

**AN EVALUATION OF
THE SCHOOL BASED VIOLENCE PREVENTION PROGRAM**

**“SOLVING THE JIGSAW: CHANGING THE CULTURE OF
VIOLENCE”**

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TABLE OF CONTENTS

Purpose of Project 3

Introduction 4

- What Is Solving The Jigsaw? 4
- What Are The Aims Of The Program? 4
- How Does The Program Work? 5
- What Activities Are Included In The Program? 6

Literature Review 7

- What Is Bullying? 7
- The School Environment 8
- Programs 10
- What Constitutes A Bully? 11
- What Constitutes A Victim Of Bullying? 12
- Skills 14

Hypothesis 15

Goals and Objectives 16

Methodology 19

Participants 20

Presentation of Findings 24

- Presentation of Student Findings 24
- Presentation of Teacher Findings 32

Discussion 40

- Discussion of Student Findings 40
- Discussion of Teacher Findings 43

Outcomes & Recommendations 50

Conclusion 51

References 52

Appendices 56

- Appendix A 56
- Appendix B 62
- Appendix C 65
- Appendix D 66

Purpose of Project

The main purpose of this project is to see how effective the *Solving the Jigsaw: Changing the Culture of Violence* program is for children and young people, teachers, and the wider school community, across a number of primary and secondary schools in the Loddon Campaspe Region. This evaluation will reflect on the general view of the program. The significance and the value of the different facets of the program will be explored through teacher and student evaluation forms, to determine the following:

- § To distinguish how children and young people and teachers view the program
- § To establish if children and young people have changed or thought about any behaviours and / or ideas in a positive way
- § To discover clear and observable skills, behaviours and ideas children and young people obtained from the program
- § If a 'culture of well-being' has been built in the school community
- § If the topics covered were appropriate
- § To see how well students connect with adults, in particularly teachers and group leaders
- § How great an impact the program had on participants, teachers and the wider school community
- § If it meets the participants needs
- § To note the successes of the program
- § Improvements that could be made to enhance the program
- § If the expectations of participants and teachers were met
- § To observe any bonds that have been made through class mates

Introduction

What is Solving the Jigsaw?

Solving the Jigsaw is a school-based project that seeks to change the 'culture of violence' and build a 'culture of well being'. The project commenced in October 1997 and is auspiced by EASE, a domestic violence agency based in Bendigo.

The project forms long term partnerships with schools to integrate early intervention and prevention programs targeted at improving resilience, belonging and connectedness through group and individual work, professional development, facilitator training and school policy development.

Central to the project is an understanding of the connections between the 'culture of violence', the 'culture of bullying' and the 'culture of domestic violence'. In these three cultures, violence occurs when power and control over others is used to create an environment of tyranny and in settings such as the home and schools which the community expects to be safe. Its occurrence and prevalence is deeply challenging to our understanding of ourselves and others. (EASE, 2002, p4)

A 'culture of well-being' is founded on the belief that feeling lovable, valued and connected to self and others enhances self-esteem, well being and resilience. In this culture, young people have the opportunity to feel safe and secure, to reflect and consider, to listen and be heard, to feel and show compassion, to feel and show trust and respect, to feel lovable and gorgeous, to develop responsibility and optimism, to experience connection and support, to have their uniqueness valued and to have fun. (EASE, 2002, p4).

What are the aims of the program?

The aims of the *Solving the Jigsaw* program are grouped in relation to children and young people, their parents and schools:

Children and Young people –

- § To promote a culture, language and understanding that encourages discussion and constructive action on the issues of violence, bullying, abuse, depression and anxiety;
- § To develop skills in conflict resolution, assertive communication, decision making and anger management;

- § To promote increased self-knowledge, awareness, optimism and resilience;
- § To reduce the effects of trauma on children and young people who have lived or are living with family violence; and
- § To strengthen the relationships between students and school, and students and caregivers.

Parents –

- § To increase awareness of effects of family violence and bullying on children;
- § To strengthen the parent / child relationship;
- § To empower caregivers to be more effective parents; and
- § To develop a positive outlook and personal links between parents and school.

Schools –

- § To develop visible credible and valued programs that address the ‘culture of violence,’ and build a ‘culture of well-being;’
- § To model classroom strategies for teachers through co-facilitation of programs;
- § To develop curriculum based strategies in consultation with schools;
- § To strengthen the school environment;
- § To address identified needs of the schools; and
- § To link schools with external support agencies.

(EASE, 2001, p1)

How does the program work?

The *Solving the Jigsaw* program is currently offered to schools throughout the Loddon – Campaspe Region. The program’s primary target group are all students in years 5, 6 and 7, including children and young people who have been affected by family violence and children and young people who are at risk for other reasons. Some rural and remote schools include students as young as grade 3 in the program as they operate within multi-age classroom settings. *Solving the Jigsaw* also targets ‘at risk’ students in years 7 to 10 for smaller group programs that are developed to meet the identified and more specific needs of this group of young people.

In some incidences school clusters throughout the Loddon – Campaspe Region have been operating together to ensure that the *Solving the Jigsaw* program is available to all students from year 5 through to year 7. In the school cluster each student is part of a 60 week *Solving the Jigsaw* program over a total of 3 years. Most often each student participate

in a 20-week program in year 5, a 20-week program in year 6, and then completes a 20-week program in year 7. By structuring the program this way the program is a constant support to students and teachers through the transition years from primary to secondary school.

Solving the Jigsaw classroom and targeted groups run for 1 hour per week; the facilitator guides the children and young people through various set topics. Students own experiences, ideas and thoughts also assist the direction of each session. The class teacher is present for each session, which is preferred, as it allows the classroom teacher to be involved in the process and provides ongoing professional development. At the conclusion of each group session facilitators have half an hour to follow up any individual issues students may wish to discuss with the facilitator on their own.

As well as having classroom programs and targeted groups for 'at risk' students *Solving the Jigsaw* also provides linked parenting programs, for parents of the students who are participating in the program. Additionally, *Solving the Jigsaw* offers experiential workshops and professional development days for teachers. The program also offers a comprehensive 12-month facilitator training course for welfare workers and teachers that develops participants competencies in the program's 'ways of working, leading to their registration as a Solving the Jigsaw Facilitator.

What activities are included in the program?

Sessions of *Solving the Jigsaw* are based around promoting a 'culture of well-being.'

Sessions include such topics as:

Belonging	Making changes
Body stencil	Photo language
Catch-ups	Positive language
Loss and grief	Power in groups
Drug and alcohol	Role Models
Exploring anger	Strengths/ trust/ secrets
Exploring violence	Strong families
Feelings and animals	Support systems / secrets
Gorgeous	Values
Heading for high school	Well-being supermarket
Learning's and artwork	Word in the heart
Leaving resentments behind	

Literature Review

What Is Bullying?

Everyone who carries out research has a slightly different definition and description of what bullying is. However the most influential definition is that of Farrington (1993) an English criminologist, who identifies bullying as:

'Repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of people. It is not the same as conflict, violence or disagreement – although it may involve all these. With bullying there is always a power imbalance which makes the ill treatment of a victim possible' (Rigby, 1997, p28).

It is useful to distinguish between the different types of bullying behaviour, as bullying can take many forms. Bullying is understood to include either direct behaviours, such as *'teasing taunting threatening hitting and stealing'* (Banks, 1997, p1), which begin with one or more students against a victim, or indirect behaviours where victims are socially isolated through intentional exclusion.

Although a distinction can be made between the different forms of bullying, Keith Sullivan author of the anti-bullying handbook believes that all types of bullying cause *'psychological damage, where an ongoing pattern of harassment and abuse is established'* (Sullivan, 2000, p11).

Differing views of bullying comes from Olweus (1993); who states that bullying is when victim/s are *'exposed, repeatedly and over time, to negative actions on the part of one or more other students'* (Olweus, 1993, p9). He goes on to explain negative action as an *'intentional inflict, or attempt to inflict, injury or discomfort upon another'* (Olweus, 1993, p9) –he accounts such behaviour as aggressive. Where Roland (1994) considers bullying as *'the long term and systematic use of violence, mental or physical, against an individual who is unable to defend himself in an actual situation'* (Besag, 1994, p3).

Despite some differences in their definitions of bullying, most researchers do agree that bullying includes three elements:- it must occur over a repeated period of time rather than being a single act; it must involve an imbalance of power, and it can be direct or indirect in nature.

The School Environment

'Students learn best in environments in which they feel safe. Bullying devalues isolates and frightens people so that they no longer believe in their ability to achieve. It has long term effects for those doing the bullying their targets and the onlookers. Every student has the right to expect that he or she will spend the day – both in and out of the classroom – free from bullying and intimidation ... it is the responsibility of the whole school community to maintain the right to feel safe and valued at school' (Rigby et al, 1994, p3).

Research has shown that bullying is predominantly linked to the school environment, where bullying commonly occurs. Recent international studies have indicated that school bullying is widespread, and is now accepted to be prevalent in all schools across the world. In Australia, Rigby (1996) suggests the four main places where bullying occurs are; the playground, the classroom, on the way home from school, and on the way to school (Rigby, 1996, 170). Similar findings have been found in other research studies conducted around the world. One major research study conducted by Losel and Bliesener (1999) in Germany found that 60.1% of bullying occurs in the playground, 17.3% on the way to and from school, 10.4% in the school corridors, and 9.2% in the classroom. The washrooms and toilets were another location for bullying (Sullivan, 2000, 19).

Longaretti believes that the majority of the bullying conducted at school takes the form of *'teasing threatening hitting punching or other physical aggression, belittling taking or destroying property, extortion, ganging-up, name-calling spreading rumours, excluding others from play, racial or sexual abuse and harassment'* (Longaretti, 2001, p39). Physical and more direct forms of bullying seem to increase through the lower primary years, peak in the higher primary, lower secondary years, and gradually decline during the high school years. However, while direct physical assault seems to decrease with age, research suggests that *'verbal abuse appears to remain constant'* (Banks, 2000, p1). Bullying in schools need to be addressed to ensure the safety of students, and the school community as a whole.

It is now well known that, on a weekly basis in Australian schools, peers bully at least one child in six (Rigby, 1997, p2). While another study has shown that approximately 15% of students are either bullied regularly or are instigators of bullying behaviour (Banks, 2000, p1). It has been found that school size, racial composition, and the schools setting are not distinguishing in predicting the occurrence of bullying.

The incidence of bullying, however, has been seen to reflect on what the school community actually does to decrease the problem. For anything to be done about bullying there needs to be a general recognition, among schools and staff members, of the widespread issue. Schools play the greatest role in reducing the incidence and effects of bullying, research has found that the frequency of bullying within a school greatly depends on the level of support given to students within the school (Slee et al, 1994, p6).

