salary. Kits sold for $75 (or $125 with video for “Love Without Violence” program). In past, have relied greatly on in-kind support and grants.

General Program Description:
• Through assembly presentations, “Love Without Violence” aims to educate and inform high school students on the issues of violence in dating relationships.
• Through a combination of interactive classroom activities and assembly presentations, “It’s Up to Me” aims to educate and give pre- and pubescent students from grades 5 to 8 the skills required to choose and maintain healthy relationships.

Program Goal:
• To break and/or prevent the cycle of violence through public awareness, prevention education, and making relevant materials accessible.
Program Objectives, Key Messages, Target Audience, Length of Program, Program Location, Program Frequency, and Number of Participants: SEE TABLE
**Program Facilitators:**

*Characteristics:* Male and female; dynamic in the way they deliver the message (not boring); speaks loudly, clearly, and not rushed; enthusiastic and friendly, not shy; and at least one person knowledgeable of the law.

*Number of Facilitators:* Unknown – program has been running for 10 years.

*Screening:* None.

*Training:* Offer training workshops 2-5 times per year to those interested in facilitating the programs. Train-the-trainer workshops range from 2 hours to 1 day in length. Must attend a workshop before being able to purchase the video. Without training, can purchase a kit without the video. Youth facilitators are being trained to offer “It’s Up to Me” to the younger students.

**Other Adult Involvement:**

Manual suggests that teachers be required to stay in the room throughout session

School nurses, guidance counselors, and community police officers available as resources and to handle disclosures

Coalition representing community organization to oversee programs

**Follow-Up:**

- Programs are designed to be one-shot presentations
- Word-of-Mouth
- Website
- Make materials available for reproduction (no copyright)
- Kit purchasers put on contact list for training workshops
<table>
<thead>
<tr>
<th><strong>Programs:</strong></th>
<th>Love Without Violence</th>
<th>It’s Up To Me</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Make teens aware of the problem&lt;br&gt;Educate teens on what constitutes abuse, facilitate disclosure, and put an end to the cycle of violence&lt;br&gt;Modify attitudes and behaviours&lt;br&gt;Inform teens of resources available for themselves and their families&lt;br&gt;Allow students the opportunity to feel more comfortable with service providers, particularly police officers&lt;br&gt;Sensitize teachers and parents about dating violence&lt;br&gt;Lessen risk of physical harm to police when dealing with situations of family violence</td>
<td>To help younger students (Grades 5-8) identify, recognize, and utilize positive/healthy behaviours when dealing with friends and boyfriends/girlfriends.&lt;br&gt;To make the program simple and user friendly for school personnel and others to organize and present.</td>
</tr>
<tr>
<td><strong>Key Messages</strong></td>
<td>• Identify and label abuse/violence&lt;br&gt;• Know the resources available – where to go for help&lt;br&gt;• Gender socialization and how that contributes to violence</td>
<td>• Respect – yourself and others&lt;br&gt;• Ways to develop healthy relationships (peers and dating)&lt;br&gt;• Identify and label abuse/violence (e.g. bullying)&lt;br&gt;Know the resources available – where to go for help</td>
</tr>
<tr>
<td><strong>Target Audience</strong></td>
<td>• High School Students (Grades 9-12)&lt;br&gt;• Teachers (attend assembly)&lt;br&gt;Parents (workshops)</td>
<td>• Middle School Students (Grades 5-8)&lt;br&gt;• Teachers (stay in classroom)&lt;br&gt;• Parents (workshops)</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>• 1 – 2 hour assembly presentation</td>
<td>40 – 80 minute interactive classroom program plus assembly presentation</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>• Schools&lt;br&gt;Community Organizations (Boys &amp; Girls Club, Churches, YM-YWCA, Scouts, Summer Camps)</td>
<td>• Schools&lt;br&gt;Community Organizations (Boys &amp; Girls Club, Churches, YM-YWCA, Scouts, Summer Camps)</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>• Unknown (no tracking mechanism)&lt;br&gt;• Sold 300 kits</td>
<td>• Unknown (no tracking mechanism)&lt;br&gt;• Sold ? kits</td>
</tr>
<tr>
<td><strong># of Participants</strong></td>
<td>300 – 600 participants/presentation&lt;br&gt;Unknown number of participants/year</td>
<td>20 – 30 participants/presentation&lt;br&gt;Unknown number of participants/year</td>
</tr>
</tbody>
</table>
Dating Violence Prevention Program  
Fredericton Sexual Assault Crisis Centre, Inc.

Program History/Development Process:
Originally called the “Dating Violence Awareness Project”, the program was initiated in 1992.

The need for this prevention program was identified by those working in transition houses and its development was directed by an Advisory Committee made up of governmental and community organizations.

Initial funding was received from Status of Women. This money supported a part-time staff position to develop, promote, and offer classroom presentations, community presentations, education/presentation package, support group, peer educator training, awareness week, button, and poster.

In 1998, the “dating violence” staff position was discontinued and the program became the responsibility of other centre staff. This resulted in the program shifting to an “on-demand” basis.

Other changes in the program since its inception include updating information, a change in emphasis from abuse to healthy relationships, and becoming more activity-based and less lecture format.

Resources Needed to Implement Program:

Materials: From the Centre’s library, the program draws on, and modifies materials from other programs as opposed to developing their own. Videos are used, there are handouts/pamphlets for participants, and an educational package has been developed for those interested in giving presentations.

Human: Trained facilitators who are available during the day. One dedicated staff person for consistency so relationships can be established and maintained with schools. Currently the program is not the responsibility of any one staff member and must be fit in among other duties so staff respond to school and community requests but do not actively promote the program.

Financial: $10,350 is applied for annually from The United Way. This funding is allocated to rent, salary, administration, and program materials.

General Program Description:

- Classroom presentations are made to middle and high school students about violence in dating relationships and sexual harassment. Presentations are also carried out with community youth groups, health fairs, and other requested speaking engagements (e.g. staff workshops).

- Other services include individual counseling for teens and a support group for young women who have experienced dating violence or acquaintance rape.

- Partnered with “Making Waves/Vague par Vague” to provide/support peer educator training.
Program Goals:
- To prevent children and young people from learning to accept violence in their relationships and sexual harassment in their schools.
- To raise awareness and understanding among teenagers about the dynamics of dating violence.
- To promote healthy sex roles and relationships.

Program Objectives:
- Offer classroom, youth group, and parent group presentations on request
- Offer staff training workshops on request
- Provide information through information booths and library resources
- Distribute an educational manual for those interested in giving presentations on request

Key Messages:
- Gender roles and socialization (empathy and expectations)
- Healthy relationships (description, self-esteem, communication, boundaries)
- Abuse/Battered Women (types, warning signs, who abuses and why)
- Responsibility for own behaviour (attitudes, consequences)
- Skill development
- Intervention (how to help, resources available, handling disclosures)

Target Audience(s):
- Youth (12 – 18 years) in middle school, high school, and community groups
- Parents
- Staff (Teachers, Guidance Counselors, Youth Workers)

Length of Program:
- Classroom Presentations: 50-90 minutes depending on grade/teacher request
- Parent Presentations: 1 - 2 hours
- Staff Training: 1 – 3 hours

Program Location:
- Schools within Districts 17 and 18
- Community – Fredericton/Oromocto

Program Frequency:
- 10-30 classroom presentations/year
- 1-2 parent presentations/year
- 1-2 staff training workshops/year
- 5 information booth presentations/year
Number of Participants:
- 25-30 students/presentation (250-900 students/year)
- 10-15 parents/presentation (10-30 parents/year)
- 30-100 staff/workshop (30-200 staff/year)

Program Facilitators:
- Characteristics: trained, knowledge of issues, open-minded, enthusiastic, flexible, facilitation/presentation experience, relaxed, group management skills
- Number of Facilitators: 2 staff facilitators (2/3 presentations done by one and 1/3 by the other)
- Screening: must be a member of the Centre which requires an application, 2 reference letters, an initial interview, training, a final interview/test of knowledge/attitudes, probation period, staff/volunteer contract
- Training: issue awareness, basic counseling skills, and facilitator training

Other Adult Involvement:
- Teachers in the classroom during presentation

Follow-Up:
- Programs are designed as one-shot presentations
- Intervention if someone discloses
Dating Violence Prevention Program
Centre for the Prevention of Family Violence in Kent

Program History/Development Process:
Program was initiated in 1999 in response to school requests. Year 1 (1999-2000) of the program was focused on an awareness and prevention campaign. In Year 2 (2000-2001), workshops on the cycle of abuse (bullying, dating violence, family violence) were added. In Year 3 (2002-2003), intervener training for teachers, guidance counselors, and behaviour interventionists will be offered.

Resources Needed to Implement Program:
Materials: From the Centre’s library, the program draws on and modifies materials from other programs as opposed to developing their own. Videos are used and there are handouts/pamphlets for participants.
Human: Two trained staff facilitators who are available during the day. Staff contact person for schools.
Financial: $10,000 is applied for annually from The United Way.

General Program Description:
• Classroom presentations on dating violence are made to high school students in either French or English – depending on the school.
• Presentations on intimidation (bullying) are also made (on request) to middle schools.
• The issue of violence in relationships is explored through videos, interactive activities, discussion, and role plays. Students are challenged at the end of the presentation to find ways over the following week to promote a safe school.
• Tools are also provided to teachers on how to incorporate information into everyday classroom situations and handle disclosures, as well as the importance of being approachable, honoring confidentiality, reinforcing behaviour that reduces violence, and being vigilant.
• Other services include individual counseling for teens who have experienced dating violence or acquaintance rape and/or parents who are concerned about their children.

Program Goals:
• To increase the awareness and prevention of violence among youth through school presentations.
• To provide the school system with an ongoing program addressing the issues of intimidation (bullying) and dating violence.

Program Objectives:
• Able to identify different types of violence and recognize the cycle of abuse.
• Able to identify warning signs of an abusive relationship.
• Able to help themselves and/or friends by knowing what to do and where to go for assistance.

Key Messages:
• Violence is a cycle (family violence, bullying, dating violence, family violence)
• Roles individuals play in violence (perpetrator, accomplice, intervener, observer, or victim)
• Power to condone/encourage violence AND power to change society and stop violence.
• Abuse (types, warning signs)
• Intervention (how to help, resources available)
• Assertiveness and defending the right to say “NO”

**Target Audience(s):**
- High School Students (Grades 9 –12)
- Middle School Students (Grades 5 – 8)
- Parents / Other Adults
- Staff (Teachers, Guidance Counselors, Youth Workers)

**Length of Program:**
- 75 minutes (High School Students)
- 45 minutes (Middle School Students – Bullying)

**Program Location:**
- Kent County Middle and High Schools

**Program Frequency:**
- 10-15 classroom presentations/year

**Number of Participants:**
- 20-50 students/presentation (240-750 students/year)

**Program Facilitators:**
- **Characteristics:** creative, able to think on their feet, able to deal with disruptive behaviours, interactive, respectful, able to communicate at the student’s level, sensitive to student reactions
- **Number of Facilitators:** 2 facilitators – Centre staff (1/2 presentations done by each individual)
- **Screening:** No screening process other than interview when first hired.
- **Training:** Centre staff hold degrees in Social Work and have extensive experience in the field.

**Other Adult Involvement:**
- Teacher is required to be in the room throughout session
- Principals are first contact – arrange presentations

**Follow-Up:**
- Program designed as one-shot presentations but teacher is contacted within a week of the presentation for evaluations/feedback and results of the challenge
- Fax teacher information (ideas/suggestions) that come out of the presentation
- Intervention if someone discloses
**Making Waves / Vague par vague, Inc.**

**Program History/Development Process:**

- In 1994, an ad hoc committee made up of members from the NB Coalition of Transition Houses, Fredericton Sexual Assault Centre, and Saint John Women’s Centre initiated “Making Waves” in response to the increasing numbers of young adults and teenagers who were arriving at women’s shelters. A greater focus on prevention was needed.

- Committee members realized that: 1) when young people are in trouble, they often first turn to their friend, and 2) one of the most effective ways to communicate with teens is through their peers. As a result, a provincial workshop to train high school students as peer educators on the topic of violence was developed. The first retreat was in 1995 and has been offered annually since that time.

- Vague par vague was initiated in 1997 as the French counterpart to Making Waves. “Student Retreats” were held in 1998, 1999, and 2000 but due to staffing and program implementation issues, these have been suspended until 2003. Currently, Vague par Vague is focusing on the translation of materials/website and implementation of the “La Vague Continue” program.

- A Student Advisory Committee made up of past “Waves” participants was established in 1998 to ensure youth input and involvement in program development and implementation.

- Today, Making Waves/Vague par Vague Inc. is a province wide project that educates and involves teens, parents, teachers, guidance counselors, and administrators in dating violence prevention activities. Its vision is a future where people enjoy healthy relationships in their family and social environments. This will be accomplished by engaging NB youth and children as partners in creating and living healthy relationships, and by fulfilling the mandate of developing violence prevention programs, providing information services (web-site, newsletter, teachers/guidance counselor manual), and conducting train-the-trainer sessions.

- The key values of Making Waves/Vague par Vague Inc. are:
  - Positive social and family environments are essential to the development of healthy and respectful relationships
  - Effective approach to learning for youth is through interaction with peers
  - Partnering with other stakeholders and not work in isolation
  - Services are guided by principles of equity and equality
  - Programs be adaptable to different cultures and provided in language of clientele (i.e. French and Braille)
  - Prevention is the approach to develop healthy relationships in children and youth
  - In an effort to increase program inclusiveness, a project aimed at assessing the needs of “Students with Exceptionalities” is currently being conducted. More specifically, the project is exploring the needs of students who are deaf/hard of hearing, blind/visually impaired, and/or attending alternative school.
Resources Needed to Implement Program:

- **Materials**: Materials include a student manual, handouts, newsletter, website, teacher/guidance counselor manual, and a “how to” guide for organizing a student retreat. A variety of model workshops have been developed around healthy vs unhealthy relationships, media and stereotyping, conflict resolution, and setting boundaries.

- **Human**: Facilitators to make presentations, 1 full time and 2 part-time coordinators, and a 4-member Board of Directors. Other human resources include a graphic artist, webmaster, and special project staff (hired as needed).

- **Financial**: ~$175,00/year (includes weekend retreat, special projects, as well as staff for both Making Waves and Vague par Vague). Secured on a yearly basis from provincial government, Status of Women, and various other Foundations.

General Program Description:

- The primary program of Making Waves is the “Student Retreat”. This program consists of an annual weekend retreat for high school students that includes interactive workshops, discussion groups, and drama presentations addressing the issues of violence, healthy relationships, gender stereotypes, media influences, power and control, and skill development. Program also incorporates follow-up after the retreat to determine whether or not students are having difficulty implementing their action plans.

- Vague par Vague will not be hosting a Student Retreat until Fall, 2003 or such time as when human and financial resources can be secured.

- A second program called “Riding the Wave/La Vague Continue” is an interactive, dynamic abuse prevention workshop being offered to high school students in rural areas. Facilitators will use visuals, skits, and discussion groups to explore healthy vs unhealthy relationships, conflict resolution, stereotyping, and media influence.

- Approximately 75 presentations are made by Making Waves/Vague par Vague facilitators throughout the year at the request of schools and community youth groups. Conference presentations and workshops are also conducted (3-5/year).

Program Goal:

- Overall goal is to prevent family violence by bringing together students, community educators, social service agencies, teachers, parents, and the provincial government to create a climate in New Brunswick schools where abuse is not tolerated.

- Another goal is to improve program and service delivery by:
  - Identifying the core framework of content and materials
  - Translating content and materials as well as the website
  - Ensuring that documents are revised through input from youth, teachers, and guidance counselors
  - Delivering programs in French while still maintaining its integrity
  - Identifying what is currently being offered
  - Examining the follow-up process
- Offering program outreach to schools who are not participating in the retreat that year
- Developing a strategy for delivering program in other provinces and territories

**Program Objectives, Key Messages, Target Audience, Length of Program, Program Location, Program Frequency, and Number of Participants:** SEE TABLE

**Program Facilitators:**
- **Characteristics:** Male and female, young or have good rapport with youth, charismatic, self-confident, good presentation/public speaking skills, facilitation skills, background knowledge/experience with issue, and belief in the peer mentor model.
- **Number of Facilitators:** ~18 Facilitators for two programs (8-12 for retreat / 8 for other)
- **Screening:** Facilitators are recommended through word-of-mouth then recruited. For special projects, facilitators are interviewed.
- **Training:** For “Student Retreat”, facilitators observe the first year, participate in debriefing and planning sessions, then co-facilitate the second year. For “Riding the Wave/La Vague Continue”, facilitators participate in a 5 day orientation/training workshop

**Other Adult Involvement:**
- Teachers and guidance counselors – retreat chaperones and faculty supervisors back at school
- Teachers will be required to stay in the room during “Riding the Wave/La Vague Continue”
- Board of Directors to oversee the development and evolution of the organization
### Programs:

<table>
<thead>
<tr>
<th>Programs:</th>
<th>Student Retreat</th>
<th>Riding the Wave/La Vague Continue</th>
</tr>
</thead>
</table>
| **Objectives** | Increase awareness and knowledge of dating violence issues  
Ability to establish and maintain own healthy relationships  
Ability to help a friend (peer intervention, resources available)  
Develop skills in violence prevention and facilitation (trained peer facilitators)  
Assist them in creating action plans that can be implemented throughout the school year  
Obtain teacher/guidance counselor commitment to partner with students in implementing action plans  
To maintain a Student Advisory Committee that provides input into the program, assists in the facilitation of workshops, and lobbies government. | Provide relevant information and skills needed to make healthier choices regarding relationships  
Ability to help a friend (what to do, resources available)  
Encourage schools to create/strengthen dating violence prevention strategies |

### Key Messages

- People in abusive relationships feel alone (they often hide the abuse, feel responsible – it’s their fault)
- Anyone can end up in an abusive relationship (get involved with the wrong person, don’t know what abuse is, societal attitudes that contribute to violence, and it happens gradually – less aware and lowers self-esteem)
- Get help and support for yourself or your friends (know the resources available – where to go for help)

### Target Audience

- High School Students (Grades 10 and 11)  
Teachers and Guidance Counselors (attend retreat)
- Rural High School Students (Grades 9-12)  
Teachers (stay in classroom)
<table>
<thead>
<tr>
<th>Length</th>
<th>• 2 ½ days (series of small group workshops)</th>
<th>• 60 – 90 minute classroom presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>• Fredericton</td>
<td>• 24 Schools (18 English / 6 French)</td>
</tr>
<tr>
<td>Frequency</td>
<td>• 1 per year</td>
<td>1 (one-time, 4 week program unless funding can be secured to offer as an annual program)</td>
</tr>
<tr>
<td># of Participants</td>
<td>15 – 18 schools/year (60 – 80 participants plus 15-18 teachers)</td>
<td>• 20 – 30 participants/presentation (2400-3000 students)</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>• Action plan implementation with students, teachers/guidance counselors • School visits and presentations on request • Word-of-Mouth • Distribution of newsletter • Website • Distribution of resource materials</td>
<td>• Distribution of newsletter • Website • Distribution of resource materials • Word-of-Mouth</td>
</tr>
</tbody>
</table>
Appendix C
Comprehensive List of Goals and Objectives

Provincial Strategy for Dating Violence Prevention
Priority of Goals and Objectives for Evaluation

Fundamental – All Programs to be Evaluated on these Goals:

Increase Adolescent Knowledge

K1. To increase understanding of the differences between a healthy and unhealthy relationship. For example:
   - Adolescent participants will be able to describe the signs of a healthy relationship (e.g. clear communication, support, listening, trust, respect, honoring boundaries and self-esteem)
   - Adolescent participants will be able to describe the signs of an unhealthy relationship (e.g. assaultive behavior, control, anger, not honoring boundaries, belittling, put-downs, isolating behavior)

K2. To increase recognition of the warning signs of dating violence. For example:
   - Adolescent participants will be able to identify the warning signs of dating violence
   - Adolescent participants will understand the connection between the warning signs of dating violence and abuse (emotional, physical, sexual)

K3. To increase understanding of abuse. For example:
   - Adolescent participants will be able to identify and explain emotional abuse
   - Adolescent participants will be able to identify and explain physical abuse
   - Adolescent participants will be able to identify and explain sexual abuse

K4. To increase understanding of the dynamics of abuse. For example:
   - Adolescent participants will be able to recognize the role that power and control play in abusive relationships (e.g. isolation, intimidation, blame, threats, emotional, sexual, financial)
   - Adolescent participants will understand who abuses and why
   - Adolescent participants will understand that victims do not fit one mold – many different types of individuals can be victimized
   - Adolescent participants will understand that the victim is never to blame

K5. To increase awareness of the roles people play in facilitating or preventing abuse. For example:
   - Adolescent participants will be able to identify and explain the roles that people play in preventing an abusive situation (victim, perpetrator, intervener, observer)
   - Adolescent participants will be able to define and explain the roles that people play in facilitating an abusive situation (victim, perpetrator, intervener, observer)
• Adolescent participants will be able to identify available resources in their school and community

K6. To increase understanding of gender roles and how they contribute to abuse. For example:
• Adolescent participants will be able to identify the negative outcomes of stereotyped gender roles for themselves and the opposite gender
• Adolescent participants will be able to identify ways that stereotyped gender roles relate to violence

Change Adolescent Attitudes

A1. To reduce acceptance of dating violence. For example:
• A significant decrease in acceptance of emotional violence in dating relationships will be documented.
• A significant decrease in acceptance of physical violence in dating relationships will be documented.
• A significant decrease in acceptance of sexual violence in dating relationships will be documented.
• To increase motivation for change. For example:
  • Significant increases will be documented in participants’ intention to change attitudes and behaviour

A2. To increase respect for oneself and others. For example:
• Adolescent participants will be able to identify their own personal boundaries
• Adolescent participants will be able to identify their rights and the rights of others
• Adolescent participants’ acceptance of diversity will increase
• Adolescent participants will be able to identify negative outcomes of making assumptions about others

A3. To increase self-efficacy for dealing with abuse
• Confidence in dealing with abuse will increase. For example:
  • Adolescent participants will be able to identify ways of dealing with abuse in their relationships
  • Adolescent participants will be able to identify ways of helping a friend deal with abuse in their relationships
  • Adolescent participants’ awareness of choice will increase. For example:
    • Adolescent participants’ recognition that they have choices in a relationship will increase

Change Adolescent Behaviour

B1. To improve communication and interpersonal skills
• Adolescent participants will be able to describe appropriate communication skills. For example:
  • Adolescent participants will be able to identify signs of good communication.
• Adolescent participants will be able to identify signs of poor communication.
• Adolescent participants will be able to identify aggressive, passive, and assertive communication styles
• Adolescent participants’ ability to be assertive in conflict situations will increase. For example:
  • Adolescent participants will be able to identify ways of resolving conflict.
  • Adolescent participants will be able to demonstrate the ability to protect their rights in a conflict situation
  • Adolescent participants will be able to demonstrate the ability to honor the rights of others in a conflict situation
• Adolescents will indicate their intention to use these skills.

