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Youth Engagement

SHARING THE STORIES

A Report on Sheatre's

Far From the Heart Program

"Far From the Heart (FFTH) is a multi-sectoral sexual assault and dating violence prevention program for youth 12 years old and up"



May 2019

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Origin Story

Sheatre believes in the power of theatre and the arts to change lives and to contribute to a healthy, compassionate society. Sheatre endeavours to entertain, create change, and inspire learning through participation.

Sheatre is a multiple award-winning, community arts organization that focuses on issue-oriented theatre, community celebration through the arts, theatre, and workshops where people create and learn through play and exploration, linked by a central principle: community engagement and the core belief that the power of theatre and the arts is a medium of change. Since 1985, Sheatre has reached 142,775 youth and adults through the creation and production of over 114 original plays and 1,250 events in small urban and rural communities in Canada, the US, and England.

Sheatre works primarily in rural and small urban communities, in schools, halls, community centres, and parks. Their collaborative projects often engage excluded populations and address high-risk social issues.

Far From the Heart (FFTH) is a multi-sectoral sexual assault and dating violence prevention program for youth 12 years old and up.

An interactive Forum Theatre play is at the core of the program, supported by a comprehensive educational package that includes an educational guide, teacher training, and in-class activities, including a conversation with community experts in the field, to help deliver the core curriculum in the areas of sexual health and violence prevention. Together, these elements engage and educate teens about the different forms of pressure and violence in dating relationships by exploring the issues that lie beneath this behaviour. The intention is to affect participants' attitudes and beliefs in order to promote healthy relationships, reduce risks, increase intervention, and stimulate emotional and social strengths, and resiliency. FFTH is primarily delivered in schools with students in Grade 7 and up in rural, remote, and small urban areas.

The seed project of FFTH (2006) was created in response to concerns expressed to Artistic Director Joan Chandler by Public Health Nurses at the Grey Bruce Health Unit and social service workers at The Women's Centre in Owen Sound. Staff at both agencies noted increased levels of dating violence against young women and the prevalence of second-generation women entering the shelters. Public Health Nurses were alarmed at the number of young girls and teens that were involved in unhealthy relationships or couldn't distinguish between acceptable behaviour patterns and abuse. Regional youth told Chandler they felt talking about sexual violence was taboo, and that young people were afraid to reach out if violated. Statistics supported a need for education. Evidence points to a high risk of sexual assault and date rape among teens as well as serious issues relating to victimization and reporting:

- **86% of all sexual offences reported to the police in 2004 involved girls under the age of 18.** (Ontario Women's Directorate, up from 63% in 1996)
- **Rates of victimization reported to the police were highest among female teenagers and young adults. Rates of sexual offending were highest among male teenagers.** (Statistics Canada, Canadian Centre for Justice Statistics, *Sexual Offences in Canada*, 2003. <http://dsp-psd.pwgsc.gc.ca/Collection-R/Statcan/85-002-XIE/0060385-002-XIE.pdf>)

The interactive Theatre Forum, **Far From The Heart**, was developed in collaboration with a group of teens under the professional direction of Joan Chandler and Simon Malbogat. The play follows the story of four characters. It has subsequently been presented live across Ontario and Saskatchewan through 12 tours reaching over 28,000 people, and is available online.

The play's storyline: The girls and guys are focused on image, popularity, and sexual conquest at The Big Party. Felicity is inexperienced and dulled by alcohol. She finds herself tormented by her controlling boyfriend, abandoned by her friend, and assaulted by the guy who seemed to be a helper. What should be happening? What can a person do in the face of assault? Could Felicity's best friend help her? Who can? Audience members have the opportunity to step into the action and change the outcome of the scenarios performed on stage. As a result, students get a rehearsal for reality, learning through theatre how to resolve conflicts, negotiate relationships, and avoid risk. A half-hour discussion with professional counsellors from local community groups immediately follows each show. These resource people are available to support individuals as needed.

FFTH teaches and promotes awareness among youth about the realities of dating violence, sexual assault, and the impact on victims, and provides them with access to victim support services, prevention tools, and justice-related resources available in their community.

Executive Summary

The purpose of the report is to evaluate the impact that Sheatre's Far From the Heart (FFTH) program has on young people's knowledge about the resources available in their communities and on their understanding of both gender-based violence and gender stereotypes.

Sheatre is a community arts organization that performs issue-oriented theatre, and workshops where people create and learn through play and exploration, linked by a central principle: community engagement and the core belief that the power of theatre and the arts is a medium of change. Sheatre provides safe, supportive and fun environments that give (often vulnerable) people an opportunity to address high-risk social issues, to nurture a positive sense of community using the arts, and to reflect and celebrate the creative spirit and strength in all of us.

Sheatre's FFTH program was evaluated through the use of two quantitative modules and one qualitative module. Overall, from both quantitative and qualitative results, it is clear that the FFTH experience impacted its participants. FFTH participants reported that their community knowledge and involvement increased, as did their understanding of how to address gender-based violence issues and perceived skills for identifying them in their communities. Youth also reported that they understood consent and the individual's ability to say no, as well as the way sexual assault can happen to anyone. They report feeling a mix of discomfort and new learning, and expressed an intention to help others with what they have learned.

