



Far From the Heart: Report on the Effectiveness of Forum Theatre as an
Educational Tool regarding Youth Dating Violence and Sexual Assault in
Saskatchewan Schools

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Abstract

Theatre's Far From the Heart, developed in collaboration with a group of teens under professional direction, is a Forum Theatre presentation with an innovative approach that challenges youth to speak and act out their thoughts and attitudes surrounding dating violence. The purpose of this research was to get a broad sense of the literature surrounding adolescent prevention programs for dating violence, statistics surrounding sexual assault and dating violence particularly pertaining to youth, and the use of Forum Theatre as an effective educational tool for changes in attitude and/or behavior. The report explored key demographic considerations and statistics, dating violence prevention programs, Forum Theatre as an educational tool, methodology, survey analysis, and best practices. The research highlighted the demonstrable need for further dating violence prevention programs across Canada. The statistics established that youth are a high-risk population for becoming victims of sexual assault and/or dating violence. Within the literature, there was also a very high correlation to youth and the use of alcohol in association to dating violence. In order to have a comprehensive understanding of why violence continues to be perpetuated, more widespread education surrounding substance use and/or abuse, colonial history, patriarchy, white privilege, hetero-sexualism, ability/disability and racism need to be incorporated into violence prevention programs in schools.

Far From the Heart toured to 23 Saskatchewan communities in the fall of 2011, and presented 37 interactive presentations to over 3300 students. Teachers received an orientation which prepared them to lead their students in pre-show activities. The activities included a questionnaire which assessed their knowledge of sexual assault and dating violence (including what is sexual assault, what percentage of the population is affected by dating violence and sexual assault) and their ideas of appropriate behaviour in a relationship.

Immediately after the Forum Theatre presentation, students participated in post-show discussions with trained community facilitators who work in health and social services. The questionnaire was also given after they participated in the interactive play and discussion. These provided data for this research. Overall, both the females and the males surveyed showed an increase in knowledge between the PRE and POST surveys. The female mean increased from 8.28 in the PRE to 8.83 in the POST, implicating an average of 8 questions correct out of the 11 with an increase of .55 from PRE to POST. The male mean increased from 7.75 in the PRE to 8.39 in the POST, implicating an average of 8 questions correct out of 11 with an increase of .64. This data indicates that Far From the Heart works to successfully increase students' knowledge and shift attitudes.

The research reveals that prevention programs do positively shift attitudes surrounding dating violence, with the more effective prevention programs incorporating a skills-building component. Forum Theatre utilizes a skills-building component by providing the opportunity for participants to perform their strategies onstage which facilitates a unique opportunity to engage youth to enact and discuss difficult subject matter such as dating violence, date rape or sexual assault. Forum Theatre also allows participants to explore the action component to prevention; thus, an opportunity to learn from mistakes in a safe space. Overall, there is room for further growth, across Canada, in the use of Forum Theatre in prevention programming.

Summary

The following literature review and report was conducted in partnership with Sheatre's *Far From the Heart* Forum Theatre production and The University of Regina Community Research Unit.

The purpose of this literature review was to get a broad sense of the research surrounding adolescent prevention programs for dating violence, statistics surrounding sexual assault and dating violence particularly pertaining to youth, and the use of Forum Theatre as an effective educational tool for changes in attitude and/or behavior. The analysis was focused around *Far From the Heart*, a touring Forum Theatre production by Sheatre in 2011. This recent production of *Far From the Heart* occurred in Saskatchewan, therefore some of the literature review focus is specific to the context of this province.

The report and literature is organized in the following categories: *Far From the Heart* storyline, key terms, theory, key demographic considerations, statistics, dating violence prevention programs, Forum Theatre as an educational tool, methodology, survey administration, description of the participants, survey analysis and moving forward/best practices. Numerous categories will include a Saskatchewan specific lens.

The research was guided by the following questions:

- What kind of impact does *Far From the Heart* have on teen attitudes toward dating violence, sexual assault and healthy relationships based on pre- and post-show survey answers?
- Are there differences in attitudes and impact based on demographic information like age, urban or rural setting, gender, and cultural backgrounds?
- What is the context in which these teens are viewing this production? What are the statistics for dating violence for teens in Saskatchewan?
- What does the literature say about the use of forum theatre as an effective educational tool in Saskatchewan?

Far From the Heart Storyline

Theatre's Artistic Director Joan Chandler wrote the following excerpt:

This story about coming of age, violation and redemption begins with two boys (Warren and Adam) and two girls (Felicity and Rachel) getting ready for "The Big Party." The boys are pumping themselves up with beer and bravado. In another house, the girls are also getting ready for the party as one (under-aged Felicity) drinks and the other (Rachel) chooses to spark up a joint instead. After Felicity bemoans her child-like appearance, Rachel adorns her in a provocative red dress. The first to arrive on the party scene is the beer keg, which is well received by the partygoers. When Rachel and Felicity arrive a disagreement ensues. Warren disapproves of his girlfriend's provocative dress, and becomes angry, controlling and violent with her. Adam defends her choice. The boys fight, their tempers and behavior fuelled by alcohol; Warren punches Adam in the face. Warren leaves the party and drives away impaired. Adam approaches Felicity and offers her his own "homemade" drink. Felicity "drowns her sorrows" in a series of quick shots made of an unknown alcohol mix; she is verging on binge drinking. Rachel is interested in going to another party and abandons Felicity. Felicity doesn't know how she can get home. Adam volunteers to take her home later, despite the fact that he started drinking before the party started. Rachel leaves, effectively abandoning Felicity. Now alone with Adam, Felicity dances and the alcohol hits. She isn't feeling well, she's dizzy and her judgment is impaired. Adam invites her to his bedroom, and once there, he rapes her. The next morning, Felicity is anguished; her friends cast criticisms about her choices, ostracize her and remind her that the news is already all over Facebook.

Within the theatre forum, students explore what Felicity can do to stand up for herself and avoid having unwanted sex. Students can also explore any of the roles to see how they might be able to help Felicity. The story creates a rich, emotional and personal journey of innocence lost and saved. Through the use of Forum Theatre viewers feel as if they've given her a second chance at life.

Far From the Heart was developed in 2006 in a community arts workshop with youth from the Bruce Peninsula - Owen Sound area of Ontario, facilitated by Joan Chandler and Simon Malbogat. The play was later adapted into a professional production by Joan

Chandler. A team of youth, educators, artists and community organization representatives created educational support materials and methods to provide an overall program for students. Presentations have toured in Ontario and Saskatchewan. This report references Theatre's fifth tour of *Far From the Heart*, and its first in Saskatchewan, held in the fall of 2011.

Key Terms

Before introducing the literature review, there are a few key terms that are important to define in order to better understand the framework of the research: dating violence, sexual assault, date rape, acquaintance rape, adolescents, youth, and Forum Theatre.

Dating Violence

According to the Canadian Department of Justice, (2003) dating violence is defined as “abuse or mistreatment that occurs between ‘dating partners’, individuals who are having – or may be moving towards – an intimate relationship.” Dating violence can include physical, emotional, mental, spiritual, and or sexual abuse.

Sexual Assault

Sexual assault and/or date rape may occur only once or on multiple occasions. Defining sexual assault can become very technical especially when consulting the criminal code of Canada. For the purposes of this literature review, Statistics Canada (2010) offers a concise definition of sexual assault:

“A violent offence classified into one of three levels according to the seriousness of the incident: level 1, the category of least physical injury to the victim; level 2, sexual assault with a weapon, threats to use a weapon, or causing bodily harm; and level 3, sexual assault that wounds, maims, disfigures or endangers the life of the victim.”

It is important to note that sexual assault is distinct from dating violence, but it does include date rape. Sexual assault includes attempted rape even if penetration does not occur.

Date Rape

Date rape and acquaintance rape are terms that are used interchangeably in the literature. According to the Victims of Violence through the Department of Justice

Canada (2011) acquaintance rape is defined as “forced sexual assault committed by an individual whom you know: someone you just met, dated a few times, are in a committed relationship with, or are related to.” With any of the terms surrounding dating violence, sexual assault, date rape or acquaintance rape, what must be acknowledged is that an action is taking place without the consent of the person who is being victimized.

Adolescent/ Youth

Within the context of this paper, “adolescent” or “youth” will refer to Sheatre’s target demographic audience, which was youth between the ages of 11-19. The play was presented to students in grades six to twelve. Although the play was designed for grades seven to twelve, certain schools on the tour chose to include some of their grade six students, while others decided that their grade 7 students were not mature enough to take part. This decision was left to the discretion of the school in consultation with Sheatre. The audience at community presentations were adults or post-secondary students (older than 19), however they were not asked to participate in the pre- and post- show survey activity, and are not included in this study.

Forum Theatre

Forum Theatre is a particular style of theatre developed by Augusto Boal in which the audience has the opportunity to move from spectator to “spect-actor”; audience members can reflect on what has been presented and intercede as they see fit. Forum theatre chooses subject matter that can be oppressive, controversial and or taboo. A facilitator, known as the Joker, enables members of the audience to participate in the action on stage to try and change the outcome of the play for the better. The Joker, an onstage facilitator, helps to create space for and generate alternate possibilities and new dialogue.

Theory

Theoretical frameworks surrounding dating violence and sexual assault are important to take into consideration. Despite multiple theories on dating violence and sexual assault there is not one comprehensive theory that provides an answer:

“While preliminary research in the area of dating violence is promising and certainly a step in the right direction, there has been a dearth of research on possible explanatory theoretical conceptualizations to examine the mechanisms through which violence of this type manifests in dating relationships.... only a few researchers have developed theoretical conceptualizations of dating violence”(Shorey, Cornelius, Bell, 2008, p186-188).

Women are often the victims of violence (see Statistics section on p. 10) therefore feminist theory (Shorey et. al 2008, Burton et al, 2011) cannot be discounted in comprehending how people can be socialized into gender roles which can reinforce a culture that perpetuates violence. Bandura’s social learning theory, (Bandura, 1977; Evans, David, et. al, 1998, Shorey et. al, 2008; Gray & Foshee, 1997) the idea that behavior is learned and reinforced through socialization is another possible explanation for the perpetuation of violence. In their 2011 article, *Relationships and betrayal among young women: theoretical perspectives on adolescent dating abuse* Burton, Halpern-Felsher, Rankin, Rehm, and Humphreys include an overview of the following theories to uncover underlying factors behind violence: attachment theory (Shorey et. al 2008), investment model theory, feminist theory and gender role conflict, and betrayal and trauma theory. They also point out that ecological systems theory, developmental systems theory and cumulative trauma theory can be used to study violence but they excluded them from the study because there was not enough evidence to connect these theories to interpersonal relationships. The underlying reasons for dating violence are complex and cannot be simplified into a single theoretical framework.

There is a great deal of literature surrounding the higher risk of violence towards Aboriginal women. “Aboriginal women had about four times the odds of experiencing

violence compared to non-Aboriginal women.... In a study of Aboriginal women in Manitoba and Saskatchewan when asked about the health of their communities, the vast majority ranked family violence as their most important health concern” (Brownridge, 2008, p. 353). Critical race theory and colonization theory (Native Women’s Association of Canada, 2010; Brownridge, 2003 & 2008; McNinch, 2008 & 2010, Green 2010, Razack, 2000) were the most common frameworks in analyzing the disproportionate rates of violence towards Aboriginal women.

Key Demographic Considerations

Literature on this topic identifies certain populations who are at considerably higher risk for victimization of sexual assault. These populations include indigenous women, women of color and immigrant refugee women, people with physical disabilities and members of the LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) community. Each one of these populations has a unique identity and each faces distinct challenges in seeking support. These challenges can include language barriers, racism, isolation, physical limitations, and cultural or religious beliefs. Heterosexual male white privilege comes up repeatedly throughout the literature as the identity that is able to use this positioning to take advantage of those who are not in similar positions of power (McNinch 2008 & 2010; Green, 2010; Razack, 2000). Within this review there was an underrepresentation of literature on males who had been victimized by sexual assault.

There are numerous high profile cases in Saskatchewan pertaining to violence and the sexual assault of Aboriginal women. Some examples that cannot be overlooked include a case in 2001 in which three middle-class white males in their early twenties raped 12-year-old Melissa Caslain, a Saulteaux girl from the Yellow Quill First Nation in the Melfort-Tisdale area (McNinch, 2008 & 2010); the 1995 assault and murder of Pamela George by two middle-class white males in Regina (Razack, 2000); and the conviction of John Crawford, another white male, for sexual violence and the murder of four aboriginal women: Eva Taysup, Calinda Waterhen, Shelley Napope and Mary Jane Serloin, which happened in Saskatoon (Green, 2010). In both the case of Melissa Caslain and Pamela George there were attempts by the defense counsel in court to minimize the use of alcohol as an excuse for their sexual assault and in the latter case

murder (McNinch, 2008; Razack, 2000). All of these cases have been analyzed in the literature from anti-racist, decolonizing frameworks such as critical, feminist and queer theory:

“I deliberately write against those who would agree that this case is about an injustice but who would de-race the violence and the laws response to it and label it more generically as patriarchal violence against women, violence that the law routinely minimizes” (Razack, 2000, p.93).

No matter who has been victimized by sexual assault or violence, their experience should never be minimized. A much broader understanding of Canada’s colonial history, patriarchy, heterosexism and white privilege needs to occur in moving the work forward to end violence. Efforts to incorporate decolonization, feminist, queer and anti-racist theories into educational institutions are still underrepresented within the literature.

