Agent of Change High School Curriculum
Overview - 10 Session

Curriculum Highlights

✦ Based on the educational content covered, students create scenarios they later use to build their bystander intervention skills. This makes the program more culturally competent and helps to increase educational impact

✦ Scenarios created by the students are the basis for/culminate in a social action in weeks 7 & 8 to help them share their new violence prevention skills with their high school community

✦ Highly interactive - students are constantly creating and participating, which allows students to draw on their own strengths (experiences/language/media/ social contexts, etc.) and create solutions that are more reflective of their actual lives -- increasing the likelihood students will use them

✦ Contains detailed instructions for educators on session content and includes additional activities should educators have more time with students

✦ In-depth exploration of gender norms, and how strict gender norms can facilitate unhealthy school environments and violence.

✦ Designed to illicit critical thinking skills from students so that they can better understand how violence is culturally created, and how they can create change

✦ Covers the connections between various forms of violence/abuse: bullying, sexual assault, stalking

✦ In-depth examination of concepts like respect, healthy relationships and consent

✦ Students explore the effects of popular culture and practice media literacy skills

✦ Students will learn about and practice in capacity building teams designed to nurture and support their taking both individual and collective action

Learning Outcomes by Session

Session 1: Introductions, Building Rapport, Why Do This?, Gender Rules
Objectives
•Understand the purpose and agenda for this training
•Increase interest and engagement around the topics of violence explored in this training
•Identify the harm caused by rigid gender roles

Session 2: Sexual Harassment/Bullying, Story Build Phase 1
Objectives:
•Recognize the gendered ways that bullying occurs.
•Identify the negative repercussions of bullying.
•Understand the need for good kids to stand up and make a difference.

Session 3 - Healthy Relationships and Consent, Story Build Phase 2
*Objectives***:**
• Describe how respect is the foundation for healthy relationships, and the basis for the safety, communication, and empathy necessary to prevent violence.
• Identify cultural messages about respect in the media (who deserves it and who doesn't) and their connections to bullying and violence.
• Understand what constitutes consent — yes means yes, everything else means no.
• Explain how consent confusion relates to a lack of respect, safety, communication, and empathy — and supports (sexual) violence.

Session 4: Sexual Assault, Victim Blaming & Story Build Phase 3
Objectives:
• Explain how failure to get consent relates to a lack of respect and supports (sexual) violence.
• Recognize victim-blaming and rape myths, as well as specific ways our culture reinforces them.
• Identify ways to challenge rape myths and victim-blaming and show support to/for survivors.

Session 5: From Bystander to Agent of Change Part 1
Objectives
- Describe the difference between a bystander and agent of change
- Explain the purpose and significance of intervening as an agent of change.
- Identify appropriate situations for intervention, as well as a variety of specific ways to intervene that are both realistic and respectful.
- Predict challenges to intervention and provide potential solutions for those challenges.

Session 6: From Bystander to Agent of Change Part 2; Story Build Phase 4
Objectives
- Identify appropriate situations for intervention, as well as a variety of specific ways to intervene that are both realistic and respectful.
- Predict challenges to intervention and provide potential solutions for those challenges.
- Explain how intervening and supporting other agents of change is necessary for the prevention of violence.

Session 7: Handling Conflict & Social Action Part 1
Objectives:
- Identify harmful ideas and potential effects in the media, particularly around gender, sex,and relationships.
- Use healthy relating skills to challenge unhealthy ideas, and handle the potential resulting conflicts, in both their personal life and social situations.
- Problem-solve hypothetical scenarios and develop specific ideas for interventions and overcoming challenges.

Session 8: Social Action Part 2, Survey & Closing
Objectives
- Illustrate cultural norms of disrespect and realistic interventions that promote respect and prevent violence through acting out the storybuild they created.
- Identify specific course concepts and tools they will use in the future to help end violence and abuse in their school and in their lives.
- Recognize everyone in the community is connected and has effects on one another, and the need to both give and get support in their efforts to make a positive difference.

Session 9: Building the Capacity for Change
Objectives

Students will:

- Situate their newly-developing skills & identity as Agents of Change in the larger goal of joining with other Agents of Change to create "Capacity-Building Teams" and facilitate larger scale social change.
- Experience being Agents of Change and being part of a Capacity-Building Team by committing to take a specific social justice action and giving/receiving the necessary support to do so.

Session 10 - Diversity & Creating Change: Intersectionality & Initial Project Development
Objectives

Students will:

- Make connections between their own experiences of the stages in the "Violence Prevention Stages of Engagement Model" and the violence prevention strategies of awareness and primary prevention.
- Learn the value of diversity and intersectionality in capacity-building and creating effective primary prevention programming.
- Draw on the combination of violence prevention theory, personal experience, and valuing diversity to create goals for their violence prevention peer project.