Through statistical testing¹, FFTH participants reported significant increases from before the FFTH program to after for the following questions:

- I know where to get information about programs in my community. (increase from time point 1 to time point 2, $p=.002$)
- There are organizations in my community that I can go to for help. (increase from time point 1 to time point 2, $p=.013$)
- I often give others advice about where and how to connect with organizations in the community. (increase from time point 1 to time point 2, $p=.004$)
- I have a greater understanding and knowledge of issues related to gender-based violence (time point 1 greater than the aggregate², $p=.026$)
- My skills for identifying forms of gender-based violence in my community has improved (increase from time point 1 to time point 2, $p=.002$).
- My interest in working on issues related to gender-based violence has increased (time point 1 and time point 2 greater than the aggregate, $p<.001$), with the scores increasing over the course of the program.

The results indicate that the FFTH program impacted young people positively. They are better equipped to navigate resources in their community and understand and identify gender-based

¹ **P-value:** The p-value indicates the likelihood that the relationship observed between 2 scores would occur by chance alone. A common procedure in social science research is to accept that differences are statistically significant if the p-value is less than 0.05. This means a p-value less than .05 suggests that the change in scores (either increase or decrease) is related to participation in the program.

² The aggregate is the average (or mean) of responses from youth in other programs who have completed the same survey. It provides an opportunity for comparison.

violence. It is important to note that young people are interested in working on issues related to gender-based violence, which suggests that Sheatre, or schools that host FFTH programming, should provide further opportunities for youth to work on issues related to gender-based violence.

Process and Tools to Date

Sheatre chose two quantitative survey modules to discover trends and outcomes of the FFTH program. Between 106-110 participants filled out the modules used to evaluate the program at two time points – before the program (time point 1) and at the end of the program (time point 2):

- Resources in Community tool aims to measure how well the young people in their program feel they are knowledgeable about the resources available in their communities.
- Gender Based Violence tool aims to assess the way youth in the program understand both gender-based violence and gender stereotypes.
- The Head, Heart, Feet, Spirit tool looks at the way youth experience engagement and growth as a result of FFTH.

Program	Module	Other Sharing the Stories Tools
Sheatre: Far From the Heart Program	- Resources in Community Module (n=106)	Head, Heart, Feet, Spirit tool (n=22)
	- Gender Based Violence Module (n=110)	

The modules consist of 7-11 questions.³ All of the questions within the 2 modules used a 5-point scale (1= Strongly disagree, 5= Strongly agree) to determine how much participants agreed or disagreed with the statements.

³ Questions are grouped into statistically reliable sets. Reliability is a measure of internal consistency of a set of questions. In other words, each set of questions is good at measuring the related, but different aspects of what is being studied.

Organization of the Report

This report will be broken down into three sections. The sections will be as follows:

- **Resources in the Community.** This module aims to measure how well the youth in the FFTH program feel they are knowledgeable about the resources available in their communities. The analyses include a frequency analysis and a statistical significance analysis.
- **Gender Based Violence.** This module aims to assess the way youth in the FFTH program understand both gender-based violence and gender stereotypes. The analyses include a frequency analysis and a statistical significance analysis.
- **Head, Heart, Feet, Spirit.** Outcomes youth experience as a result of the FFTH program related to their personal growth, with a focus on the four aspects of full engagement (Pancer et al., 2002; Rose-Krasnor, 2009): what they learned (head), how they felt (heart), what they're going to do with what they learned (feet), and how they connected (spirit).

Results: Youth voice

Resources in Community: Frequency Test

This module aims to measure how well youth in the FFTH program feel they are knowledgeable about the resources available in their communities. The following table is a representation of how many individuals selected each response before the Sheatre program (green columns) and after (blue columns) using a frequency model.

The Resources in Community module is comprised of three key performance indicators, or KPIs, which are statistically reliable sets of questions: Community Involvement, Community Knowledge, and Skills for Assessing Resources. The responses below have been divided according to KPI. The bolded numbers in the blue columns indicate an increase from before to after the program. The scale goes from 1=Strongly disagree to 5=Strongly agree.

Resources in Community										
Rating	1		2		3		4		5	
Questions	Community Involvement									
1. You know where to volunteer in your community	5.2%	4.2%	25.9%	22.9%	41.4%	33.3%	24.1%	33.3%	N/A	N/A
6. You are a person who tells others about your community	24.1%	20.8%	43.1%	35.4%	17.2%	27.1%	8.6%	10.4%	N/A	N/A

For question number 1, there is an increase in the number of people who selected 4 (Agree), from 24.1% of respondents to 33.3%, or from approximately one-quarter before FFTH to one-third following the program. For question number 6, there was an increase in the number of respondents who selected 3 (neither agree nor disagree) and 4 (Agree), and a corresponding decrease in the number of respondents who selected 1 (Strongly disagree) and 2 (Disagree). This suggests that FFTH supported young people to learn more about how to be involved in their communities.