To understand the interplay of Canadian colonial history, patriarchy and violence it is important to consider the tragedy of the murdered and missing women across Canada. The following list is simply representative of Saskatchewan women in the grade seven to twelve demographic that Sheatre has targeted. The following quotes are taken directly from the Missing/ Murdered First Nations Women site:

Sharon Frances Merasty, aged 18 of Regina, SK, was found dead in a frozen creek on Dec. 4, 1993.

Shelley Napope, aged 16, from the One Arrow First Nation. (Disappeared - summer 1992, found murdered - 1994).

Keisha Thomas, aged 11, of Beardys and Okemasis First Nation, SK, was killed on June 17th, 2007 when a stolen van she was a passenger in rolled over.

Jeanette Elysia Joyce Hootsie, aged 19, of Regina, SK, was stabbed to death at a home on Rae St., Regina, SK, on December 30, 2005.

Amber Tara-Lynn Redmann, aged 19, from Standing Buffalo First Nation northeast of Regina was last seen July 15, 2005, at about 2:30 a.m. in Fort Qu’Appelle, Sask. Gilbert Allan Bellegarde, aged 31, of the Little Black Bear First Nation is charged with first degree murder. Albert Patrick Bellegarde, aged 29, also from Little Black Bear First Nation has been charged with first degree murder.

Farro Bird, aged 19 of Montreal Lake Cree First Nation, Saskatchewan was shot to death on March 2, 2005.

Patricia Maye Favel, aged 18 (DOB February 10, 1966), On the 30th of September 1984, Patricia was last seen in the downtown area of Regina, Sk.

Myrna Montgrand, aged 14, of LaLoche SK, disappeared on April 21, 1979 around 5 am outside a residence in LaLoche, SK.

Elizabeth Bertha Halkett aged 19, of Saskatoon, the mother of two young children, a one-year-old son and an adopted one-year-old nephew, was murdered in a house fire deliberately set.

Sheila Kahnapace, aged 19 of Regina Saskatchewan died November 19, 2000 as the result of hypothermia. The accused, Melvin Johnson, who drove for Co-op Taxi was charged with criminal negligence causing death.

Wannita Leanne Wolfe, aged 18, of Regina, Saskatchewan, was shot on May 22, 1999.

Amnesty international's Stolen Sisters campaign and the Sisters in Spirit Project through the United Church of Canada in partnership with the Native Women's Association of Canada (2004), are two examples of attempts to recognize approximately 500 aboriginal women who have gone missing in the last two decades in Canada. News reports indicate that women presently continue to go missing.

Statistics

There is statistical evidence of dating violence and sexual assaults that occur across Saskatchewan and throughout Canada. The two overwhelming trends in the literature suggest there is a vast amount of underreporting surrounding sexual assaults and that women are disproportionately victimized in comparison to males (Brennan & Taylor-Butts, 2008). *Far From the Heart*'s audience were youth in grades six to twelve. While it is important to note that dating violence and sexual assault occur across all age spectrums, this literature review focuses on youth in those grades who attended the presentation (age 11-19).

The following statistics demonstrate the importance of violence prevention programs:

- “Quantifying sexual assault continues to be a challenge, since the large majority (91%) of these crimes are not reported to police” (Brennan & Taylor-Butts, 2008, p. 8).
- “The rate of sexual assault for Canadians aged 15 to 24 was almost 18 times greater than the rate recorded for Canadians aged 55 years and older (5,563

versus 315 per 100,000 population). Police-reported data, which captures information on victims of every age, illustrate that in 2007, over half (58%) of sexual assault victims were under the age of 18, with children under 12 accounting for 25%” (Brennan & Taylor-Butts, 2008, p.13).

- “Rates of sexual offending were highest among persons aged 12 to 17 (90 per 100,000 population)” (Brennan & Taylor-Butts, 2008, p.13).
- “Approximately 71% of youth in Canada report being in a relationship by the age 15. Among those that have engaged in a dating relationship 55% had their first dating relationship by the age of 12” (Mahoney, 2010, p.6).
- “Police-reported data for 2009 indicate that children and youth under the age of 18 were most likely to be sexually victimized or physically assaulted by someone they knew (85% of incidents)” (Statistics Canada, 2009, p.5).
- “Nearly 55,000 children and youth were the victims of a sexual offence of physical assault in 2009, about 3 in 10 of which were perpetrated by a family member” (Statistics Canada, 2009, p.5).
- “Rates of dating violence were higher for female than male victims at a margin of nearly 10 to 1 for those 15 to 19 years of age” (Mahoney, 2010, p.5).
- “The most common offences perpetrated against adolescent victims of dating violence were sexual assault and related offences such as sexual interference” (Mahoney, 2010, p.13).
- “For the majority of incidents (88%) involving adolescent victims of dating violence the suspect was older than the victim” (Mahoney, 2010, p.13).
- “Research suggests that young victims and perpetrators of dating violence may be at increased risk of continuing this cycle in their adult intimate and family relationships” (Mahoney, 2010, p.13).
- “Among children with disabilities, research has found that 39-68% of girls and 16-30% of boys are subjected to sexual abuse before the age of 18” (Bunch & Crawford, 2000 cited by Sexual Assault & Violence Intervention Services of Halton)

Saskatchewan Snapshot

- “Rates of sexual offences reported to police vary widely across the provinces and territories: According to police-reported data, in 2007, there was considerable variation in the overall rates of sexual offences reported to the police across Canada. Among the provinces, Saskatchewan (138 per 100,000 population) and Manitoba (113) had the highest rates, while Ontario (61) and Prince Edward Island (58) had the lowest.” (Statistics Canada online catalogue, 2010).

- “In Saskatoon, (Saskatchewan) the last recorded rate of reporting (sexual assault) via Stats Canada was 15% – the highest reporting rate to police in Canada” (Received from H. Pocock, personal communication, January 4th 2012).

As the statistics indicate dating violence and sexual assault are prevalent in Canada and Saskatchewan. Further research needs to be done surrounding best practices for prevention programming particularly with adolescent populations.

Dating Violence Prevention Programs

There are a wide variety of dating violence prevention programs that have been implemented and studied in school settings including elementary, high school and post-secondary (Cornelius & Resseguie, 2007; Blakely & Pullen, 1991; Pomeroy, Parrish, Bost, Cowlagi & Cook, et al., 2011; Evan, Rees, Okagbue & Tripp, 1998; Taylor, Stein, Woods, & Mumford, 2011). Strategies include curriculum content focus, watching films, focus groups, talking circles, and drama based approaches, which sometimes included Forum Theatre. The focus on dating violence prevention programs for youth and adolescents is an area where further long-term research needs to be developed (Cornelius & Resseguie, 2007; Taylor et al., 2011). Because the desired outcome of the research differs in each school district, some communities chose to use control groups to demonstrate whether there was an increase in knowledge for those who participated in a targeted dating violence prevention program.

The gaps in the literature include long-term effects on behavioral change. There were very few studies that continued to monitor violence prevention programs anywhere after six months to a year post-participation in a program. Cornelius & Resseguie (2007) additionally highlight that despite the fact that pre- and post-knowledge surveys may demonstrate a change in attitude regarding dating violence, this method does not adequately capture any evidence of whether it has effectively changed behavior. They also discuss the influence of social desirability and suggest that because some youth choose to answer based on what they think others would like them to state (even when anonymity is an option), the results of surveys can be flawed. If the goal is to change youth behavior surrounding dating violence, more extensive research is needed in this area in order to evaluate long-term outcomes. Without follow up to the prevention

programs, it is difficult to prove whether their efficacy is more than a temporary experience.

Age groups tended to vary as targets for dating violence prevention programs. In the literature, youth in grades six and seven were still represented less often in dating violence prevention programs (Taylor, et al, 2011). As noted in the statistics section in Canada “rates of sexual offending were highest among persons aged 12 to 17 (90 per 100,000 population)” (Brennan & Taylor-Butts, 2008,p. 13). Because sexual offences are already occurring by age 12 this would certainly suggest that youth in grades six and seven can also benefit from these prevention programs.

Violence prevention programs in Saskatchewan include the following organizations. RESOLVE (Research and Education for Solutions to Violence and Abuse) is an organization based out of Regina that has worked on demonstrating the need for further violence prevention programs. STOPS to Violence (Saskatchewan Towards Offering Partners Solutions to Violence) is another provincial organization based out of Regina; on their website they have a video to help people learn to escape abusive relationships. PATHS (Provincial Association of Transition Houses and Services of Saskatchewan) connects numerous agencies across the province of Saskatchewan that work towards ending violence. In Canada there are a few key organizations dedicated to reducing violence and promoting healthy relationships for youth including the Canadian Prevention Science Cluster and The Fourth R: Relationship Violence Prevention – strategies for healthy youth relationships. As the statistics indicated, with Saskatchewan being one of the leading provinces with the highest rates of reported sexual offences, increased prevention is needed both inside and outside of educational institutions. Sheatre’s *Far From the Heart* program is a unique example of violence prevention because school-age violence prevention in Saskatchewan remains underrepresented in the literature and classroom curriculum.

Forum Theatre as an Educational Tool

“Without a skill-building component integrating specific training to improve proficiency of communication, negotiation and problem-solving skills (and specifically the use of role-playing, modeling and rehearsal) the likelihood of behavior change is improbable” (Cornelius & Resseguie, 2007, p. 373).

Forum Theatre and role-playing activities provide youth with the opportunity to practice the skills they might need if they ever were to find themselves or anyone they know in a vulnerable situation where they could be victimized or disempowered. Forum Theatre has been used all over the world as an educational tool to help audiences encounter examples of oppression (i.e. Blakey, 1991; Pomeroy et. al, 2011; Bryan, 2008; Burhgone, Placier, Taulbee, & Welch, 2008; Day, 2010; Winston, 2006; Diamond, 2008; Evans, Rees, Okagbue, Tripp, 1998; Goulet, Episkenew, Linds & Arnason, 2009).

Participating in Forum Theatre creates the possibility of changing the outcome of the play. Youth allow themselves to take a risk on stage; “Reasoned, reasonable and safe theatre is a recipe for dull, predictable theatre. Such attitudes are more associated with the institution of school” (Winston, 2006). Participants have the chance to insert themselves into a complex situation and discover whether their actions or behavior can shift power dynamics within the play.

Forum Theatre has been used as an educational tool for a whole range of subject matter. It chooses bold material to work with and explores challenging and sometimes controversial storylines. In educational settings, students often identified appreciation of an outsider (actor) introducing subjects that they did not feel as comfortable discussing with their teachers:

“Drama can present sensitive issues, such as sexuality or alcohol use, in a non-threatening way, by enabling the audience first to experience difficult or embarrassing topics in relation to the lives of other (fictional) people. They can then go on to relate aspects of these issues to their own lives at their own pace.” (Pullen, 1991)

Within this particular literature review some examples of Forum Theatre that were explored as educational tools included student apathy (Bryan, 2008), sex-education (Blakey, 1991; Evans et al., 1998; Winston, 2006), interpersonal violence (Pomeroy et al., 2011), community health issues (Goulet, et. al, 2009), refugees and homelessness (Day, 2010), multicultural awareness (Burgoyne, et al. 2008), and addictions (Diamond, 2008).

There have been multiple approaches to Forum Theatre program evaluation, however this area of study needs continual and further development; “Audience response to IT [interactive theatre] is an under-researched area”(Burgoyne et al., 2008). Some of the theoretical frameworks surrounding the evaluation of Forum Theatre have included social learning theory (Evans, David, et. al, 1998) and grounded theory (Burgoyne, et. al, 2008). Bandura’s (1977) social learning theory is succinctly summarized in the following quote: “people’s behaviour is best understood according to their perceptions of their social environment” (Evans, et. al, 1998). Grounded theory “seeks to understand an event or process from the point of view of those who experience it” (Burgoyne, et. al, 2008). Further evaluation techniques have included focus groups and qualitative research (Burgoyne et al., 2008, Day, 2010), semi-structured or formal interviews (Blakey, 1991), attendance and participant feedback records (Diamond, 2008), surveys (Winston, 2006) and the use of control groups (Pomeroy, et. al, 2011). Most of the program evaluations were implemented immediately after the forum was finished. There is an absence of long-term follow up with Forum Theatre participants.

Two commonly used Forum Theatre techniques that came up throughout the literature were the technique of hot seating and the use of a key symbol that may act as a trigger point of discussion in the forum (i.e. Burgoyne et. al, 2008; Winston, 2006; Day, 2010). Hot seating occurs when the audience members have the opportunity to question each actor individually about their character and motivations. The second technique was the use of a symbol. Examples of symbolism came up in various forums:

“A successful use of symbol as an additional theatrical language can be expected to have added to the play’s richness...however, symbol or metaphor is, by its very nature suggestive rather than prescriptive and operates by refusing to name that which it might represent.” (Winston, 2006, p.319-320)

Far From the Heart's symbol of a "red dress" is a clear example of this type of symbolism that generates important discussions for audience members.

