WEB-BASED VIOLENCE PREVENTION CURRICULUM FOR TEENAGE GIRLS

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A project proposal

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The project presented by Kenneth A. Niezgoda entitled Web-Based Violence Prevention Curriculum for Teenage Girls is hereby approved:

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ABSTRACT

United States Department of Justice statistics state that one in six women will be victim of a rape attempt at some point in her life. Half of all rape victims are teenagers. Emphasis on and availability of adequate teenage girls' violence prevention curriculum in public schools does not match the magnitude of the problem. This project reflects both the expertise of violence prevention expert Gavin de Becker as well as the self-defense expertise of the author and several martial arts masters and self-defense instructors. The core of the project is a website, which contains downloadable instructional materials and lesson plans. The curriculum is free to any school or organization as long as it is not used to generate profit. The development process included three stages of formative evaluation surveys: Project proposal stage, curriculum and website development stage, and the curriculum completion stage. Evaluators consisted of subject matter experts and parents, who offered suggestions for improvement in key aspects of the program. Among the most notable recommendations for improvement are the suggested creation of a curriculum for adolescent males, and the adaptation of lessons for Spanish-speaking learners and learners with physical disabilities.

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CHAPTER 1: NEED FOR PROJECT

Introduction

In the time it takes the average reader to reach page four of this proposal, a woman will have been raped somewhere in the United States – one every two minutes. One in six women will be the victim of a rape attempt at some point in her life, according to the United States Department of Justice National Violence Against Women Survey (Tjaden & Thoennes, 2000). According to the survey, approximately 1.9 million women are the victims of violence or rape each year on average, and more than half of these victims are under the age of 18. These statistics stand as proof, prima facie, that violence against women, sexual assault, and rape, especially rape of teenage girls, is a significant problem in this country. To put the scope of this problem in perspective consider these examples: Approximately 3 million people were injured in 2001 in automobile accidents (National Traffic Highway Safety Administration, 2002); an average of 40,000 people are infected with the HIV virus annually in the United States ("Advancing HIV Prevention", 2003); during a two-year span, 2001-2002, hospital emergency rooms treated an average of 4,174 persons each year nationwide for nonfatal unintentional drowning injuries in recreational water settings (Gilchrist, Gotsch,& Ryan, 2004).

Violence committed by men against women is a widespread problem, comparable in scope to most other high-profile safety issues facing people in the United States. It is a dangerous and potentially deadly crime that frequently induces post-traumatic stress disorder in survivors, which can lead to health, depression, and chemical dependency problems many years after the traumatic event ("The Effects of Trauma", 2006).

Violence and sexual assault against women is a potential threat to the health, safety, and lives of all women, particularly teenage girls. It is also to some degree preventable.

Like the other dangers discussed previously, instances of sexual assault and violence against women can be reduced through education, by teaching females how to avoid becoming a victim and how to fight back if prevention fails. Unfortunately, violence and sexual assault prevention (VSAP) instruction provided by public school districts is often inadequate. This project addresses that need with a two-part curriculum available through download from the project website. The first part of the curriculum is a violence prevention unit based substantially on the principles of violence prediction and prevention expert Gavin de Becker. A three-time presidential appointee, de Becker is generally considered the nation's leading expert on predicting violent behavior. Among his clients are the C.I.A. and the United States Supreme Court. His organization, de Becker & Associates, advises numerous universities, corporations, law enforcement agencies, and celebrities. He is the author of the best-selling books, *The Gift of Fear* and *Protecting the Gift* (de Becker, 1997, 1999), which are recommended texts for this curriculum. The second part of the curriculum is a self-defense unit that employs easy, common sense martial arts techniques, which can be taught by an instructor who is not necessarily a martial arts expert. The website serves both as a resource and curriculum source for instructors as well as a supplemental curriculum website for students. A supplemental CD of the website is available to schools and organizations that don't have adequate computer access.

Reason for a Web-Based Program

While the exact numbers are difficult to determine due to lack of research published on the subject (Graytak, 2001), many school districts do not teach a comprehensive

VSAP curriculum for teenage girls. For the purposes of this project and based on the research of subject matter experts (de Becker, 1997, 1999; Snortland, 1998; Fink, 1995; Kamienski, 2001), a comprehensive VSAP program is defined as one that contains the following elements:

1. Helps students develop an informed intuition for recognizing potential threats by making them aware of violence and sexual assault indicators, facts and myths.
2. Emphasizes self-esteem and empowerment as tools of both prevention and physical defense.
3. Introduces strategies for avoidance and prevention in areas specific to adolescent learners: Date / acquaintance rape, domestic abuse, persuasive predator violence, and power predator violence.
4. Employs scenarios and discussion, including feedback and support, in instruction.
5. Trains students to react with simple, effective defense and counter martial arts techniques if physically assaulted.

By using a web-based distribution, a comprehensive program based on these elements has been made accessible to all school districts and other organizations that cater to teenage girls. This program is designed to integrate into a classroom setting. All instructional plans are available for download from the website. Supplemental instructional tools for use by students and instructors are available directly on the website.

Purpose of the Project

The purpose of this project is three-tiered. At the base level, the project fills the

need for a VSAP curriculum for schools and organizations that do not have the resources to develop or money to purchase their own program. The curriculum is offered free for download to any organization that does not intend to profit from using it. The second tier purpose of this project is to create an educational channel for the violence prevention philosophy of de Becker. Although the curriculum will also include concepts and instruction from other subject matter experts (SME), the heart of the project is de Becker's approach to prediction and avoidance of violence. His strategies and techniques are supported by a tremendous volume of research, endorsed by many major government and private institutions, and at times challenge what is generally considered traditional, conventional wisdom in the field of VSAP. The top tier, or most ambitious goal of this project is to draw national attention to the need for effective VSAP instruction for teenage girls and to establish uniform standards and create educational material that employ the best available knowledge on the subject. For all three tiers, web distribution and supplemental support is essential in order to make the program accessible nationwide.

Delimitations

Noticeably omitted from the target population are males. While men and teenage boys do encounter significant violence, even sexual assault (Tjaden, & Thoennes, 2000), the typical nature of the violence and, consequently, the principles of avoidance and prevention are different from those of females. Schools or organizations implementing this or any other violence prevention curriculum for females may also want to examine other types of violence prevention programs designed for males. One useful resource is the Office of Justice Programs with the U.S. Department of Justice (Office of Justice Programs, n.d.). Organizations offering a VSAP curriculum for women or girls should

also consider a program that involves males in the prevention of male violence against females. Such programs typically help define male roles in prevention, teach how male stereotypes and perceptions may promote the violence, and examine cultural issues that may stand as obstacles to prevention (Berkowitz, 2004).

In addition, non-English speaking schools and organizations will need to translate the learning material and lesson plans, since a multi-lingual delivery is not part of the project at this point. Special consideration must also be made by schools and organizations in the self-defense curriculum for learners with physical limitations since the instructional material does not take disabilities into account. Similarly, learners who have been affected by violence, rape, or sexual assault may find the violence prevention curriculum emotionally and psychologically traumatic. An attempt should be made to identify such learners (while maintaining their right to privacy), and accommodations must be made for them, such as curriculum modification, counseling, or substitute learning projects. Since this project is designed for adolescent learners, issues such as spousal abuse and workplace violence are not emphasized. In order to adapt the project for other learners, the instructional design process must be revisited.

Significance of the Project

This project is designed to instruct target learners how to prevent and confront violence, rape, and sexual assault. It helps fill a void in availability for such a curriculum. However the project's target learners, female adolescents, are only a subset of all learners served by the schools and organizations that may use this curriculum. Laws and policies have been enacted or revised to balance the treatment of genders in many different school venues, from sports to the classroom. The notion of a curriculum that not only acknowledges a disparity between genders but is also based solely on that difference

seems contrary to all principles of political correctness and gender equity. Statistics prove, however, that the disparity and its consequential harm to women are real and significant enough that changes in education must be made. Research into the literature showed that no commonly accepted approach to VSAP instruction for teenage girls exists nationally. A program that satisfies that need and is easily available to all schools is essential, regardless of any social sensibilities it may upset.

Statistics show that males "…commit 95% of all violent criminal acts in the United States" (Courtenay, 1999, p. 141). As suggested in the delimitations, a program involving men and boys that attempts to help them understand and end common male rape-supportive attitudes and behaviors would be an effective complement to the VSAP instruction for girls. Stark (2003, p. 105) states "The field of sexual assault prevention is shifting attention to education interventions that address the role of men in ending violence against women". Such a program, while not in the scope of this project, could be taught to boys in parallel with VSAP instruction for girls. The programs, while complementary, would still not be equal in the eyes of political correctness, but as de Becker describes in his book, *The Gift of Fear* (1999):

> Men of all ages and in all parts of the world are more violent than women. For this reason, the language in this book is mostly gender-specific to men. When it comes to violence, women can proudly relinquish recognition in the language, because here at least, political correctness would be statistically incorrect. (Preface)

Definition of Terms

Table 1

Terms related to violence and sexual assault prevention

Term	Definition
Rape	Event that occurs without victim's consent, involving the use or threat of force to commit sexual penetration – adapted: National Violence Against Women Survey (Tjaden, & Thoennes, 2000).
Physical Assault	Behaviors that threaten, attempt, or actually inflict physical harm (Tjaden, & Thoennes, 2000).
Violence Prevention	Strategies, behaviors and attitudes that enable a woman to avoid potentially violent situations.
Self-Defense	The use of physical martial arts techniques to defend against a potential attacker, including blocks, avoidance movements, and counter attacks designed to injure and disable.
VSAP	Violence and sexual assault prevention – specific to this project
Trusted Male	A male, any age, who has been determined through intuition, endorsement from other trusted adults, observation, and corroboration over a significant period of time and a variety of situations to be non-violent and worthy of trust.
Privacy	Isolation or concealment (de Becker, 1999)
Control	A woman feels persuaded to do what a man wants due to fear of injury, wants to avoid rejection or hurting feelings, or because she doesn't want him to hurt her reputation (de Becker, 1999).