A safe school climate is harassment free and one in which bullying is discouraged and addressed. Griffiths (1996) stresses that schools have a great obligation to ensure that this is promoted in all schools, while suggesting that this is a vital way to attack the problem of bullying in schools (Griffiths, 1996, p5). Longaretti (1999) strongly agrees, believing that schools should aim to create an *'ethos in which bullying and violence are neither accepted or tolerated'* (Longaretti, 1999 p40) while needing to create appropriate ways to allow for such a message to be communicated each year. Given this situation, effective interventions must involve the entire school community rather than focus on the perpetrators and victims alone. Smith and Sharp (1994) emphasise the need to develop *'whole-school bullying policies, programs, implement curricular measures, improve the school ground environment, and empower students through conflict resolution, peer counselling and assertiveness training'* (Smith et al, 1994, p10).

Although bullying generally occurs mostly within the school environment, bullying and associated behaviours are also influenced by other factors. Research (Besag, 1994) has found that children are greatly influenced by their families, where children ground their beliefs and values. Therefore children from homes where there is little love or where violence occurs may have a range of different negative feelings and behaviours that they exhibit in a number of settings including the school environment (Besag, 1994, p60).

Programs

For a school environment to be transformed into a 'safe climate' there is evidence that school based intervention programs offer great assistance. Olweus believes that school-based intervention programs have been known to reduce bullying and other effective behaviour by 50% (Rigby, 2002, p2). Rigby, on the other hand, argues that anti-bullying programs have been more successful in reducing the numbers of children being victimised at school rather than reducing the numbers of children engaging in bullying behaviours (Rigby, 2002, p1). Both findings do, however, strongly justify school-based

programs as they state these programs can be effective in their promotion of a safe school environment and the well being of its students.

For school based bully programs to be effective a number of factors must be considered. Research has indicated that the most effective anti-violence interventions are those that begin in early school years, and continue through secondary school (Wylie, 2000, p7). It is important that intervention programs be formed as part of the ongoing school curriculum, and not discontinued before they have made their intended impact in developing students skills and thoughts.

In effective programs the whole school community needs to be actively involved in the pursuit of the program, and the issues involved. Research suggests that school-based programs are more likely to be effective when they are part of a broader whole of school management approach to addressing interpersonal violence and bullying (Rigby, 2002, p1). Support of all teachers and even parents is essential, as adults have the ability to change peer cultures. It is seen as important to have all adults within a school interacting with students and feeling connected to them, for such a program to work.

Another important factor to consider is the higher success rate of programs grounded in a cognitive-behavioural approach that aims to build a range of social competency skills (eg. Self-control, decision-making, thinking skills, conflict resolution) while also endeavouring to modify attitudes, ideas and behaviours (Longaretti, 2001, p41).

Furthermore, effective intervention programs need to include the whole class, not just the victim or the perpetrator (Banks, 2000, p2). Due to the different characteristics of both victim and bullies, it is necessary to point out the negative effects on both, as well as on the culture of the whole class and, in some instance, the whole school community. Whole classroom programs can provide children and young people with skills to combat a range of difficult situations whether they find themselves as a victim, a bully, an on looker or as a member of a whole school community with an identified bullying problem.

What Constitutes a Bully?

Children who bully know what they are doing is wrong, but they get satisfaction from invoking fear and holding power over someone who is more vulnerable. Stephenson and Smith (1989) identified three types of bullies:

1. **Confident bullies** - are physically stronger than people they bully, enjoy aggression, they are quite secure and self-assured, and are popular among their peers.
2. **Anxious bullies** - are not very academic, they find it hard to concentrate, while being less popular and less secure than that of the confident bullies.
3. **Bully/victim** - are bullies in some circumstances and are bullied in others, this type of bully is seen to be very unpopular (Sullivan, 1997, p22).

Despite the differences amongst the three types it is believed that all bullies have similar characteristics in the way they need and want authority and power over others. Many researchers have described bullies as *'aggressive, domineering having a positive view of violence, impulsive, and lacking empathy with their victims'* (Longaretti, 2001, p40). Studies indicate that bullies often come from families where physical discipline is used, where children are taught to use physical violence as a way of dealing with problems, and where parents take little responsibility, and show a small interest and love of children (Besag, 1994, p60). A research conducted by Rigby concluded that bullies more often than not come from *'dysfunctional families, in which there was relatively little sense of love, support or belonging'* (Olweus et al, 1999, p332).

In some cases bullies also challenge adults, becoming hostile towards authority and with a tendency to overtly break school rules. Research has indicated that bullies often appear to have high levels of confidence, with little evidence to say that they bully because they feel bad about themselves (Banks, 2000, p1), this greatly challenges Stephenson and Smith's research above, on the three types of bullies.

Engaging in bullying behaviour can have severe consequences for the children and young people now and in future years. Bullying has been identified by Olweus (1993) as one of the *'links in the chain from childhood to adulthood'* (Olweus, 1993, p59). Bullies are disadvantaged in many ways. Victimising peers in the school may be one of the early behaviours that encourage developmental patterns of long-term anti-social behaviour. High levels of engagement in peer bullying are associated with delinquent behaviours in Australian teenagers. Patterns of aggressive behaviour identified in the school years can also continue into adulthood where rates of criminality, marital violence, child abuse and sexual harassment increase. Eron (1987) states that bullies identified by age 8 are 6 times more likely to be convicted of a crime by age 23 and 5 times more likely than non bullies to end up with serious criminal record by age 30 (Sullivan, 2000, p25). The impact of

bullying in the school years can therefore extend beyond the bully and victim to the peer group, school, and community at large in the form of criminality and mental health problems.

What Constitutes A Victim Of Bullying?

Stephenson, Smith and Olwes (1989) have identified three types of victims:

1. *Passive victims* – are seen as not having self-esteem or self-confidence. They are physically weak, with little power and are unpopular. In many cases they do not ask for the bullying attacks, yet they do nothing to protect themselves from a bully.
2. *Provocative victims* - are physically stronger and more active than passive victims are. They are seen as lacking concentration, while causing anxiety and frustration to their victims, due to this they cause other children to turn against them. It has been suggested (Smith et al) that one in five victims are provocative
3. *Bully/victim* – are seen as causing aggression in others, while also prompting aggressive acts. Due to this it was found by Perry et al (1988) that many victims of bullying behaviours are often aggressive themselves, however they are bullied by children who are more stronger and have more power; while such victims also bully children weaker than themselves (Sullivan, 2000, p26).

According to Byrne (1999) all types of victims of bullying often feel guilt, shame, and a sense of failure because they cannot cope with the bullying. They are often '*worried, unhappy, and fearful, and significantly more neurotic than the norm.*' (Sullivan, 2000, p26). Smith (1999) believes that most bullied children are unpopular and detached from others. It is felt, that as they interact minimally with other children, their social skills are more likely to be less developed than those of their peers. This isolation also contributes to being a target. (Sullivan, 2000, p26)

Research indicated that those who have been bullied severely tend to suffer long-term consequences (Rigby, 1998, p13). The isolation and exclusion that often accompanies being a victim of bullying not only deny children company, friendship, and social interaction, but can also lead to feelings of helplessness, being inadequate and unattractive. Victims often have trouble developing strong relationships, and are inclined to lead less successful lives. Although they may be very capable, bullied children may appear to be incompetent and as a result suffer academically.

In Australia large-scale surveys of more than 38,000 students have shown that in the course of any one year as many as half the students attending school experience painful and unjustified aggression from students who are physically, psychologically or numerically more powerful than themselves (Rigby, 1998, p14). From this, one in six peers are bullied on a weekly basis (Rigby et al, 2001, p36). Due to this it was found that children are very resilient and appear to be unaffected by the experience. However it was found that the majority of the students became highly distressed and suffered a deterioration in mental health, for example, they tend to lose self-esteem, become severely depressed and are absent from school (Rigby et al, 2001, p36).

Rigby conducted another Australian study in 1994, which promotes the above findings. He found that frequently bullied students were more likely than others to suffer poor health. In a study of 700 English secondary school students, Sharp (1992) found that 43% of the respondents had been bullied in the past year, of this group 20% said that they would truant to avoid bullying, 29% that they found it hard to concentrate on their school work, 22% that after they had been bullied they felt physically sick, and 20% that they had sleeping difficulty (Sullivan, 2000, p27).

Australian and overseas research has shown that repeated bullying can cause psychological distress, severe depression, psychopathology and deteriorating physical health in victims (Olweus, 1995, p64). It has a great impact on children and young people's psychological, social and physical development.

Skills

Research shows that there will always be some forms of bullying in schools regardless of what programs or approaches are implemented. Consequently, we need to teach children and young people protective behaviours that may assist them to avoid or overcome bullying situations. Evelyn Field, a counselling psychologist believes that children need to learn appropriate and effective *'verbal and nonverbal communication skills, in order for them to express their ideas assertively, rather than aggressively or passively'* (Field, 2000, p14). Teachers are in the best position to have influence over children and their behaviours within the school environment, consequently they need teaching and learning strategies that promote positive attitudes and behaviour amongst their students. Teachers need to be able to encourage *'cooperation, collaboration and critical thinking and foster positive social interaction between students'* (Longaretti, 2001, p41). It is believed that the key for

teachers is to listen attentively to children and to their silences. It is believed by Field (2000) that the teacher's job is to be supportive of all children and develop strong rapport with them, so children will find it easier to discuss any issues they are having (Field, 2000, p15).

As with teachers, parents can also take a large role in reducing bullying through their encouraging and supporting their children. Good relationships and communication skills are needed for parents to be allowed into the child's problem. Field (2000) believes that parents need to show children that they also hold fears, frustration's, and doubts as children learn by example, especially when it come to their parents (Field, 2000, p15).

Hypothesis

If children and young people have the opportunity to share their thoughts, experiences and feelings with others in a safe, non-threatening and non judgemental environment;
and

if children and young people learn to develop skills in conflict resolution and assertive communication; and

if children and young people learn to develop awareness, optimism and resilience; and

if challenging topics can be discussed and beliefs or myths challenged

then there should be positive developments in the children and young people's relationship with peers, teachers and group facilitators and school.

then there will be a increase in the amount of children and young people and teachers who believe that the program is a good idea and helpful for themselves and their grade;
and

then children and young people's will increase their behaviours and ideas in a positive way;

then there should be a decrease in children and young people's bullying behaviours

then a culture of well-being should be viewed.

Goals and Objectives

GOAL 1: Students will develop skills in conflict resolution, assertive communication, decision-making and anger management

OBJECTIVE 1.1 – By the end of the project year, 80% of children and young people involved in *Solving the Jigsaw* will see a change in the way they handle problems in the future as measured by the questionnaires.

OBJECTIVE 1.2 – By the end of the project year, 75% of the teachers will comment on the skills children have learnt and demonstrated as measured by the teacher evaluation forms.

OBJECTIVE 1.3 - 75% or more of the children and young people involved in *Solving the Jigsaw* in June 2001 to June 2002 will see the program as beneficial to both themselves and their grade, as measured by the student evaluations.

GOAL 2: There will be an increase in the student's self-knowledge, awareness, optimism and resilience.

OBJECTIVE 2.1 – By the end of the project year, 75% of the children involved in *Solving the Jigsaw* will see a change in their ideas and behaviours in a positive way, as measured by the student evaluation forms.

OBJECTIVE 2.2 - 80% or more of the children and young people involved in *Solving the Jigsaw* in June 2001 to June 2002 will believe that the topics covered were helpful to themselves and their grade, as measured by the student evaluations.