In Canada there are two theatre companies outside of Sheatre that primarily use Forum Theatre to engage their audiences; Headlines Theatre based out of Vancouver and Mixed Company Theatre based out of Toronto. Headlines Theatre has examples of shows that used Forum Theatre to engage youth on a number of issues, however, I could not find evidence of any that specifically addressed dating violence and or sexual assault. Mixed Company did offer a show called *Mixed Messages* directed by Simon Malbogat, with content and format similar to Sheatre's *Far From the Heart* production. *Mixed Messages* project aim is to educate students about "acquaintance rape." The similarity is that both plays include the pre-party conversation between two female friends, the party scenario where a boy takes an interest in one of the girls, drinking to the point of getting drunk and eventually the male raping the female. The *Mixed Messages* show was established in September 2007 for Humber College, after *Far From the Heart*. The show has toured exclusively to University Students for five years and will be touring again in 2012-13, which will mark its sixth season. During a five-year period they have done 26 performances and approximately 6000 University students have seen the *Mixed Messages*. Mixed Company has not conducted any formal research on their show.

Forum Theatre in Saskatchewan

In Saskatchewan, there are several examples of Forum Theatre being used as an educational tool. Headlines Theatre (Diamond, 2008) toured throughout Saskatchewan in 2008 presenting *Shattering* in 10 communities across the province. *Shattering* used Forum Theatre to address the complexities of addiction. The presentations were open to all community members and had audiences from children to seniors attending. Linda Goulet, Jo-Ann Episkenew, Warren Linds, and Karen Amason developed a project entitled *Developing Healthy Decision-Making with Aboriginal Youth through Drama*. Their Forum Theatre workshops were introduced to youth in the File Hills Qu'Appelle Tribal Council with a framework to help understand the complexities and traumas caused by colonization. The forum was used to explore how peer-pressure, addictions, suicide, gangs and lack of self-esteem affect health (Goulet, Episkenew, Linds,

Amason, 2009). Warren Linds, Linda Goulet, Lori Whiteman, Kevin Parisen and Rhonda Rosenberg incorporated Forum Theatre over a number of years in Regina high schools through the ACT program. Tracey Mitchell facilitated a one-time public event in the summer of 2011 using Forum Theatre entitled *Up and Out of Poverty* in partnership with the Saskatoon Anti-Poverty Coalition. Saskatchewan Legal Aid Commission partnered with the Saskatchewan Native Theatre Company to present a forum piece entitled *Pathfinder: The Choice is Yours* to grade nine students in 13 communities across the province in 2008. This particular piece was used to target crime prevention and covered subject matter such as gang-related activity, underage drinking and sexual activity, shoplifting, and armed robbery. There was also one example of interactive theatre based on Boal used at a conference to engage health care workers in discussions about bullying in the workplace (Quinlan, 2010). Sheatre's *Far From the Heart* production is the most far-reaching Forum Theatre undertaking in the province of Saskatchewan to date. The total number of communities on the Fall Southern Saskatchewan tour was 23 (over 3,300 attendees at 37 performances) and in spring of 2012 the show toured to 16 communities in Northern, Central and Southern Saskatchewan (almost 1900 attendees at 19 performances).

Methodology

Sheatre was able to obtain funding to work in partnership with the University of Regina Community Research Unit to study the impact of the *Far From the Heart* production on youth participants. The research objective was to determine whether the play had any positive influence on shifting the attitude and behavior of the youth participants' (grades six to twelve) concept of dating violence and sexual assault. The University of Regina Community Research Unit in partnership with Sheatre established an advisory committee. The role of the advisory committee was to guide the research and develop the pre/post show survey. A research assistant was contracted to complete a literature review and report under the guidance of the advisory committee, directing her to information she may not have had. (See Appendix A for acknowledgement of all the people who have contributed to the research).

The *Far From the Heart* show was presented to 23 communities on the Southern Saskatchewan tour. There were over 3,300 attendees at 37 performances (See Appendix B for full itinerary). Before the production tour, numerous community consultations were completed. This included meetings with the Saskatchewan Ministry of Education, Arts Education Consultant and Health Curriculum developer, PATHS (Provincial Association of Transition Houses and Services), STOPS (Saskatchewan Towards Offering Partnership Solutions to Violence), Common Weal Community Arts Inc., the Organization of Saskatchewan Arts Councils, Street Culture Kidz Project, the Saskatchewan Arts Board and all of the respective agencies that members of the advisory committee represented (*Appendix A*). OSAC, the Organization of Saskatchewan Arts Councils, offered *Far From the Heart* to their database of over 1,000 schools in the province as part of their Junior Concerts series. The goal was to reach as many schools that wanted to participate in the experience. In the context of this research, there were no control groups of students to use in comparison to the schools that participated in the *Far From the Heart* tour.

In each community that participated in the *Far From the Heart* presentation, teachers were given educational guidelines ahead of time in order to do pre- and post-show preparation with the students. Schools had the choice of participating in a live training and orientation session with Theatre's Production Coordinator or an online one-hour teleseminar. The educational guide was a 50-page document that provided statistical information, resources and various in-class activities that the teachers could do pre- and post-show with the students. In this particular report there was not a mechanism to monitor the extent to which teachers did the pre-show preparation with students. Despite the fact that teachers were encouraged to do the preparation activities, some teachers may have done very little and others a lot more. This was subject to numerous conditions: some examples could include each school board having its own set of regulations, teacher interest in the program, time of year (i.e. whether or not it happens to be exam season), etc. In ideal conditions all teachers would have conducted a minimum of three activities and dedicated at least a minimum of 2 classes on the pre- and post-show activities with their students.

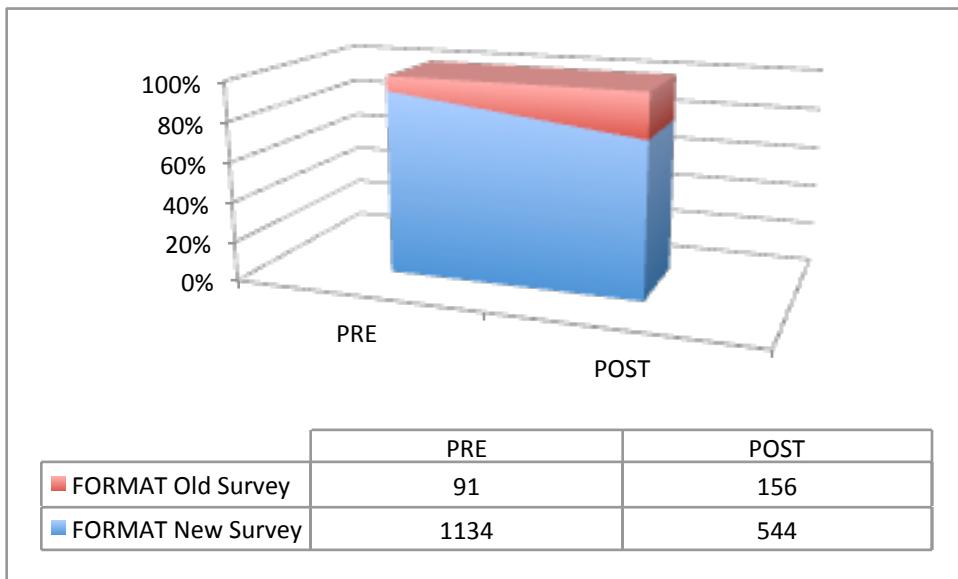
Prior to seeing the show teachers gave students a “This is What I Think” survey (See Appendix C). Students filled out the same survey before the project began, and again at the conclusion of the project.

The forum presentation lasted approximately 90 minutes. After the students had witnessed, discussed and participated in the Forum Theatre, the next part of the process was to participate in smaller post-show breakout groups. Front-line health and social service professionals, who were members of the respective community, as well as members of Planned Parenthood Regina’s YEAH program (Youth Educating About Health), facilitated these groups. Community facilitators prepared for this by taking training and orientation sessions, either live or through teleseminars. The discussion groups were an opportunity for youth to express thoughts on dating violence/sexual assault with professional supports in a safe environment. Teachers had some optional post-show activities that they could do with students, as well as giving students the post-show survey. The framework of the pre- and post-show survey was to distinguish whether the project had any impact on their knowledge level surrounding sexual relationships, dating violence and influences.

Once the southern Saskatchewan tour was complete, Sheatre received 1900 surveys from youth who had participated in the *Far From the Heart* tour. The survey collection was done through teachers either mailing them in or handing them directly to the stage manager on the tour. The initial survey data was sent to Winnipeg where all the data entry was done. Once the surveys were entered electronically they were sent back to the research assistant to begin the analysis. The analysis was done with the guidance and direction of the advisory committee who were integral to the survey design.

Survey Administration

Members of the advisory committee redesigned the old survey that Sheatre had used on previous tours into the new survey format (Appendix C) in early 2011. The survey revisions were meant to be more inclusive and cover a broader sense of demographic information. The intention behind the new survey design was also to create questions that would challenge youth to think critically about each question.



The total number of PRE surveys was 1225 and the total POST number was 700. The variation in PRE and POST responses may have been due to a design flaw in the collection method. Some teachers were told they could mail in the responses and others had the responses picked up directly by the stage manager. The stage manager only received PRE surveys. If teachers did not mail in POST responses they would not have been received.

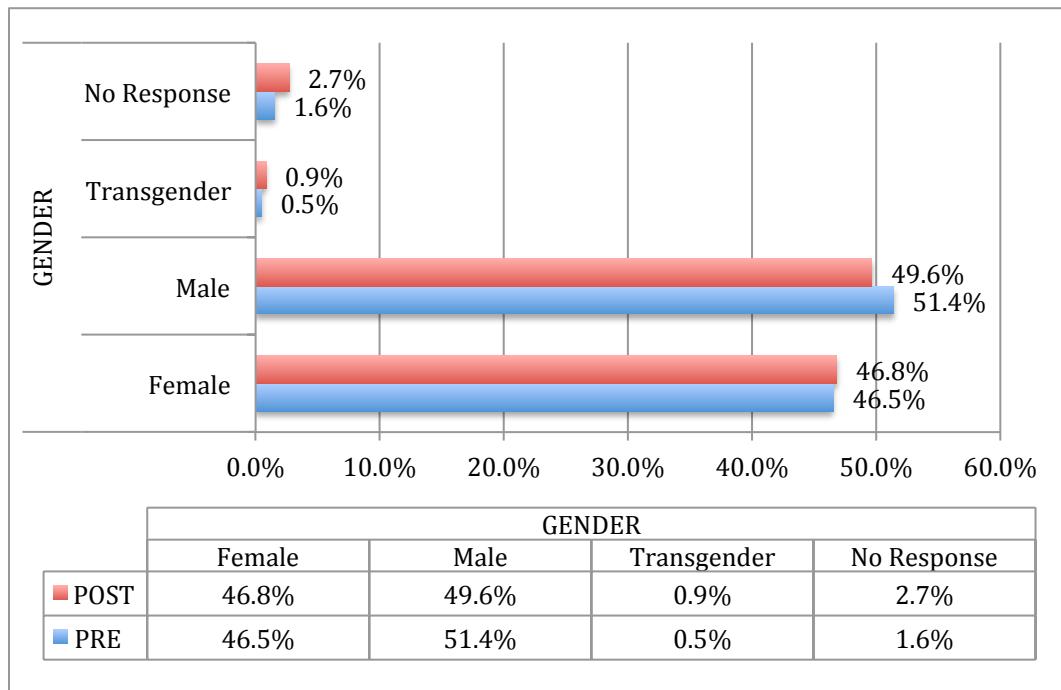
Teachers on the Fall 2011 tour were never meant to receive the old survey format (See Appendix D to view old format). In the spring of 2011 the *Far From the Heart* production was postponed. Teachers at that time would have received the old format survey. Over the summer months a partnership with the University of Regina, to conduct this review, was established and the research advisory committee redesigned the survey to create the new survey format. The redesign was done with the intention to refine and clarify the questions. When the show resumed in the fall of 2011, it is possible that some teachers still had the old survey format that they received in spring and were not informed about the new survey format. The old survey format was shorter in length and a few questions differed in comparison to the new version. 22 out of the 26 questions on the old survey were the same questions asked in the new survey. Students who received the new survey were asked a total of 37 questions. Therefore all of the old format surveys were missing 15 additional questions that were asked on the new format surveys.

Description of Participants

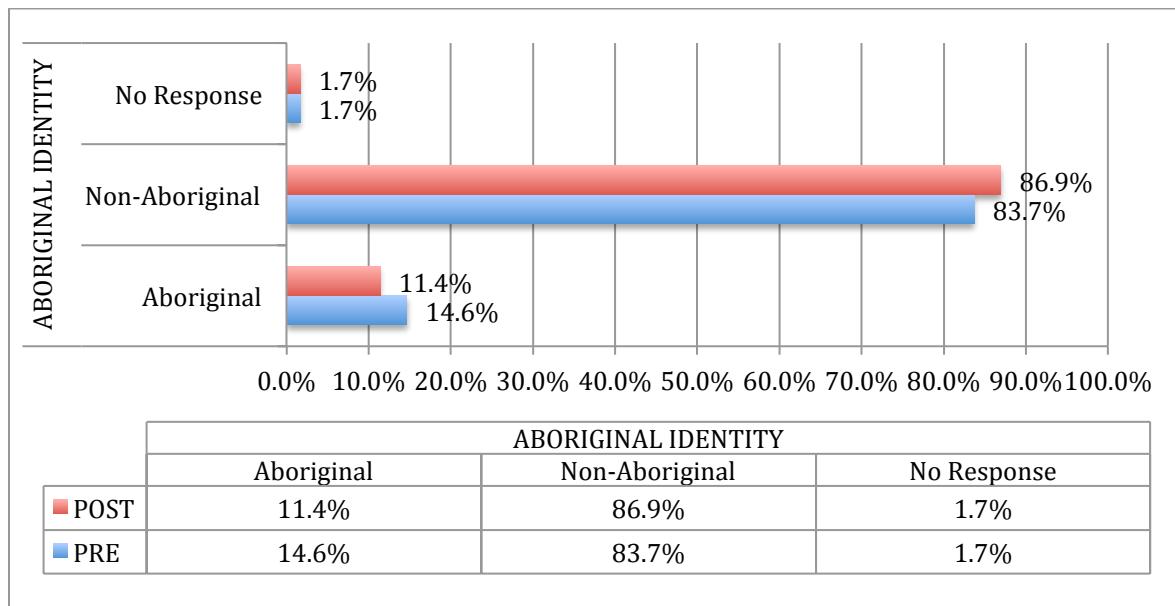
The following charts are a breakdown of some of the demographics of the students who participated in responding to the pre/post survey that teachers distributed in conjunction with the *Far From the Heart* presentation.