	Community Knowledge									
2. I know where to get information about programs in my community	8.6%	2.1%	24.1%	18.8%	25.9%	18.8%	27.6%	33.3%	12.1%	22.9%
3. There are organizations in my community that I can go to for help	1.7%	0.0%	24.1%	10.4%	36.2%	18.8%	24.1%	33.3%	12.1%	31.3%
4. I often give others advice about where and how to connect with organizations in the community	25.9%	14.6%	29.3%	22.9%	27.6%	25.0%	10.3%	14.6%	5.2%	16.7%

5. I know someone who would help me find and access resources and opportunities in my community	10.3%	4.2%	19.0%	8.3%	24.1%	6.3%	19.0%	35.4%	27.6%	41.7%
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For the Community Knowledge KPI, the percentage of respondents who selected 4 and 5 increased for every single question following the program. This suggests that young people are more knowledgeable about resources in their communities that they could access or share with friends who need support.

	Skills for Accessing Resources									
7. I feel comfortable communicating with other individuals in my community	0.0%	4.2%	19.0%	16.7%	19.0%	27.1%	34.5%	31.3%	25.9%	14.6%
8. I feel comfortable communicating with other organizations in my community	8.6%	8.3%	15.5%	16.7%	41.4%	33.3%	20.7%	22.9%	10.3%	12.5%
9. I can easily find and access the community support or service I need	0.0%	4.2%	17.2%	10.4%	12.1%	16.7%	37.9%	29.2%	29.3%	35.4%
10. I can easily find opportunities that interest me in my community	0.0%	6.3%	19.0%	12.5%	20.7%	22.9%	31.0%	29.2%	27.6%	25.0%
11. If I'm interested in joining a community program, I know how to do so	3.4%	2.1%	6.9%	12.5%	19.0%	12.5%	20.7%	33.3%	48.3%	35.4%

Skills for accessing resources showed no systematic increase in terms of higher ratings. However, 'I feel comfortable communicating with other organizations in my community' does show an increase in the number of respondents who selected 4 or 5 (agree or strongly agree), suggesting the young people are willing to connect with local and/or community resources. In addition, while not a clear pattern, youth participants did report that they can easily find and access the community supports they need, with an increase in the selection of 3 (neither agree nor disagree) and 5 (strongly agree) in time point 2, and a relatively large proportion of respondents selecting 4 (agree) at both time points.

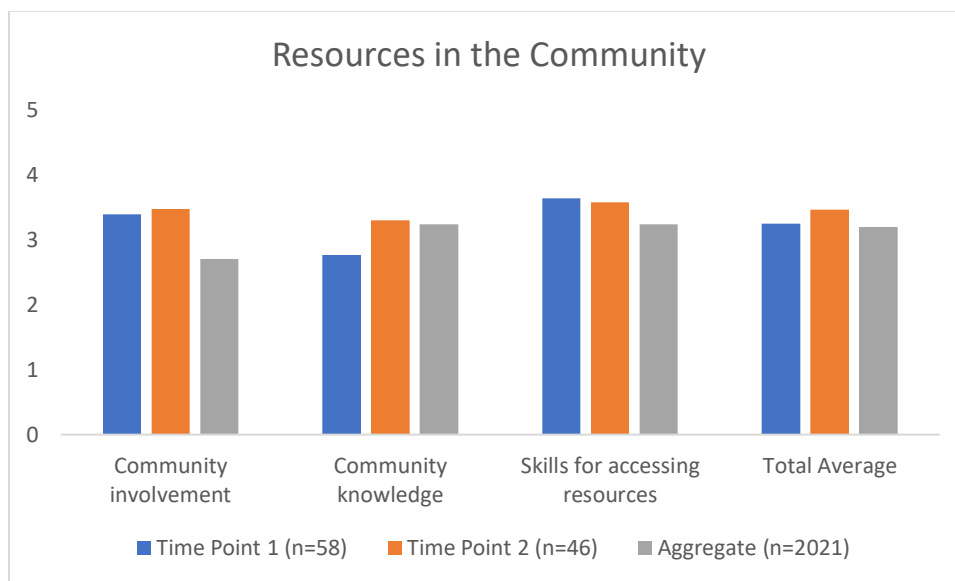
A possible explanation for this phenomenon is that the program may be targeting both community involvement and knowledge to a more consistent level than the skills for accessing resources in the participants' communities. This may in part be due to the duration of the program; imparting skills may require more time than increasing knowledge and motivation.

For questions 7, 9, and 10, there is an increase in the percentage of respondents who selected 1 (strongly disagree) at time point 2. This may suggest that prior to the program, participants thought they had a better understanding or were better equipped to access resources in their communities, but learned over the course of the FFTH program that they knew less than they initially thought.

Resources in Community: Significant Change

The analyses below provide a comparative analysis of the first time point of data collection and the second time point; these means have been tested for statistical significance. Statistical significance tests for change that is likely not random, but attributed to a specific cause—in this case, FFTH programming.