B2. To help youth avoid vulnerable situations
• Adolescent participants’ confidence in avoiding vulnerable situations will increase. For example:
  • Adolescent participants will be able to recognize a potentially vulnerable situation
  • Adolescent participants will be able to identify ways of avoiding a vulnerable situation
  • Adolescent participants will be able to demonstrate their ability to avoid vulnerable situations
• Adolescent participants’ confidence in getting out of vulnerable situations will increase. For example:
  • Adolescent participants will be able to identify ways of getting out of a vulnerable situation
  • Adolescent participants will be able to demonstrate their ability to get out of a vulnerable situation

Program Specific Goals

Increase Adolescent Knowledge

K7. To increase understanding of the cycle of violence. For example:
• Adolescent participants will be able to explain the cycles of violence (within a relationship and intergenerational)
• Adolescent participants will understand that violence is not the victims’ or children’s fault
• Adolescent participants will be able to explain the potential consequences of abuse on victim, perpetrator, and society
• Adolescent participants will be able to explain how certain attitudes towards dating violence can help to facilitate or stop it

K8. To increase understanding of how the media contributes to violence. For example:
• Adolescent participants will be able to provide examples of how the media creates and maintains gender role stereotypes
• Adolescent participants will be able to provide examples of how the media contributes to violence

K9. To increase understanding of the disclosure/legal process. For example:
• Adolescent participants will be able to explain the disclosure process
• Adolescent participants will be able to outline their right to confidentiality
• Adolescent participants will know that it is illegal to abuse one’s partner

Change Adolescent Attitudes

A4. To decrease acceptance of gender role stereotypes. For example:
• Adolescent participants will be able to identify gender role stereotypes
• Adolescent participants’ will become less stereotyped in their views of appropriate roles for men and women

A5. To increase understanding of how the media contributes to violence.

A6. To increase self-efficacy for dealing with abuse
• Adolescent participants’ sense of control will increase. For example:
  • Adolescent participants’ sense of control over their relationships will increase

Change Adolescent Behaviour

B3. To break the “cycle” and impact of abuse within a dating relationship. For example:
• Incident rates of adolescent dating violence will decrease
• Adolescents who experience violence will be less likely to stay in the relationship
• Adolescents who experience violence will be more likely to take action

B4. To increase the active promotion of healthy relationships among peers, within schools, and in the community. For example:
• Adolescent participants will identify ways they will promote a safe environment and prevent dating violence among their peers.
• Number of youth dating violence prevention initiatives will increase

B5. To train youth facilitators to assist in the delivery of presentations/workshops. For example:
• Number of youth facilitators involved in delivery of programs will increase
• Each program will have youth facilitators involved in delivery
• Adolescent and adult participants will rate youth facilitators as being effective

B6. To involve youth in program development. For example:
• Number of youth on advisory and development committees will increase
• Amount of time contributed to advisory and development committees by youth will increase
• Programs will involve youth in development.
B. To include youth in the fight against dating violence. For example:
   • Adolescent participants will identify the impact that dating violence has on society
   • Adolescent participants will identify ways they can be involved or contribute to social activism against dating violence
   • Adolescents’ skills in social activism will increase
   • Number of youth involved in activism will increase

B7. To increase adolescents’ help-seeking behaviour. For example:
   • Adolescent participants’ intention to seek help if they are in an abusive relationship will increase
   • Adolescents’ awareness and accessing of resources on dating violence and abuse will increase
   • Number of disclosures will increase
   • Talking to friends, parents, teachers, guidance counsellors, and community members will increase

Assist Adolescents who have been in or are in Abusive Relationships

To increase adults’ (i.e. school personnel and community participants) ability to handle disclosures. For example:
   • Adult participants will be able to identify the personal characteristics that facilitate disclosure of abuse
   • Adult participants will be able to explain the relevant laws related to relationship abuse
   • Adult participants will be able to identify the resources in their community where they and youth can receive support and information
   • Adult participants will demonstrate their ability to respond appropriately to disclosures by youth (i.e. trained how to deal with situation and sensitive to family and dating violence situations among youth)

To facilitate adolescents getting out of abusive relationships. For example:
   • Number of youth accessing individual counseling and support groups will increase
   • Number of support groups will increase
   • Percent of youth who report that they were in an abusive relationship and left it will increase

To increase adolescents’ ability to help someone in an abusive relationship. For example:
   • Adolescent participants will identify ways of helping a friend in an abusive relationship
   • Adolescent participants’ confidence in their ability to help a friend in an abusive relationship will increase

To assist youth who are abusive. For example:
   • Adolescents’ awareness that their behaviour is abusive will increase
   • Abusive adolescents’ ability to use non-violent conflict resolution methods will increase
   • Support groups and counselling for abusive youth will increase
   • Adults’ ability to talk to adolescents who are abusive will increase
Increase Dept. of Education’s Involvement in Addressing Dating Violence

To provide support for schools. For example:
- Contact with service providers by NB schools will increase.
- Satisfaction with support from program providers in helping schools address dating violence issues will increase

To facilitate an environment in which school personnel can incorporate dating violence issues in day-to-day school life.
- School personnel involvement in dating violence prevention will increase. For example:
  - School personnel will identify dating violence as an important issue to be addressed.
  - At least one staff member will be trained as a facilitator in every school
  - Students’ exposure to dating violence issues in day-to-day school life will increase
- School personnel will actively promote healthy relationships among students within their school. For example:
  - School personnel will identify ways that they will promote a safe environment/prevent dating violence.
  - School personnel’s confidence in talking about dating violence will increase
  - Number of school initiated dating violence prevention initiatives will increase

To facilitate the provision of resources and materials for school personnel’s use. For example:
- Every school will have a copy of (kit/resource guide/materials) for their use
- School personnel will be able to identify resources to assist in implementing programs.
- School personnel will rate resources/materials as useful.

To increase school personnel’s commitment to assist youth in their initiatives. For example:
- At least one staff member in each school will champion youth in their initiatives.

To provide school personnel with the knowledge and skills for dealing with dating violence. For example:
- School personnel will be able to describe the signs of healthy and unhealthy relationships
- School personnel will be able to define emotional, physical and sexual violence
- School personnel will be able to identify the warning signs of dating violence
- School personnel will be able to explain the “cycle of violence”
- School personnel will be sensitive to experiences of family violence among youth
- School personnel will be able to identify and explain the roles people play in facilitating or preventing abuse
- School personnel will be able to describe how the media contributes to violence
- School personnel will be able to identify ways of appropriately handling dating violence incidents within the school
- School personnel will be able to explain the disclosure process
- School personnel will demonstrate their skills in dealing with dating violence
Increase Non-School Community Involvement in Addressing Dating Violence

To provide community members with the knowledge and skills for dealing with dating violence.
- Number of community presentations will increase.
- Adult participants’ ability to address dating violence issues will increase. For example:
  - Adult participants will be able to describe the signs of healthy and unhealthy relationships
  - Adult participants will be able to define emotional, physical and sexual violence
  - Adult participants will be able to identify the warning signs of dating violence.
  - Adult participants will be able to explain the “cycle of violence”
  - Adult participants will be sensitive to experiences of family violence among youth
  - Adult participants will be able to identify and explain the roles people play in facilitating or preventing abuse
  - Adult participants will be able to describe how the media contributes to violence
  - Adult participants will be able to identify ways of appropriately handling dating violence incidents
  - Adult participants will be able to explain the disclosure process
- Adult stakeholders’ ability to develop a prevention/intervention plan will increase. For example:
  - Adult stakeholders will develop a prevention/intervention plan for their community.
  - Adult stakeholders will commit to putting their plan into action

To increase the active promotion of healthy relationships by adults among youth in their community. For example:
- Adult stakeholders will be able to identify dating violence as an important issue to be addressed
- Adult stakeholders will be able to identify ways they will promote a safe environment/prevent dating violence.

To train adult facilitators to deliver programs. For example:
- Number of adult facilitators involved in delivery of programs will increase
- Number of hours contributed to program delivery by adults will increase
- Youth and adult participants will rate adult facilitators as effective.

To improve relations between service providers (e.g., police) and youth. For example:
- Service providers’ contact with youth will increase
- Adolescent participants’ intention of contacting a “service provider” if they need information or help will increase
- Satisfaction with services provided will increase

To increase program relevance and effectiveness by responding to community needs and input. For example:
- Youth and adult participants’ feedback will indicate program is relevant and effective.
- Respondents will consider the program to be relevant to their needs.
• Respondents will rate the program to be effective.
• Respondents will indicate that the program met or exceeded their expectations.
• Solicitation of community input for program development will increase. For example:
  • Feedback and suggestions for future programs will be solicited
  • Youth and adult participants’ ratings of program effectiveness/relevance will inform
    future modifications to the program

Create Social Change

To change social environment among adolescents such that violence is not tolerated.

To change social environment among adult stakeholders such that violence is not tolerated.

To change social institutional structures such that barriers to social change are eliminated and
violence is not tolerated.
Liste complète des buts et objectifs

Principe fondamental – Tout programme sera évalué selon ces objectifs:

Augmenter les niveau de connaissance des adolescents

K1. Augmenter la compréhension des différences entre une relation saine et malsaine.
   • Les participants seront capables de décrire les signes d’une relation saine (ex., bonne
     communication, soutien, écoute, confiance, respect, respect des limites et estime de
     soi).
   • Les participants seront capables de décrire les signes d’une relation malsaine (ex.,
     comportement agressif, contrôle, colère, absence de respect pour les limites,
     rabaisser, comportement d’isolation).

K2. Augmenter la reconnaissance des signes annonciateurs de la violence dans les
    fréquentations.
   • Les participants seront en mesure d’identifier les signes annonciateurs de la violence dans
     les fréquentations.
   • Les participants comprendront le lien entre les signes annonciateurs de la violence dans
     les fréquentations et l’abus (émotionnel, physique et sexuel).

K3. Augmenter la compréhension de l’abus. Par exemple :
   • Les participants seront capables de définir et d’expliquer l’abus émotionnel
   • Les participants seront capables de définir et d’expliquer l’abus physique
   • Les participants seront capables de définir et d’expliquer l’abus sexuel

K4. Augmenter la compréhension des forces dynamiques de l’abus. Par exemple :
   • Les participants pourront préciser le rôle que la puissance et le contrôle jouent dans les
     relations abusives.
   • Les participants pourront préciser qui abuse et pourquoi.
   • Les participants comprendront que les victimes ne proviennent pas tous d’un même
     moule et que différents types d’individus peuvent être victimes.
   • Les participants comprendront que la victime ne doit jamais se blâmer.

K5. Augmenter la conscience des rôles des gens dans la facilitation ou prévention de l’abus.
   • Les participants pourront définir et expliquer les rôles que les gens jouent dans la
     prévention d’une situation d’abus (victime, abusé, complice, intervenant,
     observateur).
   • Les participants pourront définir et expliquer les rôles que les gens jouent dans la
     facilitation d’une situation d’abus (victime, abusé, complice, intervenant,
     observateur).
   • Les jeunes participants seront capables de préciser les ressources disponibles à l’école et
     dans le milieu communautaire.
K6. Augmenter la compréhension des rôles assignés à chacun des sexes et comment ils contribuent à l’abus.
- Les participants pourront identifier les conséquences négatives des rôles traditionnels assignés à chacun des sexes pour soi ou pour les membres du sexe opposé.
- Les participants pourront identifier les façons dont les rôles traditionnels assignés à chacun des sexes sont liés à la violence.

Changer les attitudes des adolescents

- Une diminution significative de la violence émotionnelle dans les fréquentations sera documentée.
- Une diminution significative de la violence physique dans les fréquentations sera documentée.
- Une diminution significative de la violence sexuelle dans les fréquentations sera documentée.
- La motivation d’effectuer des changements augmentera.
- Une augmentation significative sera documentée concernant l’intention des participants de changer leurs attitudes et comportements.

A2. Augmenter le respect de soi et des autres.
- Les participants pourront déterminer leurs limites personnelles.
- Les participants pourront préciser leurs droits et les droits des autres.
- L’acceptation de la diversité par les participants sera accrue.
- Les participants pourront déterminer les conséquences négatives de faire des suppositions à propos des autres.

A3. Augmenter l’efficacité personnelle pour faire face à l’abus.
- Confiance dans sa capacité à faire face à l’abus augmentera. Par exemple:
  - Les participants seront capables d’identifier des façons de faire face à l’abus dans leurs relations.
  - Les participants seront capables d’identifier des façons d’aider leurs amis à faire face à l’anus dans leurs relations.
- La conscience du choix et le sentiment de contrôle augmentera. Par exemple:
  - La reconnaissance des participants qu’ils ont des choix augmentera.

Changer les comportements des adolescents

B1. Améliorer les habiletés interpersonnelles et communicatives
- Les participants pourront démontrer de bonnes habiletés à communiquer: Par exemple:
  - Les participants pourront déterminer les signes d’une bonne communication.
  - Les participants pourront déterminer les signes d’une mauvaise communication.
  - Les participants pourront déterminer des styles de communication agressif, passif et convaincant.
L’habileté des participants à être convaincants dans des situations conflictuelles augmentera. Par exemple:
- Les participants pourront préciser des façons de résoudre des conflits.
- Les participants pourront démontrer leur habileté à protéger leurs droits dans une situation conflictuelle.
- Les participants pourront démontrer leur habileté à respecter les droits des autres dans des situations conflictuelles.
- Les adolescents démontreront l’intention de se servir de ces compétences.

- La confiance des participants d’éviter des situations vulnérables augmentera. Par exemple:
  - Les participants pourront reconnaître une situation potentiellement vulnérable.
  - Les participants pourront identifier des façons d’éviter une situation vulnérable.
  - Les participants pourront démontrer leurs habiletés à éviter des situations vulnérables.
- La confiance des participants à se sortir de situations vulnérables augmentera. Par exemple:
  - Les participants pourront identifier des façons de sortir d’une situation vulnérable.
  - Les participants pourront démontrer leur habileté à se sortir d’une situation vulnérable.

Objectifs spécifiques du programme

Augmenter le niveau de connaissance des adolescents

K7. Augmenter la compréhension du “cycle de la violence”.
- Les participants pourront expliquer le « cycle de la violence » (violence familiale, intimidation, violence dans les relations).
- Les jeunes participants comprendront que la violence n’est ni la faute des victimes ni la faute des enfants.
- Les participants pourront expliquer les conséquences possibles de l’abus sur les victimes, les abuseurs et la société).
- Les participants pourront expliquer comment certaines attitudes envers la violence dans les fréquentations peuvent la faciliter ou l’empêcher.

K8. Augmenter la compréhension de la façon dont les médias contribuent à la violence.
- Les participants pourront donner des exemples de la façon dont les médias créent et maintiennent les stéréotypes sexuels.
- Les participants pourront fournir des exemples de la façon dont les médias contribuent à la violence.

- Les participants seront capables d’expliquer le processus de divulgation.
- Les participants seront capables de résumer leur droit à la confidentialité.
• Les participants sauront qu’il est illégal d’abuser son/sa partenaire.

**Changer les attitudes des adolescents**

• Les participants pourront déterminer les rôles sexuels stéréotypés.
• Leur perception des rôles appropriés pour les femmes et les hommes deviendront moins traditionnels.

A5. Augmenter la compréhension de la façon dont les médias contribuent à la violence.

A6. Augmenter le degré d’autonomie pour traiter de l’abus
• Le sentiment de maîtrise exercé par les adolescents augmentera. Par exemple:
  • Le sentiment de maîtrise que les adolescents exerçeront sur leurs relations augmentera.

**Changer les comportements des adolescents**

B3. Briser le cycle de la violence et son impact sur une relation intime.
• Le taux d’incidents de violence dans les fréquentations chez les adolescents diminuera.
• Les adolescents qui vivent une expérience de violence seront moins apte à de rester dans la relation.
• Les adolescents qui vivent une expérience de violence seront plus aptes à faire quelque chose.

B4. Augmenter la promotion active de relations saines entre pairs, à l’école et dans la communauté.
• Les participants précisent des façons de promouvoir un environnement sain afin de prévenir la violence dans les fréquentations chez leurs pairs.
• Le nombre d’initiatives studentines concernant la violence dans les fréquentations augmentera.

B5. De former des jeunes pour aider dans les présentations et ateliers.
• Le nombre de jeunes impliqués dans la diffusion des programmes augmentera.
• Chaque programme aura des jeunes impliqués dans sa diffusion.
• Les participants évalueront l’efficacité des jeunes impliqués.

B6. D’impliquer les jeunes dans l’élaboration de programmes.
• Le nombre de jeunes siégeant aux comités consultatifs et participant à l’élaboration de programmes augmentera.
• Le montant de temps consacré par les jeunes aux comités consultatifs et à l’élaboration de programmes augmentera.
• Les jeunes seront impliqués dans l’élaboration de programmes.
B. Impliquer les jeunes dans la lutte contre la violence dans les fréquentations.
- Les jeunes participants sauront déterminer les conséquences de la violence dans les fréquentations sur la société.
- Les jeunes participants sauront préciser les façons dont ils pourront participer ou contribuer à un mouvement social contre la violence dans les fréquentations.
- Les habiletés des jeunes participants à s’engager en activisme social augmenteront.
- Le nombre de jeunes impliqués dans l’activisme social augmentera.

B7. D’inciter les adolescents à chercher de l’aide.
- Les intentions des participants de demander de l’aide s’ils se retrouvent dans une relation abusive augmenteront.
- Le nombre d’adolescents accédant aux ressources sur la violence dans les fréquentations et l’abus augmentera.
- Le nombre de divulgations augmentera.
- Le désir d’en parler à ses amis, parents, enseignants, orienteurs, et membres de la communauté augmentera.