There were differences in the response rates of the pre and post surveys. Respondents were split about evenly between males and females. 32 to 45% were in the 15 to 16 age range. Most identified as living in small towns (60.7%) and rural areas (31.3%). Aboriginal students represented about 11.4% to 14.6% of the respondents.

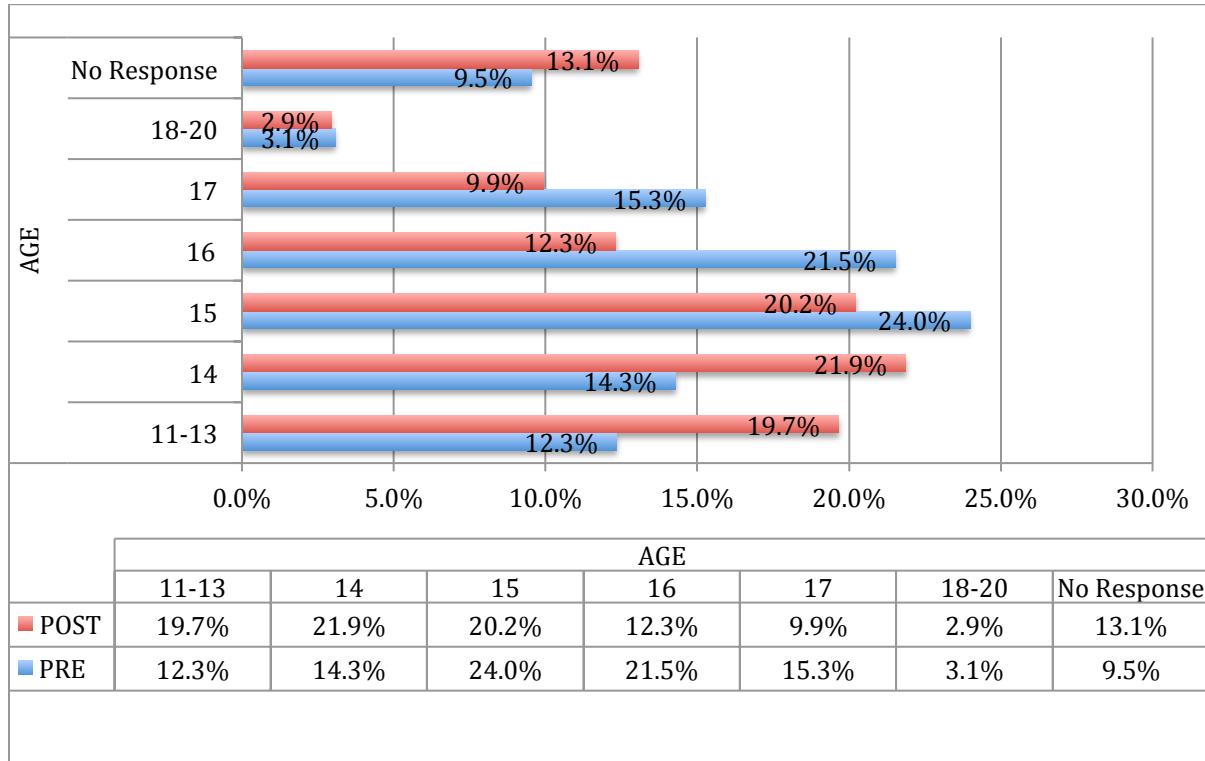
The gender question was included in both the new and old surveys; 1225 responses in the PRE and 701 in the POST:



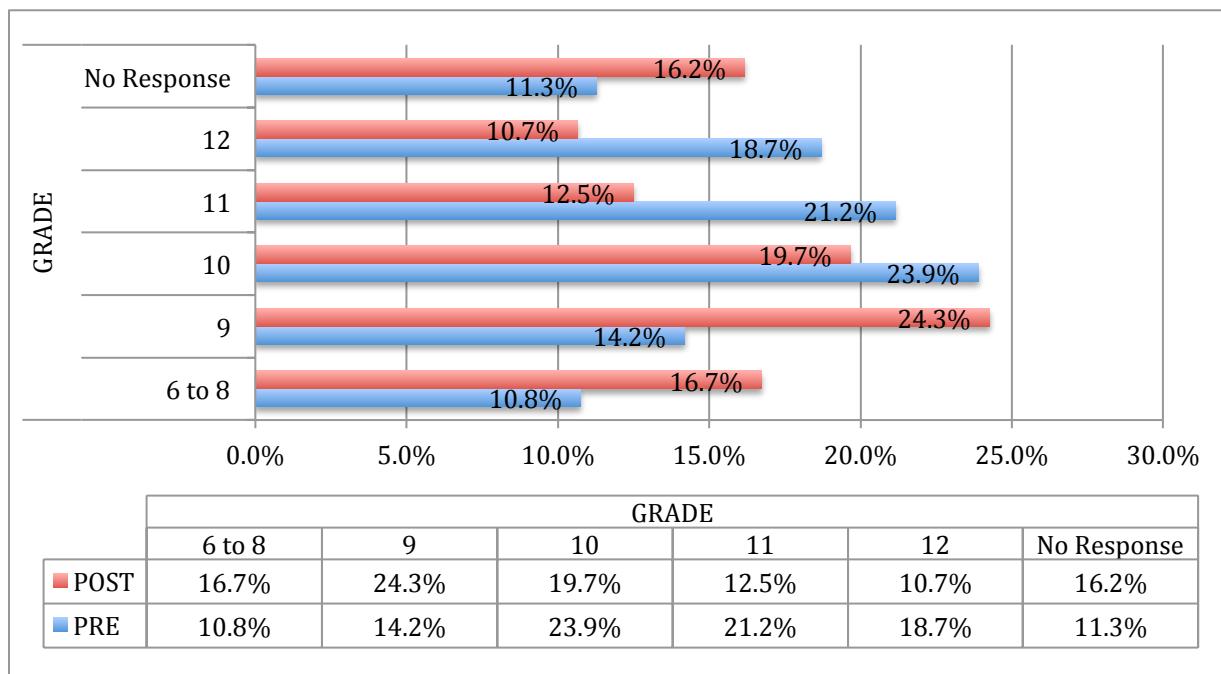
Only the new surveys included the Aboriginal identity question. Table is based on 1134 Pre and 544 Post responses.



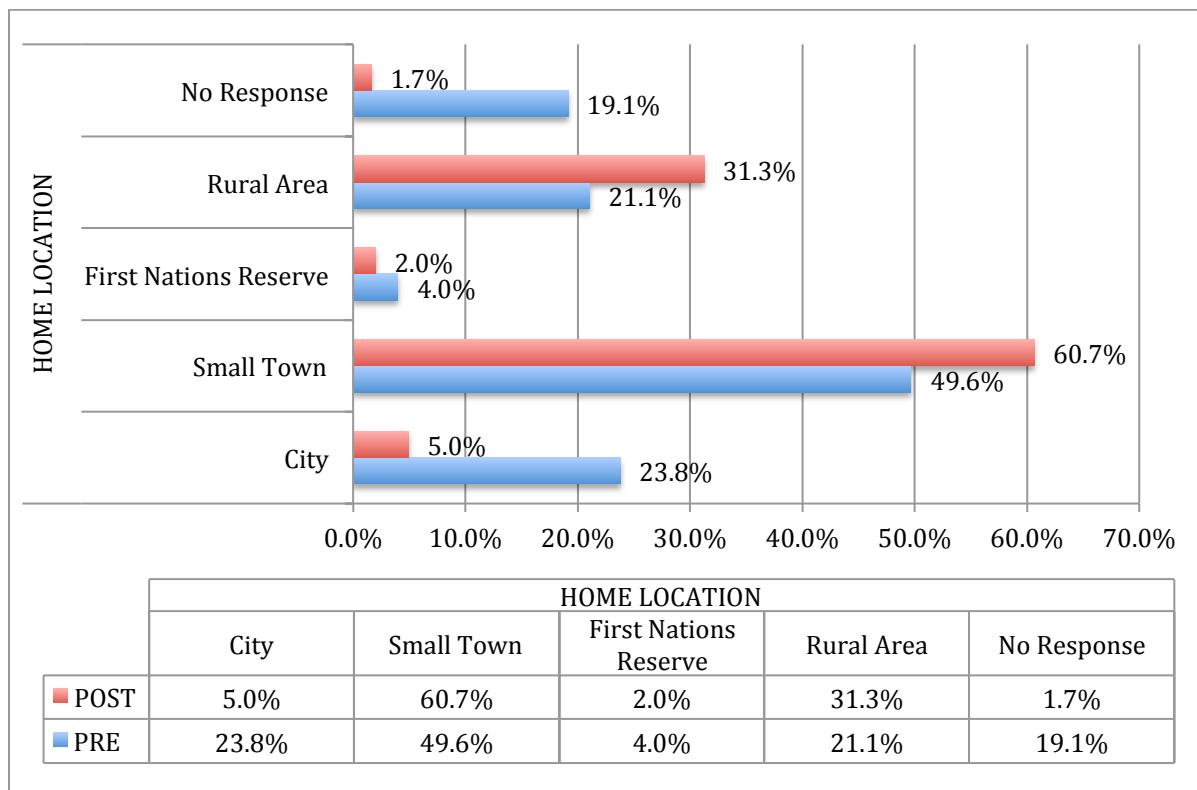
Only the new surveys included the question asking for age. Table is based on 1134 Pre and 544 Post responses.



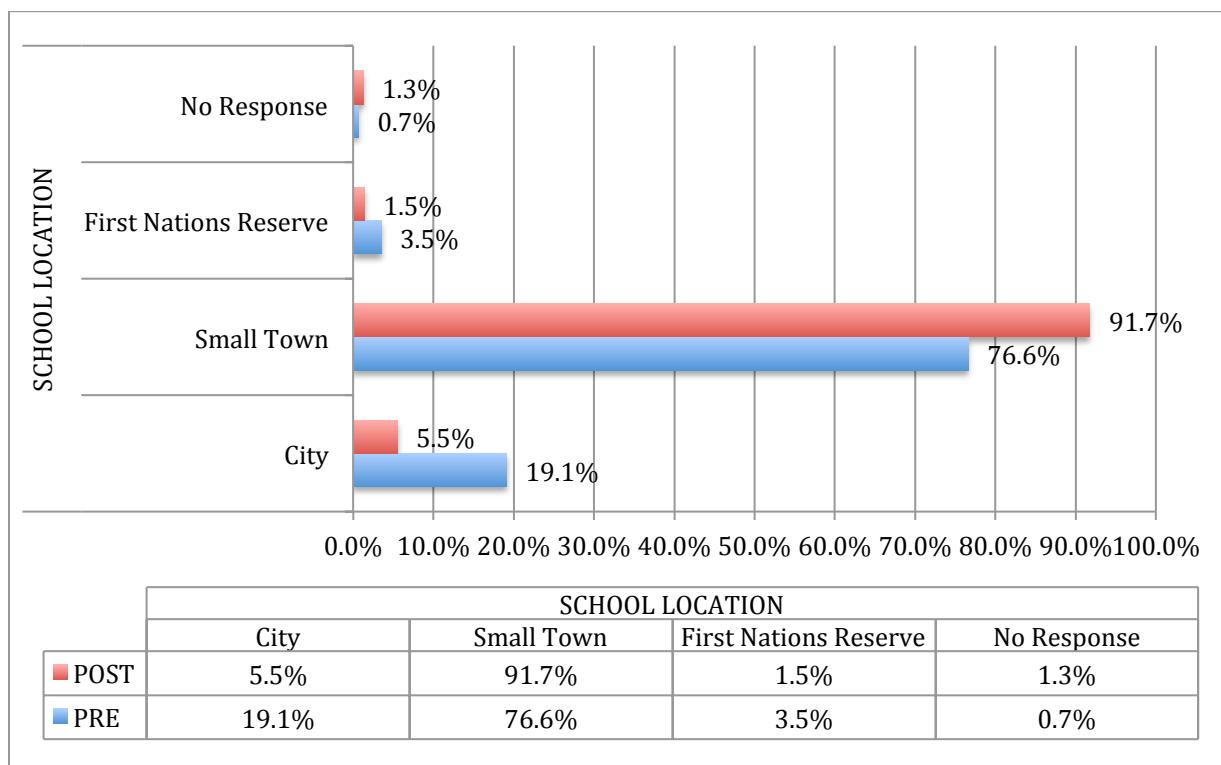
Only the new surveys included a question about grades. Table is based on 1134 Pre and 544 Post responses.