CHAPTER 2: LITERATURE REVIEW

Introduction

Much of the literature reviewed for this project came from articles available through organizations devoted to violence prevention, including the University of Colorado Center for the Study and Prevention of Violence (Center for Study of the Prevention of Violence, 2004), the U.S. Department of Justice, and the Arizona Rape Prevention and Education Project at the University of Arizona (Arizona Rape Prevention, 2003). Information and articles were also reviewed from the Albertson's Library online at Boise State University and Marjorie Fink's guide, *Adolescent Sexual Assault & Harassment Prevention Curriculum* (1995). The majority of the curriculum material was created using information obtained from two of de Becker's books, *The Gift of Fear* (1997) and *Protecting the Gift* (1999).

The literature review is divided into four sections. First, the overall effectiveness of women's violence prevention instruction is reviewed. Second, the availability of educational materials and their application in schools is examined. Third, the importance of self defense instruction in a VSAP curriculum is explored. Last, the elements of web design are reviewed.

Effectiveness of VSAP Training for Women and Teenage Girls

Many public schools do include some violence prevention instruction for girls, typically taught in health or physical education classes, although there does not appear to be a consistency nationwide in either the curriculum or the standards addressed. Research

into the literature demonstrated that there are few comprehensive curriculum programs available to schools that focus on VSAP in females. Much of the violence and sexual assault curriculum taught in public schools is created by local school districts and addresses diverse educational standards to varying degrees. For example, the violence prevention portion of curriculum for one Oregon school district consisted primarily of having teenage female students watch a recorded session of the Oprah Winfrey show about violence prevention (S. Niezgoda, personal communication, February, 2003).

While research into the effectiveness of VSAP programs is sparse (Shultz, Scherman, Marshall, 2000), several studies indicate that VSAP education may reduce rape and violence attempts (Breitenbecher & Scarce, 1999; Gidycz, 2001; Shultz, Scherman, Marshall, 2000). Virtually all VSAP education attempts to change attitudes and behaviors in females in order to help them avoid attacks (Shultz, S. K., Scherman, A., Marshall, L. J. , 2000). Given that violence and sexual assault can occur at any point in a woman's life, longitudinal studies are difficult to conduct .

Breitenbecher and Scarce (1999) studied 224 college women over a seven-month period to assess the effectiveness of a sexual assault education program. Results of the study showed no difference in incidents of sexual assault between the control group and the group that participated in the education program. However, the program was a one-hour lecture/discussion format that centered on the definition of rape, description of a rape supportive environment, and explanation of the myths surrounding rape (Breitenbecher and Scarce, 1999). The program did not appear to discuss avoidance strategies, empowerment and self-esteem, and self-defense as a final alternative – all of which are important aspects of VSAP education.

In a separate but similar study (Gidycz, 2001), 762 college women were evaluated over a six-month period. The test group participated in a three-hour seminar consisting of

role-plays, protective behavior modeling, and videos centered on attitudes, avoidance techniques and victim assistance. Participants who rated the program positively had fewer victimizations than those who did not rate it positively during the course of the follow-up period.

In the absence of more definitive longitudinal studies, most VSAP programs are evaluated based on the perceived attitudinal change in the learner. As Greytak (2003) noted, "Although very few sexual abuse prevention education programs for high school students have been evaluated, those that have claimed success have done so on the basis of increased knowledge or attitude changes regarding sexual violence" (p. 4). Most VSAP programs are predicated on the assumption that a change in attitude and behavior in the female learner can help her resist and avoid violence and sexual assault, and that it is possible to change rape supportive beliefs and attitudes through education (Shultz, Scherman & Marshall, 2000). Research has found that programs that stress awareness and the decrease of rape supportive myths, in both males and females, are effective in changing attitude (Shultz, Scherman & Marshall, 2000). Whether or not this change in attitude effects a change in behavior that actually reduces instances of violence and sexual assault throughout a woman's life is a link that has yet to be established conclusively.

Through extensive research of case studies, de Becker (1997) has isolated both the typical behavioral traits of violent people as well as the key survival strategies used by victims who have effectively avoided, prevented, or minimized the impact of violence. His systems of violence prediction, called MOSAIC, are in use by the Central Intelligence Agency, the United States Supreme Court and various other national and state agencies (De Becker & Associates, n.d.). By applying this research to VSAP, de Becker has defined key pre-incident indicators (PINs) of violence that women can use to

predict, and thus avoid, violence.

Girls' Violence Prevention Education in Schools

Violence is a hot topic in schools. Shootings, bullying, gang violence, and racial harassment in schools are issues reflected often in the media. According to research conducted through Alfred University on violence in schools nationwide, twenty five percent of high school students surveyed felt unsafe or somewhat unsafe at school (Gaughan, Cerio & Myers, 2001). The survey indicates that seventy five percent of the students were concerned about a shooting taking place in their school, despite the fact that lethal school shootings have occurred in less than one hundredth of one percent of the nation's schools (Gaughan, Cerio, Myers, 2001). The Office of Justice Programs, a division of the United States Department of Justice, reflects the concern over violence in schools through its array of programs for preventing and responding to youth violence. The office funds programs for all of the previously stated violence issues. However, none of its youth violence prevention programs specifically address the prevention of violence against and sexual assault of teenage girls outside of the school setting. Similarly, its guide to programs for preventing violence against women does not list any program designed to teach VSAP in schools (Office of Justice Programs, n.d.).

Several types of VSAP instructional materials were found through a review of the literature. Of those materials, four guidebooks and three instructional videos describing VSAP strategies and statistics were designed for teenage learners (Center for Study of the Prevention of Violence, 2004). Abstracts for these instructional materials indicated that they were designed as textbooks and supplemental material for a women's and teenage girls' VSAP curriculum. While the material would need to be reviewed for consistency with de Becker's philosophy, some could be integrated as instructional material into the

curriculum for this project. The use of videos and guidebooks could augment and enhance classroom discussion and activities. Employing multiple methods of instructional delivery meets the first General Motivational Principle of Learning presented by Keller & Burkman (1993, p. 6), who wrote, "Changes in the organization and presentation of content can stimulate the learner's attention and curiosity."

Two VSAP curriculums were described in abstracts, although one, *65 Friendly Lessons on Violence Prevention: A Curricular Resource* developed by the London Board of Education describes itself as a starting point and not a concise curricular package (Center for Study of the Prevention of Violence, 2004). The second is a teaching guide developed by Fink (1995). It is a six-unit package that covers prevention of sexual harassment, child sexual abuse, date and acquaintance rape, sexual exploitation, dating violence, and campus rape. Fink has designed instructional activities for each of these VSAP areas. Review of the guide showed that it would be useful as an instructional resource although it lacks several elements of what this project defines as a comprehensive VSAP curriculum. Another guide describing guidelines for developing middle school sexual assault prevention programs appeared useful (American College of Obstetricians and Gynecologists, 2006), although the link for downloading the guide was no longer active. According to a synopsis, the guide describes components that should be included in any comprehensive sexual assault prevention program and is endorsed by several national education associations. It is not apparent from the website if the guide is still available, but it appears that, if obtainable, it would be useful during the formative evaluation stages of this project.

The majority of educational resources listed on the sites reviewed did not address the need for a comprehensive VSAP curriculum for teenage girls. For example, 196 educational resources were listed at the University of Colorado Center for the Study and

Prevention of Violence (2004) that dealt with prevention of violence against women. Of those, 10 involved VSAP curriculum for teenage girls to some degree and only Fink's curriculum and the London Board of Education's guidelines were described as comprehensive. The Mid-continent Research for Education and Learning (McREL), which among other functions helps establish learning standards for seven state school systems, created a generic standard for violence prevention education. The organization has established a safety standard for secondary education, which reads "Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations" (Mid-continent Research for Education and Learning, n.d.). This standard touches on an essential element of an effective VSAP program, although it is general and other standards necessary for a comprehensive VSAP program have not been created by McREL.