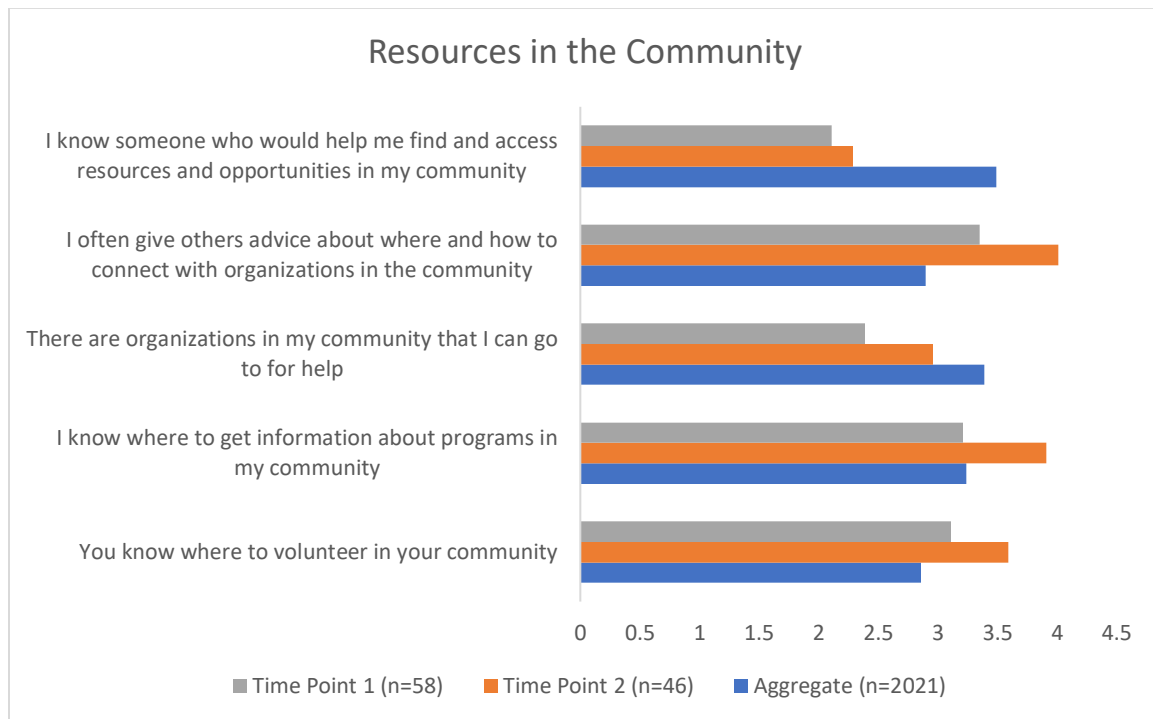
As mentioned above, the Resources in Community module contains three key performance indicators (KPI), all of which demonstrate some statistically significant changes, explored below: community involvement, community knowledge, and skills for accessing resources. Each indicator is comprised of 2-5 questions. Statistical significance can occur both in individual questions and in KPIs.



Each of the KPIs shows some statistically significant difference. In Community Involvement, there is a statistically significant difference between time point 1 and the aggregate ($p < .001$) and time point 2 and the aggregate ($p < .001$). This illustrates that both prior to and after FFTH programming, participants were more involved in their community than the mean of youth in other programs. There was a slight increase from time point 1 to time point 2, as well.

For Community Knowledge, responses at time point 1 are significantly lower than the aggregate ($p < .001$), which suggests that prior to the program, participants knew less about their community than the average of all other respondents in other programs. Of note, there is a statistically significant increase from time point 1 to time point 2 ($p = .006$) with regards to community knowledge. This suggests that FFTH increased participants' knowledge about their community, with scores going from statistically lower than the aggregate to slightly above the aggregate.

Skills for Accessing Resources proved to be statistically greater than the aggregate at both time points (time point 1, $p=.001$; time point 2, $p=.009$), suggesting that youth participants were equipped to access and navigate resources to a greater extent than the aggregate both before and after FFTH.



The above graph represents the means of five questions from the Resources in Community module. The mean of all responses increased from time point 1 to time point 2, which suggests that overall, FFTH increased elements of young people's knowledge and involvement in community.

Within the KPI Community Knowledge, the following questions demonstrated statistically significant increases from time point 1 to time point 2 data collections:

- I know where to get information about programs in my community ($p=.002$).
- There are organizations in my community that I can go to for help ($p=.013$).
- I often give others advice about where and how to connect with organizations in the community ($p=.004$).

With regards to Community Involvement, one result demonstrated statistically significant change over time:

- You know where to volunteer in your community. ($p=.012$).

This suggests that through attending FFTH, participants learned about places at which they could volunteer in their communities.

Additional graphs and full statistical analysis can be found in the Appendix.

Gender Based Violence: Frequency Test

This module aims to assess the way youth who participate in the FFTH program understand both gender-based violence and gender stereotypes, and the way their perceptions may change before and after the program. The following illustrates the response percentages for every question in this module for both before (green columns) and after (blue columns) the program occurred. The bolded numbers represent an increased response after the program happened. Again, the scale goes from 1=Strongly disagree to 5=Strongly agree.

The Gender-Based Violence module is not separated into KPIs, but for ease of use, the frequency analysis has been separated into two sections.