Only the new surveys included a question about home location. Table is based on 1134 Pre and 544 Post responses.

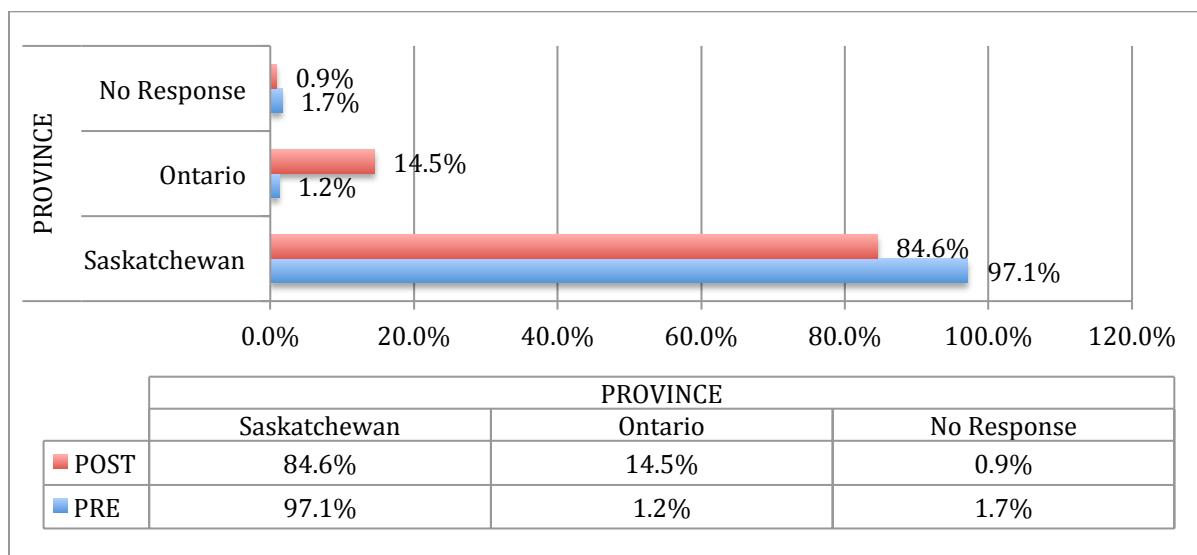


Only the new surveys included a question about school location. Table is based on 1134 Pre and 544 Post responses.



The new survey format included a question about which province students were from.

In addition to *Far From the Heart's* fall 2011 Saskatchewan shows there were also schools in Ontario that had the opportunity to see the play.



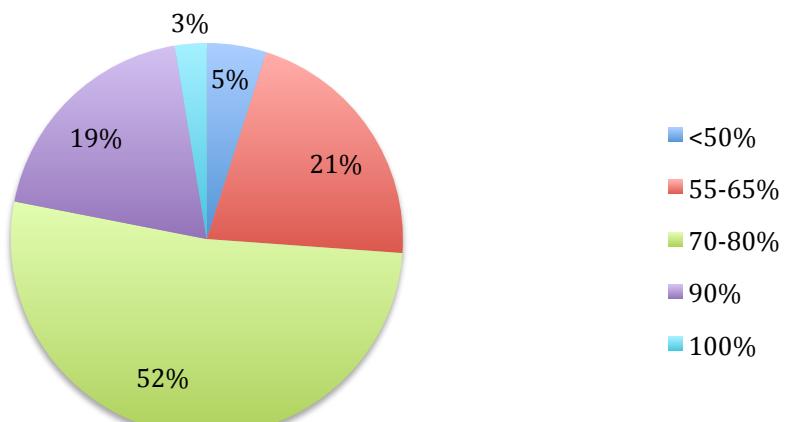
Survey Analysis

All students on the old and new surveys were asked a series of eleven questions to determine what their knowledge levels were in regards to sexual assault and rape. One question was presented as multiple-choice and the other ten were statements from which students had to choose true or false. The following are the questions/statements students answered:

- What is the time limit for reporting sexual assault to the police?
- People who are sexually assaulted often feel they have caused the attack in some way.
- All unwanted acts of a sexual nature are sexual assault.
- The way a woman dresses is related to her chances of being sexually assaulted.
- Unless physically harmed, a sexual assault victim will not suffer any ill effects.
- If a girl already has had sex, she cannot be raped.
- Most sexual assaults are committed by strangers.
- Victims of sexual assault are expected to disclose the details of their assault in counseling.
- If a girl doesn't fight back, it is not date rape.
- Sexual assault is an impulsive, uncontrollable act of sexual gratification.
- It is a crime to have sex with someone if they are passed out.

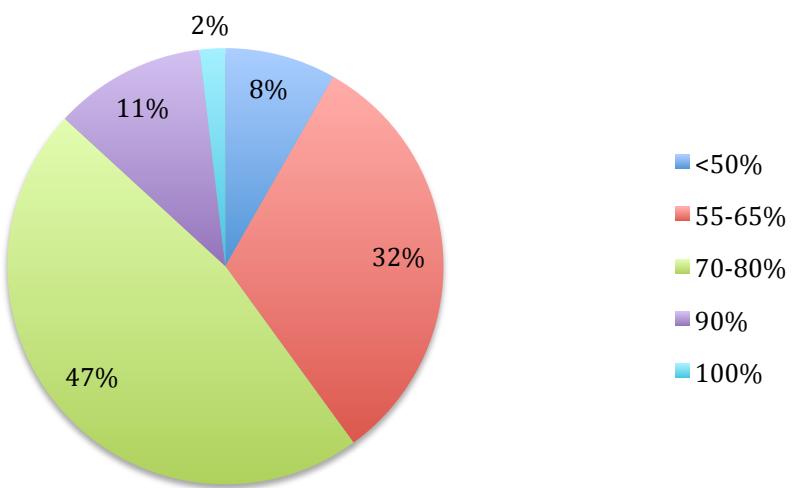
The following is a gender breakdown of the results for how the students scored in the PRE and POST surveys when answering the questions related to sexual assault and rape knowledge. If students answered all eleven questions correctly they would have received 100%. If students got 5 or less questions correct it is represented by the <50% symbol in the chart. The number of self-identified transgendered students was not enough to do an accurate statistical analysis of knowledge.

SEXUAL ASSAULT/RAPE KNOWLEDGE: PRE Female



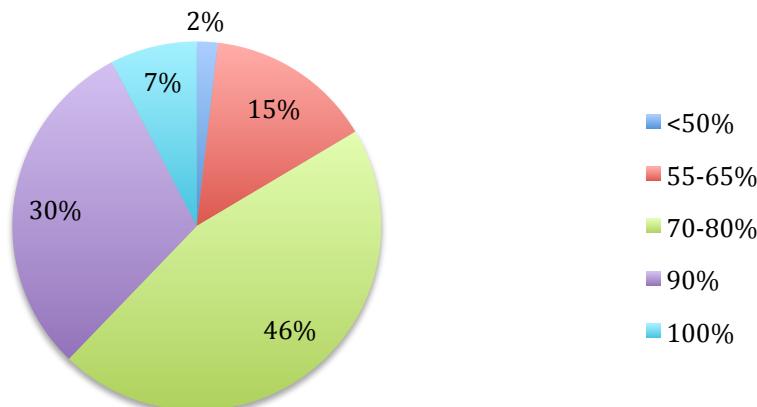
74% of the 570 females who answered scored 70-100% on the PRE survey.

SEXUAL ASSAULT/RAPE KNOWLEDGE: PRE Male



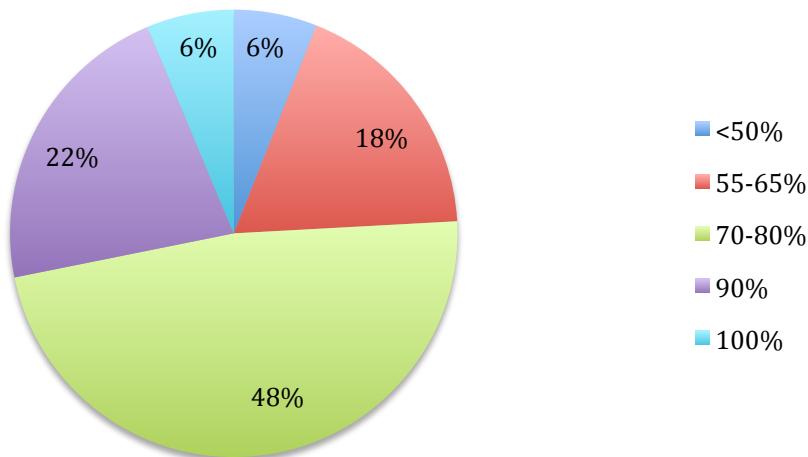
In comparison 60% of the 630 males who answered scored 70-100% on the PRE survey.

SEXUAL ASSAULT/RAPE KNOWLEDGE: POST Female



In the POST survey 83% of the 328 females who answered the question scored 70-100%.

SEXUAL ASSAULT/RAPE KNOWLEDGE: POST Male



In comparison 76% of the 348 males who answered the POST show survey question scored 70-100%

Report				
Sexual Assault & Rape Knowledge New & Old				
Gender	Time survey was administered	Mean	N	Std. Deviation
female	Pre	8.28	570	1.526
	Post	8.83	328	1.489
	Total	8.48	898	1.534
male	Pre	7.75	630	1.625
	Post	8.39	348	1.735
	Total	7.98	978	1.692
transgender	Pre	6.83	6	2.787
	Post	6.33	6	2.582
	Total	6.58	12	2.575
Total	Pre	7.99	1206	1.608
	Post	8.58	682	1.655
	Total	8.21	1888	1.649

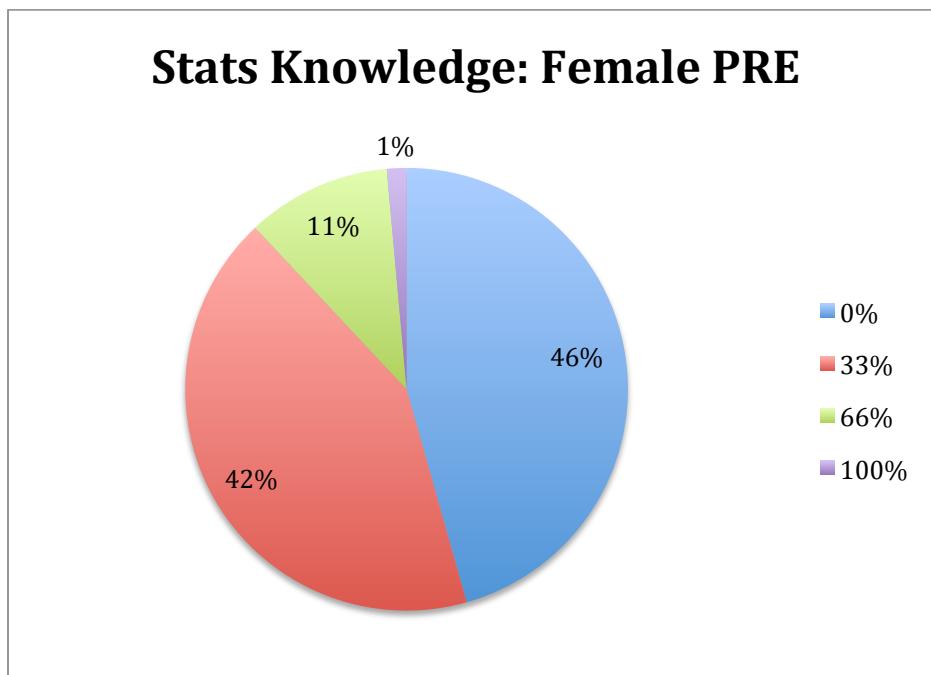
Both the females and the males showed an increase in knowledge between the PRE and POST surveys. The female mean increased from 8.28 in the PRE to 8.83 in the POST; implicating an average of 8 questions correct out of the 11 with an increase of .55 from PRE to POST. The male mean increased from 7.75 in the PRE to 8.39 in the POST; implicating an average of 8 questions correct out of 11 with an increase of .64.

All students on the old and new surveys were asked a series of three questions to determine what their knowledge levels were in regards to sexual assault and rape statistics. Students were given the following three questions (correct answers are highlighted):

- What percentage of acquaintance rapes are reported to the police?
 - a) 1%
 - b) 25%
 - c) 50%
- Research findings from a Canada-wide survey indicate that females experience what rate of sexual violation?
 - a) 1 in 2
 - b) 1 in 4
 - c) 1 in 6
- Approximately half of all sexual assaults in Canada happen to women between the ages of:

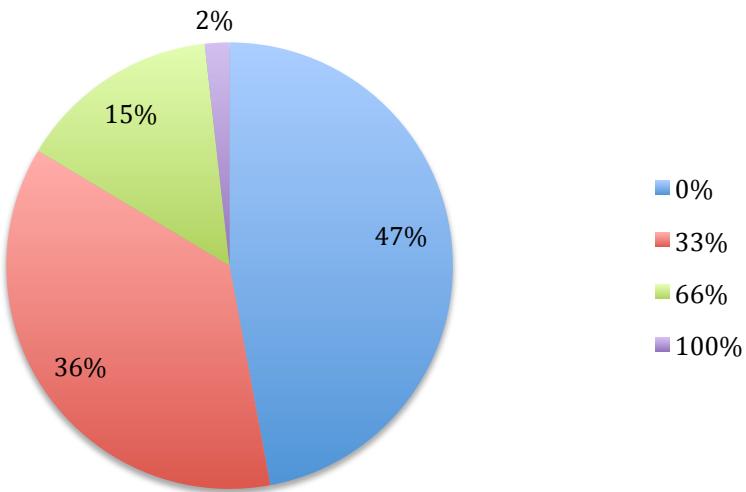
- a) 12 to 15 b) 16 to 21 c) 21 to 24

The following results are gender breakdown results for how the students scored in the PRE and POST surveys when answering the questions related to sexual assault and rape statistics. If students answered all three questions correctly they would have received 100%. The number of self-identified transgendered students was not enough to do an accurate statistical analysis of knowledge.