Based on the lack of national programs designed to teach comprehensive VSAP for teenage girls in schools, it would seem logical to assume that schools do not emphasize VSAP for teenage girls. In reality, the quality and pervasiveness of VSAP instruction in schools nationwide is uncertain. As Greytak (2001, p.2) notes, "…researchers studying sexual abuse prevention programs for adolescents have mostly focused their work on college populations, the literature on the programs provided to high school students is sparse." It is, however, logical to assume that, given a lack of accepted national standards and emphasis on VSAP instruction for teenage girls, the programs that are offered in schools vary significantly in quality and emphasis. Attention and funding from government and national organizations has been drawn toward keeping violence out of schools. Little is known about what has been done to teach girls how to be safe outside of school at a time in their lives when they are most vulnerable to sexual assault. As the Alfred University report states, "American public schools are safe places, perhaps even

safer than American homes (Gaughan, Cerio, Myers, 2001, p. 4).” This assertion is valid for girls considering as many as 6 out of 10 sexual assaults occur in the home of the victim or the home of a friend, neighbor or relative (Men Against Sexual Assault, 2003). It appears that schools are spending time and resources protecting kids while they are at school, which is a noble and worthy cause. Statistically, however, girls are more likely to become a target of violence away from the school. Teaching teenage girls how to avoid violence and sexual assault is as valid and necessary a life skill for them as driver’s education, swimming instruction, or AIDS prevention awareness. Snortland (1998) alludes to sexual assault statistics in the United States while describing the need for VSAP and self-defense training:

> Violence that kills or maims can be as preventable as water injury or drownings. What if you heard of a country where six thousand of its citizens drowned every year, and where 500,000 citizens come very close to drowning? “Damn, why don’t those people learn how to swim?” you would say. (p. XXI)

Importance of Self Defense Instruction in a VSAP Curriculum

Self-defense instruction takes over where rape and sexual assault prevention leave off. In other words, if VSAP strategies fail, a woman may find herself in a position of having to fight for her safety. Not all VSAP programs include self-defense instruction. Self-defense instruction adds not only a last line of defense against rape and sexual assault but also offers an added benefit of potentially increased confidence in the learner. While research in this area is sparse, anecdotal evidence indicates that women who participate in self-defense programs become more confident in their ability to protect themselves (Snortland, 1998). Similar evidence shows that rapists often pick targets based on a perception of the woman’s willingness to defend herself. With regard to rape, “A wide spectrum of emotional difficulties, ranging from schizophrenia to low self-

esteem, appear to be risk factors…" (Sochting, Fairbrother & Koch, 2004, p. 81). Women who project confidence may be less likely to be the target of a rapist, making self-defense not only the last line of defense but also a factor in prevention. Sochting, Fairbrother and Koch concluded that "According to our review, the design and evaluation of rape prevention programs should pay greater attention to specific self-protective skills and to general improvement in self-efficacy and self-esteem" (p. 88).

Martial arts programs are effective in teaching self-defense, but many of the techniques involve months or years of training to master. This project focuses on teaching attacks and defensive strategies that require very little training. The skills are few and easily learned, such as elbow, knee, and palm strikes. They are taught through repetition, following Romiszowski's Psychomotor Principle (1993, p. 131), "Skilled activity involves a complex cycle of information processing. The process is susceptible to improvement through training." In the short span that the curriculum plan allows for instruction, repetition of the basic self-defense skills is essential in order for the learner to effectively replicate them in an actual self-defense situation. The self-defense unit will include training information so that the learner can continue training outside of class, as well as training modification suggestions for mobility impaired learners.

Web Elements Reviewed

Useful, professional web design requires at minimum the use of some simple graphical design elements.. Williams and Tollet (Karadimos, 2005) use four principle elements in basic web design: Alignment, proximity, repetition, and contrast. Text, graphics or other items within a page should line up with one another, according to Williams and Tollet, and the alignment should remain consistent throughout a page. Proximity implies a relationship with graphical elements. When items are positioned

together, they form a connection and meaning with each other to the viewer. Repetition of key graphical elements, such as title bars and navigational tools, unites the separate pages within the site. Contrast helps the viewer to form a focal point. Contrast in size, color, and other graphical elements help draw the viewer's interest. Each page of a site should contain what Lynch and Horton (2001) describe as essential elements: An informative title, a creative identity (author or institution), creation / revision date, a link to the home or menu page, and the home page URL on home or menu pages. A consistent navigation bar should be positioned in the same place on all pages to help aid in visitor navigation. "A consistent approach to layout and navigation allows readers to adapt quickly to your design and to confidently predict the location of information and navigation controls across the pages of your site" (Lynch & Horton, 2001, p. 84).

Summary

The effectiveness of VSAP instruction in general, and the absence of consistent VSAP instruction in schools is evident through this literature review. While longitudinal research is inconclusive, research that focuses on attitudinal changes in learners following VSAP instruction shows that such programs can help learners change rape-supportive thinking and habits. Research into the availability of VSAP instruction is limited, but the lack of standards for such a curriculum nationwide implies that schools do not teach a consistent, standards-based VSAP curriculum. This review also demonstrates the need for certain design elements to be present in order for the website to be effective and useful to learners and schools.

CHAPTER 3: DESCRIPTION OF THE PROJECT

Project Design

The purpose of this project is simple: Create a curriculum that can instruct teenage girls on the most effective ways to prevent and defend themselves against rape and sexual assault. Violence prevention is a highly individualized endeavor; that is, the principles will apply differently to each learner based on their lifestyle, attitudes, and abilities. This section describes key elements of the project design: Learning theory, instructional design, elements of VSAP, curriculum plan, and web design.

Constructivist Approach to VSAP

The learning theory that offers an appropriate foundation for this project is constructivism. As Savery and Duffy (1996) explain, the teacher cannot provide the learner with an interpretation of experience. "Rather, reality (or at least what we know and understand of reality) resides in the mind of each knower, who interprets the external world according to his or her own experiences, beliefs, and knowledge" (p. 95). A key to VSAP training in females, to summarize Snortland (1998), is to re-program thinking that has made them feel dependent on others for protection, to help them realize that they have the right and ability to resist and defend themselves against a male opponent. This instructional approach is commonly referred to as empowerment, and the instruction involved is strongly linked to the learner's beliefs and attitudes as well as the teaching context. Asks Snortland (1998) rhetorically about the need for empowerment in females:

> How come the females of every other species on the planet are fierce, regardless of size, and are the ones who train their offspring, male and female, in defense and hunting? How come most women wouldn't ever think of

themselves as potentially dangerous toward an assailant? (p. VII)

Empowerment in VSAP instruction begins by helping learners understand myths about women's self-defense, rape, and sexual assault as well as elements of society and culture that may make females a target. Learners must interpret the information in a personal context. They must determine which of their behaviors, attitudes, and beliefs should be altered in order to predict and avoid violence. That is, learners must take the curriculum and construct a meaning and plan that fits them individually.

In *The Gift of Fear* (1997), de Becker advocates the use of informed intuition as a prediction tool for violence. Intuition implies experience. In order to inform their intuition, learners must understand pre-violence indicators, rape and sexual assault statistics, and predator tactics. The learner, for example, should know that in 80 percent of all rapes, the victim is acquainted with the attacker.

Adult women typically have a greater prior knowledge of violence and sexual assault issues than teenage girls; consequently, developing an informed intuition is more difficult for teenage girls than for adult women. Hannafin and Hooper (1993) state that learners with significant organized prior knowledge related to lesson content assimilate new instruction more completely than learners with limited prior knowledge. An approach that makes VSAP relevant to teenage girls must involve strong motivational learning elements. Keller & Burkman (1993) suggest that as a method of motivating the learner, curriculum should introduce topics problematically to stimulate an attitude of inquiry. One such method is the use of classroom scenarios and discussion to help create problematic prompts that peak the interest of teenage learners. Scenarios and discussion are critical in understanding many VSAP concepts, such as the application of de Becker's (1999) Privacy and Control theory (PC) and informed intuition.

Much of the curriculum for this project involves problematic scenarios, is primarily

constructivist in nature, and was created using the Instructional Systems Development (ISD) philosophy of Dick, Carey and Carey. As they explain in *The Systematic Design of Instruction* (2000, p. 4), "Because learning in the constructivist view is so entwined with one's experiences, a primary role of the teacher is creating appropriate learning environments, sometimes called problem scenarios, in which students' learning experiences are authentic representations of real practices in applied settings." Dick, Carey and Carey's systems approach to instructional design is not inherently dependent upon one single learning theory. Constructivism, cognitivism, and behaviorism are each adopted by their model. "The Dick and Carey Model incorporates an eclectic set of tools drawn from each of these three major theoretical positions of the past fifty years" (2000, p. 4). This project, while heavily constructivist in nature, also adopts elements of each.

The Instructional Design Approach Applied

Elements of the systems approach include 10 steps (see Table 2, Components of the Systems Approach Model, for an explanation).

Table 2

Components of the Dick & Carey Systems Approach Model (2000)

	Component	Brief Description
1.	Identify Instructional Goals	Determine what learners will be able to do after instruction is completed.
2.	Conduct Instructional Analysis	Step-by-step process of what learner will be doing in order to perform goal.
3.	Analyze Learners and Contexts	Analyze characteristics of learner, learning setting, and setting where knowledge will be applied.
4.	Write Performance Objectives	Create specific statements of what the learner will be able to do once instruction is completed.
5.	Develop Assessment Instruments	Develop tools to assess skills needed to reach objectives.
6.	Develop Instructional Strategies	Develop theory-based strategy needed to achieve terminal objective.
7.	Develop and Select Instructional Materials	Utilize instructional strategy to produce all materials needed for instruction and assessment.
8.	Design and Conduct Formative Evaluation of Instruction	Create plan to collect data to be used to improve instruction
9.	Revise Instruction	Interpret evaluation data, start revision cycle
10.	Design and Conduct Summative Evaluation	Final evaluation of effectiveness of instruction, conducted outside the design process

In the Dick & Carey Systems Approach model, each of the first nine successively build upon previous steps then cycle back for revision, with the tenth step being a summative evaluation.

