

## Executive Summary

KIDPOWER TEENPOWER and FULLPOWER safety workshops are designed to teach people of all ages and abilities how to protect themselves from violence. The central focus is to create a safe learning environment while ensuring high quality service. All workshops emphasize techniques that can stop an attack without violence.

The goal of the workshops is to give each participant the opportunity for successful practice of each idea presented, with the aim of making the ideas so familiar to the students that they are able to recall and use them if a real life situation presents itself.

The KIDPOWER TEENPOWER FULLPOWER Trust (short KIDPOWER) received a grant from The Todd Foundation to pilot and evaluate outcomes of one-hour sessions with 8 to 12 year old children in classes of low decile schools throughout New Zealand. The primary purpose of this evaluation is to assess whether and to what extent the students and teachers understood, retained and utilised effectively the skills learned both immediately and three months after the training. To conduct the evaluation, KIDPOWER engaged the services of EAS (Evaluation and Auditing Services Ltd).

The study is based on the data collected from 845 Children and 32 teachers. This summary highlights and discusses four (4) key research findings of the EAS report. For detailed analysis of each aspect of the programme, please refer to the full 39-page report.

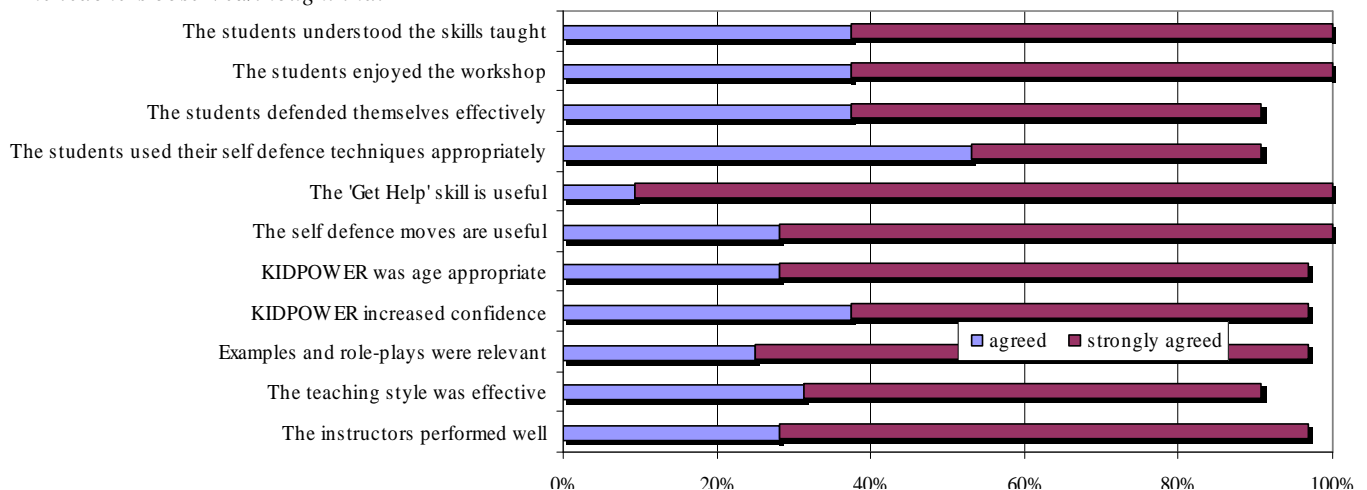
- A KIDPOWER is successful in increasing students' confidence and reducing their anxiety
- B Three months following the training, teachers agree that the training has helped the students deal with personal safety issues
- C Immediately *and* three months after the training, children retained KIDPOWER skills at a high rate
- D Three months after the training, children reported that they felt safer as a result of the KIDPOWER training.

### A KIDPOWER is successful in increasing students' confidence and safety

All teachers observed that the workshops succeeded in giving students useful skills in a positive, enjoyable way and most believed that this increased their students' confidence and reduced their anxiety. They judged the workshops to be effective in teaching the students to get help safely, to protect themselves from name calling, to defend themselves effectively and to know when to use their self defence techniques appropriately.