**Aider les étudiants qui ont vécu, ou qui vivent présentement, dans un atmosphère de violence**

Augmenter les aptitudes des adultes à traiter de la divulgation.
- Les participants adultes pourront identifier les caractéristiques personnelles qui facilitent la divulgation de l’abus.
- Les participants adultes pourront expliquer les lois relatives aux relations abusives.
- Les participants adultes pourront déterminer les ressources disponibles dans leur communauté où eux-mêmes et les jeunes peuvent recevoir du soutien et de l’information.
- Les participants adultes démontreront leur habileté à répondre adéquatement aux divulgations des jeunes.

D’aider les adolescents à sortir d’une relation abusive.
- Le nombre de jeunes demandant du counselling individuel et de groupe augmentera.
- Le nombre de groupes de soutien augmentera.
- Le pourcentage de jeunes déclarant avoir été dans une relation abusive et s’en étant sorti augmentera.

Augmenter les aptitudes des adolescents à aider quelqu’un qui est dans une relation abusive.
- Les participants pourront identifier des façons d’aider un ami qui est dans une relation abusive.
- La confiance des participants dans leur habileté à aider un.e ami.e dans une relation abusive augmentera.
Aider les jeunes qui sont abusifs. Par exemple:
- La prise de conscience que leur comportement est abusif augmentera.
- L’habileté des jeunes à utiliser des moyens non violents dans la résolution de conflits augmentera.
- Le nombre de groupes de soutien et les services de counselling pour les jeunes abusifs augmentera.
- Les adultes verront leur capacité de parler aux jeunes abusifs augmenter.

**Augmenter la participation des écoles à traiter de la violence dans les fréquentations**

Fournir du soutien aux écoles.
- Le contact entre les pourvoyeurs de services et les écoles du N.-B. augmentera.
- La satisfaction relative au soutien obtenu par les pourvoyeurs de programmes dans leur effort d’aider les écoles à traiter de la question de la violence dans les fréquentations augmentera.

Aider les enseignants et les orienteurs à incorporer dans leur curriculum quotidien, la question de la violence dans les fréquentations.
- Le nombre d’enseignants/orienteurs qui incorporent la question de la violence dans les fréquentations à leur curriculum augmentera. Par exemple:
  - Les enseignants et les orienteurs souligneront la violence dans les fréquentations comme une question importante à adresser.
  - Au moins un enseignant/orienteur par école sera formé.
  - Le nombre d’étudiants sensibilisés à la question de la violence dans les fréquentations sur une base quotidienne augmentera.
- Les enseignants/orienteurs feront la promotion de relations saines chez les étudiants de leur école.
  - Les enseignants/orienteurs préciseront des façons de promouvoir un environnement sain et de prévenir la violence dans les fréquentations.
  - La confiance des enseignants/orienteurs en leurs habiletés de discuter de la violence dans les fréquentations augmentera.
  - Le nombre d’écoles introduisant des initiatives de prévention de la violence dans les fréquentations augmentera.

Aider à fournir des ressources et du matériel aux enseignants.
- Chaque école aura une trousse de matériel à sa disposition.
- Les enseignants ou orienteurs pourront déterminer les ressources nécessaires pour planter les programmes.
- Les enseignants ou orienteurs évalueront les ressources et le matériel pour en préciser sa pertinence.

Augmenter l’engagement des enseignants et orienteurs à aider les jeunes dans leurs initiatives.
- Au moins un enseignant ou orienteur dans chaque école offrira d’aider les jeunes dans leurs initiatives.
Aider au développement d’habiletés des enseignants et orienteurs à faire face à la violence dans les fréquentations.

- Le personnel scolaire sera capable de décrire les signes d’une relation saine et d’une relation malsaine.
- Le personnel scolaire saura définir la violence physique, sexuelle et émotive.
- Le personnel scolaire saura déterminer les signes de violence dans les fréquentations.
- Le personnel scolaire saura expliquer le « cycle de la violence ».
- Le personnel scolaire sera sensibilisé aux expériences de violence familiale vécues par les jeunes.
- Le personnel scolaire saura définir et expliquer les rôles joués par les gens soit pour prévenir ou pour faciliter l’abus.
- Le personnel scolaire saura décrire comment les médias contribuent à la violence.
- Le personnel scolaire précisera les moyens efficaces de traiter des incidents de violence dans milieu scolaire.
- Le personnel scolaire sera capable d’expliquer le processus de divulgation.
- Le personnel scolaire démontrera ses habiletés à traiter de la violence dans les fréquentations.

Augmenter l’implication de la communauté

Fournir aux membres de la communauté les connaissances et les compétences nécessaires pour traiter de la violence dans les fréquentations.

- Le nombre de présentations à la communauté augmentera.
- L’habileté des participants adultes à aborder les questions liées à la violence dans les fréquentations augmentera.
  - Les participants adultes sauront décrire les signes d’une relation saine et d’une relation malsaine.
  - Les participants adultes sauront définir la violence physique, sexuelle et émotive.
  - Les participants adultes sauront déterminer les signes de violence dans les fréquentations.
  - Les participants adultes seront capables d’expliquer le « cycle de la violence ».
  - Les participants adultes seront sensibilisés aux expériences de violence familiale vécues par les jeunes.
  - Les participants adultes sauront définir et expliquer les rôles que peuvent jouer les individus soit pour prévenir ou pour faciliter l’abus.
  - Les participants adultes sauront expliquer comment les médias contribuent à la violence.
  - Les participants adultes seront capables de préciser les moyens efficaces de traiter des incidents de violence dans les fréquentations.
  - Les participants adultes seront capables d’expliquer le processus de divulgation.
- L’habileté des intervenants adultes à élaborer des plans de prévention et d’intervention augmentera. Par exemple:
  - Les intervenants élaboreront un plan d’intervention et de prévention pour leur communauté.
• Les intervenants s’engageront à mettre leur plan en œuvre.

Augmenter la promotion active, par les adultes, des relations saines chez les jeunes de leur communauté.
• Les adultes participant au projet pourront déterminer que la violence dans les fréquentations est un problème important dont il faut traiter.
• Les adultes participant au projet pourront préciser des façons de promouvoir un environnement sécuritaire et de prévenir la violence dans les fréquentations.

Former des adultes pour la présentation de programmes.
• Le nombre d’adultes formés et impliqué dans la présentation de programmes augmentera.
• Le nombre d’heures bénévoles offerts par les adultes au programme augmentera.
• Les participants évalueront l’efficacité de la formation des adultes.

Améliorer la relation entre les pourvoyeurs de services (ex., police) et les jeunes.
• Le contact entre les pourvoyeurs de services et les jeunes augmentera.
• L’intention des participants à contacter les pourvoyeurs de service au besoin augmentera.
• Le niveau de satisfaction par rapport aux services fournis augmentera.

Augmenter la pertinence et l’efficacité des programmes à répondre aux besoins et aux commentaires de la communauté.
• Les réactions des participants au programme (jeunes et adultes) seront une indication de la pertinence et de l’efficacité du programme. Par exemple:
  • Les répondants considéreront le programme comme étant pertinent selon besoins.
  • Les répondants évalueront le programme comme étant efficace.
  • Les répondants indiqueront que le programme a rejoint ou dépassé leurs attentes.
• La sollicitation pour des contributions des communautés dans le développement des programmes augmentera. Par exemple:
  • Des commentaires et suggestions pour des programmes futures seront sollicités.
  • L’évaluation des participants quant à l’efficacité/pertinence du programme guideront les modifications futures du programme.

**Créer un changement social**

Changer l’environnement social chez les adolescents pour assurer que la violence ne soit pas tolérée.

Changer l’environnement social chez les adultes impliqués pour assurer que la violence ne soit pas tolérée.

De changer les structures sociales institutionnelles dans le but d’éliminer les barrières entravant les changements sociaux et de faire en sorte que la violence ne soit plus tolérée.
Appendix D
Questions Corresponding to Goals Used in the Evaluation

Knowledge

Fundamental Goals

K1. To increase understanding of the differences between a healthy and unhealthy relationship. For example:
   - Adolescent participants will be able to describe the signs of a healthy relationship (e.g. clear communication, support, listening, trust, respect, honouring boundaries and self-esteem)
   - Adolescent participants will be able to describe the signs of an unhealthy relationship (e.g. assaultive behaviour, control, anger, not honouring boundaries, belittling, put-downs, isolating behaviour)

French $\alpha = .58$ (N=631)
English $\alpha = .58$ (N=755)
Combined $\alpha = .58$ (N=1386)

R17. There is something wrong with the relationship if a person wants to spend time away from their boyfriend/girlfriend.
R18. It is OK for a girl to pressure her boyfriend to have sex if they have been dating for a long time.
R19. It is OK for a guy to brag about having sex with his girlfriend.
R21. It is all right for a girl to joke with friends about her boyfriend's sexual performance.
R22. A person should love their boyfriend/girlfriend so much that they would do anything to make them happy.
R23. Always doing what a boyfriend/girlfriend wants can make a relationship better.
R25. If a guy/girl is jealous it means that they really love the person they are dating.
R27. It is only natural for a guy to pressure his long-time girlfriend for sex.

K2. To increase recognition of the warning signs of dating violence. For example:
   - Adolescent participants will be able to identify the warning signs of dating violence
   - Adolescent participants will understand the connection between the warning signs of dating violence and abuse (emotional, physical, sexual)

French $\alpha = .45$ (N=606)
English $\alpha = .63$ (N=735)
Combined $\alpha = .55$ (N=1341)

14. If a person never seems to let their boyfriend/girlfriend out of their sight, this is a warning sign that they may hurt their boyfriend/girlfriend.
16. A person who purposely breaks things is more likely to hurt their boyfriend/girlfriend.
20. If a boyfriend/girlfriend never takes blame when they mess up, they may become abusive.
24. A person who says that their boyfriend/girlfriend owes them sex may not take no for an answer.
R26. There is no connection between hitting walls and hurting a boyfriend/girlfriend.
28. If a person has hit someone in the past, they are more likely to hit the person they are going out with.
42. Wanting to be a boyfriend’s/girlfriend’s only friend is a warning sign that the relationship may become abusive.

K3. To increase understanding of abuse. For example:
   Adolescent participants will be able to identify and explain emotional abuse
   Adolescent participants will be able to identify and explain physical abuse
   Adolescent participants will be able to identify and explain sexual abuse

French $\alpha = .50$ (N=619)
English $\alpha = .55$ (N=745)
Combined $\alpha = .52$ (N=1364)

13. Telling a boyfriend/girlfriend what friends they can see is a form of abuse.
R29. It is not abusive to stop a boyfriend/girlfriend from leaving the room.
34. Wearing at a boyfriend/girlfriend is abuse.
R44. It is not abusive to try to make a boyfriend/girlfriend jealous.
45. Pressuring a boyfriend/girlfriend to have sex is abusive.
48. Pushing a boyfriend/girlfriend is abuse.

K4. To increase understanding of the dynamics of abuse. For example:
   Adolescent participants will be able to recognize the role that power and control play in abusive relationships (e.g. isolation, intimidation, blame, threats, emotional, sexual, financial)
   Adolescent participants will understand who abuses and why
   Adolescent participants will understand that victims do not fit one mould - many different types of individuals can be victimised
   Adolescent participants will understand that the victim is never to blame

LOOKED AT INDIVIDUALLY
11. Forcing a boyfriend/girlfriend to wear certain clothes is a way of controlling them.
35. Abuse can happen to anybody.
R36. If a person cries and says sorry after hitting their boyfriend/girlfriend they probably will not hit them again.
R37. Some boyfriends/girlfriends deserve to be hit.
39. If someone is being abused by their boyfriend/girlfriend, it is not their fault.
K5. To increase awareness of the roles people play in facilitating or preventing abuse. For example:
Adolescent participants will be able to identify and explain the roles that people play in preventing an abusive situation (victim, perpetrator, intervenor, observer)
Adolescent participants will be able to define and explain the roles that people play in facilitating an abusive situation (victim, perpetrator, intervenor, observer)
Adolescent participants will be able to identify available resources in their school and community

French $\alpha = .35$ (N=617)
English $\alpha = .52$ (N=739)
Combined $\alpha = .44$ (N=1356)

12. You should try to stop a girl from pressuring her boyfriend to have sex with her.
R15. You should ignore it if you hear someone calling their boyfriend/girlfriend stupid.
R32. The way a couple fights is their business - you should not get involved.
R46. Shouting encouragement to someone who is pushing their boyfriend/girlfriend probably will not affect what is going on.
R49 There is no point trying to stop a girl from pressuring her boyfriend for sex.

K6. To increase understanding of gender roles and how they contribute to abuse. For example:
Adolescent participants will be able to identify the negative outcomes of stereotyped gender roles for themselves and the opposite gender
Adolescent participants will be able to identify ways that stereotyped gender roles relate to violence

French $\alpha = .61$ (N=625)
English $\alpha = .60$ (N=740)
Combined $\alpha = .61$ (N=1365)

33. Stereotypes about how guys should act could be harmful.
38. Some stereotypes about girls could be related to abuse in relationships.
R43. I don’t see how abuse between boyfriends/girlfriends is connected to stereotypes about girls and guys.
47. Some stereotypes about how girls should act could be harmful.
50. I can see how stereotypes could cause problems in a relationship.
Program Specific Goals

K7. To increase understanding of the cycle of violence. For example:
Adolescent participants will be able to explain the cycles of violence (within a relationship and intergenerational)
Adolescent participants will understand that violence is not the victims’ or children’s fault
Adolescent participants will be able to explain the potential consequences of abuse on victim, perpetrator, and society
Adolescent participants will be able to explain how certain attitudes towards dating violence can help to facilitate or stop it

LOOKED AT INDIVIDUALLY

53. Violence in relationships costs Canadians money.
55. Abuse in teenage relationships costs the taxpayer a lot of money.
56. Teenagers can play a big role in stopping abuse in relationships
57. It is against the law to force a boyfriend/girlfriend to have sex
59. If a person has been abused by their parents they are more likely to abuse their boyfriend/girlfriend.

K8. To increase understanding of how the media contributes to violence. For example:
Adolescent participants will be able to provide examples of how the media creates and maintains gender role stereotypes
Adolescent participants will be able to provide examples of how the media contributes to violence

French $\alpha = .83 \ (N=629)$
English $\alpha = .87 \ (N=763)$
Combined $\alpha = .85 \ (N=1392)$

R51. Violence in movies doesn’t affect people’s behaviour
R52. Television shows with a lot of hitting and shooting are harmful for teenagers
R54. There is probably no connection between violence in movies and people hitting their boyfriends/girlfriends
R58 Watching violence on TV does not really affect how people behave
R60. Parents have no reason to be concerned about violent videogames
R61. Violence in videogames doesn’t affect people’s behaviour

Attitudes

Fundamental Goals

A1. To increase the non-acceptance of dating violence. For example:
• A significant decrease in acceptance of emotional violence in dating relationships will be documented.
• A significant decrease in acceptance of physical violence in dating relationships will be documented.
A1a: Female Violence

French $\alpha = .63$ (515)
English $\alpha = .70$ (N=761)
Combined $\alpha = .68$ (N=1276)

Female Psychological Violence
64. A guy should always ask his girlfriend first before going out with his friends.
69. It is important for a guy to always dress the way his girlfriend wants.
75. It is OK for a girl to bad mouth her boyfriend.

Female Physical Violence
62. It is OK for a girl to slap her boyfriend if he deserves it.
R66. It is never OK for a girl to hit her boyfriend.
R70. A girl should not hit her boyfriend no matter what he has done.

Female Sexual Violence
77. It is all right for a girl to force her boyfriend to kiss her.
R79. A girl should not touch her boyfriend unless he wants to be touched.
R83. Girls should never lie to their boyfriends to get them to have sex.

A1b: Male Violence

French $\alpha = .62$ (N=636)
English $\alpha = .81$ (N=762)
Combined $\alpha = .75$ (N=1398)

Male Psychological Violence
63. A girl should always change herself to please her boyfriend.
65. It is OK for a guy to bad mouth his girlfriend.
71. A girl should not see her friends if it bothers her boyfriend.

Male Physical Violence
67. Girls who cheat on their boyfriends should be slapped.
68. It is OK for a guy to slap his girlfriend if she deserves it.
74. Sometimes a guy cannot help hitting his girlfriend when she makes him angry.

Male Sexual Violence
73. It is no big deal to pressure a girl into having sex.
R76 A guy should not touch his girlfriend unless she wants to be touched.
80. When a guy pays on a date, it is OK for him to pressure his girlfriend for sex.
A2. To increase respect for oneself and others. For example:
Adolescent participants will be able to identify their own personal boundaries
Adolescent participants will be able to identify their rights and the rights of others
Adolescent participants’ acceptance of diversity will increase
Adolescent participants will be able to identify negative outcomes of making assumptions about others

French $\alpha = .69$ (N=644)
English $\alpha = .65$ (N=787)
Combined $\alpha = .66$ (N=1431)

R89. Did not listen to you.
R90. Did not respect your views and opinions.
R91. Did not support your decisions.
R92. Criticised you.
R95. Went through your locker without your permission.

A2b

French $\alpha = .71$ (N=655)
English $\alpha = .65$ (N=805)
Combined $\alpha = .71$ (N=1460)

93. Didn’t spend almost all of their time with you.
94. Made plans without asking you first.

A3. To increase self-efficacy for dealing with abuse.
* Confidence in dealing with abuse will increase. For example:
Adolescent participants will be able to identify ways of dealing with abuse in their relationships
Adolescent participants will be able to identify ways of helping a friend deal with abuse in their relationships
* Adolescent participants’ awareness of choice will increase. For example:
Adolescent participants’ recognition that they have choices in a relationship will increase

A3a

French $\alpha = .72$ (N=624)
English $\alpha = .78$ (N=759)
Combined $\alpha = .75$ (N=1383)

R85. Could break up with a boyfriend/girlfriend if they insult you all the time.
R86. Could do something to help a person who is being hit by their boyfriend/girlfriend.
R87. Tell an adult about a person who pushes their boyfriend/girlfriend.
R88. Get help for someone whose boyfriend/girlfriend makes them have sex with them.
R96. Tell someone you trust that you are being abused by your boyfriend/girlfriend.
R97. Tell someone you trust that you are abusing your boyfriend/girlfriend.
R98. Encourage a friend who is being abused to tell a trusted adult.
R99. Tell an adult if a friend is being abused by their boyfriend/girlfriend.

A3b.

**French** \(\alpha = .53\) (N=641)
**English** \(\alpha = .43\) (N=785)
**Combined** \(\alpha = .48\) (N=1426)

72. A person has the right to be violent when they are being insulted.
78. A person is not responsible for what they do when they are drunk.
82. Sometimes people have no choice but to be violent with their boyfriend/girlfriend.
R84. Sometimes people have to stay in an abusive relationship.

Program Specific

A4. To decrease acceptance of gender role stereotypes. For example:
Adolescent participants will be able to identify gender role stereotypes.
Adolescent participants’ will become less stereotyped in their views of appropriate roles for men and women.

**French** \(\alpha = .64\) (N=631)
**English** \(\alpha = .68\) (N=780)
**Combined** \(\alpha = .66\) (N=1411)

100. Swearing is worse for a girl than for a boy.
101. On a date, the boy should be expected to pay all expenses.
102. In general, the father should have greater authority than the mother in making family decisions.
103. Boys are better leaders than girls.
R104. Girls should have the same freedoms as boys.

A5. To increase understanding of how the media contributes to violence.