Since this program potentially will be used by a variety of instructors in a broad spectrum of educational settings, it is logically constructed, fundamentally sound, and open to easy revision. The systems approach builds curriculum through a series of interacting components, each of which can be examined, easily understood, and if necessary, revised. Dick, Carey and Carey (2000) outline the reasons that a systems approach is effective as: (a) the focus on what learners are to know or do when instruction is concluded; (b) the link between components, particularly the instructional strategy and desired outcome; and (c) the empirical and replicable process. This makes the resulting instruction especially flexible for instructors since they can identify components of this program that differ from their instructional setting, make necessary changes, and follow the changes logically through to the evaluation and revision stages. For example, if an instructor wants to adapt this project's curriculum for older learners in a community education setting, then the instructor would modify step 3, which is analyze learners and contexts, then review and, if necessary, modify each successive component accordingly.

Elements and Goals of a Comprehensive VSAP Curriculum

The five elements defining a comprehensive VSAP program for this project are: Informed intuition, self-esteem and empowerment, avoidance and prevention strategies, scenarios and discussion, and self-defense instruction. Derived from these elements are the instructional goals of the project, the first step in the design approach. Table 3 outlines the instructional goals of this project (see appendix A for lesson prototype

design).

Table 3

Summary of Instructional Goals

Category	Instructional Goals: Learners will be able to…
Informed Intuition	▸ Define terms / concepts and understand myths / facts about rape and sexual assault. ▸ Recognize pre-incident indicators of violence, rape and sexual assault. ▸ Apply intuition to avoid common rape and sexual assault situations they may encounter.
Self-Esteem and Empowerment	▸ Realize how self-esteem impacts rape and sexual assault prevention. ▸ Improve their sense of empowerment by understanding how social and cultural myths and practices affect it. ▸ Understand the role that empowerment plays in self-defense. ▸ Avoid violence by controlling situations through assertiveness. ▸ Report and obtain proper assistance if rape or sexual assault occurs.
Prevention Strategies	▸ Increase their chances of avoiding rape and sexual assault by applying the principle of Privacy and Control. ▸ Apply specific strategies to minimize rape and sexual assault in a variety of situations including: when alone, date / acquaintance rape scenarios, domestic violence encounters, predator encounters.
Self-Defense	▸ Defend themselves against a larger opponent with block and counter techniques in order to avoid or escape a rape or sexual assault. ▸ Utilize specific avoidance and defensive strategies, passive resistance, and intuition in order to survive rape and sexual assault.

Element 1: Informed Intuition

Students can develop an informed intuition for recognizing potential threats by becoming aware of violence and sexual assault indicators, facts, and myths. Intuition functions most effectively when it is informed. "Intuition is the journey from A to Z without stopping at any other letter along the way. It is knowing without knowing why" (de Becker, 1997, p. 28). Knowing how to listen to intuition, or the Gift of Fear, is at the heart of de Becker's philosophy and, therefore, a key element in a comprehensive VSAP curriculum. According to de Becker, a person's intuition picks up on signals that it has learned to recognize, often without the person being consciously aware; consequently, people can improve their intuitive skills through learning. With regard to VSAP, teenage girls often do not realize the complete scope of the issue. A well-designed curriculum teaches a combination of verbal skills and attitudinal changes. It include facts about rape and sexual assault, debunks rape and sexual assault myths that misinform intuition, stresses the importance of listening to intuition, and teaches learners how to recognize what de Becker (1997) describes as pre-incident indicators of rape, sexual assault, and violence. Each of these is part of an instructional goal for the project. Appropriate curriculum and evaluation tools were devised from each instructional goal through the instructional design process.

Element 2: Self-Esteem and Empowerment

The second element: Emphasize self-esteem and empowerment as tools of both prevention and physical defense. Snortland, whom de Becker endorses, is an advocate and instructor of women's self-defense training. She asserts that self-defense training begins with women and girls believing that they can physically defend themselves against a man (Snortland, 1998).. As Kameinski explains, "…self-worth and self-value are

integral components of a woman's capacity to defend herself. Self-defense for women should include activities that promote and increase a woman's self-esteem and self-worth" (2001). In order to defend against a larger opponent, a women needs to believe that her efforts can make a difference. Women and teenage girls need to understand and believe that they have the right to control an encounter with a male and say "no" in a situation that may believe uncomfortable or dangerous, such as a date. Instructors using this curriculum must also be sympathetic to the reality that some learners may have been affected by rape or sexual assault. Instructors should realize that these learners may require additional instruction and counseling beyond the scope of this project, and should instruct all learners how to report the crime and seek assistance. Instructional design goals for this element focus on these areas: (a) Using assertiveness and empowerment in self-defense, (b) recognizing the impact of self-esteem on personal safety, and (c) understanding how to report and seek assistance if affected by rape or sexual assault.

Element 3: Avoidance and Prevention Strategies

The third element: Introduce strategies for avoidance and prevention of rape and sexual assault. In *Protecting the Gift* (1999, p. 207), de Becker describes his principle of privacy and control, "If a man who intends sexual assault or rape has Privacy and Control, he can victimize someone. If he does not have PC, he is not dangerous, period." He defines privacy as isolation or concealment and control as when a female "feels persuaded to do what a man wants because she fears being injured if she resists, or because she doesn't want to hurt his feelings, or because she doesn't want him to hurt her reputation, or because she wants to avoid rejection" (de Becker, 1999, p. 207). For this project, that definition will be elaborated to include a physical situation in which a male can block the escape of a female or is in a position to physically control her. By avoiding

PC, a woman can avoid sexual assault and rape. Instruction for this element: (a) Develops in the learner a clear understanding of Privacy and Control, and (b) examines key VSAP PINs and strategies. Key strategies are presented in areas specific to the adolescent learner, such as date / acquaintance rape, domestic violence, power predator encounters, and persuasive predator encounters (including Internet predators).

Element 4: Employ Scenarios and Discussion

The fourth element is a method of teaching: Employ scenarios and discussion, including feedback and support, in instruction. Principles such as privacy and control may appear easy to understand, but through discussions of actual attacks or authentic situations teenage girls can learn how to apply the concepts in their daily routines. For example, through review of actual rape and sexual assault profiles, learners will understand that the back of a movie theater, an empty aisle at the store, and a bus stop in broad daylight can all potentially be PC situations. Instructors need to accept the role of moderator in discussions, providing stimulating and supportive feedback while being sensitive to learners who are reluctant to engage. Instructors employ scenarios in discussions of date rape, persuasive and power predators, rape myths, intuition and PC, rapist's profile, and other areas as they related to the various instructional goals.

Element 5: Physical Self-Defense

The final element: Train students to react with simple, effective defense and counterattack martial arts techniques if physically assaulted. Snortland (1998) quotes researchers in Psychology of Women Quarterly with regard to physical self-defense in a rape or sexual assault situation:

> Forceful resistance strategies such as fighting, screaming, and fleeing/pushing the offender away appear to be more effective for avoiding rape (or at the very

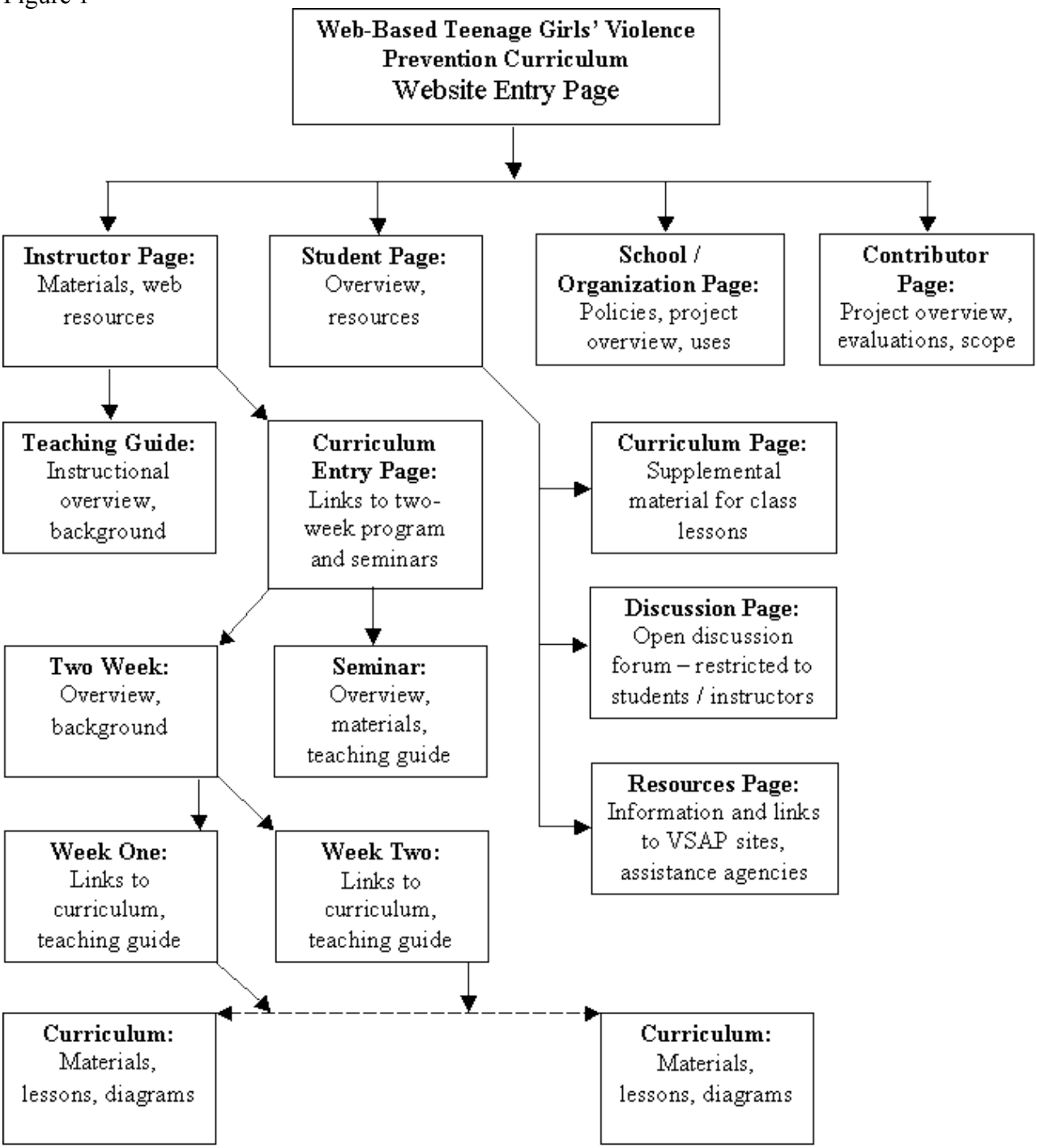
> least may not exacerbate sexual abuse) than not resisting, especially in dangerous situations…(p. 36)