GOAL 3: Relationships between schools, students and parents/caregivers will be strengthened.

OBJECTIVE 3.1 – By the end of the project year, 50% of the children involved in *Solving the Jigsaw* will feel that they can talk to an adult if a problem arises for them in the future.

OBJECTIVE 3.2 – By the end of the project year, 65% of the teachers will feel that *Solving the Jigsaw* has made an impact on the whole school community, as measured by the teachers evaluations.

GOAL 4: To promote a culture, language and understanding that encourages discussion and constructive action on the issues of violence, bullying, abuse, depression and anxiety.

OBJECTIVE 4.1 – By the end of the project year, 70% of teachers will note at least two observable changes or behaviours of students, as measured by the teacher evaluation forms.

OBJECTIVE 4.2 – By the end of the project year, 75% of students will note that they understand the issues of violence, bullying, abuse, depression and / or anxiety.

GOAL 5: Developing trust, group bonds and caring within the groups

OBJECTIVE 5.1 – By the end of the project year, 50% of the students will note that friendships have strengthened within their grade, as measured by the student evaluation forms.

OBJECTIVE 5.2 - 80% of the children and young people involved in *Solving the Jigsaw* will describe their group leaders in a positive way, as measured by the student questionnaires.

GOAL 6: To develop visible credible and valued programs that address the ‘culture of violence’ and build a ‘culture of well-being.’

OBJECTIVE 6.1 – The provision of a safe forum to challenge bullying behaviours will be the greatest impact of what the children and young people involved in *Solving the Jigsaw* gain from the program.

OBJECTIVE 6.2 - ‘Naming the problem’ will be the greatest tactic used if a problem arises for the children and young people involved in *Solving the Jigsaw*.

GOAL 7: To develop classroom strategies for teachers through co-facilitation of programs

OBJECTIVE 7.1 – By the end of the project year, 80% of the teachers will believe that *Solving the Jigsaw* has had a positive impact on them as teachers.

OBJECTIVE 7.2 – By the end of the project year, teachers will have attended 90% of the sessions.

OBJECTIVE 7.3 – By the end of the project year, teachers will note at least one success of the program, as measured by the teacher evaluation forms.

OBJECTIVE 7.4 - 90% of the teachers involved in *Solving the Jigsaw* will believe that the program meets the needs of the students.

Objective 7.5 – 80% of the teachers involved in *Solving the Jigsaw* will believe that their own expectations were met.

GOAL 8: To reduce the effects of trauma on children and young people who have lived or are living with family problems or issues.

Objective 8.1 – Many topics will be discussed raising a range of issues that will aid in addressing family problems, some of these will challenge common myths and stereotypes that exist among children and young people.

Objective 8.2 - Less than 40% of the children and young people involved in *Solving the Jigsaw* will not be comfortable with a particular topic.

Methodology

Student and teacher evaluation questionnaires were given out to 23 primary schools and 2 secondary schools, involved with *Solving the Jigsaw* during the June 2001 to June 2002 period. This provided the research with a sample size of 665 students from primary school, 210 students from high school, 8 primary teachers and 3 secondary school teachers. A total of 886 evaluation questionnaires informed the research. The June 2001 to June 2002 year provided the most updated consideration of the program at the time of this research paper.

The evaluation questionnaires included both open ended and closed questions, focussing on the value and process of the program to the student, teacher and whole class. The questionnaires looked at whether the program was meeting the needs of the student, what benefits individuals received from their participation in the program, and new ideas, beliefs and/or positive behaviours students and teachers developed from the program.

As well as using this method of evaluation observations of the program took place through weekly visits to 3 schools, for 14 weeks. This form of evaluation gave opportunity to see the program in action, it allows for the development of familiarity with the program, and a viewing of how it actually operates. This form of evaluation gave the researcher the chance to see the session activities, and to gain a sense of how the students and teachers perceived the program. The researcher also participated in the activities with the students which created opportunity to informally speak with students and teachers. Confidentiality throughout this process was adhered to.

Participants

Primary Participants:

Primary school A: 2001 semester 2
Grade 3 –6
17 students

Primary school B: 2001 semester 2
Grade 5 and 6
17 students

Primary school C: 2001 semester 2
Grade
40 students

Primary school D: 2001 semester 2
Grade 4 and 5
46 students

Primary school E: 2001 semester 2
Grade 3-6
15 students

Primary school F: 2001 semester 2
Grade 6
23 students

Primary school G: 2001 semester 2
Grade 5 and 6
24 students

Primary school H: 2001 semester 2
Grade 5 and 6
74 students

Primary school I: 2001 semester 2
Grade 5 and 6
44 students

Primary school J: 2002 semester 1
Grade 4-6
22 students

Primary school K: 2002 semester 1
Grade 4-6
64 students

Primary school L: 2001 semester 1
Grade 5 and 6
64 students

Primary school M: 2001 semester 2
Grade 5 and 6
15 students

Primary school N: 2001 semester 2
Grade 3-6
14 students

Primary school O: 2002 semester 2
Grade 5 and 6
26 students

Primary school P: 2001 semester 2
Grade 5 and 6
20 students

Primary school Q: 2001 semester 2
Grade 5 and 6
60 students

Primary school R: 2002 semester 1
Grade 4-6
39 students

Primary school S: 2001 semester 2
Grade
42 students

Secondary participants:

Secondary school A: 2001 semester 2
Year 7 and 8
19 students

Secondary school B: 2002 semester 1
Year 7
45 students

Secondary school C: 2002 semester 1
Year 7
165 students

Teacher participants:

Primary school 1: 2002 semester 1
Grade 4-6
2 teachers

Primary school 2: 2002 semester 1
Grade 5-6
2 teachers

Primary school 3: 2002 semester 1
Grade
4 teachers

Secondary schools:

Secondary school A: 2002 semester 1

Year 7

3 teachers

Presentation Of Findings (Students)

1. Students Perception Of The Program.

Students were asked 'was this program a good idea for your grade? Why or why not?'

A high majority of the students stated that this program was a good idea for their grade. Out of the possible 665 primary students responses 606 (91%) acknowledged that the program was a good idea for their grade. Out of the 19 secondary students, 12 (63%) also believed that it was a good idea. Responses around this question were similar for both primary and secondary students. Many of these focused on the program helping tackle the violence and bullying issues in and out of school, as a victim, as a perpetrator or in general. Many responses stated that it helped them talk about issues in their life. Whilst participating in the program, students said they developed trust and were able to safely share their feelings and express themselves. Numerous students also stated that many of the classmates became better friends and played with each other more. A great number of the grade six's felt that the program was a good idea as they were heading to secondary school, the program allowed them to prepare for this. Whilst many grade fives felt it appropriate for them in their new role as school leaders.

46 (7%) of the primary students believed that the program was not a good idea for their grade. 7 (37%) of the secondary students also expressed this. Some students who had participated in the program for a number of years felt they already knew everything covered by the program. Other students found it hard to express themselves and talk about their feelings in front of the class, while a small percentage found it boring. A great number of these students however, didn't give a reason for why they felt it wasn't good for their grade. The secondary students on the other hand had different responses; some felt that not many people listened or concentrated, some sessions really upset students and made them uncomfortable and it was also felt that violence was still present in certain lives.

Of the 665 students primary students, 13 (2%) were not sure if the program was a good idea for their grade. Many did not have a reason for this, while others felt that at times it was good, but other times it wasn't.

For this question, 684 primary and secondary students have been accounted for. 618 (90%) believed it was a good idea, 53 (8%) felt it wasn't, while 13 (2%) were not sure.

Another evaluation using the school focused youth service format showed that 171 (81%) of students felt yes it was a good idea for their grade. While 33 out of the possible 210 (16%) believed that it wasn't a good idea. 6 (3%) were not sure.

(Results are presented in appendices)

Students were asked '**did you think topics covered were helpful to your age group? Please comment.**'

Out of the possible 665 primary students 584 (88%) felt that the program offered topics that were helpful to their grade, many believed that they had learnt new skills that would help them decide what to do if they were caught in a difficult situation. Other respondents believed that it prepared them for high school, while grade five's believed it assisted them to handle being the oldest in the school, and the responsibility that goes with this. Others felt that the program made them more aware of certain issues, which included issues they had not yet had opportunity to discuss but were necessary and needed for their age group.

52 (8%) of the primary students believed that the program was not appropriate for their age group, some believed it should be targeted at older people, while others felt that younger people would relate to it more. Many of the students did not comment on why they felt topics were not helpful to their age group.

Out of the primary students 29 (4%) were not sure of the appropriateness of the topics. And a small proportion of students felt that some topics were helpful, while others weren't.

The high school level showed that 68% of the students believed the program was helpful to their age group. Respondents believed that it caused participants to stop bullying others, it was also mentioned that issues that were discussed in the program were experiences that their age group was going through, and that the program taught them how to deal with certain issues.

Of the secondary students 5 (26%) believed it wasn't helpful to their age group. This group stated that it was more appropriate for older students, while it was also believed that they didn't need help or wish to change their thoughts, ideas or behaviours, it was also noted that the program wasn't fun. However most respondents didn't give a comment as to why they believed the program wasn't helpful to their age group.

1 (6%) student was unsure about the helpfulness of the program.

The combined data of both secondary and primary students' responses show that 597 out of 684 students (88%) felt the program offered topics that were helpful to their grade. While 8% did not find them appropriate and 5% were not sure.

(Results are presented in appendices)

Students were asked **'in our discussions did you hear something different to what you had heard before. Please comment.'**

Out of the primary students 203 (31%) believed that they had heard something different in Jigsaw to what had been heard before. This included information about tolerance, drugs and alcohol, violence and bullying, and naming it. However many respondents did not specify what they had heard differently.

419 (63%) of the primary school participants believed that they had not heard anything different, while 43 (6%) were not sure of the answer. Very few specified why they responded the way they did.

Amongst the secondary school participants, 7(37%) believed they had heard something different. 12 (63%) felt that they did not hear anything different. However, most participants did not identify reasons for this. (Results are presented in appendices)

2. Uncomfortable Topics

Students were asked **'were there any topics covered that you weren't comfortable with? Please comment.'**

Some primary and secondary students did feel uncomfortable with some topics. This included 13% of students feeling uncomfortable talking about loss & grief, and a smaller

percentage feeling uncomfortable discussing 'being gorgeous' or talking about drugs and alcohol. The data shows that 203 (31%) of the primary students responses were uncomfortable with at least one of the topics, however many did not record in the evaluation which topics they felt uncomfortable with. 419 primary students (63%) did not feel uncomfortable with any of the topics discussed, whilst 43 primary students (6%) were unsure.

11 of the 19 secondary students (58%) felt uncomfortable with some topics, while 42% believed they were fine.

Due to these results there is a total of 31% of both primary and secondary students that were uncomfortable with certain topics, 62% didn't find the topics threatening at all, and 7% were unsure.