**French** \(\alpha = .64\) (N=630)
**English** \(\alpha = .68\) (N=770)
**Combined** \(\alpha = .67\) (N=1400)

105. Violence on TV does not really affect me.
R106. Violent videogames affect my feelings about violence.
R108. The media affects my feelings about violence.
**Behaviour Items**

**Fundamental**

<table>
<thead>
<tr>
<th>B1.</th>
<th>To improve communication and interpersonal skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adolescent participants will be able to describe appropriate communication skills. For example:</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to identify signs of good communication</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to identify signs of poor communication</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to identify aggressive, passive, and assertive communication styles.</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants’ ability to be assertive in conflict situations will increase. For example:</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to identify ways of resolving conflict</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to demonstrate the ability to protect their rights in a conflict situation.</td>
</tr>
<tr>
<td></td>
<td>Adolescent participants will be able to demonstrate the ability to honour the rights of others in a conflict situation.</td>
</tr>
<tr>
<td></td>
<td>Adolescents will indicate their intention to use these skills.</td>
</tr>
</tbody>
</table>

**B1a**

French $\alpha = .37$ (N=605)

**English $\alpha = .52$ (N=744)**

Combined $\alpha = .46$ (N=1349)

109. Interrupt them to get your point across.
110. Bring up something annoying they did last month.
111. Tune out and think about something else.
R112. Ask questions if you are not sure what she/he means.
113. Say, “This is probably dumb…” before you make a point.
R114. Tell them you are partly to blame when you are.
115. Agree with everything they say.
116. Say, “I am sorry” when you do not agree with them.
R117. Suggest putting off talking until you are both calmer.
### Communication Scenarios

**B1b**

French $\alpha = .58$ (N=586)  
English $\alpha = .65$ (N=732)  
Combined $\alpha = .62$ (N=1318)

118. You are trying to decide what to do Friday night. Your boyfriend/girlfriend suggests going to a movie with a group of friends but you wanted to watch a DVD at your house.

<table>
<thead>
<tr>
<th>Action</th>
<th>Very Unlikely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell them, “That movie is stupid. What a Dumbass idea.”</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>Go to the movie and then watch the DVD on Saturday night with your boyfriend/girlfriend.</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>Tell them, “If you go to the movie then I think we should break up”</td>
<td>1</td>
<td>2 3 4</td>
</tr>
<tr>
<td>Tell them, “Why don’t we stay home this weekend and then we can hang out with your friends next weekend?”</td>
<td>1</td>
<td>2 3 4</td>
</tr>
</tbody>
</table>
119. You are with a group of people. Your boyfriend/girlfriend comes over and hugs you. They step back and say, “Wow, what’s that smell? Were you just in gym class?” Some of the people you are with laugh and you feel embarrassed.

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignore your boyfriend/girlfriend’s comment and tell them later, “It really embarrassed me when you said that in front of everyone”.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them “That was not a Nice thing to say.”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Just pretend it didn’t happen.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell your boyfriend/girlfriend, “Shut up! If anyone Smells it’s you!”</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

120. You get your haircut and go to visit your girlfriend/boyfriend. They look at you and say, “Wow, that’s a bad haircut!”

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell them, “I think it looks good!”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them, “You’re right. It’s ugly.”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them, “You have no clue about what looks good on me.”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them, “That really makes me feel bad”.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

121. You notice that your girlfriend/boyfriend looks sad. You say, “Is anything wrong?” They say, “Everything’s fine. Just leave me alone”.

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell them, “Why do you always have to be so dramatic?”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Do not ask them again so you will not make them mad.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them, “If you feel like talking, I’m here”.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell them, “You look upset and it makes me worry.”</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
## B1c

French $\alpha = .78$ (N= 574)
English $\alpha = .79$ (N=725)
Combined $\alpha = .78$ (N=1299)

R122. Try to understand their point of view.
R123. Repeat what they said to make sure you got it right.
R124. Not call them names.
R125. Calm down.
R126. Not shove.
R127. Talk about things without yelling.
R128. Suggest putting off talking until you are calmer.

### B2. To help youth avoid vulnerable situations.
Adolescent participants’ confidence in avoiding vulnerable situations will increase. For example:
- Adolescents will be able to recognize a potentially vulnerable situation.
- Adolescents will be able to avoid ways of avoiding a vulnerable situation.
- Adolescents will be able to demonstrate their ability to avoid vulnerable situations.

- Adolescent participants’ confidence in getting out of vulnerable situations will increase. For example:
  - Adolescents will be able to identify ways of getting out of a vulnerable situation.
  - Adolescents will be able to demonstrate their ability to get out of a vulnerable situation.

French $\alpha = .70$ (N=528)
English $\alpha = .75$ (N=698)
Combined $\alpha = .73$ (N=1226)

129. You are in an argument with your boyfriend/girlfriend. He/She starts to yell and calls you a loser.

<table>
<thead>
<tr>
<th></th>
<th>Very Unlikely To Do This</th>
<th>Very Likely To Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yell back at them.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>R Say, “We have to take a break and calm down before we say anything else”.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>R Say, “I know you’re mad but that really hurts.”</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Shove them to show them they cannot call you names.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
130. You and your boyfriend/girlfriend are kissing, and they start going further sexually than you want to go. You say, “stop,” and he/she keeps going.

<table>
<thead>
<tr>
<th></th>
<th>Very Unlikely To Do This</th>
<th>Very Likely To Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Push him/her away and tell him/her that you are not comfortable and would like to stop.</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>R Say, “I said stop!”</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>Do not say anything.</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>Quietly say “Please stop.”</td>
<td>1            2           3         4</td>
<td></td>
</tr>
</tbody>
</table>

131. You and your girlfriend/boyfriend get in a big argument. You try to walk away but they keep following you. You are getting really frustrated and feel like you want to hit them.

<table>
<thead>
<tr>
<th></th>
<th>Very Unlikely To Do This</th>
<th>Very Likely To Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shove them so that they get the point.</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>R Say, “I’m getting way too mad. I need to get away and calm down.”</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>Yell, “Get away from me!”</td>
<td>1            2           3         4</td>
<td></td>
</tr>
<tr>
<td>R Get away from them and talk to a friend about how you were feeling.</td>
<td>1            2           3         4</td>
<td></td>
</tr>
</tbody>
</table>
132. You and your boyfriend/girlfriend are at a friend’s house where there is alcohol. You have heard that your boyfriend/girlfriend gets in fights when they drink.

<table>
<thead>
<tr>
<th>Very Unlikely To Do This</th>
<th>Very Likely To Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not say anything.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>R Tell your boyfriend/girlfriend, “I’m not comfortable with you drinking, we can talk about this tomorrow” and then go home.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>R Take your boyfriend/girlfriend aside and tell them, “I’ve heard that you’ve gotten into fights before when you drink. I’d feel better if you didn’t drink tonight”.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Tell your boyfriend/girlfriend, “Only suckers drink!”</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

133. You are sitting at the cafeteria with a group of friends. One friend says to their boyfriend/girlfriend. “Stop eating like that. You are such a gross pig! I am embarrassed to be seen with you.” Everyone laughs.

<table>
<thead>
<tr>
<th>Very Unlikely To Do This</th>
<th>Very Likely To Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laugh. It was funny!</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Look down at your food.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>R Tell your friend, “That was mean. There’s no reason To say stuff like that.”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>R After lunch ask the boyfriend/girlfriend if they are okay and if they would like to talk about it.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Appendix E

Program Satisfaction Measure

Code Number (see below): __________

How to determine your private code: Write down the day of your birthday (eg. the 16th), then write the first letter of your last name (eg. M), finally, write the last two numbers of your HOME phone number (eg. 64). For example, if my birthday was on the 27th, my last name was Miller, and my home phone number was 454-8877, my code would be 27M77.

Program Evaluation

1. a) Were you required to attend this program?
   ___ Yes  ___ No

   b) If you were not required to attend, why did you choose to attend?

2. What did you like most about this program?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What did you like least about this program (what needs to be fixed)?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. If you ran this program, what would you do differently?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Overall, how much did you like this program?
   ___ Liked it a lot  ___ Liked it
   ___ Unsure  ___ Did not like it
   ___ Hated it
6. By circling a number, please tell us how much you think you learned about the following areas:

a) Healthy relationships

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

b) Unhealthy relationships

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

c) The warning signs of dating violence

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

d) What 'abuse' means

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

e) How you can help to prevent abuse

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

f) Gender stereotypes (beliefs about how guys and girls should act)

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot

g) Victims of dating violence

0----------1---------2----------3----------4
Learned  Unsure  Learned
Nothing  a Lot
h) People who abuse their boyfriends/girlfriends

0-------------1-------------2-------------3-------------4
Learned       Unsure       Learned
Nothing       a Lot

i) What to do if someone tells you they are being hurt by their boyfriend/girlfriend

0-------------1-------------2-------------3-------------4
Learned       Unsure       Learned
Nothing       a Lot

7. Overall, how would you rate this program?
   ___ Excellent
   ___ Good
   ___ Unsure
   ___ Poor
   ___ Very Poor

8. How comfortable did you feel in this program (i.e. did it make you feel embarrassed or uneasy)?
   ___ Very uncomfortable
   ___ Uncomfortable
   ___ Not sure
   ___ Comfortable
   ___ Very comfortable

9. How big of a role did participants play in this program?
   ___ Lots of involvement (participants did a lot of talking)
   ___ Some involvement (participants did some of the talking)
   ___ Not much involvement (mostly the instructors talked or showed videos)
   ___ No involvement (instructors did all of the talking or showed videos)

10. Do you think other people you know could benefit from this program?
    ___ Yes
    ___ Maybe
    ___ No
11. By circling a number, please let us know what you thought of the person/people who led the program.

a) They made me feel like I could ask them questions

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Unsure</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) They got participants involved

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Unsure</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) They talked in a way that was easy to understand

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Unsure</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d) They seemed like they knew a lot about dating violence

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Unsure</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mesures de satisfaction du programme

Numéro de code (voir ci-dessous): _______________

Comment établir votre code privé - Écrivez votre date d’anniversaire de naissance (par ex. le 16), écrivez la première lettre de votre nom de famille (M, par ex.) et écrivez les deux derniers chiffres de votre numéro de téléphone à la MAISON (par ex. 64). À titre d’exemple, si mon anniversaire est le 27, mon nom de famille est Miller et mon numéro de téléphone à la maison est 454-8877, mon code serait 27M77.

Évaluation du programme

1. a) Étiez-vous obligé(e) de participer au programme?
_____ Oui       _____Non

   b) Si non, pourquoi avez-vous décidé d’y participer?


2. Qu’avez-vous aimé le mieux à propos du programme?


3. Qu’avez-vous aimé le moins à propos du programme (quelles modifications faut-il apporter)?


4. Si vous vous occupiez du programme, quels aspects modifiez-vous?


5. Dans l’ensemble, dans quelle mesure avez-vous aimé le programme?

   _____ Je l’ai beaucoup aimé.
   _____ Je l’ai aimé.
   _____ Je suis indécis(e).
   _____ Je ne l’ai pas aimé.
   _____ Je l’ai détesté.
6. Veuillez encercler le chiffre qui indique combien vous croyez avoir appris dans les domaines suivants:

a) les fréquentations saines

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris

b) les fréquentations malsaines

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris

c) les signes avertisseurs de la violence dans les fréquentations

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris

d) le sens de l’expression «violence dans les fréquentations»

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris

e) comment on peut aider à prévenir la violence dans les fréquentations

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris

f) les stéréotypes liés à l’identité sexuelle (les croyances au sujet des façons dont les garçons et les filles devraient se comporter)

0-------------1---------2-------------3------------4
Je n’ai rien Je suis indécis(e) J’ai beaucoup appris
g) les victimes de la violence dans les fréquentations

0-----------1-----------2-----------3-----------4
Je n’ai rien appris
Je suis indécis(e) appris
J’ai beaucoup appris

h) les personnes qui maltraitent leur ami(e)

0-----------1-----------2-----------3-----------4
Je n’ai rien appris
Je suis indécis(e) appris
J’ai beaucoup appris

i) ce qu’il faut faire si une personne vous dit qu’elle a été maltraitée par son ami(e)

0-----------1-----------2-----------3-----------4
Je n’ai rien appris
Je suis indécis(e) appris
J’ai beaucoup appris

7. Dans l’ensemble, quelle est votre impression du programme?

___ Excellent
___ Bon
___ Pas sûr(e)
___ Faible
___ Très faible

8. Dans quelle mesure étiez-vous à l’aise en participant au programme (c.-à.-d. vous sentiez-vous gêné(e) ou mal à l’aise)?

___ Très mal à l’aise
___ Mal à l’aise
___ Pas sûr(e)
___ À l’aise
___ Tout à fait à l’aise

9. Quel rôle les participants et participantes ont-ils joué dans le programme?

___ Beaucoup de participation (ils et elles ont beaucoup parlé)
___ Une participation assez importante (ils et elles ont assez souvent parlé)
___ Une participation peu importante (l’animateur ou l’animatrice a parlé beaucoup ou a montré des vidéos)
___ Aucune participation (l’animateur ou l’animatrice a été la seule personne qui a parlé ou a montré des vidéos)
10. Croyez-vous que d’autres personnes que vous connaissez pourraient profiter du programme?
   _____ Oui
   _____ Peut-être
   _____ Non

11. Veuillez encercler le chiffre qui indique votre opinion de la personne qui s’est occupée du programme.

   a) J’avais l’impression que je pouvais lui poser des questions.

      0-----------1-----------2-----------3-----------4
      Pas du                  Indécis(e)                Tout à
      tout                   fait                      d’accord
      d’accord               d’accord

   b) La personne a fait participer les gens.

      0-----------1-----------2-----------3-----------4
      Pas du                  Indécis(e)                Tout à
      tout                   fait                      d’accord
      d’accord               d’accord

   c) La personne était facile à comprendre.

      0-----------1-----------2-----------3-----------4
      Pas du                  Indécis(e)                Tout à
      tout                   fait                      d’accord
   d) La personne semblait bien connaître son sujet.

      0-----------1-----------2-----------3-----------4
      Pas du                  Indécis(e)                Tout à
      tout                   fait                      d’accord
Appendix F

Follow-through Questionnaires for Mw/Vpv / Questionnaire sur le suivi du projet MW/VPV

Making Waves Follow-Up Questionnaire for Youth

1. Are you aware of any dating violence prevention projects (i.e., presentations, posters, workshops, etc.) that were initiated by students (Names of Making Waves Students Inserted Here) in your school who went to Making Waves this year?
   Yes______ No______

   If you responded “yes”, please describe these projects (i.e., presentations, posters, workshops, etc.).
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Overall, how much did you like this/these project/projects?

   ___ Liked it a lot
   ___ Liked it
   ___ Unsure
   ___ Did not like it
   ___ Hated it

3. What did you like most about the project(s)?

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. What did you like least about the project(s)?

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

5. By circling a number, please tell us how much you learned from these projects about each of the following areas:

   a) Healthy relationships

   0-------------1-------------2-------------3-------------4
   Learned            Unsure            Learned            a Lot
   Nothing
b) Unhealthy relationships

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

c) The warning signs of dating violence

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

d) What 'abuse' means

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

e) How you can help to prevent abuse

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

f) Gender stereotypes (beliefs about how guys and girls should act)

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

g) Victims of dating violence

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

h) People who abuse their boyfriends/girlfriends

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot

i) What to do if someone tells you they are being hurt by their boyfriend/girlfriend

0-------------1-------------2-------------3-------------4
Learned        Unsure          Learned
Nothing        a Lot
Questionnaire servant de suivi au projet Vague par vague

1. Est-ce que vous êtes au courant des projets visant à éliminer la violence dans les fréquentations que les élèves (Myriam, Audrée, Amélie, et Cynthia) qui ont participé au programme Vague par Vague ont pu réaliser après être revenus à l’école?
   Oui______  Non ______

Si oui, quels projets (présentations, affiches, etc.) visant à éliminer la violence dans les fréquentations les élèves qui ont participé au programme Vague par Vague ont-ils pu réaliser après être revenus à l’école?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. Dans l’ensemble, dans quelle mesure avez-vous aimé les projets?
   ____ Je l’ai aimé beaucoup.
   ____ Je l’ai aimé.
   ____ Je suis indécis(e).
   ____ Je ne l’ai pas aimé.
   ____ Je l’ai détesté.

3. Qu’avez-vous le mieux aimé à propos des projets?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. Qu’avez-vous le moins aimé à propos des projets (quelles modifications faut-il apporter)?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. Veuillez encercler le chiffre qui indique combien vous croyez avoir appris dans les domaines suivants:

a) les relations saines

   0------------1------------2------------3------------4
   Je n’ai rien        Je suis indécis(e)        J’ai appris beaucoup

b) les relations malsaines

   0------------1------------2------------3------------4
   Je n’ai rien        Je suis indécis(e)        J’ai appris beaucoup
c) les signes avertisseurs de la violence dans les fréquentations

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
<td></td>
</tr>
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</table>

d) le sens du terme «mauvais traitements»

<table>
<thead>
<tr>
<th>0</th>
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<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
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</tbody>
</table>

e) comment vous pouvez aider à prévenir les mauvais traitements

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
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</table>

f) les stéréotypes liés à l’identité sexuelle (les croyances en matière de la façon dont les garçons et les filles devraient se comporter)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

g) les victimes de la violence dans les fréquentations

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

h) les personnes qui maltraitent leur ami(e)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

i) ce qu’il faut faire si une personne vous dit qu’elle a été maltraitée par son ami(e)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je n’ai rien</td>
<td>Je suis</td>
<td>J’ai appris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appris</td>
<td>indécis(e)</td>
<td>beaucoup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making Waves Follow-Up Questionnaire for School Personnel

1. Are you aware of any projects (i.e., presentations, posters, workshops, etc.) initiated by students who went to Making Waves this year? Yes______ No______

If you responded “yes”, please describe the dating violence prevention projects the students who attended Making Waves completed after returning to school.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What percentage (please estimate) of the students at your school were involved with (participated in, experienced) the projects that you listed in question 1? _____%

3. Of the students who saw, or were involved with, the projects you listed in question 1, what percentage (please estimate) do you think were positively affected (learned about dating violence, changed their attitudes etc.) _____%?

4. What are some of your general thoughts (e.g., positives and negatives) on the projects initiated by the youth who attended Making Waves?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. Below is a list of things that may have made it difficult for you or the students to follow-through with initiating dating violence projects. By circling the number that seems appropriate, please indicate to what extent each was a problem.

a) You had no time because of other commitments

0-------------1-------------2-------------3-------------4
NOT a Unsere Problem
problem

b) Students had no time because of other commitments

0-------------1-------------2-------------3-------------4
NOT a Unsere Problem
problem
c) Lack of student interest (from Making Waves students)

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

d) Lack of student interest (from other students at your school)

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

e) Lack of money for projects

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

f) Lack of support from principal

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

g) Lack of support from other teachers

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

h) Negativity from adults at the school (saying your projects won't work, or aren't useful)

0-------------1-------------2-------------3-------------4
NOT a           Unsure           Problem

If there is anything that would help us better understand your responses on this questionnaire or if you would like to provide us with feedback on any part of this questionnaire, please feel free to write down your thoughts in the space below.

COMMENTS
Questionnaire servant de suivi au projet Vague par vague

1. Est-ce que vous êtes au courant des projets visant à éliminer la violence dans les fréquentations que les élèves qui ont participé au programme Vague par Vague ont pu réaliser après être revenus à l’école?
Oui______ Non ______

Si oui, quels projets (présentations, affiches, etc.) visant à éliminer la violence dans les fréquentations les élèves qui ont participé au programme Vague par Vague ont-ils pu réaliser après être revenus à l’école?