While martial arts techniques are included, this project does not involve martial arts instruction in the classical sense. The techniques are very specific to rape or sexual assault situations. They utilize easy hand and foot attacks, a simple blocking strategy, key targets, principles of limited engagement, importance of balance, ground and grip strategies, and maximizing power while fighting a larger opponents. This element is an instructional goal, with the techniques representing the step-by-step process. The self-defense portion, like all other aspects of the project, are designed so that a non-SME can teach all lessons.

Web Programming and Design

Figure 1 shows an overview of the site.

Figure 1


Web-Based Teenage Girls' Violence Prevention Curriculum
Website Entry Page
Instructor Page: Materials, web resources
Student Page: Overview, resources
School / Organization Page: Policies, project overview, uses
Contributor Page: Project overview, evaluations, scope
Teaching Guide: Instructional overview, background
Curriculum Entry Page: Links to two-week program and seminars
Curriculum Page: Supplemental material for class lessons
Discussion Page: Open discussion forum – restricted to students / instructors
Resources Page: Information and links to VSAP sites, assistance agencies
Two Week: Overview, background
Seminar: Overview, materials, teaching guide
Week One: Links to curriculum, teaching guide
Week Two: Links to curriculum, teaching guide
Curriculum: Materials, lessons, diagrams
Curriculum: Materials, lessons, diagrams

This site is currently published on the North Clackamas School District community education Kids' Tae Kwon Do web server, http://tkd.pacificpaper.us . The entry page for this URL is the VSAP curriculum home page. Once the project has completed summative evaluation, a donor will be sought who will host the site with its own URL.

Simple design elements are employed using Java Script, CSS and XHTML, with the intention of making the site compatible with as many end user systems as possible. The entry page describes the project briefly, then directs users to links for: instructor, student, school / organization, contributor. The last two of these links explain the purpose and policies of the project.

Curriculum Plan

Curriculum consists of a two-week unit of VSAP instruction, including self-defense training. A condensed version of the curriculum is also available for schools and organizations that want to implement a two to three hour seminar. Figure 2 shows the curriculum outlined by class, along with the seminar elements.

Figure 2

Curriculum Plan

Curriculum Outline				**Condensed Three Hour Seminar**
Class	**Element**	**Lessons / Activities**	**Self-Defense**	
1	Informed Intuition	Rape facts / myths; intuition	Balance, defense, power of "No"	Rape Facts / Myths, PIN's, Informed Intuition
2	Informed Intuition	Pre-incident indicators of violence; JACA	Arm & leg attacks, targets, front attack	
3	Informed Intuition	Survival Signals; Rule of Opposites	Arm & leg attacks, close attack defense	
4	Informed Intuition	Privacy and Control	Repetition of skills, grab / choke defense	Basic Attacks, Defensive Position, Hold Breaks, What to do if Attacked
5	VSAP Strategies	Saying "No"; Media Stereotypes	Repetition of skills, ground techniques	
6	VSAP Strategies	Date and Acquaintance Rape	Repetition of skills, encountering attacker	
7	VSAP Strategies	Persuasive Predator Behavior	Repetition of skills, options, safety zone	Self-Esteem and Empowerment, Specific Rape and Sexual Assault Scenarios
8	VSAP Strategies	Power Predator Behavior	Repetition of skills, attitude in confrontation	
9	Self-Esteem and Empowerment	Empowerment and Self-Defense	Repetition of skills, survival strategies	
10	Review	Review	Review	

Elements and Timeline

The elements were completed following the schedule in Table 3:

Table 3

2006 Project Timeline

Date	Project Component	Status
August 21	Web design	Basic page structure completed
August 28	Self-defense instruction	Completed and installed on site
September 25	ISD of curriculum	All lessons to the instructional material stage; SME and parent evaluations begin
October 9	Instructional material	Review complete on all material adopted; other material developed and installed on website
	Evaluation	SME and parent evaluations complete
October 25	Evaluation	Final project defense
	Web development	All pages installed on website
October 30	Modifications	Changes from defense completed
November 8	Project completed	All final revisions complete

The final product is a website that includes teaching guides and curriculum for instructors and supplemental curriculum material for students. The instructor portion includes downloadable material for a two-week (ten class) unit as well as suggestions for condensed-instruction seminars. Instructional materials for the VSAP portion were either developed or acquired, and all support the violence, rape and sexual assault prevention philosophies of de Becker. Learners and instructors can access on the website: Supplemental learning activities, links to related information and resources, printable

learning material, and a discussion forum. The self-defense portion consists of defensive and offensive martial arts techniques designed to defend against rape and sexual assault attacks. Material came from a panel of SME's, including Tae Kwon Do grand master Doug Tesdal, Tae Kwon Do masters Tim Swoboda and David Lavier, Hapkido master Kevin Janisse, Shudokan karate sensei Reed Sacunda, and the project's author, a second degree Tae Kwon Do black belt and women's violence prevention instructor. Information also came from Snortland's *Beauty Bites Beast* (1998). Self-defense learning material consists of online and printable instructional guides with step-by-step graphics and photos demonstrating techniques.

Description of Target Learner and Learning Context

Female learners who are middle and high school students are the focus of this project's curriculum, although it is intended for any girl who encounters public and social situations without direct supervision from a trusted adult – many so-called latchkey children in elementary school may fall into this classification. It would be adaptable with minor modification to women of any age. While middle and high schools would be the institutions targeted, the program would be suitable for use in athletic clubs, youth or social organizations, martial arts schools, colleges, or other similar groups and institutions. Typical users of the website would be instructors from these schools or organizations that cater to adolescent girls as learners. For learners, entry behaviors include an understanding of the basic concepts involved with sexual assault and violence as well as social experience without the supervision of a trusted adult.

Health or physical education classes, or a combination of the two, would be the typical setting for instruction. Schools may choose to teach the VSAP and self-defense units in different locations since not all classrooms may be suited for the physical aspects

of self-defense instruction. The project is designed to be taught exclusively to female students. School districts adopting the program would need to find a complementary program for male learners to run concurrently. Additional considerations would need to be made for supplemental Internet content. If instructors require students to utilize Internet content, then the learning context must provide Internet access.

Evaluation.

A panel of violence prevention and self-defense instructors and other evaluators has been assembled to review the curriculum and offer suggestions for improvement (see Table 4).

Table 4

Project Evaluators

Name	Credentials
Tim Swoboda	Fifth degree Tae Kwon Do black belt / instructor
Kevin Janisse	Sixth degree Hapkido black belt / self-defense instructor
David Lavier	Fifth degree Tae Kwon Do black belt / women's self-defense instructor
Reed Secunda	Shudokan karate black belt / sensei
Billy Anger	Portland State University Instructor / Portland Police WomenStrength Instructor
Laura Roberts, Psy.D	Clinical psychologist / women's health specialist
Elizabeth Damon	Middle school teacher / Oregon City School District
Mai Kiigemagi	North Clackamas School District community education program director
Sanya Krenzelok	Clackamas East Side Athletic Club program director
Doug Tesdal	Tae Kwon Do seventh degree Grand Master / women's self-defense instructor

This portion of the evaluation consists of open-ended and Likert scale survey feedback by the panel after reviewing all instructional and learning materials. In addition, the curriculum will be tested in seminars held in January through the North Clackamas School District community education program and through the Clackamas East Side Athletic Club. See Table 5 for a full description of the formative evaluation plan.

Table 5

Project Evaluation Plan

Date	Evaluation Type	Description
August 28	Formative	Project proposal review completed by evaluators (see appendix C for evaluation instrument); Self defense instruction evaluation begun.
September 3	Formative	SME and parent evaluators begin violence prevention curriculum and website evaluation (see appendix D & E). Self-defense and proposal evaluations completed.
September 19	Formative	Final violence prevention curriculum and web design evaluation begun by all evaluators (see appendix F); All curriculum ready for evaluation.
October 9	Formative	All evaluations returned and chapter 4 of project proposal begun.
October 25		Formal defense of project.
November 6		Curriculum and website revisions completed; Revisions made based on evaluations.