The teachers also had lots of positive comments to make about KIDPOWER. Of the 22 suggestions to improve the programme, the most popular (5) was to make the session longer. They thought the most beneficial things about the programme were the moves, saying no and the "rubbish bin" (for verbal aggression) which is very similar to what the students thought too.

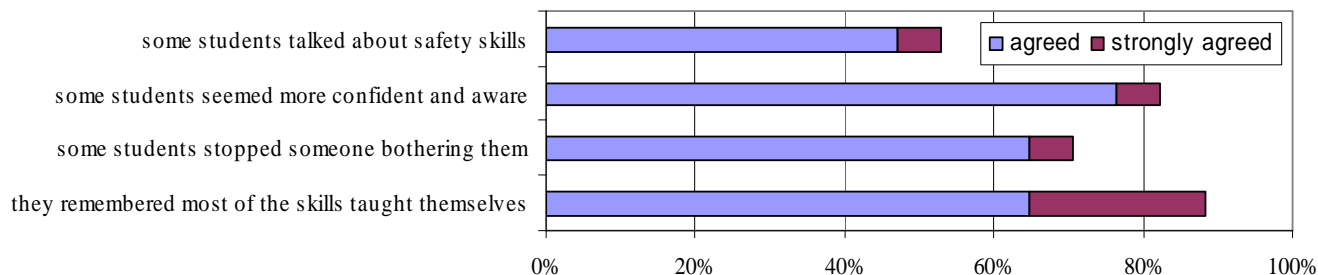
*The teachers observed/thought that*



**B Three months following the training, teachers agree that the training has helped the students deal with personal safety issues**

Teachers saw changes in their students after the training they received. They see the children every day and are in a good position to observe the students, their behaviour and their skills.

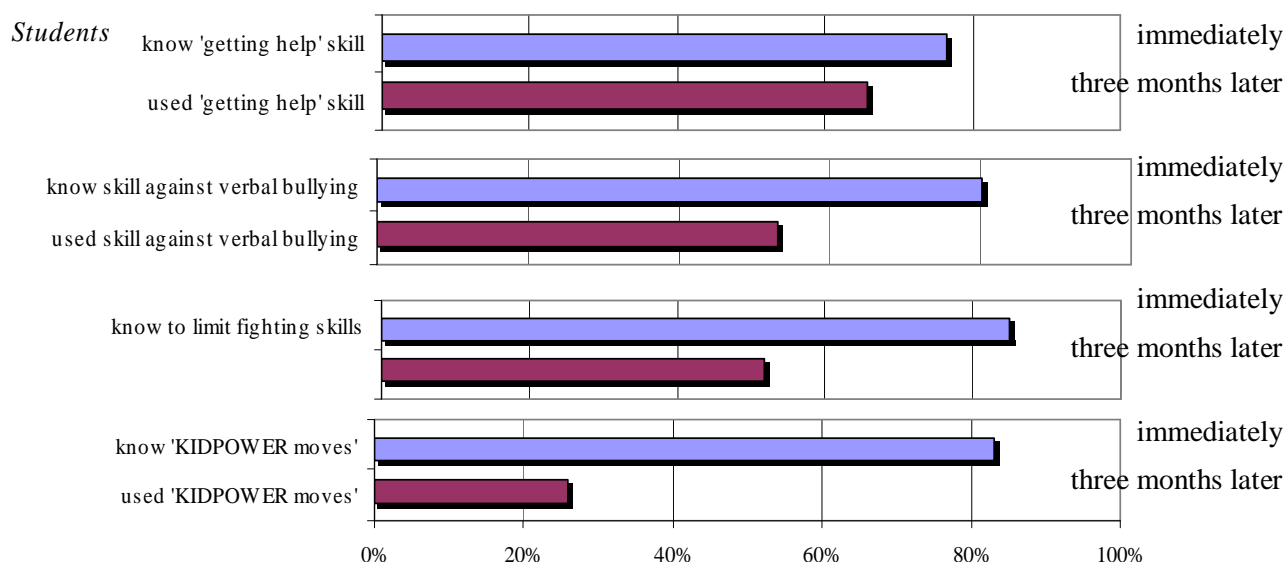
*Teachers agreed three months after the session that*