2. Si nous demandions à tous les élèves de votre école s’ils avaient participé aux projets que vous avez mis sur la liste sous la première question, quel pourcentage, à votre avis, d’entre eux diraient «oui»? __________%

3. De tous les élèves qui ont vu les projets que vous avez mis sur la liste sous la première question ou qui ont participé aux projets, quel pourcentage, à votre avis, étaient touchés de manière positive (c’est-à-dire ont appris quelque chose au sujet de la violence dans les fréquentations ou ont changé leurs attitudes)? _________%

4. Sur la liste suivante figurent plusieurs éléments qui peuvent rendre difficile la réalisation des projets visant à éliminer la violence dans les fréquentations. Veuillez encercler le chiffre correspondant à la catégorie qui indique dans quelle mesure chaque élément a constitué un problème.

a) Manque de temps en raison d’autres engagements

0-------------1-------------2-------------3-------------4
PAS un               Indécis(e)               Problème
problème

b) Manque de temps (part la part des élèves) en raison d’autres engagements

0-------------1-------------2-------------3-------------4
PAS un               Indécis(e)               Problème
problème
c) Manque d’intérêt de la part des élèves qui ont participé au programme Vague par Vague

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème
d) Manque d’intérêt de la part des élèves

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème
e) Manque de financement des projets

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème
f) Manque d’appui de la part de la directrice ou du directeur de l’école

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème
g) Manque d’appui de la part des autres enseignant(e)s de l’école

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème
h) Attitude négative de la part des autres adultes à l’école (qui disent que vos projets n’auront pas d’effet ou ne seront pas efficaces)

0-------------1-------------2-------------3-------------4
PAS un Indécis(e) Problème
problème

COMMENTAIRES GÉNÉRALES
Appendix G

School Questionnaire

1. a) In the past two years have the students in your school been exposed to dating violence issues and prevention as part of the school curriculum?
   ____ Yes  ____No

   b) If so, please describe:
      the curriculum (i.e., topics covered)_____________________________________________
      __________________________________________________________________________
      __________________________________________________________________________
      format of exposure (i.e., classroom, assembly, small group, etc.)____________________
      __________________________________________________________________________
      when the program took place (i.e., date or dates if multiple sessions)_______________
      __________________________________________________________________________
      grades that participated_______________________________________________________
      __________________________________________________________________________

2 a) In the past two years, have the students in your school been exposed to dating violence issues and prevention through programs provided by outside agencies in your school?
   ____ Yes  ____No

   b) If so, please describe:
      topics covered)______________________________________________________________
      __________________________________________________________________________
      format of exposure (i.e., classroom, assembly, small group, etc.)____________________
      __________________________________________________________________________
      when the program took place (i.e., date or dates if multiple sessions)_______________
      __________________________________________________________________________
      grades that participated_______________________________________________________
      __________________________________________________________________________
      name of program(s) __________________________________________________________
      __________________________________________________________________________
Questionnaire à l'intention de l'école

1. a) Au cours des deux dernières années, les élèves de votre école ont-ils étudié des questions liées à la violence dans les fréquentations et à la prévention de la violence dans le cadre du programme scolaire?
   ____ Oui  ____ Non

   b) Si oui, veuillez donner les détails:
   le programme (les sujets traités)___________________________________________________
   ____________________________________________________________________________

   le format de la présentation (par ex., dans la salle de classe, dans une réunion de tous les élèves, dans des petits groupes)___________________________________________
   ____________________________________________________________________________

   date(s) de la présentation ou des présentations____________________________________
   ____________________________________________________________________________

   les années scolaires qui y ont assisté__________________________________________________________________________
   ____________________________________________________________________________

2  a) Au cours des deux dernières années, les élèves de votre école ont-ils étudié des questions liées à la violence dans les fréquentations et à la prévention de la violence dans le cadre de programmes assurés à l’école par des organismes venant de l’extérieur?
   ____ Oui  ____ Non

   b) Si oui, veuillez donner les détails:
   le programme (les sujets traités)___________________________________________________
   ____________________________________________________________________________

   le format de la présentation (par ex., dans la salle de classe, dans une réunion de tous les élèves, dans des petits groupes)___________________________________________
   ____________________________________________________________________________

   date(s) de la présentation ou des présentations____________________________________
   ____________________________________________________________________________

   les années scolaires qui y ont assisté__________________________________________________________________________
   ____________________________________________________________________________

   titre(s) du programme ou des programmes ________________________________________
   ____________________________________________________________________________
Appendix H

School Culture

School Principal Form
(Please circle your responses directly on this form)

School Principal:

1. Is adolescent dating violence a problem for students at your school?

<table>
<thead>
<tr>
<th>Definitely Not a Problem (1)</th>
<th>Likely Not a Problem (2)</th>
<th>Unsure (3)</th>
<th>Likely a Problem (4)</th>
<th>Definitely a Problem (5)</th>
</tr>
</thead>
</table>

2. How important do you feel it is for your school to provide adolescent dating violence prevention programs?

<table>
<thead>
<tr>
<th>Not Important (1)</th>
<th>Unsure (2)</th>
<th>Very Important (5)</th>
</tr>
</thead>
</table>

3. Should dating violence prevention be taught at school by (circle one):

- TEACHERS
- OUTSIDE PROGRAMS
- NOT AT ALL (i.e., should be taught at home)

4. If you circled “TEACHERS”, at what age do you think dating violence prevention should be taught in school (check one)?

- Kindergarten- Grade 3 __
- Grades 4-5 __
- Grades 6-8 __
- Grades 9-12 __

5. If you circled “OUTSIDE PROGRAMS”, at what age do you think dating violence prevention should be taught?

- Kindergarten- Grade 3 __
- Grades 4-5 __
- Grades 6-8 __
- Grades 9-12 __
Formulaire à l’intention de la direction de l’école

Le directeur ou la directrice de l’école:

1. La violence dans les fréquentations chez les adolescents pose-t-elle un problème aux élèves de votre école?

<table>
<thead>
<tr>
<th>certainement pas un problème</th>
<th>probablement pas un problème</th>
<th>indécis-e</th>
<th>probablement un problème</th>
<th>certainement un problème</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. À votre avis, dans quelle mesure est-il important que votre école offre des programmes visant à prévenir la violence dans les fréquentations chez les adolescents?

<table>
<thead>
<tr>
<th>pas important</th>
<th>indécis-e</th>
<th>très important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3. La prévention de la violence dans les fréquentations devrait être enseignée à l’école par (encerclez un choix):

- personnel enseignant
- programmes venant de l’extérieur
- pas du tout (la matière devrait être enseignée à la maison)

4. Si vous avez encerclé « personnel enseignant », à quel âge, selon vous, faut-il enseigner la prévention de la violence dans les fréquentations (cochez un choix)?

- de la maternelle à la 3e année __
- 4e à 5e année __
- 6e à 8e année __
- 9e à 12e année __

5. Si vous avez encerclé « programmes venant de l’extérieur », à quel âge, selon vous, faut-il enseigner la prévention de la violence dans les fréquentations (cochez un choix)?

- de la maternelle à la 3e année __
- 4e à 5e année __
- 6e à 8e année __
- 9e à 12e année __
Appendix I

Program Manager Questionnaire/

1. Please explain how students are generally recruited for your program.

______________________________________________________________________________
______________________________________________________________________________

2. a) Is participation voluntary?
   _____ Yes    _____No    _____For some participants

   b) Please explain

______________________________________________________________________________
______________________________________________________________________________

3. a) Can anyone in the appropriate age-group/grade participate in this program?
   _____ Yes    _____No

   b) If No, what criteria are used in selecting participants?

______________________________________________________________________________
______________________________________________________________________________

4. How are adult facilitators recruited?

______________________________________________________________________________
______________________________________________________________________________

5. a) Are adult facilitators provided with training?
   _____ Yes    _____No

   b) If yes, please explain

______________________________________________________________________________
______________________________________________________________________________

6. a) Do you use youth facilitators?
   _____ Yes    _____No
b) If yes, how are youth facilitators recruited?
______________________________________________________________________________
______________________________________________________________________________

c) If youth facilitators are involved in this program, please explain their role.
______________________________________________________________________________
______________________________________________________________________________

7. a) Are youth facilitators provided with training?
   ____ Yes  ____ No
   
   b) If yes, please explain
______________________________________________________________________________
______________________________________________________________________________

8. Which of the following best describes your program?
   ____ Facilitators rely heavily on a manual or other prepared materials
   ____ Facilitators use a manual or other prepared materials a fair amount
   ____ Facilitators use a manual or other prepared materials, but only as an outline
   ____ Facilitators use guidelines concerning what should be presented, but no other prepared materials
   ____ Facilitators aren't provided prepared materials. They improvise based on their experience etc.

9. a) Do youth participants complete feedback forms at the end of the session?
   ____ Yes  ____ No
   
   b) Do teachers/parents/youth group leaders complete feedback forms at the end of the session?
   ____ Yes  ____ No  ____ N/A (no direct adult involvement)

10. Please indicate what specific changes have been made to the program based on feedback from youth and adults.
______________________________________________________________________________

PLEASE ATTACH ANY LITERATURE RELATED TO YOUTH/FACILITATOR RECRUITMENT AND TRAINING.
Questionnaire à l’intention des responsables de programme

1. Veuillez expliquer la façon dont les élèves sont généralement recrutés pour participer à votre programme.

______________________________________________________________________________

______________________________________________________________________________

2. a) La participation est-elle volontaire?
    _____ Oui _____ Non _____ Dans certains cas
    b) Veuillez donner des précisions.

______________________________________________________________________________

______________________________________________________________________________

3. a) Tous les élèves des niveaux scolaires appropriés peuvent-ils participer au programme?
    _____ Oui _____ Non
    b) Si non, quels critères sont utilisés pour choisir les élèves qui y participent?

______________________________________________________________________________

______________________________________________________________________________

4. Comment les animatrices et animateurs adultes sont-ils recrutés?

______________________________________________________________________________

______________________________________________________________________________

5. a) Les animateurs adultes reçoivent-ils une formation?
    _____ Oui _____ Non
    b) Si oui, veuillez donner des précisions.

______________________________________________________________________________

______________________________________________________________________________

6. a) Avez-vous de jeunes animateurs ou animatrices?
    _____ Oui _____ Non
b) Si oui, comment les jeunes animateurs sont-ils recrutés?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

c) Si de jeunes animateurs participent au programme, veuillez expliquer le rôle qu’ils jouent.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. a) Les jeunes animateurs reçoivent-ils une formation?
    ____ Oui    ____ Non

   b) Si oui, veuillez donner des précisions.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. Laquelle des phrases suivantes décrit mieux votre programme?
   ____ Les animateurs dépendent beaucoup d’un guide ou d’autres documents préparés.
   ____ Les animateurs utilisent assez souvent un guide ou d’autres documents préparés.
   ____ Les animateurs utilisent un guide ou d’autres documents préparés, mais seulement en tant que base des travaux.
   ____ Les animateurs se servent des lignes directrices afin de déterminer la matière des présentations, mais ne se servent pas d’autres documents préparés.
   ____ Aucun document préparé n’est fourni aux animateurs. Ils improvisent selon leurs expériences et ainsi de suite.

9. a) Les jeunes participants remplissent-ils des formulaires des commentaires à la fin de la session?
    ____ Oui    ____ Non

   b) Le personnel enseignant, les parents et les responsables de groupes de jeunes remplissent-ils des formulaires des commentaires à la fin de la session?
    ____ Oui    ____ Non    ____ N/A (aucune participation directe des adultes)

10. Veuillez indiquer les modifications précises qui ont été apportées au programme en raison des commentaires des jeunes et des adultes.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

VEUILLEZ JOINDRE TOUT DOCUMENT LIÉ AU RECRUTEMENT ET À LA FORMATION DES JEUNES ET DES ANIMATEURS.
Appendix J

Facilitator Questionnaire

The following asks about your past training and experience and about details related to the administration of the program. You are free to leave any question blank. The completion of this questionnaire is voluntary. Please mail this questionnaire to us using the addressed/stamped envelope it is enclosed in.

**Demographics**

1. Gender: ____ Male  ____ Female

2. Age: ____

3. What is your race/ethnicity? _______________

**Training/Experience**

4. Please list any relevant experience/training you have (including any certificates or degrees).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

5. How many times have you delivered this program?_____

6. How were you recruited to become a facilitator for this program (how did you hear about it, what made you become involved)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. a) Did you have to take any mandatory training before delivering this program?

____ Yes  ____ No

b) If Yes, please describe:

Length: ______________________________________________________________

Topics Covered:____________________________________________________________________
c) What did you think of this mandatory training?
   ____ Excellent
   ____ Good
   ____ Unsure
   ____ Poor
   ____ Very Poor

8. a) Have you taken any optional training offered by this program?
   ____ Yes   ____ No

   b) If Yes, please describe:

   Length: ______________________________________________________________

   Topics Covered:________________________________________________________
   ___________________________________________________________________

   c) What did you think of this optional training?
   ____ Excellent
   ____ Good
   ____ Unsure
   ____ Poor
   ____ Very Poor

9. a) Have you taken any on-going training to improve your ability to deliver this program (refresher courses, recertification etc.)?
   ____ Yes   ____ No

   b) If Yes, please describe:

   Length: ______________________________________________________________

   Topics Covered:_______________________________________________________
   ___________________________________________________________________

   c) If yes, was this on-going training mandatory? ____ Yes   ____ No

   d) What did you think of this on-going training?
   ____ Excellent
   ____ Good
   ____ Unsure
   ____ Poor
   ____ Very Poor
**Delivery of the Program**

10. Some facilitators prefer to stick to a script that their program provides them when presenting material. Other facilitators like to improvise and may present materials very differently from session to session. Please indicate which of the following is the best description of how you presented the material.

- Relied heavily on a manual or other prepared materials
- Used a manual or other prepared materials a fair amount
- Used a manual or other prepared materials, but only as an outline
- Used guidelines concerning what should be presented, but no other prepared materials
- Did not use, or wasn't provided with, prepared materials. Improvised.

11. What period of time was the program delivered in?

- Single Day

- Multiple Days – Please specify exact format below (e.g. every Monday for three weeks; three days in a single week)

  __________________________________________

  __________________________________________

  __________________________________________

b) Will there be one or more follow-up sessions? _____ Yes  ____ No

c) If yes, please explain what is involved in the follow-up session

  __________________________________________

  __________________________________________

  __________________________________________

12. How were students recruited to participate in this program (check as many as apply)?

- All youth of a particular age/grade from one school
- All youth from a particular school
- All youth of a particular age/grade level from a community/geographical area
- All youth with a specific impairment (please specify)
- Youth specifically selected by teachers/guidance counselors
- Youth volunteered to participate
- Other (please specify)
13. What was the total number of adult facilitators involved in the delivery of the program (including yourself)? ____

14. What was the total number of youth facilitators involved in the delivery of the program? ____

15. Did youth participants fill out feedback forms at the end of the session? ____ Yes _____ No

16. Did teachers/parents/youth group leaders fill out feedback forms at the end of the session? ____ Yes _____ No _____ N/A (no direct adult involvement)
Questionnaire à l’intention des animateurs et animatrices – programme

Les questions suivantes portent sur votre éducation et expérience, ainsi que sur les détails de la gestion du programme. Vous n’êtes pas obligé de répondre à toutes les questions. Votre collaboration est volontaire. Veuillez nous envoyer le questionnaire dans enveloppe fournie qui porte notre adresse et un timbre.

**Données démographiques**

1. Veuillez indiquer votre sexe :  ____Homme     ____Femme  
2. Votre âge : ____
3. Veuillez indiquer votre race ou origine ethnique : _______________

**Formation/Expérience**

4. Veuillez indiquer votre formation et expérience (y compris des certificats et diplômes).
   __________________________________________________________________________
   __________________________________________________________________________
5. Combien de fois avez-vous assuré la prestation du programme?_____
6. Comment étiez-vous recruté(e) à titre d’animateur ou d’animatrice du programme (comment avez-vous pris connaissance du programme et qu’est-ce qui vous a incité(e) à y participer)?
   __________________________________________________________________________
   __________________________________________________________________________
7. a) Avez-vous participé à une formation obligatoire avant d’offrir le programme?    ____Oui     ____Non
   b) Si oui, veuillez donner des détails :

   Durée_____________________________________________________________________
   Sujets traités________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   c) Quelles sont vos impressions de la formation obligatoire?

   ____ Excellente
   ____ Bonne
   ____ Je suis indécis(e).
   ____ Faible
   ____ Très faible
8. a) Avez-vous suivi une formation facultative dans le cadre du programme?
   ____ Oui    ____ Non

   b) Si oui, veuillez donner des détails :

   Durée : ______________________________________________________________
   Sujets traités : __________________________________________________________
   ___________________________________________________________________

   c) Quelles sont vos impressions de la formation facultative?

   ____ Excellente
   ____ Bonne
   ____ Je suis indécis(e).
   ____ Faible
   ____ Très faible

9. a) Avez-vous suivi une formation continue afin d'améliorer vos capacités de contribuer à la prestation du programme (cours de perfectionnement, recertification ou autre)?
   ____ Oui    ____ Non

   b) Si oui, veuillez donner des détails :

   Durée : ______________________________________________________________
   Sujets traités : __________________________________________________________
   ___________________________________________________________________

   c) Si oui, cette formation continue était-elle obligatoire? ____ Oui    ____ Non

   d) Quelles sont vos impressions de la formation continue?

   ____ Excellente
   ____ Bonne
   ____ Je suis indécis(e).
   ____ Faible
   ____ Très faible
Prestation du programme

10. Certains animateurs et animatrices préfèrent suivre un texte ou un guide fourni par le programme lorsqu’ils ou elles font une présentation. D’autres préfèrent improviser et faire une nouvelle présentation pendant chaque session. Veuillez indiquer quelle phrase suivante décrit mieux la façon dont vous faites une présentation.

____ Je dépend beaucoup d’un guide ou d’autres documents préparés.
____ J’utilise assez souvent un guide ou d’autres documents préparés.
____ J’utilise un guide ou d’autres documents préparés, mais seulement en tant que base des travaux.
____ Je me sers des lignes directrices afin de déterminer les présentations, mais ne me sers pas d’autres documents préparés.
____ Aucun document préparé n’est fourni ou je ne m’en sers pas. J’improvise.

11. a) Combien de temps a-t-il fallu pour assurer le programme?

____ une seule journée

____ plus d’une journée – veuillez indiquer ci-dessous le format exact (par ex. le lundi pendant trois semaines; trois jours d’une semaine)

___________________________________________________________________________
___________________________________________________________________________

b) Y aura-t-il d’autres sessions de suivi? ____Oui _____Non
c) Si oui, veuillez donner des détails de telles sessions.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

12. Comment les élèves ont-ils été recrutés pour participer au programme? (Veuillez cocher toutes les réponses qui s’appliquent.)

____ Tous les jeunes du même âge ou de la même année scolaire
____ Tous les jeunes d’une certaine école
____ Tous les jeunes du même âge ou de la même année scolaire dans une collectivité ou une région géographique
____ Tous les jeunes avec un certain handicap (veuillez donner des précisions)
____ Des jeunes choisis par le personnel enseignant, un conseiller ou une conseillère
____ Des jeunes qui se sont portés volontaire pour y participer
____ Autre (veuillez donner des précisions) _________________________________
13. Combien d’animateurs ou d’animatrices adultes ont participé à la prestation du programme (y compris vous-même)? ____

14. Combien de jeunes animateurs et animatrices ont participé à la prestation du programme? ____

15. Les jeunes qui ont participé au programme ont-ils rempli des formulaires des commentaires à la fin de la session? ____Oui   ____Non

16. Le personnel enseignant, les parents et les responsables de groupes de jeunes qui ont participé au programme ont-ils rempli des formulaires des commentaires à la fin de la session? ____Oui   ____Non   _____N/A (aucune participation directe des adultes)
Appendix K

Youth Facilitator Questionnaire

The following asks about your past training and experience and about details related to the administration of the program. You are free to leave any question blank. The completion of this questionnaire is voluntary. Please mail this questionnaire to us using the addressed/stamped envelope it is enclosed in.

Demographics

1. Gender: ____ Male      ____ Female
2. Age: ____
3. What grade are you presently in? ______
4. What is your race/ethnicity? _______________

Training/Experience

5. Please list any relevant experience/training you have (talking to friends who are experiencing problems, leadership course etc.).
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

6. How many times have you helped to deliver this program?______

7. How were you recruited to become a facilitator for this program (how did you hear about it, what made you become involved)
   _______________________________________________________________________
   _______________________________________________________________________

8. What is your role in the delivery of the program?
   _______________________________________________________________________
   _______________________________________________________________________

9. a) Were you required to take any training before delivering this program?
    ____ Yes      ____ No

   b) If Yes, please describe:
   Length: ____________________________
c) What did you think of this required training?
   ____ Excellent
   ____ Good
   ____ Unsure
   ____ Poor
   ____ Very Poor

10. a) Have you taken any optional training offered by this program (training that was offered, but you didn't have to take it)?
    ____ Yes   ____ No

   b) If Yes, please describe:
      
      Length: _____________________________________________________________

      Topics Covered:_______________________________________________________________________

   c) What did you think of this optional training?
      ____ Excellent
      ____ Good
      ____ Unsure
      ____ Poor
      ____ Very Poor

11. a) Have you taken any on-going training to improve your ability to deliver this program (refresher courses, recertification etc.)?
    ____ Yes   ____ No

   b) If Yes, please describe:
      
      Length: _______________________________________________________________

      Topics Covered:_______________________________________________________________________

   c) If yes, was this on-going training required?
      ____ Yes   ____ No
b) What did you think of this on-going training?
   ____ Excellent
   ____ Good
   ____ Unsure
   ____ Poor
   ____ Very Poor

**Delivery of the Program**

12. Some facilitators prefer to stick to a script that their program provides them when presenting material. Other facilitators like to improvise and may present materials very differently from session to session. Please indicate which of the following is the best description of how you presented the material.