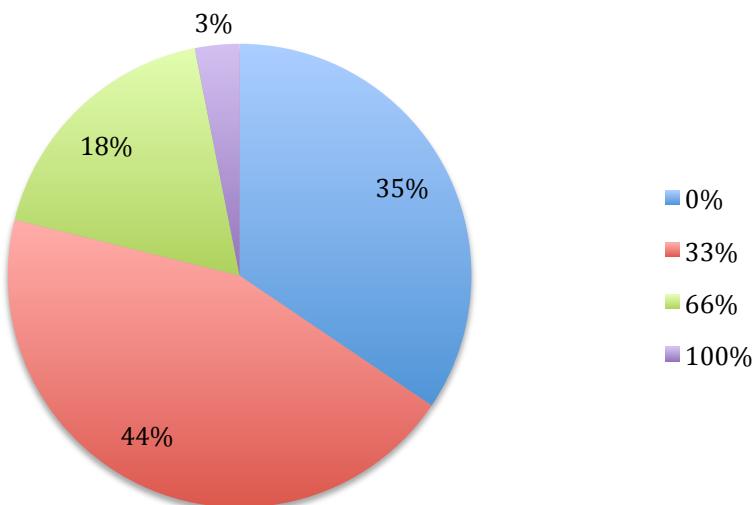
Of the 559 females who responded to the stats knowledge questions on the PRE survey only 12% answered 2-3 out of the three questions correctly.

Stats Knowledge: Male PRE



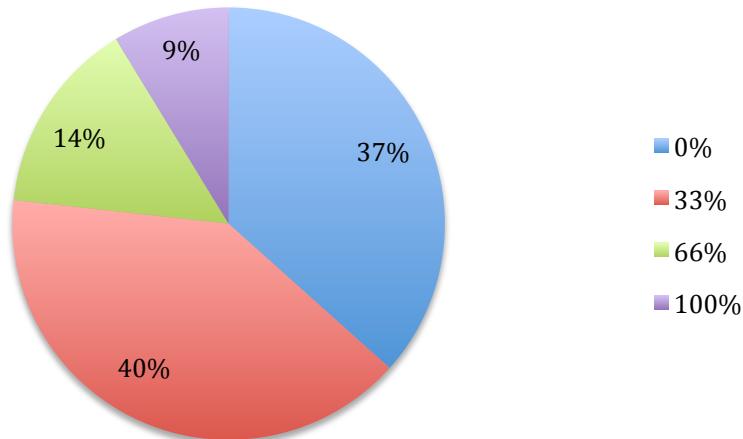
In comparison of the 616 males who responded to the stats knowledge questions in the PRE survey 17% answered 2-3 out of the three questions correctly.

Stats Knowledge: Female POST



Of the 322 females who responded to the stats knowledge questions on the POST survey 21% answered 2-3 out of the questions correctly.

Stats Knowledge: Male POST



In comparison of the 344 males who responded to the stats knowledge questions on the POST survey 23% answered 2-3 of the questions correctly.

Report				
Stats Knowledge				
Gender	Time survey was administered	Mean	N	Std. Deviation
female	Pre	.68	559	.718
	Post	.90	322	.800
	Total	.76	881	.756
male	Pre	.71	616	.778
	Post	.95	344	.928
	Total	.80	960	.843
transgender	Pre	1.50	6	.548
	Post	.83	6	.753
	Total	1.17	12	.718
Total	Pre	.70	1181	.751
	Post	.93	672	.867
	Total	.78	1853	.802

Both the females and the males showed an increase in sexual assault and rape statistics knowledge between the PRE and POST surveys. The female mean increased

from .68 in the PRE to .90 in the POST; indicating an average of 1 out of 3 questions correct with an increase of .22 from PRE to POST. The male mean increased from .71 in the PRE to .95 in the POST; indicating an average or 1 out of the 3 questions correct with an increase of .24 from PRE to POST. A possible explanation for the lower scores in this section could be that statistics were less explicitly covered within the content of the play. If teachers did the activities in the educational guide with students some of these statistics would have been covered.

Only students who received the new survey format were asked the following question: Indicate which of the 3 statements below will make the most positive change in young people's relations:

- Treat others with respect
- Challenge peers who use degrading language
- Have a safety plan when going to a party
- The way we talk about our friends about dating/ hooking up
- Not tell sexist jokes
- Know your limits at a party
- Avoid pornography
- Treat others how I want to be treated
- Understand that girls & women have the same rights over their persons as boys & men

The following results indicate the rank of the statements by percentage of students that chose the statement:

	PRE	Rank	POST	Rank
Treat each other with respect	76.9%	1	71.7%	1
Treat others how I want to be treated	43.5%	2	46.7%	2
Understand that girls & women have the same rights over their persons as boys and men	42.8%	3	33.3%	5
Have a safety plan when going to a party	42.6%	4	36.4%	4
Know your limits at a party	37.7%	5	36.8%	3
Not tell sexist jokes	13.6%	6	19.1%	6
The way we talk to our friends about dating / hooking up	7.9%	7	8.5%	9
Challenge peers who use degrading language	6.6%	8	12.5%	7

Avoid pornography	6.3%	9	11.6%	8
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Students were then asked a similar question however this time the frame of the question was more personalized: Which three things can I do to make the most positive impact in the way others are treated? The following results indicate the rank of the statements by percentage of students that chose the statement:

	PRE	Rank	POST	Rank
Treat each other with respect	78.3%	1	72.8%	1
Treat others how I want to be treated	55.1%	2	50.2%	2
Understand that girls & women have the same rights over their persons as boys and men	34.1%	3	30.0%	3
Have a safety plan when going to a party	26.8%	4	28.5%	4
Know your limits at a party	25.9%	5	25.0%	5
Not tell sexist jokes	16.7%	6	21.9%	6
The way we talk to our friends about dating / hooking up	15.3%	7	15.6%	8
Challenge peers who use degrading language	11.8%	8	18.9%	7
Avoid pornography	7.5%	9	8.5%	9

	Aboriginal PRE		Non-Aboriginal PRE	
Treat each other with respect	71.7%	1	1	78.0%
Have a safety plan when going to a party	48.8%	2	3	43.1%
Understand that girls & women have the same rights over their persons as boys and men	43.4%	3	4	42.9%
Treat others how I want to be treated	34.9%	4	2	44.4%
Know your limits at a party	31.9%	5	5	38.9%
The way we talk to our friends about dating / hooking up	13.3%	6	6	13.6%
Not tell sexist jokes	7.8%	7	8	6.5%
Avoid pornography	6.0%	8	7	8.4%
Challenge peers who use degrading language	6.0%	8	9	6.2%

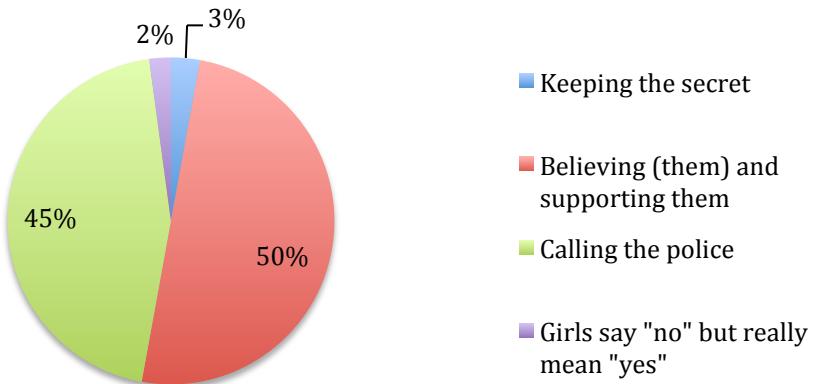
	Aboriginal POST	Non-Aboriginal POST		
Treat each other with respect	59.7%	1	1	73.4%
Have a safety plan when going to a party	43.5%	2	2	47.6%
Treat others how I want to be treated	37.1%	3	4	36.4%
Know your limits at a party	35.5%	4	3	37.2%
Understand that girls & women have the same rights over their persons as boys and men	19.4%	5	5	35.3%
The way we talk to our friends about dating / hooking up	19.4%	5	6	19.5%
Not tell sexist jokes	19.4%	5	7	11.8%
Challenge peers who use degrading language	12.9%	8	8	11.2%
Avoid pornography	6.5%	9	9	8.9%

Question 30: Indicate which of the 3 statements below will make the most positive change in young people's relations, was also analyzed to see if there were differences between Aboriginal (First Nations, Metis, Inuit) and Non-Aboriginal students in terms of how their choices ranked in order of importance. There are a few differences in the PRE surveys however in the POST surveys the results are virtually the same.

All students on the new and old survey were given the following question: You can help a friend who has been sexually assaulted by:

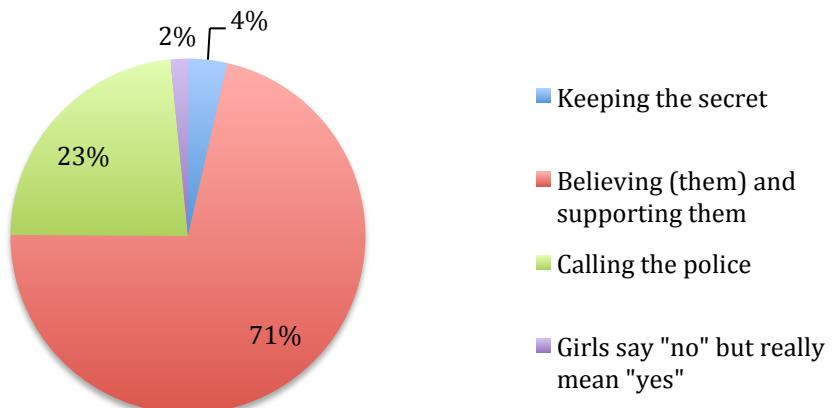
- a) Keeping the secret
- b) Believing (them) and supporting them
- c) Calling the police
- d) Girls say 'no' but really mean 'yes'

PRE how to help a friend who has been sexually assaulted



1220 students answered the PRE question.

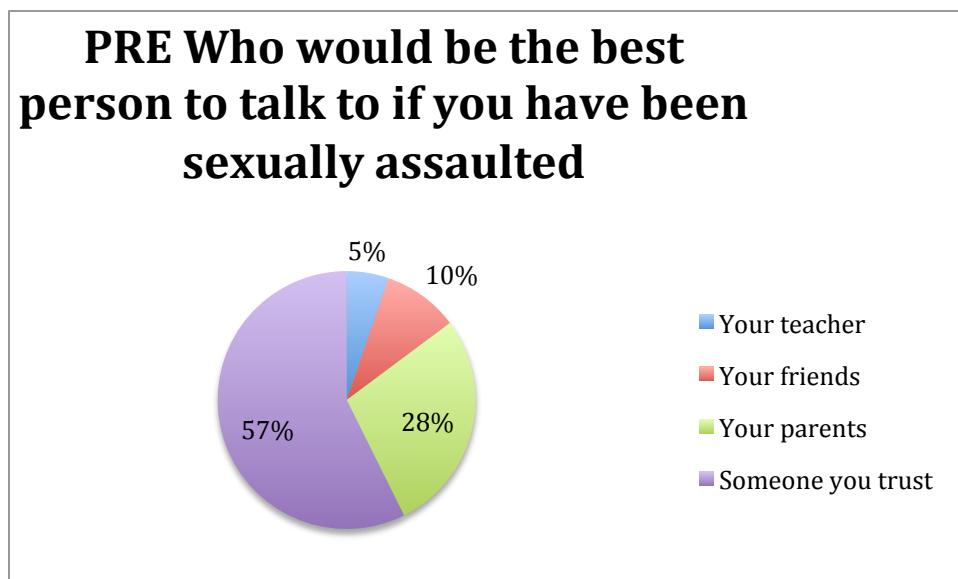
POST how to help a friend who has been sexually assaulted



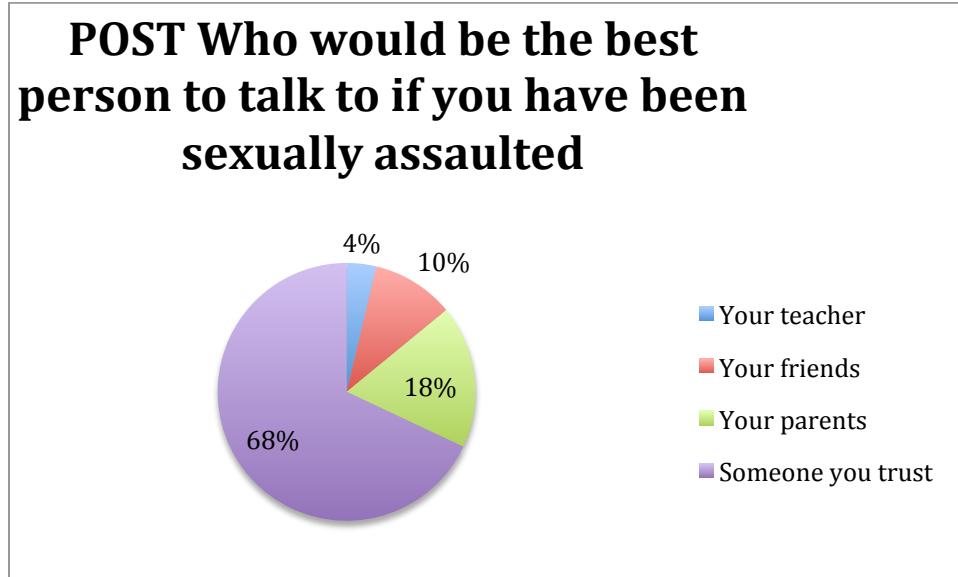
699 students answered the POST question.