(Results are presented in appendices)

3. Students Skills, Behaviours And Ideas Learnt From The Program

Students were asked '**what did you get out of the program?**'

Many students replied that they gained new ways of dealing with their anger, many also found they developed a greater awareness of alcohol & other drugs and that they learnt a great deal about violence and loss and grief. Others stated that they had the ability to trust more, and became better friends with people in their class, as they all had the chance to participate and contribute, thus allowing them opportunity to know each other better and in a different light. Many felt they now had more confidence, and the ability to express their thoughts and ideas. Other participants felt they now how the skills to deal with bullies and different situations of every day life. While some felt that now they know what bullying is, they wouldn't bully or tease, and would think about the feelings of others more.

(Results are presented in appendices)

Students were asked '**did the program make you think about your ideas and behaviours? Please comment.**

Of the primary students 520 (78%) believed that the program did make them think about their ideas and behaviours. Whilst 11 (58%) of the secondary participants also agreed with this. Many believed that it made them think about bullying and violence, and how they used to use violence as a strategy to deal with conflict or other situations prior to their participation in *Jigsaw*.

105 (16%) primary participants believed they didn't change any ideas or behaviours, while 7 (37%) secondary participants felt the same way. Most of this was due to them not believing that their behaviours and ideas needed changing, many of these participants felt that they were not bullies.

40 (6%) of the primary participants and 1 (5%) of the secondary participants were not sure and did not identify any reason for this.

Regarding the school focused youth service evaluations 151 (72%) out of the possible 210 secondary students felt that the program made them think about their ideas. 46 (22%) felt that the program did not make them think about their ideas, while 13 (6%) were unsure of their answer.

(Results are presented in appendices)

Students were asked **'did you change any behaviours or ideas? Please comment.'**

Of the 665 primary students, 427 (64%) felt that they did change their behaviours and ideas. Regarding the secondary participants 5 (26%) believed that they had changed their ideas and behaviours. This giving a total of 432 (63%) out of 684 participants. This question greatly backs up the above question of what did they get out of the program. Many of the primary participants believed they changed their violent behaviours, by such ways like learning to express their anger in a non-violent way. Others participants felt that they thought and listened more to other people, and were able to be a better friend. Others believed that they were more confident and had gained a greater level of self-esteem.

Of the primary participants 207 (31%) felt that they had not changed their behaviours and ideas, a great reason for this was due to the idea that they felt they didn't need to change. 14 (74%) of the secondary participants believed that they did not change their

ideas or behaviours, a great response for this was due to the above reasons of the primary participants, however most of the secondary participants didn't identify reasons for this question.

As for the school focused youth service evaluations 122 (58%) felt that they could see a change in their behaviours and ideas. While 71 (34%) felt that they hadn't changed their ideas and behaviours. 17 (8%) out of the 210 were unsure.

(Results are presented in appendices)

The school focused youth service evaluation forms asked the students '**has the program helped you sort out any problems?**'

From this question it was found that 133 (63%) participants believed that the program did help them handle different problems and issues in their lives. However 68 (32%) believed that the program didn't change any of their problems, while 9 (5%) were not sure.

(Results are presented in appendices)

4. Skills They Would Use If A Problem Arises

Students were asked '**if a problem arises for you in the future, what will you do?**'

There was a great amount of different responses to this particular question, yet both primary and secondary participants responded to this question in very similar ways. The most popular responses were that students would talk to someone that they trust if a problem does arise for them in the future. 'Naming it' was the second biggest response, thirdly students believed they would go back and remember what they had learnt from *Jigsaw*, and use the different skills that they had learned from the program. Although these three were the biggest responses, many people also felt that they would confront the person, others felt they would solve it without violence, some believed they would ignore the person or problem, others thought they would think more before acting, there was also a small amount that were not sure what they would do. The rest of the responses were quite different, varied and unique.

(Results are presented in appendices)

As for the school focused youth service evaluations, students were asked **'if you had a problem in the future, do you know what you would do?'**

From this it was found that 168 (80%) of the 210 students would know what to do, 27 (13%) didn't know, while 15 (7%) were unsure.

(Results are presented in appendices)

5. Relationship Between Student And Group Leader.

Students were asked to **'circle words that describe your group leader.'**

There were thirteen words that students were able to circle which best describe the way the student feels towards the group facilitator, and the way the group facilitator presented themselves towards the group. These words included, boring, didn't listen, dull, easy to understand, encouraging, explained things, fun, grumpy, helpful, interesting, listened, made you think and understanding. Each school held differing opinions of their group leader, however totalled together, it can be seen that being *'helpful'* was the leading word, where 418 participants described their group leader as this. 405 participants of the program both primary and secondary believed their group leader was *'fun.'* *'Encouraging'* was the third most selected word, where 377 participants described their group leader as this. 374 participants saw their group leaders as *'easy to understand,'* while 367 believed their group leader to be *'understanding'* 363 participants believed that the group leaders *'made you think,'* and 358 believed them to be *'interesting'* 355 participants felt really *'listened'* to by their group leader, and 334 participants believed that their group leaders *'explained things'* properly. Numbers for the next 4 descriptive words of group leaders seem to drop dramatically, with 143 participants believing the group leaders to be *'boring'* 112 considering them to be *'grumpy,'* 95 participants sensing them as *'dull'* and 84 participants believing that the group leaders *'didn't listen.'*

(Results are presented in appendices)

Presentation Of Teacher Findings

1. Impact Of Program On The Children Participating

Teachers were asked **‘to what extent has *Jigsaw* impacted on the children participating?’**

Generally all the responses were quite positive, with a variety of different affirmative answers.

Many respondents felt that students now use different skills, terminologies and behaviours that they have learnt in *Solving the Jigsaw*, in classroom and personal situations. One teacher also believed that participants of *Jigsaw* would also use such skills in later life.

It was also felt that the program gave great opportunity for participants to discuss problems, which in turn from the findings have made participants become more aware of issues and feelings of themselves and others, more open towards each other, and more supportive of each other when problems have arisen in and out of the classroom. One teacher believed that much of the impact came from ‘catch-ups’ at the start of the session, where students have the chance to discuss their week and other issues with the whole class, and the individual follow-ups from the facilitator and the teacher.

(Results are presented in appendices)

2. Impact Of Program On The Classroom Teacher

Teachers were asked **‘how has *Jigsaw* impacted on you as the classroom teacher?’**

Most of the teachers felt that the program gave teachers the opportunity to get to see the children in a different light. They felt they developed greater insight to the children’s lives, and felt that they now had a good understanding of the children’s background and other aspects of their lives, that they do not normally see in the every day class room. One teacher believed that by having this basis of the children’s background gave an understanding of children’s different approaches to various situations. While another teacher believed that becoming aware of the children’s lives, gave opportunity for the teacher to modify classroom work to dispel some of their prejudices.

Commonly, the teachers felt that they got to know the children better, on a more personal level. Many of the teachers believed that they would use this to their advantage, as the program gave teachers common ground to discuss things with their students. It was also believed that as the program progressed, students were prepared to talk about personal issues to a greater extent. One teacher is eager to incorporate the catch-up sessions in the every day classroom, as it gives an opportunity to continue to engage with the students on a personal level.

(Results are presented in appendices)

3. Impact Of Program On The Whole School Community

Teachers were asked ‘to what extent has *Jigsaw* impacted on the whole school community?’

There were a variety of answers to this particular question. A few of the respondents were unsure of the answer to this, while others had different ways of looking at the question. One teacher believed that students involved in the program were putting into practice what they had learnt, which was evident in the playground and with other children who were not participants of the program. Another teacher felt that the program impacted on the parent’s beliefs, where most felt the program was important and worthwhile, and discussion of the program between parents and children often took place. Another teacher felt that the program had a great impact on the school community, due to some important discussions and disclosures that were made throughout the program.

The secondary school teachers interviewed all shared a common answer were they believed that the program has aided the year 7 community, but hasn’t gone beyond this, as they are the only year level actively participating in the program.

(Results are presented in appendices)

4. Children’s Needs

Teachers were asked ‘do you think *Jigsaw* meets the needs of your children?’

This question was a close-ended question, were teachers were asked to answer either 'yes' or 'no'. Out of the seven respondents interviewed seven answered 'yes,' the program does meet the needs of the children.

(Results are presented in appendices)

5. Observable Changes Of Behaviours Attributed To *Solving The Jigsaw*

Teachers were asked to '**list any observable changes in behaviours that you can attribute to *Jigsaw*.**'

Respondents noticed a great range of observable changes of behaviours. Many felt that the group who had participated in the program had transformed their relationships with each other. 2 out of 3 schools interviewed noticed that each student had formed closer bonds with others in the group, and had become more caring of one another. Due to this it was also noticed that students now think more about their behaviours and the effect it may have on others, and being understanding of this. One of the schools noticed that students were more open and comfortable with the teachers, and found that they talked more readily. The amount of issues disclosed were noticed at one school, where they also felt that there is now less aggression and more tolerance between the students.

(Results are presented in appendices)

6. Successes Of The Program

Teachers were asked '**what were the successes of the program?**'

There seems to be quite a variety of responses from the schools regarding this particular question. Most commonly teachers described the successes of the program as being related to children having the ability to understand and co-operate with others. Another common observation was the program gave groups the opportunity to become closer, gave them a chance to bond, and gave them the chance to become more aware of each other. It was also noted that due to this program teachers have developed a stronger rapport with their students. Due to such successes it has been noted that students are more willing to share their thoughts and emotions with each other, the teacher and the group facilitator. It seems they are able to discuss such issues as they feel they are in a safe environment with other students, teachers and group facilitators who show

encouragement to express feelings openly and who they trust. Discussions and honest responses from the students have shown that they are now able to extend their thinking and express their feelings with confidence.

Another great success of the program is the positive communication skills students have developed throughout their involvement in the program. Children have learnt to name bullying behaviours and the effects they have on them. They have developed their ability to deal with various situations without forms of bullying and/or violence, using improved and often new conflict resolution skills.

Another major success of the program was the range of subjects and issues tackled. Respondents stated that issues discussed were often difficult, but relevant to the students and their needs. This gives students the opportunity to discuss things that are normally hidden and not talked about in the every day classroom.

(Results are presented in appendices)

7. Rating The Program

Teachers were asked **'how would you rate the success of the program – very successful, successful, not successful.'**

One group of primary teachers were asked to rate the success of the program as either very successful, successful or not successful. The responses ranged from very successful to successful.

(Results are presented in appendices)

8. Improvements That Could Be Made

Teachers were asked **'what didn't work so well?'**

Two of the schools believed that students found it difficult to concentrate for the full hour, where some students became disruptive, finding it difficult to listen and talk without a great deal of movement. One teacher even believed that one hour is possibly too long.

The rest of the respondent's answers were quite mixed. One primary school stating that some parents sometimes feel locked out due to the confidentiality within the sessions regarding children's personal stories. Another school stated that one of the topics didn't really work well.

The secondary school respondents believed that it was quite difficult to change or modify pre-existing prejudices of the students, and although the students learnt a lot about bullying, it was believed by one teacher that it didn't necessarily change their culture. It was also felt by the secondary school that as most of the students had been exposed to the program in primary school, some of the students didn't think about certain issues at a higher secondary level, as they already knew the primary answer.