Gender Based Violence										
Rating	1		2		3		4		5	
Questions										
1. I have a greater understanding and knowledge of issues related to gender-based violence	1.7%	0.0%	3.3%	2.0%	5.0%	8.0%	53.3%	48.0%	35.0%	40.0%
2. My understanding and knowledge of how gender expectations/stereotypes (e.g. masculinity, femininity) contributes to gender-based violence have increased	0.0%	4.0%	0.0%	0.0%	6.7%	2.0%	51.7%	54.0%	40.0%	38.0%
3. I have a greater understanding of how and why gender-based violence happens	0.0%	2.0%	8.3%	6.0%	20.0%	6.0%	40.0%	48.0%	30.0%	34.0%

In question 1 (I have a greater understanding and knowledge of issues related to gender-based violence), there was a decrease in the percentage of respondents that selected 1 (Strongly disagree) and 2 (Disagree), and an increase in respondents who selected 3 (Neither disagree or agree) and 5 (Strongly agree). This suggests that on average overall, young people's understanding of issues related to gender-based violence increased.

For question 2 (My understanding and knowledge of how gender expectations/stereotypes contribute to gender-based violence have increased), there was an increase in the selection of 1 (Strongly disagree) and 4 (Agree). This could suggest that while some participants' understanding of gender stereotypes and expectations increased, some may have found it a difficult or uncomfortable concept to understand. It is important to note that for some young people, this may be the first time they have been asked to confront gender stereotypes and expectations. As such, this conversation may lead to initial uncertainty, confusion, or questioning instead of clarity or understanding.

For question 3, there was an increase in the percentage of respondents that selected both 4 and 5, suggesting that overall participants report a better understanding of how and why gender-based violence happens.

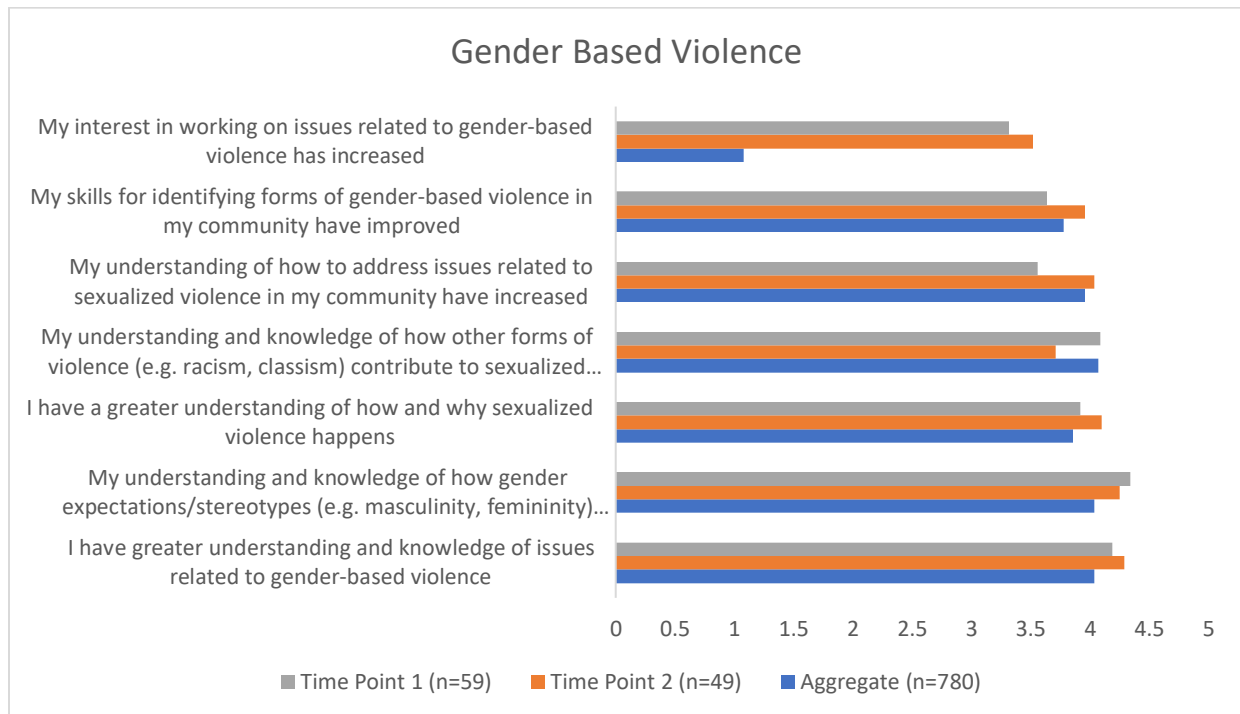
4. My understanding and knowledge of how other forms of violence (e.g. racism, classism) contribute to gender-based violence have increased	0.0%	2.0%	3.3%	4.0%	18.3%	14.0%	43.3%	54.0%	33.3%	22.0%
5. My understanding of how to address issues related to gender-based violence in my community have increased	0.0%	2.0%	15.0%	4.0%	30.0%	12.0%	36.7%	48.0%	16.7%	30.0%
6. My skills for identifying forms of gender-based violence in my community have improved	1.7%	2.0%	8.3%	6.0%	33.3%	10.0%	35.0%	54.0%	20.0%	24.0%
7. My interest in working on issues related to gender-based violence has increased	8.3%	4.0%	13.3%	12.0%	30.0%	30.0%	31.7%	30.0%	15.0%	20.0%

For question 4, there is an increase in the selection of 1, 2, and 4. Much like question 2 above, this may suggest that while some youth increased their understanding of how larger oppressive forces intersect with gender-based violence, for many others, this is new and unfamiliar territory, and may lead to increased questions and confusion. This, however, is likely a necessary step in shifting attitudes and understanding of the intersection of different forms of violence.