After seeing the *Far From The Heart* presentation a higher percentage of students chose 'Believing (them) and supporting them' as their number one response.

All students on the new and old survey were given the following question:
Who would be the best person to talk to if you have been sexually assaulted?
a) Your teacher b) Your friends c) Your parents d) Someone you trust



1210 students answered this question in the PRE.



697 students answered this question in the POST.

After seeing the *Far From the Heart* presentation a higher percentage of students chose the 'Someone you trust' answer.

The Indigenous Peoples' Health Research Centre was a part of the advisory committee.

They requested some specific questions (1,5,6,15 & 24) to be analyzed in terms of Aboriginal/ Non-Aboriginal demographics as students were asked to self-identify if they were Aboriginal (First Nation, Metis, or Inuit). In order to see whether anything was statistically significant a Chi-square (χ^2) test was used to compare the results.

★ One star is representative of a statistically significant difference with a p value of less than 0.05

★★ Two stars is representative of a statistically significant difference with a p value of less than 0.001

N.S. Indicates the example was not statistically significant

1. People who are sexually assaulted often feel they have caused the attack in some way.
 - a. True
 - b. False

Crosstab

PRE SURVEY		Q1 true		Total
		0	1	
Iam_D	Aboriginal	Count	49	166
		% within Iam_D	29.5%	70.5%
	Non-Aboriginal	Count	215	949
		% within Iam_D	22.7%	77.3%
	Total	Count	264	1115
		% within Iam_D	23.7%	76.3%

Chi-square: $\chi^2(1, N=1115) = 3.68$ p=0.036

- ★ More Aboriginal (29.5%) students chose the incorrect answer in comparison to the Non-Aboriginal students (22.7%). The probability of the observed finding to what would be expected is 0.036 therefore there is a statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q1 true		Total
		0	1	
Iam_D	Aboriginal	Count	15	47
		% within Iam_D	24.2%	75.8%
		Count	80	393
	Non-Aboriginal	% within Iam_D	16.9%	83.1%
		Count	95	440
	Total	% within Iam_D	17.8%	82.2%

Chi-square: $X^2(1, N=535) = 1.98$ $p=0.111$

N.S. More Aboriginal (24.52%) students chose the incorrect answer in comparison to the Non-Aboriginal students (16.9%). The probability of the observed finding to what would be expected is 0.111. In this example there is no statistically significant difference between the two groups.

5. The decision to have sexual intercourse should be made:
 - a. By the man
 - b. By both people
 - c. By the woman
 - d. Depending on whether the two people can support a baby if the woman gets pregnant

Crosstab

PRE SURVEY		Q5 By both people		Total
		0	1	
Iam_D	Aboriginal	Count	39	127
		% within Iam_D	23.5%	76.5%
		Count	155	794
	Non-Aboriginal	% within Iam_D	16.3%	83.7%
		Count	194	921
	Total	% within Iam_D	17.4%	82.6%

Chi-square: $X^2(1, N=1115) = 5.04$ $p=0.019$

- ★ More Aboriginal (23.5%) students chose the incorrect answer in comparison to the Non-Aboriginal students (16.3%). The probability of the observed finding to what would be expected is 0.019. In this example there is a statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q5 By both people		Total
		0	1	
Iam_D	Aboriginal	Count	16	46
		% within Iam_D	25.8%	74.2%
	Non-Aboriginal	Count	59	414
		% within Iam_D	12.5%	87.5%
Total		Count	75	460
		% within Iam_D	14.0%	86.0%

Chi-Square: $\chi^2(1, N=535) = 8.08 p=0.006$

- ★ More Aboriginal (25.8%) students chose the incorrect answer in comparison to the Non-Aboriginal students (12.5%). The probability of the observed finding to what would be expected is 0.006. In this example there is a statistically significant difference between the two groups.
-

6. The way a man dresses is related to his chances of being sexually assaulted.
a. True b. False

Crosstab

PRE SURVEY		Q6 False		Total
		0	1	
Iam_D	Aboriginal	Count	41	125
		% within Iam_D	24.7%	75.3%
	Non-Aboriginal	Count	242	707
		% within Iam_D	25.5%	74.5%
Total		Count	283	832
		% within Iam_D	25.4%	74.6%

Chi-square: $\chi^2(1, N=1115) = 0.04 p=0.456$

- N.S. More Non-Aboriginal (25.5%) students chose the incorrect answer in comparison to the Aboriginal students (24.7%). The probability of the observed finding to what would be expected is 0.456. In this example there is no statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q6 False		Total
		0	1	
Iam_D	Aboriginal	Count	12	50
		% within Iam_D	19.4%	80.6%
	Non-Aboriginal	Count	76	397
		% within Iam_D	16.1%	83.9%
Total		Count	88	447
		% within Iam_D	16.4%	83.6%

Chi-Square: $\chi^2(1, N=535) = 0.431$ $p=0.309$

N.S. More Aboriginal (19.4%) students chose the incorrect answer in comparison to the Non-Aboriginal students (16.1%). The probability of the observed finding to what would be expected is 0.309. In this example there is no statistically significant difference between the two groups.

15. There is something wrong with me if I don't want to have sex.

- a. True b. False

Crosstab

PRE SURVEY		Q15 False		Total
		0	1	
Iam_D	Aboriginal	Count	27	139
		% within Iam_D	16.3%	83.7%
	Non-Aboriginal	Count	104	845
		% within Iam_D	11.0%	89.0%
Total		Count	131	984
		% within Iam_D	11.7%	88.3%

Chi-square: $\chi^2(1, N=1115) = 3.83$ $p=0.037$

★ More Aboriginal (16.3%) students chose the incorrect answer in comparison to the Non-Aboriginal students (11.0%). The probability of the observed finding to what would be expected is 0.037. In this example there is a statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q15 False		Total
		0	1	
Iam_D	Aboriginal	Count	15	47
		% within Iam_D	24.2%	75.8%
	Non-Aboriginal	Count	38	435
		% within Iam_D	8.0%	92.0%
	Total	Count	53	482
		% within Iam_D	9.9%	90.1%

Chi-Square: $\chi^2(1, N=535)=16.03$ p < 0.001

- ★★ More Aboriginal (24.2%) students chose the incorrect answer in comparison to the Non-Aboriginal students (8.0%). The probability of the observed finding to what would be expected is less than 0.001. In this example there is a higher degree of statistically significant difference between the two groups.
-

4. Having sex with someone proves you love them.
a. True b. False

Crosstab

PRE SURVEY		Q24 False		Total
		0	1	
Iam_D	Aboriginal	Count	43	123
		% within Iam_D	25.9%	74.1%
	Non-Aboriginal	Count	120	829
		% within Iam_D	12.6%	87.4%
	Total	Count	163	952
		% within Iam_D	14.6%	85.4%

Chi-square: $\chi^2(1, N=1115)= 19.89$ p< 0.001

- ★★ More Aboriginal (25.9%) students chose the incorrect answer in comparison to the Non-Aboriginal students (12.6%). The probability of the observed finding to what would be expected is less than 0.001. In this example there is a higher degree of statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q24 False		Total
		0	1	
Iam_D	Aboriginal	Count	10	52 62
		% within Iam_D	16.1% 83.9%	100.0%
		Count	44	429 473
	Non-Aboriginal	% within Iam_D	9.3% 90.7%	100.0%
		Count	54	481 535
		% within Iam_D	10.1% 89.9%	100.0%
Total				

Chi-Square: $\chi^2(1, N=535) = 2.81$ $p=0.078$

N.S. More Aboriginal (16.1%) students chose the incorrect answer in comparison to the Non-Aboriginal students (9.3%). The probability of the observed finding to what would be expected is 0.078. In this example there is no statistically significant difference between the two groups.

-
- ★ One star is representative of a statistically significant difference with a p value of less than 0.05
 - ★★ Two stars is representative of a statistically significance with a p value of less than 0.001

N.S. Indicates the example was not statistically significant

Questions 6 & 7 were analyzed using the Chi-square test to determine if there were any significant differences between genders. Only those who identified as males and females were included because there were not enough self-identified transgendered students to run a fair analysis.

6. The way a man dresses is related to his chances of being sexually assaulted.
a. True b. False

Crosstab

PRE SURVEY		Q6 False		Total
		0	1	
Gender	female	Count	155	415 570
		% within Gender	27.2% 72.8%	100.0%
		Count	221	409 630
	male	% within Gender	35.1% 64.9%	100.0%
		Count	376	824 1200
		% within Gender	31.3% 68.7%	100.0%
Total				

Chi-Square: $X^2(1, N=1200)= 8.65$ p=0.002



More male (35.1%) students chose the incorrect answer in comparison to the female students (27.2%). The probability of the observed finding to what would be expected is 0.002. In this example there is a statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q6 False		Total
		0	1	
Gender	female	Count	86	328
		% within Gender	26.2%	100.0%
	male	Count	146	348
		% within Gender	42.0%	100.0%
Total	Count		232	676
	% within Gender		34.3%	100.0%

Chi-Square: $X^2(1, N=676)= 18.54$ p <0.001



More male (42.0%) students chose the incorrect answer in comparison to the female students (26.2%). The probability of the observed finding to what would be expected is less than 0.001. In this example there is a higher degree of statistically significant difference between the two groups.

-
7. The way a woman dresses is related to her chances of being sexually assaulted.
a. True b. False

Crosstab

PRE SURVEY		Q7 False		Total
		0	1	
Gender	female	Count	321	570
		% within Gender	56.3%	100.0%
	male	Count	388	630
		% within Gender	61.6%	100.0%
Total	Count		709	1200
	% within Gender		59.1%	100.0%

Chi-Square: $X^2(1, N=1200)=3.44$ p=0.036



More male (61.6%) students chose the incorrect answer in comparison to the female students (56.3%). The probability of the observed finding to what would be expected is

0.036. In this example there is a statistically significant difference between the two groups.

Crosstab

POST SURVEY		Q7 false		Total
		0	1	
Gender	female	Count	84	328
		% within Gender	25.6%	74.4% 100.0%
	male	Count	116	348
		% within Gender	33.3%	66.7% 100.0%
Total		Count	200	676
		% within Gender	29.6%	70.4% 100.0%

Chi-Square: $\chi^2(1, N=676) = 4.83$ p=0.017



More male (33.3%) students chose the incorrect answer in comparison to the female students (25.6%). The probability of the observed finding to what would be expected is 0.017. In this example there is a statistically significant difference between the two groups.

Students were asked the following four questions to determine their attitudes and ideas about sexuality:

- If a guy pays for a date he deserves sex. True/ False
- If a girl is alone in a boy's house she is consenting to sex. True/ False
- Having sex with someone proves you love them. True/ False
- The decision to have sexual intercourse should be made by:
 - a. By the man
 - b. By both people
 - c. By the woman
 - d. Depending on whether the two people can support a baby if the woman gets pregnant

The four questions were scored and summed to provide an attitude total score. If a student got all four questions correct they would have an attitude score of 100%. One out of four questions would represent an attitude score of 25%. For this grouping of questions they were analyzed by school location (city, town, reserve). A one-way ANOVA test was used to determine whether there were statistically significant differences in mean scores between the three groups.

-
- ★ One star is representative of a statistically significant difference with a p value of less than 0.05
- ★★ Two stars is representative of a statistically significant difference with a p value of less than 0.001

N.S. Indicates the example was not statistically significant

PRE SURVEY

Descriptives

Sex Attitude score out of 4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
city	217	3.50	.856	.058	3.39	3.62	0	4
small town	869	3.52	.847	.029	3.46	3.57	0	4
First Nations Reserve	40	2.70	1.018	.161	2.37	3.03	0	4
Total	1126	3.48	.868	.026	3.43	3.54	0	4

ANOVA: F (2, 1125)=17.48 p<0.001

- ★★ Based on the ANOVA test there was a high degree of significant differences of the mean scores between the three school locations. The Tukey HSD Post Hoc test comparisons indicate that the First Nations School group has significantly lower mean scores than both the town and city school groups. Town and city mean scores were not significantly different.