Much of the formative evaluation feedback are open-ended responses from SME's and parents selected to review the material. The evaluators were surveyed (see Appendices C-E) at the completion of several stages in project development: Project plan, self-defense instruction, violence prevention curriculum, and website development. Responses were reviewed and, when necessary, evaluators were interviewed in order to

elicit further details regarding corrections. Modifications were made throughout the project.

Finally, a survey was taken of parents of children in the North Clackamas School District Community Education Kids' Self Defense program (see Appendix F for survey). The survey contains an open-ended portion as well as Likert scale questions. It is summarized in chapter 4. There are approximately 150 families in the program database. Parents from that group with teenage daughters in the target learner range were given the url for the project website and asked to fill out a brief survey in order to provide their feedback and impressions of the project.

CHAPTER 4: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Formative evaluation at many critical points helped to shape this curriculum, specifically at the project proposal, self-defense development, and violence prevention and web development stages. Three stages of the formative evaluation have been completed.

Conclusions

Thorough evaluation is critical to the design of this project since it is intended to be, upon completion, ready for immediate use in a classroom. The three stages of formative evaluation that have been completed take the project through the development of all lesson plans and the website. Two necessary evaluation stages remain. The first stage would assess if the project is complete with respect to the five key elements of its intended design: Informed intuition, self-esteem and empowerment, avoidance and prevention strategies, scenarios and discussion, and self-defense instruction. The final summative evaluation stage would assess if the curriculum reaches its target instructional goals (see Table 3) after actual use in the classroom.

The lesson plan and instructional material went through several cycles of creation and modification during the project development stages based on evaluation feedback from SME's and parent reviewers. The formative evaluation surveys (Appendices C-E) consisted of open-ended questions designed to generate ideas for specific improvement. Nineteen reviewers participated in the evaluation process at one or more stages, including 10 SME's from various areas of expertise. Not all respondents answered every question on each survey. Appendices G-I reflect survey results. Results indicate questions for which no responses were returned. One representative comment was selected and listed if

several comments were similar for a particular question.

Formative Evaluation Results: Stage 1

Evaluators were surveyed following their review of the project proposal. The survey (see appendix C) consisted entirely of open-ended questions. Resulting comments are listed in Appendix G. Nine reviewers, including seven subject matter experts, read the proposal and returned surveys. Comments at this stage mostly reaffirmed the assumptions and concerns raised in the proposal and generally agreed with the plan presented. Notable comments included a concern that the project would not be available to those who do not have Internet access, and a suggestion that the project mention it is not designed for learners who have disabilities that may prevent them from participating in self-defense instruction.

Formative Evaluation Results: Stage 2

Throughout the development of the curriculum, lessons and learning material were either published on the website or emailed to evaluators. Suggestions for improvement were returned either through written survey, email, or phone / in-person conversation. Seven evaluators, including five subject matter experts, returned comments. Those that were in response to direct survey questions are listed in Appendix H. Other comments included the mention of several typographical errors, the suggestion that the website include more learning material that the student can access directly on the website, and the suggestion that a printed instructional manual be created from the lesson plans and learning material available on the website. During this stage, five subject matter experts in self-defense instruction were surveyed and interviewed. None directly returned the self-defense survey (Appendix D), instead relying on personal interviews or email

discussion. Comments generally reaffirmed the assumptions and techniques as they were presented in the lesson plans and instructional material, although some helped to shape curriculum development. Notable comments included the suggested use of "windmill" choke breaks, low side kick, and hair grabbing as self defense techniques as well as an exercise in assertiveness in which learners practice telling each other "No" to certain actions.

Formative Evaluation Results: Stage 3

Once the lesson plans were completed and either published on the website or emailed to evaluators, another survey (Appendix F) was sent out. Figure three summarizes the Likert responses, with questions in abridged form (see Appendix F for full questions):

Figure 3

Questions on 1-5 scale (1=disagree, 5=agree)	**Lowest**	**Average**
Complete Curriculum	5	5
Usable Website	5	5
Non-expert can teach material	4	4.7
Adequate additional resources	5	5
Website suitable for learner	4	4.8
Assistance clearly available	4	4.9
Program is beneficial	5	5
Lessons clear for teenager	5	5

Nineteen evaluators responded, including 10 subject matter experts and all evaluators who participated in earlier stages. Results are reflected in Appendix I.

The Likert responses indicate that, while overall the project was rated as classroom-ready by evaluators, there are slight concerns in three areas: Use by non-expert instructors, website use by learners, and obtaining assistance. In addition to the Likert questions, follow-up interviews were also employed in this evaluation stage. Through these, the three areas of concern were elaborated upon. The area of greatest

concern was the fact that non-experts would be teaching self-defense. While evaluators felt the step-by-step instruction was thorough, some were concerned that non-expert instructors still may fail to instruct some of the more subtle aspects of each defense technique. With regard to learner material, some evaluators felt the website would benefit if it included more activities for the learner that go beyond classroom material. One evaluator suggested that, in addition to email feedback, an HTML feedback form with question prompts be included for users who seek assistance. Open-ended questions were also included on this survey. Notable survey suggestions asked for the inclusion of video, the development of a refresher course, and the adaptation of the curriculum for male learners.

Recommendations

All evaluators expressed the opinion that the curriculum was ready to use in the classroom as is, although there are several improvements that can be made. For future growth of the project, the delimitations should be addressed, most notably the development of a curriculum for boys that helps them understand and correct typical male rape supportive attitudes and beliefs. Such a curriculum would both address issues of violence prevention for males, such as bullying prevention, as well enlist them in the prevention of male violence against women and girls. Other delimitations that should be addressed are the addition of self-defense curriculum for learners that have physical disabilities, the creation of lessons and material for Hispanic learners, and the development of additional learning material and listing of assistance resources for learners who have been victims of violence, rape, or sexual assault. Tools for further evaluation should be added to the site, including a survey form for schools and organizations that use the curriculum. The survey would solicit feedback from instructor

users on how the project could be improved. Also, schools and organizations should be encouraged to use the learner survey (appendix B) an to submit results back for project improvement. The Likert survey concerns should be addressed. Specifically, a web-based assistance form should be added, additional learner material should be included, and recommendations should be made for schools to seek outside martial arts instruction for teachers who do not feel comfortable teaching self defense. Curriculum modifications that should be considered are the creation of a one-week curriculum for schools that do not have time to teach the two-week program, and a refresher course that would help reinforce the violence prevention and self-defense instruction learners had completed earlier. Integrating video into the self-defense instruction would be beneficial to both learners and instructors who are not martial arts experts.

As stated earlier, two necessary evaluation stages remain. The first stage would assess if the project is complete with respect to the five key elements of its intended design: Informed intuition, self-esteem and empowerment, avoidance and prevention strategies, scenarios and discussion, and self-defense instruction. The final summative evaluation stage would assess if the curriculum reaches its target instructional goals (see Table 3) after actual use in the classroom.

Summary

Several aspects set this project apart from most violence prevention curriculums for women or adolescent girls. Many violence prevention curriculums for women or adolescent girls focus on debunking rape related myths and providing relevant facts for learners (Sochting, Fairbrother & Koch, 2004). The intent of these programs is to eliminate through education rape-supportive beliefs in the learner, enabling her to make attitudinal changes that will reduce the risk of rape. While this VSAP project serves the

same intent, it goes beyond myths and facts. Using de Becker's principles (de Becker, 1997, 1999), this project focuses on informing intuition. It provides the learner with specific tools she can use to predict, and consequently avoid, violence, rape, and sexual assault. It also emphasizes empowerment as a method of safety, both as a deterrent to rape, and as an asset in self-defense. According to Sochting, Fairbrother and Koch (2004) many violence prevention programs do not include self defense instruction; this VSAP curriculum emphasizes not only prediction and avoidance, but also self defense instruction in case prediction and avoidance fails. Finally, this project is designed for a high school classroom and accessible to all schools for no cost, as long as they do not intend to profit from its use. The combined elements of intuition, prediction tools, empowerment, self defense instruction, classroom-ready design, web accessibility, and no-cost availability distinguish this curriculum from other violence prevention curriculums for women or adolescent girls.