(Results are presented in appendices)

Due to this teachers were then asked '**how could *Jigsaw* be improved?**'

One school suggested the use of more role play situations and the use of video/multimedia to improve any disengagement of students, making them more active participants of the group. Another school suggested the themes stay the same but having additional activities, however this school didn't specify what types of activities would make an improvement.

The secondary college stated they were really happy with the program, however would have liked to see more activities targeted at self-esteem and valuing people's differences, as well as perhaps looking at students setting short term goals. It was also suggested that a defined line between primary and secondary issues be established. It was also suggested that to have a greater impact on students behaviours and ideas, the program needs to run more than once a week.

(Results are presented in appendices)

9. Time Period Of The Program

Teachers were asked '**could this program be run for a shorter period of time?**'

The majority of respondents believed that to build relationships, trust and to achieve value the time frame for the program is suitable, while one respondent stated that it should be longer.

Two respondents believed the program could run for a shorter period of time, one of these stated that the 20 week program is long enough, whilst the other stated that sometimes students struggle to remain focussed during the last few weeks.

(Results are presented in appendices)

10. Reasons For Having The Program

Teachers were asked ‘**what were the reasons for having *Jigsaw* in your school?**’

Schools responses to this questions had a number of commonalities. Most felt the program offered an opportunity to develop social skills and education, and techniques to help solve problems. It was generally believed that the program would assist with the development of the children both socially and personally.

Two of the schools felt that the program would develop and assist in creating a caring and co-operative school community, whilst also helping to strengthen links and bonds between all students, teachers and parents.

(Results are presented in appendices)

11. Expectations Of The Program

Teachers were asked ‘**were your expectations met?**’

Respondents all stated that their expectations were met regarding the program. It was noted that the range of topics and issues explored were relevant to the age group, that students responded well, and were able to openly discuss specific issues that affected themselves and others. One school noted that they were extremely happy with what the students and staff got out of the program, while another was impressed with the facilitator, and stated that they had no idea of what to really expect prior to the program beginning.

One school believed that the program compliments a student welfare program, providing another framework of understanding different personal concepts.

Another school felt that although their expectations of the program were met, some results were not yet obvious, but may become apparent in the future, or with another year of the program. While another school stated that their expectations were met despite some of the students not fully understanding the concept of the program.

(Results are presented in appendices)

12. Recommendations

Teachers were asked '**what recommendations would you make for the future *Jigsaw* programs?**'

All schools generally believed that the same program would be appropriate for the future, mentioning that they were happy with the program and how it is implemented. All schools revealed a desire to continue on with the program the following year. Two of the schools believe that more group work and activities would be appropriate for students who lack concentration and become disruptive, however wanting the same topics to still apply. It was felt from one school that the group number was perfect, and that any more would be inappropriate, not allowing the opportunity to build trust and rapport within the group.

Another school felt that facilitators from outside the school were an important part of the program, and had a great impact on the success. They believe outside facilitators can, often, make a greater impression on students as they are hearing the views of someone different to their day to day classroom teacher.

(Results are presented in appendices)

13. Further Comments

Teachers were asked if they had '**any further comments.**'

All schools gave their praises and thanks to the group facilitators and the program. One of the teachers commented on enjoying their own interaction with the students.

(Results are presented in appendices)

Discussion

Students

1. Students Perception Of The Program

From the findings it can be observed that the program was a good idea and helpful for the participants age group, which supports Objectives 1.3 and 2.2. Generally the two questions asked regarding the program being a good idea and helpful gave quite similar positive responses. The most popular responses for both primary and secondary participants was the increase in their confidence at being able to express feelings and discuss issues in a space where they can trust others and where they have established deeper friendships. This means that the program has been able to build a non-threatening environment, achieving Goal 5 of developing trust, group bonds and caring within the groups. Being able to discuss personal issues increased student confidence and self-esteem, and allowed them to see that they are not alone, and that there are people they can trust and talk to.

New skills were also learnt in tackling violence and bullying issues. These included skills of conflict resolution, assertiveness communication, decision-making and anger management, supporting Goal 1. Ken Rigby believes that for a program to reduce bullying in a school, it needs to address '*social skills training especially learning to be assertive and not aggressive, developing empathy and anger control.*' (Rigby, 2002, p1) Responses from the participants of *Solving the Jigsaw* gives great credence to Rigby's viewpoint.

A familiar response from primary participants illustrated the program's helpfulness with student's transition from primary to secondary school or in their move to the role of school leader within their primary school. *Solving the Jigsaw* increased their confidence in being able to tackle their new role within the school system, by not only making them aware of certain issues, but also allowing them to see different ways they can fit in. Thus primary students participating in the program have the advantage of knowing what to expect and look out for by the time they begin secondary school, becoming more aware of issues and having prior opportunities to develop the necessary skills to deal with them.

Secondary school participants felt that the program was worthwhile as they stated that the issues discussed were very relevant to their own ongoing life experiences.

The responses for why the program was not a good idea or helpful although a minority, greatly differed between primary and secondary participants. Some primary students felt that they had already learnt skills in previous years of the program, whilst some secondary participants felt that not a great deal was learnt as many participants didn't listen or concentrate.

2. Uncomfortable Topics

There were a number issues and topics that some participating primary and secondary students were not comfortable with. Across the program there were seventeen topics that lead to some discomfort for at least one participating student, the reasons for their uncomfortableness is likely to be vast and varied.

Many of the topics covered by the program are challenging to some of the participants. Talk of violence and sexual abuse, exploration of participants feelings and qualities, death and depression are all examples of issues that in some incidences can be uncomfortable for children and young people. However, although *Jigsaw* covers specific topics, conversation and issues discussed come from the participants, their own thoughts, feelings, ideas and understandings. Therefore, although some may feel uncomfortable with discussions, the experiences and thoughts are their own. For participants to feel comfortable, time and space is needed, allowing for a safe environment, as *Jigsaw* promotes, is a way of doing so.

Secondly, issues such as loss and grief, violence, drugs and alcohol and family can be challenging as it can bring up questions about their own life and own personal issues. For the majority of participants that felt uncomfortable with a topic, loss and grief was the greatest issue. This could be due to the 'taboo' often associated with loss and grief by mainstream Australian society; especially amongst children and young people, and that often people are taught not to express their feelings around this, to keep it hidden inside, and to just 'deal with it.' *Jigsaw*, however, encourages participants to let out their feelings, to cry if someone needs to, which culturally may be hard for children, especially boys, as society supports the message to not cry. Loss and grief often evokes sadness and pain, and like adults, children will also find this challenging. The uncomfortableness around loss and grief may also come from the sharing of personal experiences and the new experience of showing deep feelings, especially in a group situation. An interesting point

to consider is that despite loss and grief being identified as causing uncomfortableness many participants also indicated that this topic was very relevant to them.

A further thought on this issue is that society generally promotes keeping feelings inside or hidden, and because of this often the problems and issues children and young people face are greatly sidestepped and avoided by mainstream society. *Jigsaw* however does not elude issues that wish to be discussed by children and young people. Due to the safe environment that *Jigsaw* encourages no problem or issue is sidestepped or considered taboo, allowing the children and young people to safely raise any issue without fear of adult constraints.

Two of the objectives have been supported, regarding this particular topic of uncomfortable issues. Loss and grief was the greatest topic that children and young people were not comfortable with, while secondly more than 60% of the children and young people were comfortable with all the topics. This suggests that Goal 8 is being worked towards, that the effects of trauma on children and young people who have lived or are living with family problems or issues are being reduced.

3. Students Skills, Behaviours And / Or Ideas Learnt From The Program

Many participants of the program learnt how to name bullying and violent behaviours in a safe and assertive way. Other common identified skills that were developed by participants included ways of controlling anger and dealing with difficult situations, all which were looked at frequently throughout the program. This corresponds to both Objective 6.1 and 6.2, which aids in building a 'culture of well-being.' Thus students have been able to recognise the purpose of the program, and putting the important skills to use.

The program reinforces the idea of being able to talk openly and many participants have shown confidence in this skill through stating that the program has increased their ability to trust more. Participants have also stated that they can now clearly identify someone they would talk to if the need arose. Stronger bonds have also been made between classmates, with participants saying they would think more about others feelings. Consequently, a large number of the participants saw a change in their own ideas and behaviours, which as Goal 2 states should relate to an increase in the student's self-knowledge, awareness, optimism and resilience.

4. Relationship Between Student And Group Leader

For this program to be effective, group leaders need to build up a good rapport with the participants as well as the teachers. The findings indicate this is the case. Not only have participants described their group leaders in positive ways, their evaluations also highlighted what they have learnt and liked, which would also suggest a positive relationship between student and group leader.

A strong relationship outside the family and that of a teacher, is suggested as being a powerful factor between those *'young people from disadvantaged background who eventually succeed and those who do not'* (Besag, 1994, p107). Throughout the findings it can be seen that students have developed strong connections with their group leader. Perhaps this is due to the idea that the students explore with the group leader deep issues that are often not talked about anywhere else. The group leaders and the program itself offer students a chance to be open and discuss issues of their choice. Where group leaders are non-judgemental, offer a safe environment, and allow for all students to feel connected to someone. Group leaders seem to be a positive reinforcement for students, where they do not feel so detached from peers, teachers, school and society. This certainly reflects on Objective 5.2, where more than 80% of the students participating in the program described their group leader in a positive way.

Teachers

1. Impact Of Program On The Classroom Teacher

As there is a growing concern about violence and bullying in schools, teacher's actions, ideas and thoughts are an integral part in combating such issues. Overall participating teachers found the program helpful in understanding children and their needs, and would respond to this by applying, more often, *'Jigsaw'* skills that they learned in the classroom sessions. Contrary to this, research has indicated that few teachers are involved in discussing issues and conflicts with students, often perceiving and managing such issues in a negative way, where students are found to be *'largely neglected and suppressed.'* (Longaretti, 1999, p5) Often enough they are unaware of certain incidences or the extent of the problem, while a research by Rigby concluded that *'teachers have a personal fear of intervening and a wish to avoid the responsibility of taking personal action'* (Rigby, 1996, p106).

Considering this research, Jigsaw recommends that classroom teachers be present in each session. All classroom teacher participants acknowledged the importance of this and

have taken advantage of the opportunity. Teachers have the capacity to develop skills for themselves and with students, and be more aware of certain issues that are brought up in and out of the classroom. Most teachers in the program have recognised this and the power and significance they do hold with their students.