Questions 5 and 6 both demonstrate an improvement, with an increased number of participants selecting options 4 and 5. This could indicate that participants' understanding of how to address gender-based issues and their perceived skills for identifying them in their communities have increased.

While responses for question 7 remained relatively consistent, there was a decrease in participants that selected 1 and an increase in those that selected 5. This may suggest an increased interest in working on issues regarding gender-based violence.

Gender Based Violence: Significant Change



As demonstrated in the graph above, for all questions but two, participants reported increased scores over time. With regards to statistical significance, three questions demonstrated statistical significance of note for FFTH:

Following the FFTH program, respondents' understanding and knowledge of issues related to gender-based violence increased from time point 1 to time point 2, with time point 2 being statistically greater than the aggregate ($p=.026$).

In addition, participants' skills for identifying forms of gender-based violence in their communities improved significantly after participating in FFTH ($p=.002$), improving from below the aggregate to above it.

Lastly, young people participating in FFTH reported that their interest in working on issues related to gender-based violence has increased with scores significantly higher than the aggregate both before and after participating in FFTH ($p<.001$), with the scores increasing over time. This suggests that youth were interested in the topic at the start of the program, with this interest increasing through their participation in FFTH.

Through this survey, we were able to identify the number and percentage of youth respondents that increased their understanding of sexual violence and harassment, the likelihood of saying or doing something in the face of sexual violence and harassment, and their understanding of consent and positive healthy relationships.

- 14 individuals or 39.5% of youth report when surveyed an increased understanding of issues related to sexual violence and harassment
 - In order to identify this change, the responses to question 1 in the Gender-Based Violence tool were analyzed. This number reflects the number of participants whose responses increased from the first data collection to the second.
 - While this number and percentage is lower than the two following measures, youth scored consistently higher for this question, with 19 respondents reporting scores of 4 or 5 (agree or strongly agree) over both time points.
- 26 individuals or 66.7% of youth report when surveyed an increased likelihood of saying or doing something if they witness sexual violence or harassment
 - In order to identify this change, the responses to questions 5-7 in the Gender-Based Violence tool were analyzed. This number reflects the number of participants whose responses increased from the first data collection to the second.
- 27 individuals or 69.2% that report when surveyed an increased understanding of sexual consent and positive healthy relationships
 - In order to identify this change, the responses to all questions in the Gender-Based Violence tool were analyzed. This number reflects the number of participants whose responses increased from the first data collection to the second.

These identified changes further reinforce the findings that young people who attended Far From the Heart increased their knowledge and understanding of sexual violence and harassment, and affirms that many of them may feel more confident and equipped to address issues of sexual violence and harassment in their communities.

Head, Heart, Feet, Spirit

The Head, Heart, Feet, Spirit module provides young people with an opportunity to reflect on the engagement experience in the FFTH program and what they will take away from that experience. They were asked to answer four open-ended questions regarding the way they thought, felt, will act and connected with the program. Twenty-two young people completed this module.

Head

Young people in the program shared what they learned in the program. Some of the major themes that emerged included the ability someone has to say no and general consent as well as the way sexual assault can happen to anyone. Also, some participants mentioned how they now know what type of support is available in their communities. Here are some of the quotes from this section:

"I learned about the support systems near me and how to say no..."

"Gender-based violence/sexual assault can happen to anyone; never victim's fault"

"I learned that you should always look out for people."

Heart

The comments about how young people felt were mixed in nature, meaning that several expressed how uncomfortable the program made them, but some were more at ease. The discomfort, however, may demonstrate that FFTH provided a space for young people to have conversations they do not have elsewhere. These conversations may be difficult, but, as is clear in some of the quotations below, young people still learned about gender-based violence and how to address it. Here are some of the quotes from this section:

"A little weirded out. They were all friends and then it went south."

"I feel upset and yet knowledgeable. I feel upset knowing now that this actually happens in our society, but knowledgeable that I can do something about it now."

"I'm going to readjust my social medias so that I don't get [taken] or worse."

Some young people also indicated that the program was upsetting for them.

"uncomfortable - reminded of different things - very upset"

This could be an indicator that some of the youth could benefit from further debriefing after the activity or referrals from teachers and guidance counselors. This may be an opportunity to encourage schools to have increased supports on school grounds to address gender-based violence.