   ____ Relied heavily on a manual or other prepared materials
   ____ Used a manual or other prepared materials a fair amount
   ____ Used a manual or other prepared materials, but only as an outline
   ____ Used guidelines concerning what should be presented, but no other prepared materials
   ____ Did not use, or wasn't provided with, prepared materials. Improvised.

13. How actively involved were you in presenting the material for this delivery of the program?
   ____ Presented as much material as the adult facilitators
   ____ Presented a lot of material, but not as much as the adult facilitators
   ____ Presented some material
   ____ Didn't present much material
   ____ Didn't present any material
Questionnaire à l’intention des jeunes animateurs et animatrices

Les questions suivantes portent sur votre éducation et expérience, ainsi que sur les détails de la gestion du programme. Vous n’êtes pas obligé de répondre à toutes les questions. Votre collaboration est volontaire. Veuillez nous envoyer le questionnaire dans enveloppe fournie qui porte notre adresse et un timbre.

**Données démographiques**

1. Veuillez indiquer votre sexe : ____Homme ____Femme
2. Votre âge :
3. Votre année scolaire :
4. Veuillez indiquer votre race ou origine ethnique :

**Formation/Expérience**

5. Veuillez indiquer votre formation et expérience pertinentes (y compris des conversations avec des ami(e)s qui ont des problèmes, cours de leadership et autres).

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. Combien de fois avez-vous contribué à assurer la prestation du programme?

7. Comment étiez-vous recruté(e) à titre d’animateur ou d’animatrice du programme (comment avez-vous appris les détails et qu’est-ce qui vous a incité(e) à y participer)?

8. Quel est votre rôle dans la prestation du programme?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. a) Avez-vous participé à une formation **obligatoire** avant d’offrir le programme?
    ____Oui ____ Non

    b) Si oui, veuillez donner des détails :
    Durée :
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    ___
c) Quelles sont vos impressions de la formation obligatoire?

___ Excellente
___ Bonne
___ Je suis indécis(e).
___ Faible
___ Très faible

10. a) Avez-vous suivi une formation facultative dans le cadre du programme (une formation qui était offerte, mais que vous n’étiez pas obligé de suivre)?

___ Oui   ___ Non

b) Si oui, veuillez donner des détails :

Durée : ______________________________________________________________
Sujets traités : _________________________________________________________

c) Quelles sont vos impressions de la formation facultative?

___ Excellente
___ Bonne
___ Je suis indécis(e).
___ Faible
___ Très faible

11. a) Avez-vous suivi une formation continue afin d’améliorer vos capacités de contribuer à la prestation du programme (cours de perfectionnement, recertification ou autre)?

___ Oui   ___ Non

b) Si oui, veuillez donner des détails :

Durée : ______________________________________________________________
Sujets traités : _________________________________________________________

c) Si oui, cette formation continue était-elle obligatoire? ___ Oui   ___ Non

d) Quelles sont vos impressions de la formation continue?

___ Excellente
___ Bonne
___ Je suis indécis(e).
___ Faible
___ Très faible
Prestation du programme

12. Certains animateurs et animatrices préfèrent suivre un texte ou un guide fourni par le programme lorsqu’ils ou elles font une présentation. D’autres préfèrent improviser et faire une nouvelle présentation pendant chaque session. Veuillez indiquer quelle phrase suivante décrit mieux la façon dont vous faites une présentation.

___ Je dépends beaucoup d’un guide ou d’autres documents préparés.
___ J’utilise assez souvent un guide ou d’autres documents préparés.
___ J’utilise un guide ou d’autres documents préparés, mais seulement en tant que base des travaux.
___ Je me sers des lignes directrices afin de déterminer les présentations, mais ne me sers pas d’autres documents préparés.
___ Aucun document préparé n’est fourni ou je ne m’en sers pas. J’improvise.

13. Quel rôle avez-vous joué dans la présentation de la matière du programme?
___ J’ai présenté la même matière que les animateurs adultes.
___ J’ai présenté une bonne partie de la matière, amis les adultes en ont présenté davantage.
___ J’ai présenté une partie de la matière.
___ Je n’ai pas présenté beaucoup de la matière.
___ Je n’ai pas présenté de matière.
Appendix L

Program Administration Questionnaire

When you are finished, please place this questionnaire in the envelope that is provided. Please return all questionnaires in sealed envelopes to __________ at the end of the day.

1. Date session occurred: ________________

2. Time frame session occurred in (e.g. 9am - 11am): ________________

3. Place (e.g. Room 4a): _________________________________________

4. Number of adult facilitators involved: __________________________

5. Number of youth facilitators involved: __________________________

6. If youth facilitators were involved, what was their role for this session?
   ____________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Number of youth who participated: ____________________________________

8. Number of additional adults present (teachers, parents etc.): ________

9. Were male and female youth involved?
   ______ Males only      ______ Females only      ______ Males and Females

10. What percentage of this session was interactive (i.e. youth involved in discussion, role-plays, etc.)? _____% 

11. a) Did you use materials created by Making Waves
    ______ Yes    ______ No 

    b) If yes, please indicate what materials you used, if no, please go to #12

    Play/Post Play Activities
    ______ The Many Faces of Abuse play
    ______ Questions concerning 'The Many Faces of Abuse' play

    Gender and Media Stereotypes
    ______ Chaotic Entrance
    ______ SAC Skit
    ______ Brainstorms
    ______ Overheads
Pink People
Deconstruction
How to Make a Difference

What's Your Line
- discussion on personal sexual boundaries
- setting personal boundaries
- expressing personal sexual boundaries
- communication tips

The Ties that Bind
- Hula Hoop exercise
- Skits and freeze frame
- The "Living Power and Control" wheel
- Discussion about "Living Power and Control" wheel
- Group work

Self-esteem Teachers Workshop
- Self-esteem quiz
- Five steps to self-esteem discussion
- Life collage
- Group collage
- Worth workout

Talking Groups
- General discussion about best/worst thing about being guy/girl
- Written response "something you'd like to know about"
- Written response "something guys/girls should know about the opposite sex"
- Open dialogue in mixed group

Helping Friend Workshop
- Manuals
- Questionnaire on manual
- Phone book exercise
- Scenarios
- How not to help a friend
- Tips for helping a friend - skits
- Facilitator led 'tip' for helping a friend & explanation

Additional Materials Discussed/Distributed
- Making Waves Newsletter
- Making Waves/Vague par Vague Website
12. a) Did you use materials created by Vague par Vague
   ____Yes  ____No

   b) If yes, please indicate what materials you used, if no, please go to #13

   Relations Saines
   ____Jeux de rôle
   ____Activité avec hula hoop
   ____Roue du pouvoir et du contrôle vivant
   ____Définir les éléments de la roue du pouvoir et du contrôle
   ____Résoudre les scénarios

   Les médias et les stéréotypes
   ____Filles/gars idéaux
   ____Acétates
   ____Comprendre les stéréotypes
   ____Débat
   ____Que faire?

   La prévention de l’agression sexuelle
   ____Convainc-moi
   ____La communication
   ____Établir vos limites
   ____Jeu: Vrai ou Faux

   Estime de soi
   ____Jeu-questionnaire
   ____Cinq étapes pour développer l’estime de soi
   ____Collage
   ____Des compliments, ça fait du bien!

   Que faire?
   ____Vingt questions
   ____Identifier les ressources
   ____Scénarios
   ____Comment aider à vos amis

   Il dit...Elle dit
   ____Discussion en groupes séparés
   ____Questions pour l’autre sexe
   ____Dialogue en groupes mixtes
13. a) Did you use materials from the "Love Without Violence" Program Kit
   ____Yes   ____No

   b) If yes, please indicate what materials you used, if no, please go to # 14
   In preparation for this session I read:
   _____ A Comprehensive Approach to Inform Teens about Dating Violence
   _____ A Guide for Organizers and Presenters

   I used the following when facilitating the session:
   _____ Introductory Speech
   _____ Date Rape Speech
   _____ Violence in Dating Relationships Speech
   _____ The Cycle of Violence Speech
   _____ Healthy Relationships Speech
   _____ Play on Dating Violence
   _____ Some Facts about Teen Dating Violence handout
   _____ Love is….Love isn't handout
   _____ Physical Abuse Checklist
   _____ Emotional and Verbal Abuse Checklist
   _____ Sexual Abuse Checklist
   _____ Is Abuse or Violence a Problem for Someone You Know? handout
   _____ Are you a Victim of Dating Violence? handout
   _____ Are you an Abuser handout
   _____ Warning Signs of Dating Violence for Teens handout
   _____ Warning Signs of Dating Violence For Parents handout
   _____ Relationships handout
   _____ The Mathematics of Battering handout
   _____ Belonging, Power, Fun, Freedom, handout
   _____ Myths or Facts handout
   _____ Myths overhead
   _____ Cycle of Violence overhead
   _____ Right From the Start Video
   _____ Students Evaluation on "Love without violence" presentation
   _____ Student Evaluation

14. a) Did you use the "It's Up to Me" Program Kit
   _____Yes   ____No

   b) If yes, please indicate what materials you used, if no, please go to # 15
   In preparation for this session I read:
   _____ It's up to Me - A Guide for Organizers and Presenters

   I used the following when facilitating the program:
   _____ Pre-activity - Communication Styles
   _____ Pre-activity - Conflict
15. a) Did you use the "What's Love Got to do With it?" Program Kit?
   ____ Yes    ____ No

   b) If yes, please indicate what materials you used, if no, please go to #16
   ____ "What's Love Got to do With it" Presenters Package
   ____ "What's Love Got to do With it" Manual
16. a) Did you use the "Not Just Puppy Love" Program Kit?
   ____ Yes    ____ No
   
b) If yes, please indicate what materials you used, if no, please go to #17
   I used the following when facilitating the program:
   ____ Workbook
   ____ Applying your Knowledge - Relationship Violence: Do you know the facts?
   ____ Applying your Knowledge - Comparisons Between Date Sexual Assaults and…
   ____ Applying your Knowledge - Pressured Sex Behaviors
   ____ Applying your Knowledge - Power
   ____ Applying your Knowledge - Case Studies
   ____ "Not Just Puppy Love" Tool kit
   ____ Red Cross Website

17. a) Did you use the "Making a Difference?" Program Kit?
   ____ Yes    ____ No
   
b) If yes, please indicate what materials you used, if no, please go to #18
   ____ "Making a Difference" Student Manual
   ____ "Making a Difference" Resource Book for Teachers/Guidance Counselors

18. a) Did you use the "Kent County Violence Prevention Program Materials" Program Kit?
   ____ Yes    ____ No

19. a) Did you use materials from the Fredericton Sexual Assault Crisis Centre?
   ____ Yes    ____ No
   
b) If yes, please indicate what materials you used. If no, please go to #20
   ____ The train-the-trainer CD for delivering self-protection and assertiveness workshops to
      Women and Girls

<table>
<thead>
<tr>
<th>Ice Breaker and Closing Activities</th>
<th>Promoting Equality in Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Group Resume</td>
<td>____ Boundary basics</td>
</tr>
<tr>
<td>____ Assertiveness Ice Breaker</td>
<td>____ List of Intimate activities</td>
</tr>
<tr>
<td>____ Laughing Circle</td>
<td>____ Dramatic differences</td>
</tr>
<tr>
<td>____ Now you know your ABC's</td>
<td>____ Intuitive boundaries</td>
</tr>
<tr>
<td>____ Smarty Party</td>
<td>____ Intuitive Reactions</td>
</tr>
<tr>
<td>____ The birthday game</td>
<td>____ Kris and Kasey</td>
</tr>
<tr>
<td>____ Creating closure</td>
<td>____ Passive/assertive: which are you</td>
</tr>
<tr>
<td>____ Rounds</td>
<td>____ Revealing relationships</td>
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<tr>
<td>____ Our perfect mate</td>
<td>____ Scratching backs</td>
</tr>
</tbody>
</table>
Gender awareness
- Advertising 101 handout
- Media literacy resources handout
- Pornography 101 handout
- Oppression handout
- Stereotypes and labeling handout
- Acting up
- Discussion Questions: Linking Stereotypes with violence
- An Ideal World
- An ideal world imagery
- Continuum of violence
- Mythical tic-tac-toe
- Perceptions - a quiz
- Puzzled perceptions
- The power date
- Unmasking multi-media

Healthy and Unhealthy Relationships
- A stereotypical story
- Sexual assault myths
- Convince me
- Creative coercion
- Handling harassment
- Harassment help
- Index card questions
- Dear Abby
- Healthy Sexuality
- What's my type
- Brainwashing
- Who needs to change
- What do you want
- What choice do you have
- That makes me so mad
- Sticks and Stones
- Point of no return
- Relationship Review
- Safe Spaces
- Questions for safe spaces
- Setting Sex Standards
- Sexual response continuum
- "The lines"
- Travelling with "the lines"
- What's your line

Self-esteem: a quiz
- Setting relationship boundaries
- The personals
- Assertive communication - handout
- Setting relationship boundaries - handout
- My boundary wheel - handout
- Living healthy relationships - handout
- Boundary basics - handout
- Feeling yes, feeling no - handout
- Getting to know yourself - handout
- My type - handout
- passive or assertive - handout
- Passive, Aggressive, Assertive - handout
- Revealing relationships - handout
- Steps to assertiveness - handout
- Steps to building self-esteem - handout
- The personals - handout
- What is intuition - handout
- Creating a climate of support - handout

Empathy
- Why she stays
- Friends and abuse - handout
- Helping a sexual assault survivor - handout
- Why they finally leave - handout
- How you can help - handout
- How to help a friend who is being abusive - handout
- Why she stays - handout
- In an abusive relationship - handout
- Communication is key - handout
- Empathy - handout
- Listening - handout
- Questions - handout
- Responding - handout
- Supporting - Handout
- Take Care of yourself - handout
- More ways to take care of yourself - handout
- For more information - handout

Activism
- Issue illustration
- The players
- Skills map
- Lobbying - handout
- Get involved - handout
Handouts

- A relationship quiz - handout
- Alcohol and sexual violence - handout
- Consent - handout
- Cycle of abuse - handout
- Dangerous men - handout
- Date rape: what can you do - handout
- More date rape: what can you do - handout
- Guys to be wary of - handout
- Healthy relationships checklist - handout
- List of relationship behaviors - handout
- Power and control - handout
- Setting sex standards - handout
- Sex and it's consequences - handout
- Sexual assault and the effects - handout
- Sexual assault myths - handout
- Sexual assault resources list - handout
- Sexual assault: the law - handout
- Sexual assertiveness strategies - handout
- Sexual communication - handout
- Sexual harassment strategies - handout
- Sexual harassment: what's the problem - handout
- The lines, the responses - handout
- Three types of relationships - handout
- Warning signs: a checklist - handout
- Danger signals - handout
- Are you at risk for being abusive - handout
- What is dating violence - handout
- Early warning signs of dating violence - handout
- Stopping dating violence: what guys can do - handout
- Are you sure - handout
- Things you can do to be safe - handout
- Attitudes assessment - handout
- Stop verbal coercion - handout

Information for Parents & Teachers

- Parents and teen violence
- Why teens don’t talk about sexual assault
- A parent's story
- Helping your teen fight sexual harassment
- Questions for Parents: Have you seen these signs
- Realistic advice for concerned parents
- Tips for parents with teens
- When your teen begins to date
- Why teens don’t tell their parents about the violence
- Dating violence can be prevented
- Watching TV
- What to remember when helping
- How can you help

20. a) Did you use any additional materials?
   - Yes    - No

b) If yes, please indicate what materials you used
   - Dating Violence pamphlet
   - Coalition Against Abuse in Relationships pamphlet
21. Please describe any additional materials/resources not included in the above list

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLEASE PROVIDE A COPY OF ALL MATERIALS INDICATED IN QUESTION
#20 & #21
Questionnaire sur l’administration du programme

Veuillez mettre le questionnaire dans l’enveloppe fournie après l’avoir rempli. Veuillez remettre à ______________ tous les questionnaires dans des enveloppes scellées à la fin de la journée.

1. La date de la session : ______________

2. Les heures de la session (par ex. de 9 heures à 11 heures) : ______________

3. Lieu (par ex. la salle 4a) : _______________________________________

4. Nombre d’animateurs ou d’animatrices qui y ont participé : ______________

5. Nombre de jeunes animateurs ou animatrices qui y ont participé : ______________

6. Quel est le rôle joué par les jeunes animateurs ou animatrices dans la session, le cas échéant?
   ____________________________________________________________________
   ____________________________________________________________________

7. Nombre de jeunes participants et participantes : _____________________________

8. Nombre d’autres adultes qui ont assisté à la session (personnel enseignant, parents, etc.):
   ______

9. Des garçons et des filles ont-ils participé tous les deux à la session?
   _____ garçons seulement   _____ filles seulement   _____ garçons et filles

10. Quel pourcentage de la session est interactif (par exemple, des jeunes participent aux discussions, jouent des rôles et ainsi de suite)?  ____%

11. a) Avez-vous utilisé des matériaux créés par le programme «Vague par Vague »?
    _____ Oui   _____ Non

    b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question12.

Relations Saines
    _____ Jeux de rôle
    _____ Activité avec hula hoop
    _____ Roue du pouvoir et du contrôle vivant
    _____ Définir les éléments de la roue du pouvoir et du contrôle
    _____ Résoudre les scénarios
Les médias et les stéréotypes
- Filles/gars idéaux
- Acétates
- Comprendre les stéréotypes
- Débat
- Que faire?

La prévention de l’agression sexuelle
- Établir vos propres limites
- Activité: exprimer vos propres limites
- Suggestions pour communiquer vos limites

Estime de soi
- Jeu-questionnaire
- Cinq étapes pour développer l’estime de soi
- Collage
- Des compliments, ça fait du bien!

Que faire?
- Vingt questions
- Identifier les ressources
- Scénarios
- Comment aider à vos amis

Il dit...Elle dit
- Discussion en groupes séparés
- Questions pour l’autre sexe
- Dialogue en groupes mixtes

12. a) Avez-vous utilisé des matériaux du programme « Making Waves »?
- Oui  Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 13.

Play/Post Play Activities
- The Many Faces of Abuse play
- Questions concerning 'The Many Faces of Abuse' play

Gender and Media Stereotypes
- Trying to find the perfect partner exercise
- Overheads from "Gender and Media Stereotypes"
- Media's perfect girl and guy
- Paul's pink people
____ Debating the myths
____ How to make a difference

What's Your Line
____ discussion on personal sexual boundaries
____ setting personal boundaries
____ expressing personal sexual boundaries
____ communication tips

The Ties that Bind
____ Hula Hoop exercise
____ Skits and freeze frame
____ The "Living Power and Control" wheel
____ Discussion about "Living Power and Control" wheel
____ Group work

Self-esteem Teachers Workshop
____ Self-esteem quiz
____ Five steps to self-esteem discussion
____ Life collage
____ Group collage
____ Worth workout

Talking Groups
____ General discussion about best/worst thing about being guy/girl
____ Written response "something you'd like to know about"
____ Written response "something guys/girls should know about the opposite sex"
____ Open dialogue in mixed group

Helping Friend Workshop
____ Manuals
____ Questionnaire on manual
____ Phone book exercise
____ Scenarios
____ How not to help a friend
____ Tips for helping a friend - skits
____ Facilitator led 'tip' for helping a friend & explanation

Additional Materials Discussed/Distributed
____ Making Waves Newsletter
____ Making Waves/Vague par Vague Website

13. a) Avez-vous utilisé des matériaux du programme «Love without Violence»?
____ Oui  ____ Non
b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 14.