Many teachers had commented on their newfound strong relationships with students due to the program. A positive relationship between teacher and student has been suggested to increase a student's self-esteem and confidence, which are '*prerequisites to the development of a belief in one's ability to alter circumstances for better or worse*' (Besag, 1994, p107)

The program has led to a greater acknowledgment by students that they would talk to teachers if a problem arose, suggesting they also feel a new closeness and connection with their teachers. Over 80% of the teachers do believe that ***Solving the Jigsaw* has had a positive impact on them as teachers (Objective 7.1)**

2. Impact Of Program On The Whole School Community

Commonly teachers stated that the program had had a great impact on the whole school community. Whether this be in classroom or playground behaviour, or the relationships strengthened between student, teachers and parents. Equally as important is the idea that as the older students (in most cases grade 5 and 6) are participating in the program the lower year levels also benefit. Participants are looked up to, and in most cases have a position of power and leadership over the younger children and the program has developed in them skills in positive role modelling. Research by Judith McFadden (1986) emphasises the role that the school plays in reducing the incidence and effects of bullying. It is believed that the most effective and economical way a school can deal with problems is by developing a school system which, to as large an extent as possible, prevents it ever occurring. Not only by removing any opportunity, but also by offering children quality support, training and education which can, hopefully, attack the root causes of the bullying behaviours and other issues. (Besag, 1994, p100). Also as important is studies conducted by Olweus's who believes that for such a system to work it must be a community affair that involves everybody – teachers, students, staff, parents, the whole school. (Wylie, 2000, p7) With this in mind, research has shown that if a whole school approach is applied, reduction in bullying after two years has reported to be over 50% (Rigby 2002, p2).

This greatly compliments the method of the way *Jigsaw* works, and in the way participating schools are tackling bullying and violence issues. Everybody needs to be supportive of the program and the issues involved for it to work efficiently and effectively, and for it to have a great impact on the whole school community.

This may be the reason why most of the secondary school teachers suggested that the program has impacted on the year 7 community (participants), however it has not generally exceeded beyond this group. Differing from primary school, where they have most of the power and leadership skills over the younger grade levels, year 7 are now seen as the younger students and would not have a great impact or influence over the older students. They would however, in most cases, have an impact and influence over their peers in the same year level, which was supported through the evaluations. The evaluations also supported the goal that over 65% of the teachers will feel that the program has made an impact on the whole school community.

3. Observable Impact And Changes Of Behaviours Attributed To *Solving The Jigsaw*

Jigsaw has had a significant positive impact on the children participating. Lynette Longaretti believes that for students participating in these types of programs, effectiveness and changes will become clear once participants are taught practical positive strategies for responding to bullying and other conflicts. Her thoughts correspond to that of *Jigsaw*, where Longaretti assumes that a problem needs to be defined, while focussing on behaviour rather than personalities. She also stresses the importance of actively listening so that all parties feel they have been heard and understood. While also clearly communicating, by encouraging the use of 'I' statements and assertiveness. Longaretti then believes that 'seeking new options that lead to mutual gain and satisfaction, which requires the ability to brainstorm, recognise needs and cooperate.' (Longaretti, 1999, p3). Like Longaretti, *Solving the Jigsaw* believes that such techniques are crucial in showing participants how to manage difficult situations, giving participants the chance to explore their own and others feelings.

The teacher evaluations have greatly demonstrated that they believe many participants have changed their behaviours to include such skills. All teachers noted observable changes, which reflect on the effectiveness and reliability of the program, thus supporting Objective 4.1.

The positive changes noticed by teachers suggests that the program has impacted on the participants. New skills and behaviours have strengthened existing skills, allowing for stronger relationships to be built between classmates, creating a more supportive and open connection between each other.

As *Solving the Jigsaw* promotes resilience it is believed by Andrew Fuller that school based programs designed to assist this should emphasis '*citizenship, competence and confidence, contribution and connectedness and belonging*' (Fuller, 2001, p1). It has been proven through the teacher evaluations that not only do the participants have new skills to avoid conflict and associated issues, participants have been able to take on the concept of resilience. Students have been able to be more tolerant, more open to discussing issues of themselves and have allowed opportunity for the development of a stronger bond between classmates and teachers. Students themselves have even been able to identify that there are people out there who that can talk with if there is a problem that needs to be dealt with, which reflects Objective 3.2.

4. Successes Of The Program

The successes of the program relate to the observable changes of behaviour the teachers have seen amongst their students. This demonstrates the stability and efficiency of the program. The successes of the program highlighted by teachers relate significantly to the goals that have been presented in this research. Specifically, they have been constantly reflected on, throughout this discussion. Teachers have found that students have developed different skills and tactics, that they constantly now use (Goal 1). Students have dealt with a range of issues and topics that have enhanced their awareness, resilience and understanding (Goal 2 & 4). Those who have certain problems and issues in their lives have been seen to make positive steps or changes to reduce the effects. Whether this being able to discuss issues with someone, or being able to 'name it' (Goal 8). Strong bonds and relationships have been developed and strengthened between classmates, teachers, parents and the school community (Goal 3 & 5). The program has allowed for teachers to gain professional development, and has been a guide for them to be constantly practicing and promoting strategies used in the program (Goal 7). Due to students getting along better, being able to discuss issues and gaining a stronger relationship with teachers, the program is demoting a 'culture of violence' and establishing a 'culture of well-being,' in the school environment (Goal 6).

5. Improvements That Could Be Made

Although the majority of comments from the teachers talked about the successes of the program, a small part of the evaluation focussed on what didn't work well, thus what could be improved. As the participants are at the age of higher primary and lower secondary, many teachers felt that their concentration span was quite short. However *Jigsaw* attempts to engage in activities that involve all children and young people, activities included in the program try to bring about movement, fun and participation for all who take part, where activities such as posters, group work, individual work and brainstorming ideas are included. However, due to the sensitive nature of some of the topics covered further discussion will at times be promoted, as children and young people, through their idea, questions and behaviours require this. Therefore whilst considering some of the feedback from teachers about increasing movement and action for particular participants, *Jigsaw* also recognises the important need to cater for those participants that require deeper discussion of particular issues.

Due to one teacher believing that parents feel locked out of the program, all schools are offered parenting programs and a forum for parents to attend to find out more about the program. *Jigsaw* also allows for discussion of the program, and permits parents to ask questions or talk about problems they are having. It grants parents the opportunities to feel connected to the program and not feel locked out. Within the *Jigsaw* program itself, participants are ensured that what personal information that is shared in the room stays in the room, except their own stories. Students are encouraged to talk with their parents about what they have shared in *Jigsaw*, if they feel comfortable doing so. *Jigsaw* recognises that a high level of confidentiality between group members is a must for the program to work, and to gain trust from all participants.

Regarding secondary school participants, many of the students had experienced *Jigsaw* in the primary levels. Due to this, participants would have a good basis of understanding on what the program promotes. It would be hoped that such participants would have learnt new behaviours and ideas, and brought these with them into secondary school. The program for secondary students allows for consolidation and further advancements of what was learnt in the primary levels.

6. Time Period Of The Program

As the majority of the teacher participants agreed that the program should not run for a shorter period of time, it would be fair to assume that this signifies the value and importance of the program to the teachers, and the positive effects they believe it has on the students. It has been suggested by Anne Arundel County that the biggest mistake schools make is taking a '*potshot approach to a problem like bullying and never staying with a program long enough for it to become institutionalised and engrained in the culture of the school.*' (Wylie, 2000, p8)

As the program can run for up to 3 years for one student, relationships build over this time and students gain confidence in developing skills. It allows for schools to drop the program if they feel they need a break, and still have access to it, when needed. It is also believed that short-term programs could lead to students lapsing out of their changed behaviours, later leading to higher levels of delinquency and substance abuse and decrease school retention and achievement. (Fuller, 2000, p2)

7. Reasons For Having The Program

Throughout the teacher evaluations it is evident that schools and teachers recognise the prevalent issues that accompany and affect children. Having a program such as *Solving the Jigsaw* allows opportunity for students to become acquainted with skills and techniques to best help them work through problems.

Teachers also believed that such a program would strengthen the relationships between students, school and caregivers, and the school environment in general. Teachers and schools do have such great expectations of the program, suggesting that positive feedback from other schools in previous years, about *Solving the Jigsaw*, have been received.

8. Expectation Of The Program

All the teachers involved in the evaluation believed that the program had met their expectations, suggesting that the reasons for having the program corresponds and reflects on their expectations.

One teacher believed that some results were not clear regarding particular students, while another teacher believed that some students did not fully understand the concept of the

program. However, from the student evaluations, it would be reasonable to say that most participants did learn something from the program, and that most did change certain thoughts, behaviours and / or ideas, even if it was not yet obvious to the teachers.

9. Recommendations

Recommendations that were made to the program by the teachers greatly mirror what improvements could be made. Although teachers were more than happy with the topics, more action activities felt needed by some teachers, especially for students who lack concentration. However, as mentioned above, most sessions are accompanied by activities that include all participants to be actively involved. Where *Jigsaw* promotes a fun environment, to express themselves in not only discussion but also in other forms of language. Yet at times it is necessary for deeper discussions to occur, and out of respect for participants initiating this, the program will continue to promote the need to have times when movement is restricted.

10. Further Comments

The program seems to be a valuable part of the teacher and student school environment, promoting well being for all participants.

Through the findings it is evident that the hypothesis have been supported. Both teachers and students have stated that the program offers a chance to share thoughts and feelings, in environment where participants feel confident enough to do so.

Teachers and students have both highlighted the skills that have been taught and learnt, and this is further supported by the changes in participant's behaviours and ideas which have been observed by both teachers and students. Children now have the ability to deal appropriately with difficult situations and conflict.

Teachers and students also mentioned that although there were uncomfortable at times with some challenging topics, the program had a great impact on participants perception of knowledge and ideas, and it has made a difference to how they think and behave.

From this and through different statements made throughout the project and evaluation it can be stated that *Jigsaw* has lead to a positive increase in the children and young

people's relationship with their peers, teachers, group facilitators and the wider whole school community.

Where 90% of the students believe the program was and is a good idea and 87% of students believe topics were helpful.

Where 64% of students believed that they changed their behaviours and ideas in a positive way. Teachers believed this to be the case too.

Teachers and students also mentioned that bullying and other negative behaviours decreased, students forming closer relationships with each other support this.

The hypothesis states that if all these points were achieved the school, children and teachers would have the capacity to create a 'culture of well-being', this being the intent of the program.

Outcomes & Recommendations:

From the findings and discussion of this research the following outcomes and recommendations can be made:

1. The program should continue to run in primary and secondary school's as it is extremely beneficial across the middle years of schooling.
2. The topics and activities of the program covered are helpful to participants and should continue to be included in future programs.
3. Students should continue to have access to the program to learn skills, behaviours and gain new and positive ideas around conflict resolution and dealing with challenging behaviours.
4. Topics that have at times made children feel uncomfortable and are considered 'taboo' should be included as they challenge cultural myths and stereotypes and work to change the culture of violence.
5. That schools continue to have access to the program to strengthen relationships between students, teachers, and the whole school community.
6. The program's activities do have an impact on the ideas and behaviours of the children and young people participating in the program.
7. The program does positively impact on classroom teachers participating in the program.
8. The program does impact on the whole school community of participating schools.
9. Positive observable changes should be noticed of students and the whole school community, if the program is a part of the school curriculum.
10. The program should be an integrative part of all students' education, as it provides students with positive and real ways of dealing with bullying behaviours.
11. Parents should be included in aspects of the program in an attempt to increase the beneficial outcomes of the program.
12. Transition programs should be included from primary to secondary school, and a clear distinction between the levels needs to be made.
13. The program should include in its group work movement so participants do not lose concentration and focus.
14. Activities that involve deep discussion should continue as they increase connection.
15. Further evaluation forms should be assigned to parents in an attempt to understand how they perceive the program and the impact they believe it has on their children.
16. A new evaluation form for students should be designed to continue to improve on and inform the program.