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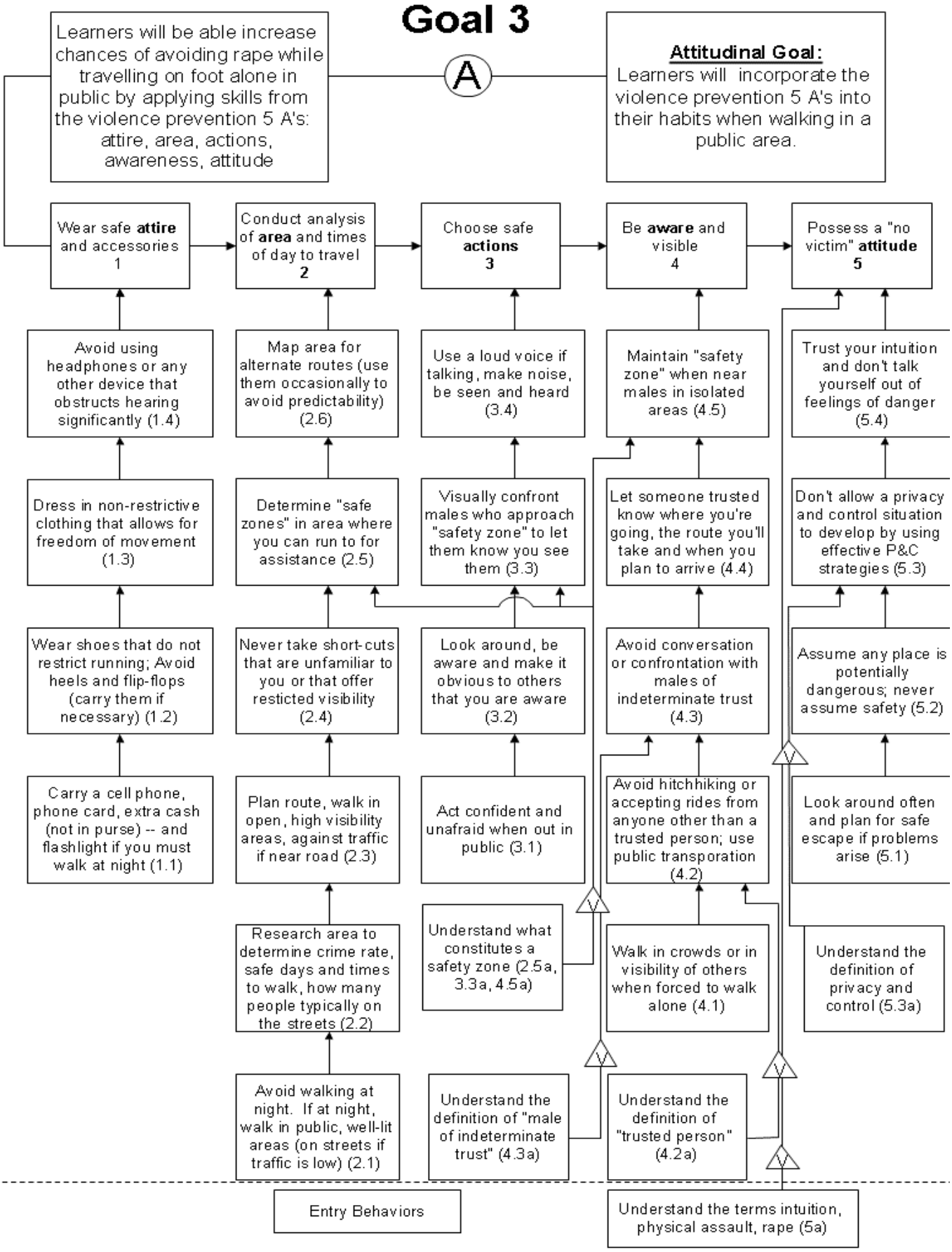
APPENDIX

APPENDIX A


Goal 3
A
Learners will be able increase chances of avoiding rape while travelling on foot alone in public by applying skills from the violence prevention 5 A's: attire, area, actions, awareness, attitude
Attitudinal Goal:
Learners will incorporate the violence prevention 5 A's into their habits when walking in a public area.
Wear safe attire and accessories 1
Conduct analysis of area and times of day to travel 2
Choose safe actions 3
Be aware and visible 4
Possess a "no victim" attitude 5
Avoid using headphones or any other device that obstructs hearing significantly (1.4)
Map area for alternate routes (use them occasionally to avoid predictability) (2.6)
Use a loud voice if talking, make noise, be seen and heard (3.4)
Maintain "safety zone" when near males in isolated areas (4.5)
Trust your intuition and don't talk yourself out of feelings of danger (5.4)
Dress in non-restrictive clothing that allows for freedom of movement (1.3)
Determine "safe zones" in area where you can run to for assistance (2.5)
Visually confront males who approach "safety zone" to let them know you see them (3.3)
Let someone trusted know where you're going, the route you'll take and when you plan to arrive (4.4)
Don't allow a privacy and control situation to develop by using effective P&C strategies (5.3)
Wear shoes that do not restrict running; Avoid heels and flip-flops (carry them if necessary) (1.2)
Never take short-cuts that are unfamiliar to you or that offer resticted visibility (2.4)
Look around, be aware and make it obvious to others that you are aware (3.2)
Avoid conversation or confrontation with males of indeterminate trust (4.3)
Assume any place is potentially dangerous; never assume safety (5.2)
Carry a cell phone, phone card, extra cash (not in purse) -- and flashlight if you must walk at night (1.1)
Plan route, walk in open, high visibility areas, against traffic if near road (2.3)
Act confident and unafraid when out in public (3.1)
Avoid hitchhiking or accepting rides from anyone other than a trusted person; use public transporation (4.2)
Look around often and plan for safe escape if problems arise (5.1)
Research area to determine crime rate, safe days and times to walk, how many people typically on the streets (2.2)
Understand what constitutes a safety zone (2.5a, 3.3a, 4.5a)
Walk in crowds or in visibility of others when forced to walk alone (4.1)
Understand the definition of privacy and control (5.3a)
Avoid walking at night. If at night, walk in public, well-lit areas (on streets if traffic is low) (2.1)
Understand the definition of "male of indeterminate trust" (4.3a)
Understand the definition of "trusted person" (4.2a)
Entry Behaviors
Understand the terms intuition, physical assault, rape (5a)

The 5 A's of Women's Street Safety:
Changing your Attitude about Traveling Alone on Foot

Attire

- Wear non-restrictive shoes and clothes (no flip-flops, heels, tight skirts)
- Avoid headphones or other obscuring and distracting accessories or items
- Carry a cell phone, phone card and cash (not in purse), flashlight if you must walk at night

Area

- Plan your route, stay visible, walk against traffic
- Avoid short-cuts that are unfamiliar or that offer restricted visibility
- Determine **safe zones** along your route
- Map area for alternate routes and use them occasionally

Actions

- Act confident and unafraid
- Look around, let others know you're aware of them
- Visually confront males who approach your **safety zone**
- Use a loud voice, make noise, be seen and heard

Aware

- Avoid hitchhiking or accepting rides with any male other than a **trusted male**
- Avoid conversation or confrontation with any male other than a **trusted male**
- Let someone trusted know where you're going, your route and when you'll arrive
- Maintain a **safety zone** when near males in isolated areas

Attitude

- Look around often and plan an escape route
- Assume all places are potentially dangerous
- Don't allow **privacy and control** situations to develop
- Trust your intuition and don't talk yourself out of feelings of danger

Safety Zone: Distance between you and a male of indeterminate trust within which you know you could escape if he were to attack
Trusted Male: A male, age 10-80, who has been determined through intuition, observation and corroboration over a long period of time and a variety of situations to be non-violent and worthy of trust (someone who's not a trusted male is called a male of indeterminate trust).
Privacy and Control Situation: Being in a location not visible to others and positioned so that a male of indeterminate trust can physically control you or block an exit attempt.

5A's Discussion Activity: Planning for Traveling Alone

Instructor Directions: After reviewing the 5A's handout with the class, present the scenario below. In this scenario, the teenage girl is put in a position in which several of the 5A's are challenged. Begin discussion with the scenario, then ask learners' about how these principles may be challenged and difficult to follow in their own lives.

Scenario: Sixteen year old Stephanie's best friend, Melissa, moved to another part of the city a month ago. Ever since Melissa moved, the two have talked about getting together. When Melissa's found out she'd get off work by 5 p.m. this Saturday, she called up Stephanie and asked her to spend the night. With no ride available, Stephanie hopped on a bus and headed 12 miles north. Stephanie had been there once before briefly, but didn't remember the area too well. It was a six-block walk to Melissa's house from the bus stop. Stephanie would walk alone since the bus arrived 20 minutes before Melissa came home from work. It was a hot afternoon, so Stephanie wore flip-flops.

Stephanie was only a little nervous about traveling alone, until she noticed a man, about 30 years old, who seemed to be watching her as she rode the bus. At two consecutive stops, he got up and moved into seats closer to her. She looked out the window and pretended not to notice. At her stop, she got off the bus quickly and walked fast. She thought she was the only rider to get off, until she heard footsteps, turned and saw the man. She tried to ignore him and walked faster through the quiet neighborhood.

- **Which 5A's did Stephanie violate? How could she have acted differently?**
- **How could Stephanie have planned her visit to increase her odds of safety?**
- **Should she consider the man a possible predator? What should she do now?**
- **Have you encountered a similar situation? What did you do?**

APPENDIX B

Violence Prevention Survey Name:_____

For each question below, circle the number to the right that best fits your response (the scale above the numbers states which opinions the numbers reflect).

Questions	How well does this statement describe you?				
	Not how I feel at all	*Not very close*	*Not sure*	*Somewhat how I feel*	*Exactly how I feel*
I believe I know what to do to avoid violence and sexual assault.	1	2	3	4	5
I would not be able to fight off a larger man.	1	2	3	4	5
I am confident in my ability to stay safe in most situations.	1	2	3	4	5
Aside from the stuff I see in movies, I don't really know how rapists attack..	1	2	3	4	5
I'm pretty tough if challenged and could hold my ground in a fight against a man.	1	2	3	4	5
I know I do some things that I've heard are dangerous for girls, but I doubt I'll change.	1	2	3	4	5
I worry a lot about being attacked by a man.	1	2	3	4	5
I try to follow all the advice I've been told about avoiding rape and sexual assault.	1	2	3	4	5

What would you like to learn about self-defense and preventing rape (use back)?