___ A Comprehensive Approach to Inform Teens about Dating Violence
___ A Guide for Organizers and Presenters
___ Introductory Speech
___ Date Rape Speech
___ Violence in Dating Relationships Speech
___ The Cycle of Violence Speech
___ Healthy Relationships Speech
___ Play on Dating Violence
___ Some Facts about Teen Dating Violence handout
___ Love is….Love isn't handout
___ Physical Abuse Checklist
___ Emotional and Verbal Abuse Checklist
___ Sexual Abuse Checklist
___ Is Abuse or Violence a Problem for Someone You Know? handout
___ Are you a Victim of Dating Violence? handout
___ Are you an Abuser handout
___ Warning Signs of Dating Violence for Teens handout
___ Warning Signs of Dating Violence For Parents handout
___ Relationships handout
___ The Mathematics of Battering handout
___ Belonging, Power, Fun, Freedom, handout
___ Myths or Facts handout
___ Myths overhead
___ Cycle of Violence overhead
___ Right From the Start Video
___ Students Evaluation on "Love without violence" presentation
___ Student Evaluation

14. a) Avez-vous utilisé des matériaux du programme «It's Up to Me»?
___ Oui  ___ Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 15.

___ It's up to Me - A Guide for Organizers and Presenters
___ Pre-activity - Communication Styles
___ Pre-activity - Conflict
___ Pre-activity - Don't tell me I talk too much
___ Pre-activity - Perception
___ Pre-activity - The Maligned Wolf
___ Pre-activity - Broadening your Perspective
___ Pre-activity - Murals
__Pre-activity - I Can be Kind to your Back
__Pre-activity - Bullying
__Pre-activity - Words and Images of Feeling Words
__Pre-activity - Survey
__Pre-activity - The Schoolyard Bully
__Pre-activity - Brainstorming
__Pre-activity - A Chorus Line
__Pre-activity - Positive Self Expression
__Presentations - Respect
__Presentations - Bullying
__Presentations - Healthy and Unhealthy Relationships
__Presentations - Dating
__Post Activities - Assertiveness, Respect in Action
__Post Activities - Being Assertive
__Post Activities - Asserting Yourself - Part 1 - Scenarios
__Post Activities - Asserting Yourself - Part 2 - Role Plays
__Post Activities - No Means no - Video
__Post Activities - First They Came
__Post Activities - Dealing Effectively with Bullies, Internet Search Worksheet
__Post Activities - Developing a School Wide Violence Prevention Plan
__Post Activities - The Bully
__Post Activities - Skits: Finding Solutions
__Post Activities - Evaluating your Friendship
__Post Activities - Thumbs up, Thumbs Down - statements
__Post Activities - Helping Others - Questions
__Post Activities - Friends Helping Friends - Pamphlet, Script
__Post Activities - Surfing the Web for Dating Violence Facts Worksheet
__Post Activities - Role Plays (respect, bulling, healthy and unhealthy relationships)
__Post Activities - Resolving Dating Conflicts
__Post Activities - Dating Bill of Rights - Pamphlets
__Teachers Questionnaire
__School Staff Evaluation
__Student's Evaluation

15. a) Avez-vous utilisé des matériaux du programme «What's Love Got to do With it?»?

___ Oui  ___ Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 16.

___ "What's Love Got to do With it" Presenters Package
___ "What's Love Got to do With it" Manual
___ "What's Love Got to do With it" Video
___ Red Cross Website
16. a) Avez-vous utilisé des matériaux du programme «Not Just Puppy Love»?

____ Oui  ____ Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 17.

____ Workbook
____ Applying your Knowledge - Relationship Violence: Do you know the facts?
____ Applying your Knowledge - Comparisons Between Date Sexual Assaults and…
____ Applying your Knowledge - Pressured Sex Behaviors
____ Applying your Knowledge - Power
____ Applying your Knowledge - Case Studies
____ "Not Just Puppy Love" Tool kit
____ Red Cross Website

17. a) Avez-vous utilisé des matériaux du programme «Making a Difference»?

____ Oui  ____ Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 18.

____ "Making a Difference" Student Manual
____ "Making a Difference" Resource Book for Teachers/Guidance Counselors

18. a) Avez-vous utilisé des matériaux du programme «Centre de prevention de la violence familiale de Kent»?

____ Oui  ____ Non

b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 19.

Partie A :
____ Présentation (Tous)

Partie B :
____ Jeux de rôles

Partie C :
____ Selon vous…définition de la violence,
____ qu’est-ce que la violence dans les fréquentations,
____ quelques faits à propos de la violence dans les fréquentations
Partie D :
 ______ La violence peut s’exprimer de différentes façons-Formes de violence physique, psychologique, sexuelle et verbale

Partie E :
 _____ Cycle de la violence…
 _____ comment s’en sortir…
 _____ ressource,
 _____ la violence c’est criminel assaut, délits sexuels) - La violence dans les fréquentations est-elle illégale ? –

Partie F :
 _____ Jeux de rôles :Conflit ou chicane, Prévention de la violence dans les fréquentations–

Partie G :
 _____ L’amour c’est …(activité avec les jeunes qui leur démontrent qu’est-ce qu’une relation saine) -

19. a) Avez-vous utilisé des matériaux du Centre pour les victimes d'agression sexuelle de Fredericton?
 _____ Oui    _____ Non

   b) Si oui, veuillez indiquer les matériaux que vous avez utilisés. Si non, veuillez passer à la question 20.

 _____ The train-the-trainer CD for delivering self-protection and assertiveness workshops to Women and Girls

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<thead>
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<th>Ice Breaker and Closing Activities</th>
<th>Promoting Equality in Relationships</th>
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<tbody>
<tr>
<td>_____ Group Resume</td>
<td>_____ Boundary basics</td>
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<td>_____ Assertiveness Ice Breaker</td>
<td>_____ List of Intimate activities</td>
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<td>_____ Dramatic differences</td>
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<td>_____ Intuitive Reactions</td>
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<td>_____ Creating closure</td>
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<td>_____ Scratching backs</td>
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<td>_____ Self-esteem: a quiz</td>
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<td>_____ Setting relationship boundaries</td>
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<td>_____ The personals</td>
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<td>_____ Assertive communication - handout</td>
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<td>_____ Pornography 101 handout</td>
<td>_____ Setting relationship boundaries - handout</td>
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<td>A relationship quiz - handout</td>
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<td>Alcohol and sexual violence - handout</td>
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<td>Consent - handout</td>
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Sexual assault resources list - handout
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Sexual assertiveness strategies - handout
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Sexual harassment strategies - handout
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The lines, the responses - handout
Three types of relationships- handout
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Stop verbal coercion - handout

Tips for parents with teens
When your teen begins to date
Why teens don’t tell their parents about the violence
Dating violence can be prevented
Watching TV
What to remember when helping
How can you help

20. Veuillez décrire d'autres matériaux ou ressources qui ne figurent pas sur la liste ci-dessus.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Veuillez joindre une copie des matériaux indiqués sous les question 20.
Appendix M

Information Letters for Parents

Dear Parents,
As faculty members in the University of New Brunswick's Psychology Department, we are involved in a variety of research projects related to the health and well-being of youth in New Brunswick. Presently, we are involved with a research project related to dating violence. Dating violence is a problem that can have a serious negative impact on victims’ well-being. As you may know, students at many of the schools in New Brunswick are provided with dating violence prevention programs in an attempt to decrease, or ideally prevent, this form of abuse. We have been asked to assess the effectiveness of the dating violence prevention programs that are presently offered throughout New Brunswick. By determining which elements of these programs are having an impact on youth, and which elements are not, we will be able to guide schools and private agencies towards the creation of more effective dating violence prevention programs. The development of effective dating violence prevention programs in New Brunswick has the potential to increase the well-being of both female and male adolescents.

As part of this project, we are asking students at your child's school to complete a questionnaire booklet that asks about their knowledge, attitudes and behaviors related to dating relationships and dating violence. Students will be asked to complete the booklet on ____________. They will then be asked to complete this questionnaire two more times throughout the next three months.

Students who participate in the study may refuse to answer any item in the questionnaire and they may withdraw at any time. When the project is completed, students who have participated will receive an information sheet that describes the study in more detail. All information collected during the study will be confidential and the background information we ask for cannot be used to identify individual participants. Completed questionnaires will be stored in a locked research room and will be identified only by a code number. This project is NOT related to students' marks. If a student chooses not to participate they will be asked to complete other school work, or to read quietly during the time that students are completing the questionnaire.

You are welcome to email or call us (Sandra Byers - 458-7697, byers@unb.ca; Ann Cameron - 457-0855, cameron@unb.ca) or to email Andrea Miller(7j1v@unb.ca), the research assistant involved with this project, for more information. If you have concerns about this study, you can also email the Chair of the Ethics Committee at the University of New Brunswick (Daniel Voyer - voyer@unb.ca).

Your son/daughter will be asked to complete a consent form before participating in the project. We are not asking that you sign a consent form. However, if you do not wish your child to participate, please complete the following section and return it to the school. Again, this project is not related to your son's/daughter's school grades and they may freely choose not to participate.

Sincerely,
Dr. Sandra Byers & Dr. Ann Cameron

Please do not include my child _______________ in the Dating Violence (name of child)

project that is being facilitated by Dr. Sandra Byers and Dr. Ann Cameron of the University of New Brunswick.

________________________
Signature of Parent/Guardian
Lettre d’information à l’intention des parents

Monsieur, Madame,
À titre de membres de la faculté de psychologie à l’Université du Nouveau-Brunswick, nous participons à divers projets de recherches liés à la santé et au bien-être de la jeunesse du Nouveau-Brunswick.

Actuellement, nous participons à un projet de recherches sur la violence dans les fréquentations. La violence dans les fréquentations constitue un problème qui peut avoir des effets néfastes sur le bien-être des victimes. Comme vous le savez peut-être, les élèves dans de nombreuses écoles au Nouveau-Brunswick participent aux programmes visant à réduire ou à éliminer la violence dans les fréquentations. On nous a demandé d’évaluer l’efficacité des programmes visant à éliminer la violence dans les fréquentations qui sont offerts à l’heure actuelle dans l’ensemble du Nouveau-Brunswick. Une meilleure connaissance de la façon dont les divers éléments de tels programmes touchent les jeunes nous permettra de donner des conseils aux écoles et aux organismes privés quant à la création de programmes plus efficaces. L’élaboration de programmes plus efficaces visant à éliminer la violence dans les fréquentations au Nouveau-Brunswick aura un effet positif sur le mieux-être de nos adolescentes et adolescents.

Dans le cadre du projet, nous demandons aux élèves de l’école de votre enfant de remplir un questionnaire qui pose des questions sur leurs connaissances, leurs attitudes et leurs comportements liés aux fréquentations et à la violence dans les fréquentations. Les élèves seront invités à remplir le questionnaire le _______________. Ils seront invités aussi à remplir le questionnaire deux fois de plus au cours des trois prochains mois.

Les élèves qui participent au projet peuvent refuser de répondre aux questions qui figurent sur le questionnaire et ils peuvent se retirer n’importe quand. Après avoir répondu aux questions, les participants recevront une liste d’information qui fournit de plus amples renseignements sur le projet. Tous les renseignements recueillis dans le cadre de l’étude sont confidentiels et les renseignements personnels que nous demandons ne peuvent être utilisés pour découvrir l’identité des participants. Les questionnaires remplis seront gardés dans un laboratoire de recherches fermé à clé et ne seront identifiés que par un chiffre. Le projet n’a AUCUN lien avec les notes scolaires. Les élèves qui décident de ne pas participer à l’étude seront invités à faire d’autres devoirs scolaires ou de lire en silence à leur pupitre pendant que les autres élèves remplissent le questionnaire.

Si vous voulez de plus amples renseignements, nous vous invitons à nous envoyer un courriel ou à nous téléphoner (Sandra Byers - 458-7697, byers@unb.ca ; Ann Cameron - 457-0855, cameron@unb.ca) ou à envoyer un courriel à Andrea Miller, l’assistante de recherche du projet, à l’adresse suivante : t7j1v@unb.ca.

Votre enfant sera invité à remplir un formulaire de consentement avant de participer au projet. Nous ne vous demandons pas de remplir un tel formulaire. Toutefois, si vous ne voulez pas que votre enfant participe à l’étude, veuillez remplir la section suivante et l’envoyer à l’école. Nous répétons que le projet n’est pas lié aux notes scolaires de votre enfant, et que les enfants peuvent choisir de ne pas y participer.

Veuillez agréer, Monsieur, Madame, l’expression de nos sentiments les plus sincères.

Mme Sandra Byers et Mme Ann Cameron

Je vous demande de ne pas faire participer mon enfant à l’étude sur la violence dans les fréquentations entreprise par Mme Sandra Byers et Mme Ann Cameron de l’Université du Nouveau-Brunswick.

Signature du parent ou du tuteur
Appendix N

Statement of Informed Consent

This study of dating violence is being conducted by Dr. Sandra Byers and Dr. Ann Cameron, psychology professors at the University of New Brunswick. As a participant, you will be asked to complete a questionnaire. It will ask about your knowledge, opinions, and experiences regarding positive and negative aspects (e.g., conflict) of dating relationships. You do not have to be in a dating relationship to participate. Some questions may be of a personal and/or sensitive nature. However, this study is confidential (only the researchers will see your answers) and anonymous (you will not write your name on the questionnaire). It is not possible to match students to individual questionnaires. Your questionnaires will be stored in a locked research lab to ensure their confidentiality for up to eight years, at which point all questionnaires will be destroyed.

While it is important to us that you answer all of the questions, you may decide, for reasons of your own, that you do not wish to respond to some of the questions. If you decide not to answer a particular question please circle the number so we will know that you chose to leave it blank. We would also like to remind you that even if you agree to participate in the study, you are also free to discontinue your participation at any time. This study is not related to your school grades. Choosing not to participate will not affect your grades in any way.

It is expected that this study will take 60 minutes. After completing the study, all participants will be provided with a list of information and resources in the event that they wish to discuss any feelings that arise related to the study. If you have any questions or concerns about this study, please contact the researchers, Dr. Sandra Byers (byers@unb.ca/ 458-7697) or Dr. Ann Cameron (cameron@unb.ca). You can also contact the Chairperson of the Ethics Review Committee, Daniel Voyer (voyer@unb.ca).

I, ________________________________ have read the above description and volunteer to participate in this study. I understand that I can decide to discontinue my participation or to not provide any personal information at any time.

____________________________ _____________________
Signature Date
Déclaration de consentement éclairé

Cette étude sur la violence dans les fréquentations a été entreprise par Mme Sandra Byers et Mme Ann Cameron, professeures de psychologie à l’Université du Nouveau-Brunswick. Vous êtes invité à remplir un questionnaire pour participer à l’étude. Le questionnaire pose des questions sur vos connaissances, vos opinions et les expériences que vous avez vécues en ce qui concerne les aspects positifs et négatifs (par exemple, le conflit) des fréquentations. Il n’est pas nécessaire que vous soyez dans une relation pour participer à l’étude. Certaines questions peuvent être de nature personnelle ou délicate. Toutefois, le questionnaire est confidentiel (seules les chercheuses verront vos réponses) et anonyme (votre nom ne figurera pas sur le questionnaire). Il n’est pas possible d’identifier l’élève qui a rempli un questionnaire. Les questionnaires seront gardés dans un laboratoire de recherches fermé à clé pendant une période d’au plus huit années pour assurer la confidentialité, et ils seront tous détruits à la fin de cette période.

Bien qu’il soit important pour nous d’obtenir vos réponses à toutes les questions, vous pouvez décider, pour une raison ou une autre, que vous ne voulez pas répondre à certaines des questions. Si vous décidez de ne pas répondre à une question, veuillez encercler le chiffre afin que nous sachions que vous avez décidé de ne pas répondre. Nous voulons vous rappeler également que, même si vous voulez participer à l’étude, vous pouvez décider n’importe quand de ne plus y participer. L’étude n’est pas liée à vos notes scolaires. Si vous décidez de ne pas y participer, cela n’aura aucun effet sur vos notes.

Il faudra environ une heure pour répondre aux questions. Après avoir rempli les formulaires, les participants et participantes recevront une liste d’informations et de ressources au cas où ils voudraient discuter des sentiments liés à la participation à l’étude. Si vous avez des questions ou des préoccupations au sujet de l’étude, veuillez communiquer avec les chercheuses, Mme Sandra Byers (byers@unb.ca / 458-7697) ou Mme Ann Cameron (cameron@unb.ca). Vous pouvez également communiquer avec le président du comité d’éthique M. Daniel Voyer (voyer@unb.ca).

Je soussigné(e), ____________________ déclare que j’ai lu la description ci-dessus et que je participe volontairement à cette étude. Je comprends que je peux décider n’importe quand de ne plus y participer ou de ne pas fournir des détails personnels.

__________________________     ____________________
Signature        Date
Appendix O

Written Definitions

Some of the following questions include words or phrases that you may not be familiar with. Below are a few definitions that may help you.

**Stereotypes**: Some people think that guys have to act in a certain way because they are guys and that girls have to act in a certain way because they are girls. These beliefs about gender are called stereotypes.

**Same Sex Partner**: This phrase is used when two guys are dating each other or when two girls are dating each other. For example, when a guy is talking about his boyfriend he may call that person his 'Same Sex Partner'.

**Media**: This term refers to movies, television, newspapers, the internet, videogames etc. When we ask about media we are asking about all of these different types of communication.
Définitions écrites

Certaines des questions qui suivent contiennent des mots ou des expressions avec lesquels vous n’êtes peut-être pas familier(ère). Voici quelques définitions qui pourront vous être utiles.

**Stéréotypes**- Certaines personnes pensent que les garçons doivent se comporter d’une certaine manière parce qu’ils sont des garçons et que les filles doivent se comporter d’une certaine manière parce qu’elles sont des filles. Ces opinions à propos des sexes sont appelées des stéréotypes.

**Partenaire de même sexe**- Cette expression est utilisée lorsque deux garçons se fréquentent ou lorsque deux filles se fréquentent. Par exemple, lorsqu’un garçon parle de son petit ami, il peut parler de son «partenaire de même sexe ».

**Médias**- Ce terme désigne les films, la télévision, les journaux, Internet, les jeux vidéo, etc. Lorsque nous posons une question qui mentionne les médias, nous voulons parler de tous ces moyens de communication.
Appendix P
Youth Debriefing Forms

Youth Debriefing Form: First and Second Administration

Thank-you for participating in this study! Your input will help us work towards preventing dating violence among adolescents across New Brunswick. This is because the results of this study will be used to evaluate the effectiveness of dating violence prevention programs and to improve them.

We encourage you ask questions of your teachers, guidance counselors, or another trusted adult, about dating violence. It is important to know as much as you can about dating violence and healthy relationships. If you don't feel comfortable talking to a trusted adult about dating violence, below are a list of agencies who know a lot about this topic. If you want more information, or need to get help for yourself or someone you know, we encourage you to call one of these agencies.

CHIMO Telephone Help-Line- 1-800-667-5005  
Kids Help Phone - 1-800-668-6868  
Fredericton Mental Health Clinic- 506-453-2132  
Saint John Community Mental Health Services – 506-658-3737  
Moncton Community Mental Health Services – 506- 856-2444  
Sexual Assault Crisis Centre- 506-454-0437 (call collect)

You can also contact the researchers. Dr. Sandra Byers can be reached at byers@unb.ca, Dr. Ann Cameron can be reached at cameron@unb.ca, and Andrea Miller can be reached at t7j1v@unb.ca. The Chairperson of the Ethics Review Committee, Daniel Voyer (voyer@unb.ca), can also be contacted if you have concerns about the study.
Thank-you for participating in this study. The questionnaires you were given asks about relationships and about dating violence. Dating violence can involve physical violence such as pushing or hitting. It can involve sexual violence such as making someone do something sexually against their will. Dating violence can also involve emotional violence such as name-calling and controlling behaviour. Both male and female youth can be victims of dating violence and can experience a number of negative effects on their well-being.

Your input will help us work towards preventing dating violence among adolescents across New Brunswick. This is because the results of this study will be used to evaluate the effectiveness of dating violence prevention programs and to improve them.

You may have found that there were questions in this survey that you found difficult to understand. This lets you know that there is more information about dating violence that you need to learn. We encourage you ask questions of your teachers, guidance counselors, or another trusted adult. It is important to know as much as you can about dating violence and healthy relationships. It is also very important that the adults at your school know what you need to learn more about.