**C Both, immediately and three (3) months after the training, children retained KIDPOWER skills at a high rate**

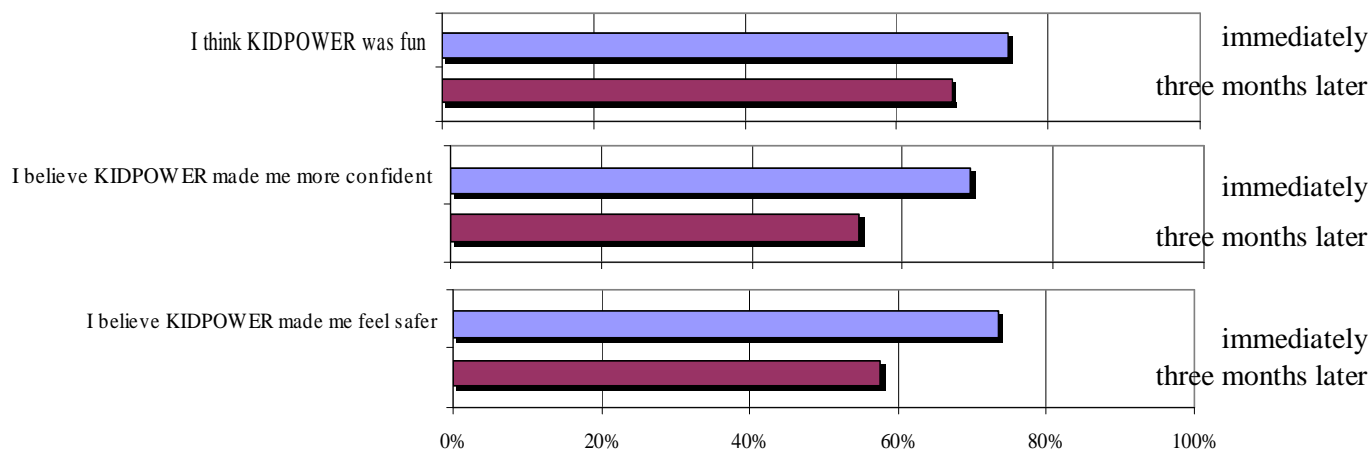
The students’ evaluations immediately after the session (first bar) and three months after the session (second bar) show that the students retain and use the skills learned in even just one hour at a very high level.

Of particular interest is, that – even though the students learned some fighting skills and said that they are the most helpful for them – only 25.9% used any of the physical skills which consist in some self defence and break-away techniques. Combined with the high rates of children using the non-physical skills this indicates that the physical moves are important and helpful in that they give children more confidence, while at the same time decreasing the likelihood of the children having to resort to physical defence.



**D Three (3) months following the training, children reported that they felt safer as a result of the KIDPOWER training.**

Even three months after the session students thought that KIDPOWER made them more confident, feel safer and that it was fun.



**Conclusions**

These are incredibly significant findings, given that one of the prime objectives of KIDPOWER is to increase the overall safety of young people.

The above and other outcomes outlined in the full report demonstrate that KIDPOWER’s blend of teaching approaches and methodology are effective in providing children and teachers with tools to help them better deal with personal safety issues.

Skill practice underlies the development of a crucial belief among children in their own abilities. As research confirms, the opportunity to apply concepts and turn them into skills through role-play is at the heart of **empowering children**. [Kraizer, S., 1996, The Safe Child Book.]

Most importantly, the findings corroborate that KIDPOWER instils crucial life skills that are retained and effectively utilised by children at a very high rate three (3) months after receiving the training, greatly reducing their likelihood of victimisation later in life.

The study results demonstrate that the KIDPOWER TEENPOWER FULLPOWER Trust has the capacity to implement effective programmes, reach intended populations, and achieve intended outcomes.