Evaluation of We End Violence
High School Data Spring 2016

Overall Summary and Conclusions

The outcome data suggest that We End Violence is successful in improving students' beliefs and behaviors surrounding sexual violence. Statistically significant long-term improvements occurred following students' participation in We End Violence on four of the six outcome measures. Following We End Violence, students improved their bystander intervention skills and behavior, and improved their behavioral intentions regarding sexual assault and survivor support.

Outcome Measures

Six scales were selected or developed to measure knowledge about sexual violence, critical thinking about cultural support for rape, bystander intervention skills and behavior, survivor support skills, and behavioral intentions regarding sexual assault and survivor support.

Illinois Rape Myth Acceptance Scale: A 16-item modified version of the IRMA was used to measure participants' knowledge of constructs important to sexual assault including consent, rape myths, stalking, the role of alcohol, false allegations, and jealousy.

Critical Thinking about Cultural Supports for Rape: This 6-item scale examines participants' understanding of the role of language, media, and culture in supporting abuse and sexual assault.

Bystander Intervention Skills and Behavior: Six items from Burns (2009) bystander intervention scales were selected to assess student's willingness to intervene as a bystander to interrupt sexually abusive behavior.

Survivor Support Skills: Two items were included to address survivor support skills. These items included: "If someone came to me and claimed that they were raped, my first reaction would be to not believe them," and "I feel prepared to respond if a friend tells me they were sexually assaulted or abused."

Behavioral Intention Measure: In addition to the attitude measures described above, a 3-item measure of behavioral intentions was developed for this project. The items address a students' self-reported likelihood of stopping their sexual advances with an uncertain or unwilling partner.

Bystander Behavior (6 months): Finally, two items were used to assess students' bystander behavior. These questions included "During the past six months, I have said something to a friend or acquaintance who was talking about taking advantage of someone's intoxicated state." and "During the past six months, I have disrupted sexually abusive language or behavior."   Response choices were Not at all, At Least Once, A Few Times, Several Times,or Many Times.

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Results

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Demographics

Students participated in We End Violence between January 1, 2016 and June 30, 2016. Data were collected from 249 students before the intervention and 201 students following the. Of the 450 completed measures, 62 students gave invalid responses to one or both of the validity questions (these items asked students to check 'agree' and 'disagree' for 2 different questions). Data from these students were removed from the final analyses. Student demographics for each assessment period are presented below.

Gender	Pre	Post
Female	130	94
Male	106	99
A gender not listed	2	2
Missing	11	6
Total	249	201

Year in School	Pre	Post
Freshman	85	65
Sophomore	32	21
Junior	94	93
Senior	18	13
Missing/Other	20	9
Total	249	201

Race	Pre	Post
American Indian	2	3
Asian	2	1
Black or African American	2	2
Hispanic or Latino	162	128
White	56	51
Multi-racial	12	10
Missing	13	6
Total	249	201

Outcome Measures

As can be seen in below, there were significant improvements in scores on five of the six assessment measures from pre to post-intervention. Belief in rape myths and behavioral intentions to commit rape both decreased significantly following intervention, while critical thinking skills, bystander behavior, and survivor support skills all increased significantly. Bystander behavior showed no significant increase following intervention. Inspection of the scores revealed that the percentage of students that reported intervening to disrupt inappropriate behavior 'at least once' increased by about 5%, but this small increase was not statistically significant. It may be that more time is needed between intervention and assessment in order to allow students' the opportunity to implement new behaviors. Other evaluations of WEV have shown that bystander behavior continues to improve over time following intervention.

Outcomes	Pre Mean (n=201)	Post Mean (n=170)	Significance (p-value)
Belief in Rape Myths	2.40	2.11	.001
Critical Thinking	3.30	3.53	.001
Bystander Measure	4.43	4.73	.001
Bystander Behavior (6 months)	1.59	1.61	NS
Survivor Support Skills	3.89	4.09	.001
Behavioral Intentions	1.77	1.53	.001

Note: A p-value of p.001 indicates that differences in mean values of this magnitude would occur less than 1 time out of a thousand due to chance variation.

Gender

Inspection of the data by gender reveals that both genders benefitted significantly from the intervention. The one exception to this was for the 6-month bystander behavior questions. For these items, males decreased their reports of intervening, while females reported increased bystander intervention.