Thank you for participating

APPENDIX C

Teenage Girls VSAP Project **Curriculum Proposal Evaluation**	**Evaluator:**
Please return to: Ken Niezgoda, 12015 SE Regal Ct, Clackamas, OR 97015 / 503.888.1118 / ken@pacificpaper.com	
1	What comments, concerns or improvements do you have with the plan for violence prevention instruction (use back if necessary)?
2	What comments, concerns or improvements do you have with the plan for the physical self defense instruction portion of the project?
3	What comments, concerns or improvements do you have with the plan for a website delivery?
4	Please include any other comments, questions, and concerns:

Reviewers: Please feel free to comment on any / all aspects of the project proposal. There will be a second stage of review when the project is near completion. This will involve reviewing the curriculum as it is published on the project website. I will notify you when the project has reached that stage.

Thank you for participating in this evaluation

APPENDIX D

Teenage Girls VSAP Project **Self Defense Evaluation**	**Evaluator:**
Please return to: Ken Niezgoda, 12015 SE Regal Ct, Clackamas, OR 97015 / 503.888.1118 / ken@pacificpaper.com	
1	Describe any improvements you would make in the instruction of techniques (use back if needed):
2	What techniques or elements would you add, remove, or modify? Why? Describe briefly how you would approach the instruction of the new techniques for this project:
3	Evaluate the overall self defense instructional approach? What changes would you make?
4	Please include any other comments, questions, and concerns:

Reviewers: Please feel free to comment on any / all aspects of the project proposal. There will be a second stage of review when the project is near completion. This will involve reviewing the curriculum as it is published on the project website. I will notify you when the project has reached that stage.

Thank you for participating in this evaluation

APPENDIX E

Teenage Girls VSAP Project **Curriculum / Website Design Evaluation**	**Evaluator:**
Please return to: Ken Niezgoda, 12015 SE Regal Ct, Clackamas, OR 97015 / 503.888.1118 / ken@pacificpaper.com	
1	In what ways do you believe the violence prevention instruction could be made more effective in this project (use back if necessary)?
2	Describe elements of the violence prevention curriculum that should be modified? How? Describe any additional elements you believe should be included:
3	Evaluate the navigation, organization, and presentation of the website. How do you feel the design or curriculum delivery could be improved?
4	Please include any other comments, questions, and concerns:

Reviewers: Please feel free to comment on any / all aspects of the project proposal.

Thank you for participating in this evaluation

APPENDIX F

Teenage Girls VSAP Project **Final Evaluation**	**Name:**
Please return to: Ken Niezgoda, 12015 SE Regal Ct, Clackamas, OR 97015 / 503.888.1118 / ken@pacificpaper.com	
1	How effective do you feel this curriculum project would be in teaching violence prevention and self defense to teenage girls (Please explain -- use back if necessary)?
2	How could the project be improved, made easier to understand, simplified, etc.? Please explain:
3	Describe how the website appearance, organization, or curriculum delivery could be improved? What would you add, remove, or change?
4	What additional features could be added to expand upon the basic project?

Reviewers: Please feel free to comment on any / all aspects of the project proposal.

Teenage Girls VSAP Project Final Evaluation (continued)

For each question below, circle the number to the right that best fits your response (the scale above the numbers states which opinions the numbers reflect).

Questions	How does this statement describe your opinion?				
	Not how I feel at all	*Not very close*	*Not sure*	*Somewhat how I feel*	*Exactly how I feel*
This curriculum adequately covers all major aspects of a complete violence prevention / sexual assault curriculum for teenage girls	1	2	3	4	5
The website is easy to understand and navigate	1	2	3	4	5
Lesson materials can be taught by an instructor who is not an expert in violence prevention and self defense	1	2	3	4	5
Adequate additional resources are provided	1	2	3	4	5
The learner's material on the website sufficiently enhances the classroom instruction	1	2	3	4	5
It is clear how to obtain additional assistance and information about this program	1	2	3	4	5
This program would be a benefit to teenage girls	1	2	3	4	5
Learning materials are clear, concise, and easy for a teenage learner to understand.	1	2	3	4	5

Please comment on answers given above or other aspects of the project:

_____

_____

Thank you for participating in this evaluation

APPENDIX G

Curriculum Proposal Evaluation Survey Results **Representative Examples of Comments**	
1	What comments, concerns or improvements do you have with the plan for violence prevention instruction? • *The only sensitivity that I would continue to focus upon is the connection between empowerment and protection* • *Writing is clear and interesting, the need for the project is well substantiated, you are up front on what VSAP can and cannot do…* • *I believe that this is unfortunately a necessary addition to school curriculum* • *I would also like to have information on how school districts and others will find out that this necessary information and curricula are out there* • *Looks comprehensive, well researched; examples are helpful* • *What about elementary school?* • *Are there stats on PTS Disorder, depression, etc… in victims?* • *This project assumes that girls and women can physically protect themselves. Maybe a preface explaining (that this project is designed for) violence protection for the physically and mentally capable females discussed in this program.*

2	What comments, concerns or improvements do you have with the plan for the physical self-defense instruction portion of the project? • *I fully agree with Ken referencing his page 16, that they need to be taught practical defense that is learned in a short period of time.* • *I become angry at the schools of instruction that charge large sums of money for instruction to women just be able to defend herself.* • *It's to bad that there are not more people out there moving in this direction.* • *Hopefully your project will create the awareness that is desperately needed.* • *I would suspect that schools would like to be informed of the success of actual moves and how long it takes to master one self-defense move* • *Appreciate knowing that a "non-expert" can teach the techniques*
3	What comments, concerns or improvements do you have with the plan for a website delivery? • *It is hard for me to understand without actually being on the website, but the plan sounds like it will work.* • *Lower socio-economic students may not have access, but assuming this would be taught in schools, each student would have access?* • *Little experience to draw from… it looks clear and complete.*
4	Please include any other comments, questions, and concerns: • *Reed Secunda's name is spelled wrong* • *This program has elements that may enhance development in teens*

APPENDIX H

	Curriculum / Website Design Evaluation Survey Results **Representative Examples of Comments**
1	In what ways do you believe the violence prevention instruction could be made more effective in this project? • *Two challenges: A) The role of alcohol in decreasing their awareness and ability to consent / protect and B) The exposure to sexual behaviors by a male that claims to love them or that the teen "loves"… May need to be included in the self-esteem / empowerment section if appropriate* • *Would adding a part on "grooming" be helpful?* • *My concern is the time with which schools are given to complete an already over-flowing curriculum demand.* • *I have very few suggestions due to the fact that I was impressed by the quality of work you have already done.* • *I would like to know, if possible, how many women actually react with a move that they learned, freeze up with fear or simply kick, scream, etc.*
2	Describe elements of the violence prevention curriculum that should be modified? How? Describe any additional elements you believe should be included: No comments from surveys
3	Evaluate the navigation, organization, and presentation of the website. How do you feel the design or curriculum delivery could be improved? • *It makes it more available for most, but not available for all.*

4	Please include any other comments, questions, and concerns: No comments from surveys

APPENDIX I

	Final Evaluation Survey Results **Representative Examples of Comments**
1	How effective do you feel this curriculum project would be in teaching violence prevention and self-defense to teenage girls? • *I realize that a person does not need martial arts training to teach self-defense, but the instructor that is teaching should be encouraged to practice with another before teaching.* • *I commend you on all your effort towards a very noble goal.* • *It is never to (sic) soon to teach a female to be safe or a male to respect a female's right to safety.* • *Hopefully your project will create the awareness that is desperately needed.*
2	How could the project be improved, made easier to understand, simplified, etc.? Please explain: • *Will there be opportunity for video?* • *I believe that this material should start to be presented at a young age. The material could be modified so that it is not over the child's head.* • *I can't see where you could improve this. I wish that my daughter would've had this in school.* • *It's to (sic) bad that there are not more people out there moving in this direction.*

3	Describe how the website appearance, organization, or curriculum delivery could be improved? What would you add, remove, or change? • *Website delivery is a great way to research and discover a great deal of information* • *Not all instructors are computer savvy or have time to research for new or added curriculum on their own.* • *Website looks good.*
4	What additional features could be added to expand upon the basic project? • *Information regarding the website could be sent to curriculum directors in different school districts* • *A program that does need to be taught in schools would teach both females and males intuition, empowerment, etc.* • *A refresher course would be good to add later for girls who have forgotten some of what they learned*

Final Evaluation Survey Results

Likert Scale Questions

Questions	Number of Responses for Each Point on Scale				
	Not how I feel at all	*Not very close*	*Not sure*	*Somewhat how I feel*	*Exactly how I feel*
This curriculum adequately covers all major aspects of a complete violence prevention / sexual assault curriculum for teenage girls	0	0	0	0	19
The website is easy to understand and navigate	0	0	0	0	19
Lesson materials can be taught by an instructor who is not an expert in violence prevention and self defense	0	0	0	3	16
Adequate additional resources are provided	0	0	0	0	19
The learner's material on the website sufficiently enhances the classroom instruction	0	0	0	2	17
It is clear how to obtain additional assistance and information about this program	0	0	0	1	18
This program would be a benefit to teenage girls	0	0	0	0	19
Learning materials are clear, concise, and easy for a teenage learner to understand.	0	0	0	0	19