Conclusion:

In conclusion, *Solving the Jigsaw* offers programs for all students in years 5, 6 and 7 at participating schools, while also providing secondary levels with targeted groups for 'at risk' students in years 7 to 10 at participating secondary schools. A range of participants and their teachers have completed evaluations, with results indicating the program is a valuable and an important resource for all school students.

This evaluation has provided further evidence of the effectiveness of the *Solving the Jigsaw* program, based on perceptions from both students and teachers, and their experience of the program. It is clear from the findings that the majority of the participants and teachers saw the program as worthwhile, appropriate for their grade, providing students with skills and teachers with the capacity to deal with issues.

The program has provided children and young people with the ability to increase their awareness of certain issues, while giving them the chance to gain more confidence, feel good about themselves, while thinking about others. This has meant relationships and bonds between students have increased, which has allowed for the whole school environment to be viewed differently.

It has made children and young people who have been effected by different traumatic events to feel that there are support networks they can go to if there is a problem, which has been seen to reduce the effects of the situation. While allowing for other children and young people to gain skills to know how to deal with situations that may arise in the future.

The program has allowed for a strengthening of the school environment, where teachers now feel that they know students better and can relate to them on a more personal level. Teachers now feel they are capable and know the skills required in dealing with students and their problems, doubts, questions and successes.

Teachers and students have expressed throughout the evaluations the appropriateness and effect the program has had on the teacher, student and whole school community. Due to this program a change towards a 'culture of well-being' has occurred at all participating schools, thus reducing the incidence of bullying in these schools and the associated effects.

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Appendices:

Appendix A:

	Was this program a good idea for your grade?			Did you think the topics we covered were helpful to your grade?			Were there any topics that you weren't comfortable with?		
	YES	NO	NS	YES	NO	NS	YES	NO	NS
PRIMARY SCHOOL									
Primary school A	16	1		16	1		6	11	
Primary school B	13	4		13	3	1	6	11	
Primary school C	38		2	35	3	2	2	38	
Primary school D	44	2		44	2		14	32	
Primary school E	15			13	1	1	13	2	
Primary school F	14	8	1	14	8	1	12	10	1
Primary school G	23	1		22		2	5	19	
Primary school H	56	16	2	60	9	5	27	45	2
Primary school I	42	1	1	39	4	1	22	22	
Primary school J	17	3	2	20	1	1	13	9	
Primary school K	61	1	2	56	4	4	10	53	1
Primary school L	38			36	1	1	7	31	
Primary school M	15			15			1	14	
Primary school N	14			14			6	8	
Primary school O	25	1		25	1		7	19	
Primary school P	19	1		18	1	1	6	13	1
Primary school Q	58	1	1	57		3	15	42	3
Primary school R	38	1		36	3		7		32
Primary school S	25			22	1	2	4	19	2
Primary school T	35	5	2	29	9	4	20	21	1
TOTAL	606	46	13	584	52	29	203	419	43
%	91%	7%	2%	88%	8%	4%	31%	63%	6%
HIGH SCHOOL	YES	NO	NS	YES	NO	NS	YES	NO	NS
High school A	12	7		13	5	1	11	8	
TOTAL	12	7		13	5	1	11	8	
%	63%	37%		68%	26%	6%	58%	42%	
FULL TOTAL	618	53	13	597	57	30	214	427	43
FULL %	90%	8%	2%	87%	8%	5%	31%	62%	7%

	Topics covered that students were not comfortable with -							
<i>PRIMARY SCHOOL</i>	Abuse	Animal poster	Being interviewed	Bullying	Catch-ups	Drug and alcohol	Everything	Family
Primary school A								
Primary school B				1		1		1
Primary school C				1				
Primary school D								
Primary school E								
Primary school F								
Primary school G						3		1
Primary school H	1					1	1	2
Primary school I								
Primary school J		1						
Primary school K			1					2
Primary school L								1
Primary school M								
Primary school N								
Primary school O					1			1
Primary school P								
Primary school Q						1		1
Primary school R						1		
Primary school S						1		
Primary school T					2	2	2	
TOTAL	1	1	1	2	3	10	3	9
%								
HIGH SCHOOL								
High school A							1	
TOTAL							1	
%								
FULL TOTAL								
FULL %								
	Topics covered that students were not comfortable with -							
<i>PRIMARY SCHOOL</i>	Feelings	Gorgeous	Loss and grief	Most topics	Naming it	Personal things	Picked out individually	Power in groups
Primary school A			3					
Primary school B			1	1				
Primary school C						1		
Primary school D			10					
Primary school E			8					
Primary school F		4						
Primary school G			1					
Primary school H	1	1	1				1	
Primary school I			18					1
Primary school J			9					

Primary school K		3						
Primary school L			5		1			
Primary school M								
Primary school N		1	2					
Primary school O	1							
Primary school P			3					
Primary school Q			12		1			1
Primary school R			4					
Primary school S			3					
Primary school T		2	7					
TOTAL	2	11	87	1	2	1	1	2
%								
HIGH SCHOOL								
High school A			2					
TOTAL			2					
%								
FULL TOTAL								
FULL %								

Topics covered that students were not comfortable with -

<i>PRIMARY SCHOOL</i>	Rape	Sexual harassment	Sexual intercourse	Sharing problems	Smoking	Swearing	Types of violence	Depression
Primary school A						2		
Primary school B								
Primary school C								
Primary school D				1			2	
Primary school E								
Primary school F	4	1						
Primary school G								
Primary school H								
Primary school I								
Primary school J								
Primary school K						1	3	
Primary school L								
Primary school M							1	
Primary school N								
Primary school O								
Primary school P								
Primary school Q								
Primary school R			1					
Primary school S								
Primary school T					1			
TOTAL	4	1	1	1	1	3	6	
%								
HIGH SCHOOL								

High school A						1	2	1
TOTAL						1	2	1
%								
FULL TOTAL								
Full %								

PRIMARY SCHOOL	Positive language
Primary school A	
Primary school B	
Primary school C	
Primary school D	
Primary school E	
Primary school F	
Primary school G	
Primary school H	
Primary school I	
Primary school J	
Primary school K	
Primary school L	
Primary school M	
Primary school N	
Primary school O	
Primary school P	
Primary school Q	
Primary school R	
Primary school S	
Primary school T	
HIGH SCHOOL	
High school A	1
Total	1
%	
FULL TOTAL	
FULL %	

	In our discussions did you hear something different to what	Did the program make you think about your ideas and behaviours?	Did you change any behaviours or ideas?
--	--	--	--

	you had heard before?								
	Yes	No	NS	Yes	No	NS	Yes	No	NS
Primary School									
Primary school A	6	8	3	13	2	2	9	7	1
Primary school B	8	6	3	11	5	1	9	8	
Primary school C	17	22	1	27	11	2	18	18	4
Primary school D	25	19	2	44	2		36	10	
Primary school E	7	5	3	13		2	11	4	
Primary school F	5	16	2	16	6	1	13	10	
Primary school G	7	14	3	19	4	1	12	10	2
Primary school H	22	44	8	37	28	9	36	35	3
Primary school I	17	20	7	38	5	1	27	15	2
Primary school J	11	11		20	2		15	6	1
Primary school K	21	32	11	57	6	1	39	23	2
Primary school L	19	19		35	1	2	31	7	
Primary school M	8	7		14	1		12	3	
Primary school N	7	6	1	12		2	14		
Primary school O	17	9		22	2	2	18	5	3
Primary school P	7	11	2	20			16	3	1
Primary school Q	18	36	6	49	7	4	46	10	4
Primary school R	16	21	2	31	6	2	31	8	
Primary school S	11	9	5	18	3	4	15	5	5
Primary school T	17	22	3	24	14	4	19	20	3
	266	337	62	520	105	40	427	207	31
	40%	51%	9%	78%	16%	6%	64%	31%	5%
High school	YES	NO	NS	YES	NO	NS	YES	NO	NS
High school A	7	12		11	7	1	5	14	
TOTAL	7	12		11	7	1	5	14	
%	37%	63%		58%	37%	5%	26%	74%	
FULL TOTAL	273	349	62	531	112	41	432	221	31
FULL %	40%	51%	9%	78%	16%	6%	63%	32%	5%

WORDS THAT DESCRIBE YOUR GROUP LEADER:

	Boring	Didn't listen	Dull	Easy to understand	Encouraging	Explained things	Fun	Grumpy	Helpful	Interesting	Listened	Made you think	Understanding
Primary school A	5			13	15	12	16	4	12	15	10	17	14
Primary school B	6	4	5	9	8	7	9	5	9	9	9	7	9
Primary school C	2	1	3	21	19	21	22	1	20	16	20	19	18
Primary school D	3		1	24	19	28	29		31	20	23	22	32
Primary school E	3	1	1	4	4	4	7	2	10	3	4	9	8
Primary school F	12	8	8	10	12	11	10	9	12	10	12	11	13
Primary	2	1		17	17	16	18	1	17	17	15	13	16

school G													
Primary school H	30	22	23	33	29	32	28	24	31	31	24	31	26
Primary school I	4	1	4	32	31	32	32	4	33	28	28	30	29
Primary school J	9	4	5	11	10	10	16	4	10	13	8	10	10
Primary school K	15	7	10	37	48	36	45	8	45	38	35	39	44
Primary school L	1	1		29	30	25	32		28	26	24	23	31
Primary school M				12	11	12	13	1	12	13	12	11	12
Primary school N	7	5	3	9	8	6	9	8	10	7	9	6	
Primary school O	1	2	1	11	10	8	10	2	8	7	8	10	9
Primary school P	5	4	5	13	16	12	12	5	15	16	13	18	16
Primary school Q	9	6	5	38	39	36	44	12	45	40	37	33	37
Primary school R	8	6	5	23	26	25	25	6	30	23	25	25	28
Primary school S	1		2	5	9	7	6	1	11	7	8	8	10
Primary school T	13	4	6	14	14	15	13	7	17	10	19	14	12
TOTAL	136	77	87	365	370	323	396	104	406	349	343	356	358
%	20	12	13	55	56	47	60	16	61	52	52	53	54
%	%	%	%	%	%	%	%	%	%	%	%	%	%
High school A	7	7	8	9	7	11	9	8	12	9	12	7	9
Total	143	84	95	374	377	334	405	112	418	358	355	363	367

Appendix B:

The most common answers for the final two questions, were that of the following:

What did you get out of the program?