	Time	Male Mean	Female Mean
Belief in Rape Myths	1	2.58	2.26
	2	2.22	1.95
Critical Thinking	1	3.26	3.34
	2	3.44	3.64
Bystander Measure	1	4.34	4.51
	2	4.69	4.80
Bystander Behavior (6 months)	1	1.69	1.53
	2	1.63	1.62
Survivor Support Skills	1	3.77	3.95
	2	4.06	4.18
Behavioral Intentions	1	1.91	1.65
	2	1.58	1.43

Age

Inspection of the data by grade level also reveals that students of all ages benefitted from the intervention. Overall, seniors appeared to change their attitudes, beliefs, and behaviors less than the younger students.

	Time	Freshman Mean	Sophomore Mean	Junior Mean	Senior Mean
Belief in Rape Myths	1	2.55	2.22	2.37	2.09
	2	2.25	2.04	2.03	2.03
Critical Thinking	1	3.25	3.36	3.28	3.28
	2	3.38	3.37	3.60	3.51
Bystander Measure	1	4.34	4.43	4.52	4.56
	2	4.66	4.71	4.80	4.57
Bystander Behavior (6 months)	1	1.58	1.66	1.60	1.75
	2	1.65	1.64	1.69	1.46
Survivor Support Skills	1	3.72	3.87	3.97	3.78
	2	3.95	4.05	4.13	4.12
Behavioral Intentions	1	2.01	1.70	1.68	1.65
	2	1.70	1.62	1.48	1.64

Evaluation of Agent of Change
April 2017

Overall Summary and Conclusions

Outcome Measures

Five scales were developed to measure knowledge about sexual violence, critical thinking about cultural support for rape, bystander intervention skills and behavior, survivor support skills, and behavioral intentions regarding sexual assault and survivor support.

Knowledge about Sexual Violence: This 16-item scale measures participants' knowledge of constructs important to sexual assault including consent, rape myths, stalking, the role of alcohol, false allegations, and jealousy.

Critical Thinking about Cultural Supports for Rape: This 76-item scale examines participants' understanding of the role of language, media, and culture in supporting abuse and sexual assault.

Bystander Intervention Skills and Behavior: Seven items from Burns (2009) bystander intervention scales were selected to assess student's willingness to intervene as a bystander to interrupt sexually abusive behavior.

Survivor Support Skills: Two items were included to address survivor support skills. These items included: "If someone came to me and claimed that they were raped, my first reaction would be to not believe them" and "I feel prepared to respond if a friend tells me they were sexually assaulted or abused."

Behavioral Intention Measure: In addition to the attitude measures described above, a 3-item measure of behavioral intentions was developed for this project. Three of the items address a students' self-reported likelihood of stopping their sexual advances with an uncertain or unwilling partner, while one of the items deal with the self-reported likelihood of helping a friend who discloses that they've been victimized.

Procedures

Before the start and again after the completion of Agent of Change, students complete the five outcome measures. One group of students took the pre-test in September 2016 and took the post-test in December 2016. This study also utilized a wait-list control group. One group of students was given the same 40 item measure in the fall of 2015 and the pre-test in the spring of 2016, but did not receive the intervention between the time the control measure was given and the pre-test. This group received the intervention and took the post-test in the spring of 2016.

Conclusions

Both the delayed treatment group and group without delayed treatment showed significant score improvement on all outcome measures. The score improvements and corresponding significance levels suggest Agent of Change is effecting positive changes for the students who participate in it. Importantly, there was no significant level of change for students from control test to pre-test; however students did improve from control to post-test (for all outcome measures except bystander behavior) and pre-test to post-test (for all outcome measures) suggesting that Agent of Change is responsible for these changes. Please refer below for specific mean score changes.

Results

Demographics

Complete and valid pre-intervention data were collected from 184 students from a high school located in Data indicate that most students identified as men (47%) and Hispanic/Latino (78%). Students completing the surveys were in high school and most were freshmen (69%). One group of students completed a pre-test in fall 2015 (control), a pre-test in spring 2016, participated in Agent of Change following the spring 2016 pre-test, and then completed a post-test in spring 2016. The other group of students completed a pre-test in September 2015 and a post-test in December 2015. The tables below demonstrate gender and race at pre-test of all groups.