If you don't feel comfortable talking to a trusted adult about dating violence, below are a list of agencies who know a lot about this topic. If you want more information, or need to get help for yourself or someone you know, we encourage you to call one of these agencies.

(Insert community specific resources)

CHIMO Telephone Help-Line, 1-800-667-5005
Kids Help Phone - 1-800-668-6868
Fredericton Mental Health Clinic, 506-453-2132
Saint John Community Mental Health Services - 658-3737
Sexual Assault Crisis Centre, 506-454-0437 (call collect)

You can also contact the researchers. Dr. Sandra Byers can be reached at byers@unb.ca, Dr. Ann Cameron can be reached at cameron@unb.ca, and Andrea Miller can be reached at t7j1v@unb.ca. The Chairperson of the Ethics Review Committee, Daniel Voyer (voyer@unb.ca), can also be contacted if you have concerns about the study.
Formulaires de compte rendu auprès des jeunes - première et deuxième distributions

Nous te remercions de ta contribution à cette étude! Ton apport nous aidera dans nos efforts pour prévenir la violence parmi les adolescents et adolescentes dans l’ensemble du Nouveau-Brunswick. Les conclusions de cette étude serviront à évaluer l’efficacité des programmes visant à prévenir la violence dans les fréquentations et à améliorer ces programmes.

Nous t’invitons à poser des questions sur la violence dans les fréquentations à tes enseignantes et enseignants, à tes conseillères ou conseillers scolaires ou à un autre adulte en qui tu as confiance. Il est important de savoir le plus possible sur la violence dans les fréquentations ainsi que sur les relations saines. Si tu ne te sens pas à l’aise de parler aux adultes que tu connais au sujet de la violence dans les fréquentations, sur la liste suivante figurent les noms des agences où tu peux trouver des personnes qui en savent long sur le sujet. Si tu veux obtenir de plus amples renseignements, ou si tu as besoin d’aide pour toi-même ou pour une personne que tu connais, nous t’invitons à communiquer avec l’un de ces agences :

(Insérer les services communautaires de la ville)  
Service téléphonique de CHIMO : 1-800-667-5005  
Jeunesse J’écoute : 1-800-668-6868  
Clinique de santé mentale de Fredericton : (506) 453-2132  
Centre de santé mentale communautaire de Saint Jean : (506) 658-3737  
Centre d’aide aux victimes d’agression sexuelle : (506) 454-0437 (appels à frais virés)

Tu peux également communiquer avec les chercheuses : Mme Sandra Byers, à l’adresse suivante : byers@unb.ca ; Mme Ann Cameron, à l’adresse suivante : cameron@unb.ca ; ou Andrea Miller, à l’adresse suivante : t7j1v@unb.ca. Si tu as des préoccupations au sujet de l’étude, tu peux communiquer aussi avec le président du comité d’examen en matière d’éthique, M. Daniel Voyer, à l’adresse suivante : voyer@unb.ca.
Formulaires de compte rendu auprès des jeunes - troisième distribution

Nous te remercions de ta contribution à cette étude. Les questionnaires que tu as reçus posent des questions sur les relations et sur la violence dans les fréquentations. La violence dans les fréquentations peut être un acte physique tel qu’une poussée ou une gifte. La violence peut être sexuelle, par exemple dans le cas où une personne obligerait une autre à participer à un acte sexuel contre son gré. La violence dans les fréquentations peut aussi être émotionnelle, et peut comprendre des injures et des comportements visant le contrôle. Les filles et les garçons peuvent être tous les deux victimes de la violence dans les fréquentations et peuvent subir de nombreux effets négatifs sur leur bien-être.

Ton apport nous aidera dans nos efforts pour prévenir la violence parmi les adolescents et adolescentes dans l’ensemble du Nouveau-Brunswick. Les conclusions de cette étude serviront à évaluer l’efficacité des programmes visant à prévenir la violence dans les fréquentations et à améliorer ces programmes.

Tu as peut-être eu de la difficulté à comprendre certaines questions dans le questionnaire. Cela signifie qu’il y a d’autres renseignements sur la violence dans les fréquentations que tu devrais apprendre. Nous t’invitons à poser des questions à tes enseignantes et enseignants, à tes conseillères ou conseillers scolaires ou à un autre adulte en qui tu as confiance. Il est important de savoir le plus possible au sujet de la violence dans les fréquentations et des relations saines. Il est également très important que les adultes à ton école soient conscients des domaines dans lesquels tu as besoin d’éclaircissements.

Si tu ne te sens pas à l’aise de parler aux adultes que tu connais au sujet de la violence dans les fréquentations, sur la liste suivante figurent les noms des agences où tu peux trouver des personnes qui en savent long sur le sujet. Si tu veux obtenir de plus amples renseignements, ou si tu as besoin d’aide pour toi-même ou pour une personne que tu connais, nous t’invitons à communiquer avec l’un de ces agences :

(Insérer les services communautaires de la ville)
Service téléphonique de CHIMO : 1-800-667-5005
Jeunesse J’écoute : 1-800-668-6868
Clinique de santé mentale de Fredericton : (506) 453-2132
Centre de santé mentale communautaire de Saint Jean : (506) 658-3737
Centre d’aide aux victimes d’agression sexuelle : (506) 454-0437 (appels à frais virés)

Tu peux également communiquer avec les chercheuses : Mlle Sandra Byers, à l’adresse suivante : byers@unb.ca ; Mme Ann Cameron, à l’adresse suivante : cameron@unb.ca ; ou Andrea Miller, à l’adresse suivante : t7j1v@unb.ca. Si tu as des questions à poser sur l’étude, tu peux communiquer aussi avec le président du comité d’examen en matière d’éthique, M. Daniel Voyer, à l’adresse suivante : voyer@unb.ca.
Appendix Q

Evaluation of New Brunswick Curricula with Respect to Outcomes Related to the Fundamental Goals and Objectives

Personal Development and Career Planning, General Curriculum Outcomes

Grades K – 2

<p>| | |</p>
<table>
<thead>
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</table>
| K1 | • Identify the characteristics of a good friend and ways of making new friends. (p14)  
    |   • Identify hazardous behaviours in the home, school, and community. (p16) |
| K2 |   |
| K3 |   |
| K4 |   |
| K5 |   |
| K6 |   |
| A1 |   |
| A2 |   |
| A3 | • Describe personal likes and dislikes, describe positive characteristics about self, identify basic feelings, identify unique characteristics of others, demonstrate respect towards others. (p12) |
| A4 | • Describe choices they have and decisions they could make. (p14)  
    | • Demonstrate an ability to access help when in abusive or potentially abusive situations. (p16) |
| B1 | • Utilize effective listening skills, communicate personal feelings and thoughts appropriately.  
    | • Be able to describe conflict resolution skills, be able to describe basic anger management strategies, identify possible solutions to social problems they or their friends might have. (p14) |
| B2 | • Identify hazardous behaviours in the home, school, and community. (p16)  
    | • Describe appropriate solutions for hazardous situations in the home, school, and community. (p16) |

Grades 3-5

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<td>K1</td>
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<td>K2</td>
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<tr>
<td>K3</td>
<td>• Identify bullying behaviours. (p36)</td>
</tr>
<tr>
<td>K4</td>
<td></td>
</tr>
<tr>
<td>K5</td>
<td>• Identify the role of the bystander/peer in bullying. (p36)</td>
</tr>
<tr>
<td>K6</td>
<td>• Explain how people influence our lifestyle choices- e.g. friends, media, stereotyping. (p54)</td>
</tr>
<tr>
<td>A1</td>
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<td>A2</td>
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</table>
### Grades 6-8

| K1 | Identify bullying behaviours. (p92)  
|    | Distinguish between effective and non-effective relationships. Describe the negative aspects of cliques. Illustrate the various ways one interacts with peers and adults. Evaluate current social relationships and judge their effectiveness. (p98)  
| K2 |  
| K3 | Identify bullying behaviours. (p92)  
| K4 | Recognize how bullying impacts the self-esteem of bully and victim. (p92)  
|    | Identify the forms bullying takes in ethnic and gender-related relationships. (p96)  
|    | Identify how bullying and control can become issues in groups, and discuss how to counteract/overcome these problems. (p98)  
| K5 | Describe the role of a peer/bystander in bullying situations.  
|    | Evaluate school and community resources that support mental well-being. (p94)  
| K6 |  
| A1 |  
| A2 |  
| A3 | Demonstrate how high levels of self-esteem affect all areas of social growth and development.  
|    | Compare their characteristics and abilities with those of others, and accept the
differences they see in themselves and others. (p92)
- Compare and contrast the consequences of positive and negative behaviour. Develop personal criteria for making informed moral and ethical decisions. (p94)
- Respect other people, though they may be different. Demonstrate positive interactions with both genders. Recognize that all people, regardless of individual differences, have rights and responsibilities. (p96)
- Analyse the skills needed to make and keep friends while maintaining personal values.
- Describe positive ways of practising self-discipline. (p98)

<table>
<thead>
<tr>
<th>A4</th>
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<tr>
<td>Practise effective communication techniques, demonstrate positive attending skills, recognize roadblocks to communication. (p92)</td>
</tr>
<tr>
<td>Apply conflict-resolution skills, demonstrate effective ways of communicating feelings and thoughts, identify how bullying and control can become issues in groups, and discuss how to counteract/overcome these problems. (p98)</td>
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<th>B2</th>
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<tr>
<td>Practise the decision-making process. Distinguish between healthy and unhealthy lifestyle choices that impact one's physical, intellectual, and emotional well-being. (p94)</td>
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### Grades 9-10

| K1 |
| K2 |
| K3 |
| K4 |
| K5 |
| K6 |
| A1 |
| A2 |
| A3 |
| A4 |
| B1 |
| B2 |

- Demonstrate knowledge of the influence of a positive self-concept. Demonstrate knowledge of the importance of individual growth for oneself and others. (p120).
- Demonstrate responsible choices concerning home, school, and community.
- Demonstrate effective problem-solving and decision-making skills for personal and educational purposes. (p126)
- Communicate and interact positively with others. (p120)
### Health Education Curriculum, New Brunswick

#### Grade K

<table>
<thead>
<tr>
<th>K1</th>
<th>• Describe various touches and relate them to personal feelings. (p12)</th>
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<td>K2</td>
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<td>A3</td>
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<tr>
<td>A4</td>
<td>• Understand that they have the right to say &quot;no&quot; to inappropriate touches. (p12)</td>
</tr>
<tr>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>• Identify potentially harmful places and activities.</td>
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<tr>
<td></td>
<td>• Describe various touches and relate them to personal feelings. (p12)</td>
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#### Grade 1

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<tr>
<th>K1</th>
<th>• Describe various touches and relate them to personal feelings. (p12)</th>
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<td>K2</td>
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<td></td>
</tr>
<tr>
<td>A3</td>
<td>• Identify types of touches, particularly those which are positive. (p24)</td>
</tr>
<tr>
<td>A4</td>
<td>• Understand that they have the right to say &quot;no&quot; to inappropriate touches. (p12)</td>
</tr>
<tr>
<td></td>
<td>• Identify types of touches, particularly those which are positive. (p24)</td>
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<tr>
<td>B1</td>
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<tr>
<td>B2</td>
<td>• Identify potentially harmful places and activities.</td>
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<tr>
<td></td>
<td>• Describe various touches and relate them to personal feelings. (p12)</td>
</tr>
<tr>
<td></td>
<td>• Identify types of touches, particularly those which are positive. (p24)</td>
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### Grade 2

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| **K1** | • Describe various touches and relate them to personal feelings. (p12)  
• Students will be able to explain that health is more than physical well-being (ex: friends, etc). (p35)  
• Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |
| **K2** |   |
| **K3** |   |
| **K4** |   |
| **K5** | • Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38)  
• Identify community resources that offer help to children. (p38) |
| **K6** |   |
| **A1** | • Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |
| **A2** |   |
| **A3** | • Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |
| **A4** | • Understand that they have the right to say "no" to inappropriate touches. (p12)  
• Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |
| **B1** | • Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |
| **B2** | • Identify potentially harmful places and activities.  
• Describe various touches and relate them to personal feelings. (p12)  
• Understand and practise personal safety skills (distinguish between good and bad touches, develop confidence to "Say NO, Go and Tell", etc.) (p38) |

### Grade 3

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<td><strong>K1</strong></td>
<td>• Describe various touches and relate them to personal feelings. (p12)</td>
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<td><strong>K2</strong></td>
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<tr>
<td><strong>K3</strong></td>
<td>• Define &quot;abuse&quot; using age appropriate language. (p52)</td>
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<td><strong>K4</strong></td>
<td>• Define &quot;abuse&quot; using age appropriate language. (p52)</td>
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<td><strong>K5</strong></td>
<td>• Define &quot;abuse&quot; using age appropriate language. p52</td>
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<td><strong>A4</strong></td>
<td>• Understand that they have the right to say &quot;no&quot; to inappropriate touches. (p12)</td>
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<td><strong>B1</strong></td>
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| **B2** | • Identify potentially harmful places and activities.  
• Describe various touches and relate them to personal feelings. (p12)  
• Recognize techniques used to lure children. p52 |
### Grade 4

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| **A3** | - Understand that personal behaviours and choices may affect safety of self and/or others. (p64)  
- Recognize body changes and respect individual physical and cultural differences. (p68) |
| **A4** | - Understand that they have the right to say "no" to inappropriate touches. (p12) |
| **B1** |   |
| **B2** | - Identify potentially harmful places and activities.  
- Describe various touches and relate them to personal feelings. (p12)  
- Recognize and identify lures used by offenders. (p64) |

### Grade 5

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| **K1** | - Describe various touches and relate them to personal feelings. (p12)  
- Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
| **K2** |   |
| **K3** |   |
| **K4** |   |
| **K5** |   |
| **K6** |   |
| **A1** | - Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
| **A2** |   |
| **A3** | - Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
| **A4** | - Understand that they have the right to say "no" to inappropriate touches. (p12)  
- Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
| **B1** | - Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
| **B2** | - Identify potentially harmful places and activities.  
- Describe various touches and relate them to personal feelings. (p12)  
- Describe healthy decision making with regard to drug use and sexual activity/relationships (refusal skills; misuse of drugs). (p84) |
## Health Education Curriculum, New Brunswick

### Grades 6-8

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<td><strong>K1</strong></td>
<td>• Students will be able to identify how belonging to a group can influence one's health in a positive and/or negative way. (p12)</td>
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<td>• Recognize and evaluate different kinds of relationships. (p78)</td>
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<td>• Understand the choices and realize both the long and short-term consequences and responsibilities that exist with becoming sexually active. (p104)</td>
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<tr>
<td><strong>K2</strong></td>
<td>• Recognize and evaluate different kinds of relationships. (p78)</td>
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<td><strong>K3</strong></td>
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<tr>
<td><strong>K4</strong></td>
<td>• Recognize and evaluate different kinds of relationships. (p78)</td>
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<td><strong>K5</strong></td>
<td>• Define the role of community members (including self) in promoting safety and injury prevention (ex: identify risky behaviors; encourage personal responsibility; develop community support; consider accessibility of facilities (for those with exceptionalities). (p16)</td>
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<td>• Recognize and evaluate different kinds of relationships. (p78)</td>
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<td><strong>K6</strong></td>
<td>• Understand the role of the media in establishing feelings and attitudes about dating and becoming sexually active. (p104)</td>
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<td><strong>A3</strong></td>
<td>• Identify, describe and practice refusal skills in order to take personal responsibility (for their actions).</td>
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<td>• Practice positive decision-making as it related to self and others.</td>
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<td>• Identify and value themselves as positive role models. (p9)</td>
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<td>• Describe the domains of wellness and identify strategies for promoting their own wellness. (p20)</td>
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<td>• Identify strategies for promoting their own wellness. (p24)</td>
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<td>• Understand that sexuality integrates many aspects of each of our lives (ex: males and females each have talents and strengths which make them healthier, etc). (p74)</td>
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<td>• Understand the choices and realize both the long and short-term consequences and responsibilities that exist with becoming sexually active. (p104)</td>
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<td><strong>A4</strong></td>
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<tr>
<td><strong>B1</strong></td>
<td>• Identify, describe and practice refusal skills in order to take personal responsibility (for their actions). (p9)</td>
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<td>• Recognize and evaluate different kinds of relationships. (p78)</td>
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|**B2** | • Identify and describe the negative effects of alcohol and drugs. Understand what
an addiction is and how it can make a person keep doing something unhealthy or destructive. (p9)

- Identify the relationship between high-risk behaviours and resulting consequences. (p18)
- Recognize and evaluate different kinds of relationships. (p78)
- Define what is meant by addictive behaviour and discuss why some individuals are more prone to addictions. (p165)
Évaluation des programmes au Nouveau-Brunswick

Nouveau Brunswick, Programmes d’Etudes: Formation Personelle et Sociale

**M - 2e année**

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- Esquisser le portrait de ses forces (p.31)
- Reconnaître l'importance des relations d'amitié. (p.31)
- Constater que, dans une relation, chacun réagit aux comportements de l'autre. (p.31)
- Expliquer comment l'expression d'un sentiment communique un message. (p.32)
- Reconnaître la nécessité des règles et des interdits pour le "mieux-être" et le "mieux-vivre" en société. (p.35)
- Reconnaître une marque d'affecton d'une marque d'exploitation sexuelle. (p.40)

**B1**

- Constater que, dans une relation, chacun réagit aux comportements de l'autre. (p.31)
- Expliquer comment l'expression d'un sentiment communique un message. (p.32)
- Explorer une démarche de résolution de conflit. (p.32)

**B2**

- Reconnaître une marque d'affecton d'une marque d'exploitation sexuelle. (p.40)

**3e, 4e, et 5e année**

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- Elaborer des stratégies de prévention et d'intervention face à l'exploitation sexuelle. (p.40)
- Reconnaître que les rôles assumés par les femmes et par les hommes sont divers et interchangeables. (p.40)
- Esquisser le portrait de des principaux sujets d'intérêt et de ses habiletés. (p.31)
- Identifier les critères personnels et les critères extérieurs qui influencent des
|       | relations interpersonnelles. (p. 31)  
|-------|-----------------------------------------------------------------------------------
|       | • Reconnaitre qu'il a des droits et des responsabilités en tant qu'individu et en tant que membre d'une collectivité. (p.34) |
| A4    | • Elaborer des stratégies de prévention et d'intervention face à l'exploitation sexuelle. (p.40) |
|       | • Expliquer comment les réactions emotives influencent son comportement. (p. 31)  
|       | • Reconnaitre ce qui est valable et ce qui est nuisible dans une situation de conflit. (p. 32)  
|       | • Expliquer une démarche de résolution de conflit. (p. 32)  
|       | • Elaborer des stratégies de prévention et d'intervention face à l'exploitation sexuelle. (p.40) |
| B1    | • Reconnaitre que la consommation de certaines substances a des conséquences sur sa santé. (p.38)  
|       | • Choisir des conduites sécuritaires en explicitant les conséquences de ses choix. (p.38)  
|       | • Elaborer des stratégies de prévention et d'intervention face à l'exploitation sexuelle. (p.40) |
| B2    | • Identifier les différentes formes de violence sexuelle et les stratégies qui permettent de les prévenir. (p.38) |

**10e année**

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<td>• Identifier les différentes formes de violence sexuelle et les stratégies qui permettent de les prévenir. (p.38)</td>
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| A3    | • Reconnaitre l'importance du concept de soi (p.37.)  
|       | • Expliquer le concept de l'identité sexuelle. (p.38) |
| A4    | • Identifier les différentes formes de violence sexuelle et les stratégies qui permettent de les prévenir. (p.38) |
| B1    |       |
| B2    | • Identifier les différentes formes de violence sexuelle et les stratégies qui permettent de les prévenir. (p.38)  
|       | • Expliquer la responsabilité continue associée à la santé sexuelle. (p.38) |
Nouveau Brunswick, Programmes d’Etudes: Formation Personelle et Sociale

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| A3 | • Identifier differentes sources de stress et des moyens de les gerer (p.39)
     • Reconnaître le concept de l'identite sexuelle (p.39)
     • Appliquer la prise de decision dans le domaine sexuel et acquérir les competences necessaires a la communication (p.40)
     • Réfléchir sur les consequences possibles que peut avoir su la vie le fait d'etre actif sexuellement. (p. 40) |
| A4 |  |
| B1 |  |
| B2 |  |