Feet

In this section, youth let us know what they intend to do with what they have learned from the program. One major theme resonated from this section which is the intention to help and inform others. Here are some of the quotes from this section:

“Help others”

“I can inform others of the dangers they could face”

“Help anyone who goes through it any way I can”

Spirit

In this section, youth let us know how they connected with the program. Many youth reflected that they did not know how they connected with this, however the rest of the comments indicated that youth connected with the program because it was relevant in their lives. Here are some of the quotes from this section:

“I connected because I know about these issues. I’ve read and heard about them, because it exists.”

“I connected with victim”

“Made me think about the realism of it all”

Takeaways

Overall, from both quantitative and qualitative results, it is clear that Sheatre’s Far From the Heart program positively impacted its participants. Youth increased their community knowledge and desire to be involved, as well as increased their understanding of how to address gender-based issues and perceived skills for identifying them in their communities. Through qualitative tools, youth shared that they understood general consent and a person’s ability to say no, as well as the way sexual assault can happen to anyone. While sometimes feeling discomfort due to the sensitive nature of the topic, youth identified that they felt increasingly knowledgeable about the topic, and intended to use this knowledge to help others.

Conclusion

The purpose of this report is to identify how Sheatre's Far From the Heart (FFTH) program impacted participants, both with regards to navigating resources in the community, and understanding and addressing gender-based violence in their communities.

FFTH aims to affect participants' attitudes and beliefs in order to promote healthy relationships, reduce risks, increase intervention, and stimulate emotional and social strengths, and resiliency. Through the program evaluation, it is clear that FFTH improves resiliency by equipping young people with improved knowledge of their community resources and increased understanding of gender-based violence and how to identify it in their community. Participants demonstrated statistically significant increases in a number of evaluation questions, including where to go for information and support in their communities and how to identify gender-based violence in their communities. Quantitative results were reflected in the qualitative responses, through which youth expressed that they learned about gender-based violence, as well as how to inform their peers and protect themselves.

Some youth identified that the program made them feel uncomfortable, upset or weird; this speaks to the sensitive nature of the topic, as well as the lack of information that most young people receive about the topic in general. There was some evidence of this in the quantitative data as well, where it appears that youth were encountering new concepts with regards to systemic violence and gender stereotypes.

Overall, Far From The Heart positively impacted youth participants, equipping them with skills and knowledge to better navigate resources and address gender-based violence.

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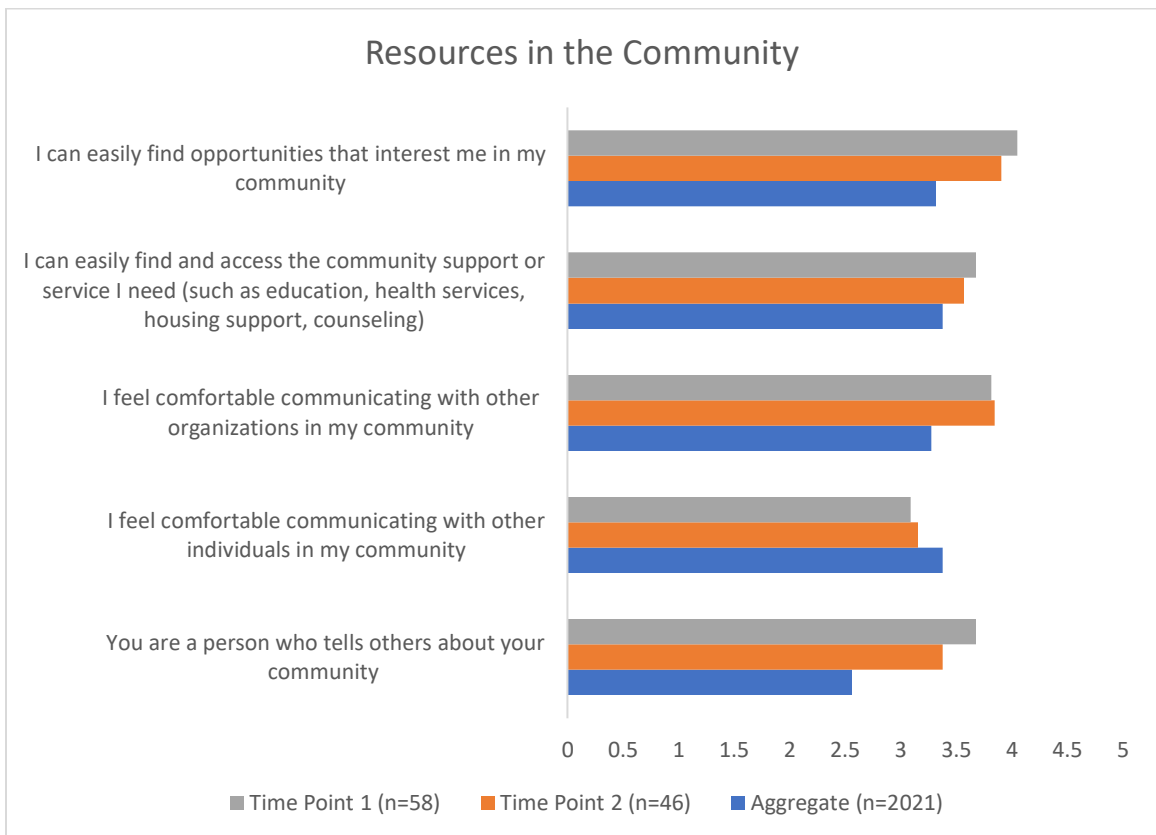
Appendix