A more bigger heart
A new mind
Ability to do more things
About the world
Aware what can happen in different situations
Be a good friend
Be more open
Be nice
Behaviours and ideas
Belief in people and self
Boredom
Brought everyone closer
Caring
Confidence
Courage
Don't hide feelings
Don't know
Encouragement
Everyone is special
Express feelings
Family life better
Feel better
Forgiveness
Friendship
Fun
Get along better with people
Getting our inner qualities
Getting to know people
Happy class
Happy and sad times
Help others
How to behave properly
How to control anger
How to cope with self and others
How to deal with bullies
How to deal with pain and problems
How to handle certain things in life
How to listen
How to relax
How to say sorry
How to solve problems
Information and education
Laughter
Learnt about my personality

Learnt about types of violence
Less work
Listen to people
Lots
More mature
More self esteem
Name it
Not to bully
Not to do drugs
Not to dob on people
Not to fight
Not to have sex young
Nothing
Ok to cry
People have different opinions
Problems I may come across at high school
Reassurance
Respect
Sad memories
Safety
See things more clearly
Self-control
Sense of belonging
Solving my own problems
Speak from the heart
Stick up for myself
Take responsibility
Talk to someone
Think about others
Think positive
To say I statements
Tolerance
Trust
Understanding of different subjects – loss and grief, drug and alcohol, being
gorgeous, power in groups
Use power wisely
What choices to make
What to do in troubled times
What to do when things go wrong

If a problem arises for you in the future what will you do?

Ask for help
Be calm
Compromise
Confront the person
Count to 13
Deal with it
Depends
Distract myself

Do it as I would before the program
Do it my own way
Do my best to get around it
Don't know
Don't worry about it
Face it
Fight back
Go to the police
Get help
Handle it
Help others
Ignore
Just be happy
Kill them
Not bully
Not hold on to the problem
Not much
Remember what I have learnt
Say no
See a counsellor
Solve it
Stop and think about it
Stop, think react
Take care of myself
Talk to a jigsaw leader
Talk to family and friends
Talk to someone I trust
Tell the teacher
Think twice before I act
Try to fix it
Walk away
Work it out without fighting
Write down my feelings
Yell

Appendix C:

School focused youth service evaluations:

	Was this program a good idea for your year?			Did this program make you think about your ideas?			Did you change any of your ideas of behaviours?		
	Yes	No	NS	Yes	No	NS	Yes	No	NS
High school									
High school B	41	3	1	33	7	5	26	16	3
High school C	130	30	5	118	39	8	96	55	14
TOTAL	171	33	6	151	46	13	122	71	17
%	81%	16%	3%	72%	22%	6%	58%	34%	8%

	Has the program helped you sort out any problems?			If you had a problem in the future, do you know what you would do?		
	Yes	No	NS	Yes	No	NS
High school						
High school B	34	11		38	4	3
High school C	99	57	9	130	23	12
TOTAL	133	68	9	168	27	15
%	63	32	5	80	13	7

Appendix D:

Teacher Evaluation:

Combined in this is evaluation forms is evaluations from School Focused Youth Service, which were strictly given one Primary School for funding reasons. As a result they were collaborated in this evaluation.

To what extent has Jigsaw impacted on the children participating?

Primary school teachers 1:

- Students use 'Jigsaw' terminology in a variety of classroom situations 8 to 9 out of 10
- Impacted with varying degrees with the children, some more than others 7/10

Primary school teachers 2:

- it gives the children a chance to discuss problems, gives them strategies to help in certain situations
- Jigsaw has become an integral part of our health program for the senior students. We feel it equips our children with necessary personal skills for their future.

High school teachers 1:

- Students have been more open towards each other and have been supportive of each other when problem have arisen
- I believe a lost of the impact has come from the catch-up time at the start of each session and the follow up from both myself and the facilitator
- Students have become more aware of issues and feelings

2. How has Jigsaw impacted on you as the classroom teacher?

Primary school teachers 1:

- No comment
- gave a good understanding of children's background and understanding of children's approaches to various situations

Primary school teachers 2:

- it allows me to see children in a different light. I get to hear and see aspects of their life that I don't normally see. E.g where they see themselves as part of a group.
- You get a good insight into the children lives

High school teachers 1:

- It was instructive to see my students in a different light. I became more aware of their personal traits, worries and ideas much sooner than usual. It also helped me to modify classroom work to dispel some of their prejudices.
- Now that the course has finished I am keen to continue the catch-up session. Also in my position of responsibility it gives me a common ground to discuss things with the students. I also know the students better.
- As the program has progressed students have been prepared to talk about personal issues to a greater extent.

3. To what extent has Jigsaw impacted on the whole school community?

Primary school teachers 1:

- Unknown
- Has resulted in some discussion and disclosure of important items

Primary school teachers 2:

- The parents see the program as very important and worthwhile and many parents discuss the program with their children.
- Children are putting into practice what they have learnt in the yard and with the other children in the grade.

High school teachers 1:

- The program has helped deviate the cultural idea that we shouldn't 'dob' on other students when they do the wrong thing.
- Difficult to gauge. It certainly has aided the year 7's, but they are only one year level out of the whole school.
- Only in year 7, doesn't go beyond that

4. Do you think Jigsaw meets the needs of your children?

Primary school teachers 1:

- Yes
- Yes

Primary school teacher 2:

- Yes
- Yes

High school teachers 1:

- Yes
- Yes

- Yes

5. Please list any observable changes or behaviours that you can attribute to Jigsaw.

Primary school teachers 1:

- some disclosure issues
- greater tolerance for some
- anger management – less aggression
- Children have begun to think about behaviour and the effect it might have on others

Primary school teacher 2:

- the group becomes ‘closer’ and they spend time with each other in games in the playground
- Children being more understanding of others

High school teacher 1:

- Students have become more caring towards each other and as a form are a closer knit group.
- Difficult to assess because such a good group of students. However I don know more about them and they find it easier to talk to me.
- Needs to be timetabled as a regular subject.

6. What were the successes of the program?

Primary school teacher 1:

- children ability to co-operate
- understanding of others
- how to deal with various situation
- Disclosure of certain items
- Bonding of the class and greater awareness of each other

Primary school teacher 2:

- Children being more understanding to others
- Jigsaw helped the grade 5’s to become a closer group
- Helped them to be more co-operative with each other
- Children more prepared to ‘name it’ and express their feelings
- I think they deal with conflict better

High school teachers 1:

- Get to know the students really well
- Develop a stronger rapport with the students
- Greater common grounds
- The preventer is crucial to the effectiveness of the program
- Safe environment to discuss issues
- The willingness of students to share their thoughts and emotions with each other
- Make students think beyond their limited horizon and express their feelings with confidence

Primary school teachers 3: (School focused youth service evaluations)

- Encouragement for students to openly express their feelings
- Very good sessions on violence, anger, death/grief
- Excellent feedback from all participants
- Lots of strategies to take away and use in our families
- Supportive group, all wanted the program to continue – are going to meet during next term.
- Discussion and open/honest responses from the children was fantastic
- Very positive Reinforced our welfare, value programs. Tackled difficult subjects such as violence, bullying, death etc. Helped many to verbalise how they felt and could deal with situations

7. What didn't work so well?

Primary school teachers 1:

- Children sometimes became disruptive during discussion time
- Lack of movement
- Can't concentrate for too long
- Some issues with parents feeling that they were 'locked' out the program even though the children had explained to them the concept of openness with the sessions.

Primary school teachers 2:

- I don't know whether the children got a lot out of the family history sessions

High school 1:

- it is very difficult to change or modify pre-existing prejudices or peer group power structures

- Students who has been exposed to the program in primary school knew the right things to say and didn't bother to think about the issue at a higher (secondary) level.
- While the students learnt a lot about bullying it didn't really change their culture.

Primary school teachers 3:

- nil
- all good
- At times there needed to be more active involvement not sitting/listening for 1 hour
- Lots of talking/listening which some children found hard to cope with.
- Possibly went for a bit too long

8. How could Jigsaw be improved?

Primary school teacher 1:

- no real suggestions here
- structure themes stay the same perhaps more activities

Primary school teachers 2:

- Maybe use of more role play situations
- Use of video or multimedia

High school teachers 1:

- I was really happy with the course. Gender, stereotypes, bullying etc were all discussed. Maybe self-esteem and valuing peoples differences could be targeted more. I also liked one of the students idea – goal setting / short term.
- A more defined line between primary and secondary issues could be helped.
- More time – say 2 periods / week

9. Could this program be run a shorter period of time?

Primary school teachers 1:

- No; 20 weeks is suitable time to build relationships and trust
- No;

Primary school teachers 2:

- Yes I think the 20 week program is long enough
- I was away the last term of Jigsaw. I know that the 2 terms that I spent with the children on the program was very beneficial

High school teachers 1:

- No; to achieve value it needs to be longer
- Yes; students struggled to regain focussed during the last few weeks
- No; because the lessons are student directed in terms of where the discussion goes on a given topic, solving the jigsaw will always be of value.

10. What were the reasons for having Jigsaw in your school?

Primary school teachers 1:

- Teach children good social skills both locally and globally
- To take a number of issues with children's relationships – self-esteem – bullying – violence – disclosure etc.

Primary school teachers 2:

- to further develop a caring environment
- to give students skills to help solve problems
- to develop self confidence / esteem in the children
- to assist with the development of the children socially and personally

High school teachers 1:

- Another way of getting the group to gel together and forming stronger links between the home, teacher and students.
- To create a more caring and co-operative school community. This would hopefully tighten through the school as this and other groups progress to higher levels.
- Social education and bonding

11. Were you expectation met?

Primary school teachers 1:

- Yes, I think so but it is hard to guage. Some results not obvious but may become apparent with time
- Yes, outcomes all met

Primary school teachers 2:

- Yes, the program continues to meet all the expectations that we have set.
- Yes

High school teachers 1:

- Yes, I had no idea before hand, but I was impressed with the instructor and the range of topics explored

- Yes, the topics covered were all relevant to students of this age. The students generally responded well to all sessions
- Yes, I am very pleased with what the students and staff got out of the program.

Primary school teachers 3:

- Yes, mostly although lost a few on the way
- Yes. Children were able to open up and talk about important issues and things that affected them
- Yes
- It certainly supplements our Student Welfare program and provides a framework for individual understanding of personal concepts.

12. What recommendations would you make for future Jigsaw programs?

Primary school teachers 1:

- Only was mentioned earlier
- Same program is fine

Primary school teachers 2:

- To keep running
- 20 week programs

High school teachers 1:

- timetabled classes
- Students who had been exposed to the program in primary school knew the right things to say, and didn't bother to think about the issue at a higher (secondary) level
- I was really happy with the course. Gender, stereotypes, bullying etc were all discussed. Maybe self-esteem and valuing peoples difference could be targeted more. I also liked one of the students idea – goal setting / short term

Primary school teachers 3:

- Same topics, greater activity, more partner/group work
- Appropriate/worthwhile discussion topics and issues. Good presenter that relates to the children well like Andie did.
- Continue next year, some format/time
- Group was a perfect number, anymore would be too many.
- That they continue I schools – outside facilitators often have more impact because it is not the same people giving all the educational messages.

13. Any further comments –

Primary school teachers 1:

- Well done to the facilitator
- The facilitator was an excellent presenter. Came across as a very caring person

Primary school teachers 2:

- The facilitator is a great leader who cares for and interacts extremely well with the children

High school teachers 1:

- See you later this year and I look forward to hearing some of your comments tre the Grade 6's.
- An excellent program – well worth continuing with. I also enjoyed the interaction with the students

14. How would you rate the success of your program/service? –

Very successful Successful Not successful

Primary school teachers 3:

- Very successful
- Successful
- Successful
- Successful