Gender Identity	Frequency	Percent
Male	87	47%
Female	78	42%
Missing	19	10%
Total	**184**	**99%**

Race	Frequency	Percent
American Indian	3	2%
Black or African American	9	5%
Multi-racial	7	4%
Hispanic/Latino	144	78%
White	2	1%
Missing	19	10%
Total	**184**	**100%**

Grade	Frequency	Percent
Freshmen	141	77%
Sophomore	12	7%
Junior	13	7%
Senior	2	1%
Missing	16	8%
Total	**184**	**100%**

Outcome Measures

Wait-list Control Group

Of the 94 students who completed the control portion, 91 students had complete and valid data for pre- and post-test measures. Following Agent of Change, students improved their knowledge scores significantly from time of control to post-test and from pre-test to post-test (p=.000). Students improved their bystander intervention skills and behavior significantly from time of control to post-test (p=.02). For critical thinking, students improved from time of control to post-test (p=.03) and from pre-test to post-test (p=.006). Students increased their survivor support skills from control to post-test (p=.01) and from pre-test to post-test (p=.04). Finally, students improved their behavior intention regarding sexual assault and survivor support from time of control to post-test (p=.000) and from pre-test to post-test (p=.002).

	Time 1 Sep 2015	Intervention	Time 2 Jan 2016	Intervention	Time3 April 2016
	Control Mean (n=94)		*Pre Mean (n=91)*		*Post Mean (n=91)*
Knowledge About Sexual Violence	3.11	No	3.33	Yes	3.99**
Bystander Measure	3.84	No	3.87	Yes	4.13*
Critical Thinking	3.02	No	3.02	Yes	3.34**
Survivor Support Skills	3.61	No	3.67	Yes	4.01**
Behavioral Intentions	4.09	No	4.13	Yes	4.54**

Note: (1). The mean comparisons listed as significant in the description above are significant at the $p<.05$ level, indicating that differences in mean values of this magnitude would occur less than 5 times out of a hundred due to chance variation. (2). Single asterisk (*) indicates significant score improvement from Time 2 to Time 3. (3). Double asterisk (**) indicates significant score improvement from Time 1 to Time 3 *and* from Time 2 to Time 3.

Treatment Group

Of the 184 students with complete and valid Time 1 data, 159 students completed all items on the post-intervention surveys as well. As can be seen in below, there were significant improvements in scores on all five of the assessment measures. Following Agent of Change, students increased their knowledge about sexual violence, improved their critical thinking about cultural supports for rape, improved their bystander intervention skills and behavior, increased their survivor support skills, and improved their behavioral intentions regarding sexual assault and survivor support.

	Time 1 Sep 2015	Intervention	Time 2 Dec 2015
	Pre Mean (n=184)		*Post Mean (n=159)*
Knowledge About Sexual Violence	3.97	Yes	4.34*
Bystander Measure	3.68	Yes	3.93*
Critical Thinking	3.24	Yes	3.57*
Survivor Support Skills	3.68	Yes	4.03*
Behavioral Intentions	3.97	Yes	4.34*

Note: The mean comparisons listed as significant in the description above are significant at the $p<.001$ level, indicating that differences in mean values of this magnitude would occur less than 1 times out of a thousand due to chance variation.

The following Tables show the individual items that make up the 5 scales, along with the control, pre- and post-intervention means.

Knowledge About Sexual Violence	Control Mean (n=94)	Pre Mean (n=184)	Post Mean (n=159)
1. Consent for sexual activity is an active and on-going process.*	3.91	3.81	4.22
2. If a person was truly being abused in a relationship, they would leave.	1.76	1.96	2.63
3. A lot of women lead a man on and then they cry rape.	3.23	3.29	3.69
4. A woman who is raped while she is drunk is at least somewhat responsible.	3.15	3.50	3.82
5. Most rapes and assaults are committed by strangers.	2.76	2.86	3.23
6. Rape accusations are often used as a way of getting back at men.	3.21	3.19	3.56
7. Jealousy and possessiveness are two sure signs of love.	3.11	3.35	3.73
8. A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex.	2.96	3.07	3.83

	Control	Pre	Post
9. Although most women wouldn't admit it, they generally like being physically forced to have sex.	3.49	3.74	4.03
10. If a woman is willing to "make out" with a guy, then it's no big deal if he goes a little further and has sex with her.	3.40	3.65	4.22
11. If a woman doesn't physically fight back, you can't really say that it was rape.	3.37	3.50	4.12
12. Rape is unlikely to happen in a woman's own neighborhood.	3.60	3.69	3.80
13. Women tend to exaggerate how much rape affects them.	3.32	3.54	3.85
14. A woman who "teases" men deserves anything that might happen.	3.42	3.51	3.99
15. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.	2.60	2.85	2.84
16. Rape happens when a man's sex drive gets out of control.	2.67	2.72	2.95

Note: 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly disagree.
Note: * indicates items that were reverse coded