Resources in Community Test Outputs

Item	Group size	Mean	Significance level (aka is there a difference <i>somewhere</i> between groups) (report as $p = .xxx$)	Post hoc (aka which group is different specifically) (report as $p = .xxx$)
Total average	Aggregate = 2021 T1 = 58 T2 = 46	Aggregate = 3.2 T1 = 3.24 T2 = 3.47	.092 (ns)	N/A
Involvement	Aggregate = 1977 T1 = 58 T2 = 46	Aggregate = 2.71 T1 = 3.39 T2 = 3.47	<.001	T1 and Aggregate (<.001) T2 and Aggregate (<.001)
Knowledge	Aggregate = 2007 T1 = 58 T2 = 46	Aggregate = 3.23 T1 = 2.76 T2 = 3.30	.002	T1 and Aggregate (<.001) T1 and T2 (.006)
Skill	Aggregate = 2009 T1 = 58 T2 = 46	Aggregate = 3.24 T1 = 3.64 T2 = 3.58	<.001	T1 and Aggregate (.001) T2 and Aggregate (.009)
Q1	Aggregate = 1863 T1 = 57 T2 = 46	Aggregate = 2.86 T1 = 3.11 T2 = 3.59	<.001	T1 and T2 (.012) T2 and Aggregate (<.001)

Q 2	Aggregate = 1857 T1 = 57 T2 = 45	Aggregate = 3.24 T1 = 3.21 T2 = 3.91	<.001	T1 and T2 (.002) T2 and Aggregate (<.001)
Q3	Aggregate = 1885 T1 = 57 T2 = 45	Aggregate = 3.39 T1 = 2.39 T2 = 2.96	<.001	T1 and Aggregate (<.001) T1 and T2 (.013) T2 and Aggregate (.011)
Q4	Aggregate = 1941 T1 = 58 T2 = 46	Aggregate = 2.90 T1 = 3.35 T2 = 4.01	<.001	T1 and Aggregate (.009) T1 and T2 (.004) T2 and Aggregate (<.001)
Q5	Aggregate = 1956 T1 = 54 T2 = 45	Aggregate = 3.49 T1 = 2.11 T2 = 2.29	<.001	T1 and Aggregate (<.001) T2 and Aggregate (<.001)
Q6	Aggregate = 1866 T1 = 57 T2 = 45	Aggregate = 2.56 T1 = 2.68 T2 = 3.38	<.001	T1 and Aggregate (<.001) T2 and Aggregate (<.001)
Q7	Aggregate = 1975 T1 = 56 T2 = 45	Aggregate = 3.38 T1 = 3.09 T2 = 3.16	.071 (ns)	N/A
Q8	Aggregate = 1946 T1 = 56	Aggregate = 3.29 T1 = 3.82	<.001	T1 and Aggregate (<.001)

	T2 = 46	T2 =3.85		T2 and Aggregate (.001)
Q9	Aggregate = 1939 T1 = 57 T2 = 46	Aggregate = 3.38 T1 = 3.68 T2 =3.57	.075 (ns)	N/A
Q10	Aggregate = 1964 T1 = 57 T2 = 46	Aggregate = 3.32 T1 = 4.05 T2 =3.91	<.001	T1 and Aggregate (<.001) T2 and Aggregate (.001)
Q11	N/A	N/A	N/A	N/A



Gender-Based Violence Test Outputs

Item	Group size	Mean	Significance level (aka is there a difference <i>somewhere</i> between groups) (report as p = .xxx)	Post hoc (aka which group is different specifically) (report as p = .xxx)
Q2	Aggregate = 726 T1 = 59 T2 = 49	Aggregate = 4.04 T1 = 4.19 T2 = 4.29	.036	T2 and Aggregate (.026)
Q3	Aggregate = 731 T1 = 59 T2 = 49	Aggregate = 4.04 T1 = 4.34 T2 = 4.25	.004	T1 and Aggregate (.004)
Q4	Aggregate = 726 T1 = 59 T2 = 48	Aggregate = 3.86 T1 = 3.92 T2 = 4.10	.134 (ns)	N/A
Q5	Aggregate = 724 T1 = 59 T2 = 48	Aggregate = 4.07 T1 = 4.09 T2 = 3.71	.541 (ns)	N/A
Q6	Aggregate = 721 T1 = 59 T2 = 48	Aggregate = 3.96 T1 = 3.56 T2 = 4.04	.001	T1 and Aggregate ($< .001$) T1 and T2 (.002)
Q7	Aggregate = 722 T1 = 59 T2 = 48	Aggregate = 3.78 T1 = 3.64 T2 = 3.96	1.97 (ns)	N/A
Q8	Aggregate = 780 T1 = 59 T2 = 48	Aggregate = 1.08 T1 = 3.32 T2 = 3.52	$< .001$	T1 and Aggregate ($< .001$)

				T2 and Aggregate (<.001)
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