Critical Thinking	Control Mean (n=94)	Pre Mean (n=184)	Post Mean (n=159)
17. I can contribute to preventing violence through the language that I use.	3.53	3.53	3.83
18. Women should be flattered when men on the streets whistle at them or make appreciative comments about their bodies.*	3.59	3.81	4.06
19. Images of sex and gender in popular culture can contribute to unhealthy relationships.	3.25	3.2	3.57
20. Please mark "disagree" for this item. **(Validity item, % correct)**	99%	98%	91%
21. Men who rape feel supported by derogatory language about women.	2.64	2.67	3.15
22. Abusive relationships are not abusive 24/7; there are good times, too, and that is a factor in why people stay in abusive relationships.	2.98	2.90	3.25
23. I am critical of popular culture because it can contribute to unhealthy ideas about sex, relationships, and stalking.	3.08	2.96	3.41

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

Bystander Measure	Control Mean (n=94)	Pre Mean (n=184)	Post Mean (n=159)
24. If I hear someone making inappropriate sexual comments to someone else, I say or do something about it.	3.71	3.65	4.17
25. I intervene if I see a friend trying to take advantage of someone's intoxicated state to have sex with them.	3.96	3.88	4.32
26. I say something if I hear a friend talking about getting someone intoxicated in order to have sex with them.	4.04	4.02	4.4
27. Please mark "agree" for this item. **(Validity item, % correct)**	95%	99%	90%
28. I say something if I hear a stranger or acquaintance talking about taking sexual advantage of someone's intoxicated state.	3.89	3.67	4.18
29. I discourage strangers or acquaintances if I hear them talking about women in sexually degrading ways.	3.53	3.53	3.95
30. Although I would like to intervene when a guy's sexual conduct is questionable, I am not sure I would know what to say or do.	3.2	2.95	2.64

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.
Note: * indicates items that were reverse coded.

Survivor Support Skills	Control Mean	Pre Mean	Post Mean

	(n=94)	(n=184)	(n=159)
28. If someone came to me and claimed that they were raped, my first reaction would be to not believe them.*	3.54	3.63	3.97
29. I feel prepared to respond if a friend tells me they were sexually assaulted or abused.	3.55	3.66	4.06

Note: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.
Note: * indicates items that were reverse coded.

Behavioral Intentions	Control Mean (n=94)	Pre Mean (n=184)	Post Mean (n=159)
31. If you are uncertain, how likely are you to stop sexual activity and clarify that your partner clearly wants to continue.	3.87	3.54	3.99
32. If you could be assured that no one would know, and that you could in no way be punished, how likely would you be to force a person to have sex with you?*	4.31	4.22	4.50
33. You've wanted to have sex with your partner for a long time, but they have always said 'no.' One night, you take them to a party where they get very drunk. How likely are you to have sex with them on that night?*	4.16	4.07	4.54

Note: 1 = Not at all likely and 5 = Very likely.
Note: * indicates items that were reverse coded.

Additional Bystander Behavior Questions

Two additional bystander questions were asked to participants and the results of those questions are reported below.

34. During the past six months, I have said something to a friend or acquaintance who was talking about taking advantage of someone's intoxicated state.

Bystander Behavior (Control)	Frequency	Percent
Not at all	75	80%
At least once	4	4%
A few times	9	10%
Several times	4	4%
Many times	2	2%
Total	94	100%

Bystander Behavior (Pre)	Frequency	Percent
Not at all	136	76%
At least once	19	11%
A few times	17	9%
Several times	5	3%
Many times	2	1%

Total	179	100%

Bystander Behavior (Post)	Frequency	Percent
Not at all	93	65%
At least once	22	15%
A few times	16	11%
Several times	10	7%
Many times	3	2%
Total	144	100%

35. During the past six months, I have disrupted sexually abusive language or behavior.

Bystander Behavior (Control)	Frequency	Percent
Not at all	63	67%
At least once	16	17%
A few times	10	11%
Several times	3	3%
Many times	2	2%
Total	94	100%

Bystander Behavior (Pre)	Frequency	Percent
Not at all	99	56%
At least once	39	22%
A few times	27	15%
Several times	12	7%
Many times	1	0.6%
Total	178	100%

Bystander Behavior (Post)	Frequency	Percent
Not at all	63	44%
At least once	28	19%
A few times	33	23%
Several times	13	9%
Many times	7	5%
Total	144	100%

Differences Between Groups on Knowledge of Sexual Assault

Overall, females scored better than males and both improved at similar rates.

Students from all racial backgrounds improved their scores on the Knowledge scale.

Overall, all grade levels improved their scores from pre-test to post-test, but juniors and seniors improved at a greater rate.