POST SURVEY

Descriptives

Sex Attitude score out of 4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
city	30	3.37	.928	.169	3.02	3.71	0	4
small town	499	3.63	.745	.033	3.57	3.70	0	4
First Nations Reserve	8	2.00	.926	.327	1.23	2.77	1	3
Total	537	3.59	.784	.034	3.53	3.66	0	4

ANOVA: F (2, 534)= 19.62 p<0.001

- ★★ Based on the ANOVA test there was a high degree of significant differences of the mean scores between the three school locations. The Tukey HSD Post Hoc test comparisons indicate that the First Nations School group has significantly lower mean scores than both the town and city school groups. Town and city mean scores were not significantly different.

N.B. A cautionary note must be included as there are only eight students who identified going to school on a First Nations Reserve on the post survey. Eight is not a large enough sample to portray an accurate representation.

In doing the survey analysis there were numerous examples where there was a shift in attitude between the PRE and POST surveys suggesting that youth were learning from the content and participation in the *Far From the Heart* performance. There were also clear differences in participants' answers dependent on their gender, location and identity.

Moving Forward / Best Practices

The purpose of this literature review was to get a broad sense of the research surrounding prevention programs for dating violence, statistics surrounding sexual assault and or dating violence, and the use of Forum Theatre as an effective educational tool for changes in attitude and/or behavior. There is more than enough statistical evidence to demonstrate the need for further dating violence prevention programs in Saskatchewan and across Canada. The statistics establish that youth are a high-risk population for becoming victims of sexual assault and/or dating violence.

Within the literature, there was also a very high correlation to youth and the use of alcohol in association to dating violence: "Decisions that affect strong relationships are too often made under the influence of drugs and alcohol" (Goulet, et. al, 2009, p112). In order to have a comprehensive understanding of why violence continues to be perpetuated, more widespread education surrounding substance use and/or abuse, colonial history, patriarchy, white privilege, heterosexism, ability/disability and racism need to be incorporated within the education system. These theoretical frameworks should be used in conjunction with violence prevention programs in schools.

Dating violence prevention programs are still a relatively recent area of published research. There has not yet been enough long-term research to demonstrate whether prevention programs actually change behavioral patterns over a longer period of time. However the bulk of the literature does demonstrate prevention programs do positively shift attitudes surrounding dating violence (Cornelius & Resseguie, 2006). Often the more effective prevention programs incorporated a skills-building component. Forum

Theatre utilizes a skills-building component by providing the opportunity for participants to perform their strategies onstage.

Sheatre was able to do some of this research for this project through a grant. This is encouraging, however without sustainable funding sources in support of these kinds of initiatives it is difficult to conduct thorough long-term research. Without funding to support prevention programs such as *Far From the Heart*, the programs on their own do not have the resources to conduct an in-depth analysis in order to assess where improvements are needed.

Forum Theatre is an effective educational tool for youth. It facilitates a unique opportunity to engage youth to enact and discuss difficult subject matter such as dating violence, date rape or sexual assault. Forum Theatre allows participants to explore the action component to prevention. Within the forum there is an opportunity to learn from mistakes in a safe space. Sheatre's *Far From the Heart* Forum Theatre presentation is an innovative approach that challenges youth to speak and act out their thoughts and attitudes surrounding dating violence. There is room for further growth in the use of Forum Theatre in Saskatchewan and across Canada. *Far From the Heart*'s efforts should not go unnoticed as a potential catalyst for change.

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Online Resources

<http://abusehelplines.org/>

<http://www.casac.ca/>

<http://www.communityengagedtheatre.ca/articles.html>

<http://www.farfromtheheart.com>

<http://formaat.org/>

<http://iss.rbe.sk.ca/act>

<http://www.justice.gc.ca/eng/dept-min/clp/faq.html> Age of Consent to Sexual Activity

<http://www.legalaid.sk.ca/pathfinder.html>

<http://www.missingnativewomen.org/sask.htm>

<http://www.preventionsciencecluster.org/>

<http://www.ptoweb.org/home.html>

<http://www.sasas.ca/>

<http://www.saskatoonsexualassaultcentre.com> 2010-2011 Statistics

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<http://www.stopstoviolence.com>

<http://www.united-church.ca/aboriginal/rights/sis>

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http://youthrelationships.org/publications/adolescent_dating_violence.html

Appendices

Appendix A: Acknowledgements

The following people need to be acknowledged for their contributions to the research:

Members of the advisory committee include:

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David Sereda, Associate Producer, Sheatre

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Other key contributors include:

Joan Chandler, Artistic Director, Sheatre

Kate Wagner, Sheatre summer Youth advisor

Tracey Mitchell, Sheatre Joker on Far From the Heart Southern SK tour

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Appendix B: Itinerary

Itinerary of FFTH 2011 in Saskatchewan: September 16 – October 14, 2011

Rainbow Youth Centre, Regina, Friday, September 16 (preview)

Shumiatcher Theatre, MacKenzie Art Gallery, Regina, Saturday, September 17 (launch)

Michael A. Riffel High School, Regina (at Holy Family Church), Monday, September 19

Luther High School, Regina, Monday, September 19

Athol Murray College of Notre Dame, Wilcox, Tuesday, September 20 (two presentations)

Winston Knoll High School, Regina, Wednesday, September 21

Lumsden High School, Lumsden, Wednesday, September 21

Pilot Butte School, Pilot Butte, Thursday, September 22

Payepot School, Piapot First Nation, Friday, September 23 (two presentations)

University of Regina, Language Institute, Room L1 215, Saturday, September 24 (Community presentation)

Robert Southey School, Southey, Monday, September 26

Bert Fox Community High School, Fort Qu'Appelle, Monday, September 26

Balcarres Community School, Balcarres, Tuesday, September 27 (two presentations)

Indian Head High School, Indian Head, Wednesday, September 28

Broadview School, Broadview, Wednesday, September 28

Kakisiwew School, Ochapowace First Nation, Thursday, September 29

Estevan Comprehensive High School, Estevan, Friday, September 30 (two presentations)

Artesian on 13th, Regina, Saturday, October 1 (a Culture Days event)

Archbishop M.C. O'Neill High School, Regina, Monday, October 3 (two presentations)

Bengough School, Bengough, Tuesday, October 4

Gladmar Regional School, Gladmar Tuesday, October 4

Assiniboia Composite High School, Assiniboia, October 5 (two presentations)

Kincaid Central School, Kincaid, Thursday, October 6

Maverick School, Swift Current, Thursday, October 6

Macklin School, Macklin (venue: Macklin Communiplex), Friday, October 7 (two presentations)

Sakewew High School, North Battleford, Tuesday, October 11

Cando School, Cando, Tuesday, October 11

Humboldt Collegiate Institute, Humboldt, Wednesday, October 12

Central Butte School, Central Butte, Thursday, October 13

Rouleau School, Rouleau, Friday, October 14

Appendix C: The Survey

Far From The Heart, New Survey Format

This is What I Think

Please clearly circle or select your response.

1. People who are sexually assaulted often feel they have caused the attack in some way.
a. True b. False
2. If a guy pays for a date, he deserves sex.
a. True b. False
3. What is the time limit for reporting sexual assault to the police?
a. 2 days after the assault b. 2 weeks after the assault c. No time limit
4. All unwanted acts of a sexual nature are sexual assault.
a. True b. False
5. The decision to have sexual intercourse should be made
a. By the man b. By both people c. By the woman
d. Depending on whether the two people can support a baby if the woman gets pregnant
6. The way a man dresses is related to his chances of being sexually assaulted.
a. True b. False
7. The way a woman dresses is related to her chances of being sexually assaulted.
a. True b. False
8. Unless physically harmed, a sexual assault victim will not suffer any ill effects.
a. True b. False
9. Men cannot be raped.
a. True b. False
10. Men only rape women.
a. True b. False
11. What percentage of acquaintance rapes are reported to the police?
a. 1% b. 25% c. 50%
12. Research findings from a Canada-wide survey indicate that females experience what rate of sexual violation?
a. 1 in 2 b. 1 in 4 c. 1 in 6
13. If a girl already has had sex, she cannot be raped
a. True b. False
14. You can help a friend who has been sexually assaulted by
a. Keeping the secret c. Calling the police
b. Believing (them) and supporting them d. Girls say “no” but really mean “yes”
15. There is something wrong with me if I don’t want to have sex.
a. True b. False

16. Most sexual assaults are committed by strangers.
a. True b. False
17. Victims of sexual assault are expected to disclose the details of their assault in counseling.
a. True b. False
18. If a girl doesn't fight back, it is not date rape.
a. True b. False
19. Sexual assault is an impulsive, uncontrollable act of sexual gratification.
a. True b. False
20. It is a crime to have sex with someone if they are passed out.
a. True b. False
21. Approximately half of all sexual assaults in Canada happen to women between the ages of:
a. 12 to 15 b. 16 to 21 c. 21 to 24
22. If a girl is alone in a boy's house, she is consenting to sex.
a. True b. False
23. A girl can be raped by her boyfriend.
a. True b. False
24. Having sex with someone proves you love them.
a. True b. False
25. I feel comfortable talking about sex with
a. my teacher b. my friends
c. my parents d. someone I trust
26. Who would be the best person to talk to if you have been sexually assaulted?
a. my teacher b. my friends c. my parents d. someone I trust
27. Sex drive is a part of our human nature and therefore difficult to control. As a result, we are not really responsible for our sexual behaviour.
a. True b. False
28. I am influenced by media and popular culture in my sexual expectation of:
a. the people I hook up with b. my friends c. my self d. all of the above
e. I am not influenced by media and popular culture
29. If someone is unsure what to do in a sexual situation, they should:
a. Ask a friend about it later
b. Talk to the person they are with and let the other person know that they are unsure
c. Go with the first instinct they have
d. Look for advice on the internet

30. Indicate which of the 3 statements below will make the most positive change in young people's relations:
- a. treat each other with respect
 - b. challenge peers who use degrading language
 - c. have a safety plan when going to a party
 - d. the way we talk to our friends about dating or hooking up (or- the way we talk about our sexual partners/relations – check language)
 - e. not tell sexist jokes
 - f. know your limits at a party
 - g. avoid pornography (internet, magazines, movies, etc)
 - h. treat others how I want to be treated
 - i. understand that girls and women have the same rights over their persons as boys and men.
31. Which three things can I do to make the most positive impact in the way others are treated?:
- a. treat each other with respect
 - b. challenge peers who use degrading language
 - c. have a safety plan when going to a party
 - d. the way we talk to our friends about dating or hooking up (or- the way we talk about our sexual partners/relations – check language)
 - e. not tell sexist jokes
 - f. know your limits at a party
 - g. avoid pornography (internet, magazines, movies, etc)
 - h. treat others how I want to be treated
 - i. understand that girls and women have the same rights over their persons as boys and men.
32. I am
- a. Female b. Male c. Transgender d. _____
 - e. Age_____ f. Grade_____
33. I live in:
- a. Saskatchewan b. Ontario
34. My school is located in a:
- a. City b. small town c. First Nations Reserve
35. I live in a:
- a. City b. small town c. First Nations Reserve d. rural area
36. I was born:
- a. In Canada b. Outside of Canada
37. I am:
- a. Aboriginal (First Nations, Metis or Inuit)
 - b. Non-Aboriginal

Far From the Heart, Old Survey Format

1. I am
 - Female
 - Male
 - No Answer Given
2. Women who are sexually assaulted often feel they have caused the attack in some way
 - True
 - False
 - No Answer Given
3. If a guy pays for a date, he deserves sex
 - True
 - False
 - No Answer Given
4. What is the time limit for reporting sexual assault to the police?
 - No time limit
 - 2 days after the assault
 - 2 weeks after the assault
 - No Answer Given
5. All unwanted acts of a sexual nature are sexual assault.
 - True
 - False
 - No Answer Given
6. The decision to have sexual intercourse should be made:
 - By the man
 - By both people
 - By the woman
 - Depending on whether the two people can support a baby if the woman gets pregnant
 - No Answer Given
7. The way a woman is dressed is related to the chances of her being sexually assaulted.
 - True
 - False
 - No Answer Given
8. Unless physically harmed, a sexual assault victim will not suffer any ill effects.
 - True
 - False
 - No Answer Given
9. Male victims are only abused by homosexual men.
 - True
 - False
 - No Answer Given
10. What percentage of date/acquaintance rapes are reported to the police?
 - 50%
 - 1%
 - 25%
 - No Answer Given

11. Research findings from a Canada-wide study indicate that females experience what rate of sexual violation?

- 1 in 4
- 1 in 6
- 1 in 2
- No Answer Given

12. If a girl already has had sex, she cannot be raped.

- True
- False
- No Answer Given

13. You can help a friend who has been sexually abused by:

- Keeping the secret
- Believing her
- Calling the police
- No Answer Given

14. Girls say "no" but really mean "yes".

- True
- False
- No Answer Given

15. Most sexual assaults are committed by strangers.

- True
- False
- No Answer Given

16. Victims of sexual assault are expected to disclose the details of their assault in counselling.

- True
- False
- No Answer Given

17. If a girl doesn't fight back, it is not date rape.

- True
- False
- No Answer Given

18. Sexual assault is an impulsive, uncontrollable act of sexual gratification.

- True
- False
- No Answer Given

19. It is a crime to have sex with someone if they are passed out.

- True
- False
- No Answer Given

20. Approximately half of all sexual assaults in Canada happen to women between the ages of:

- 12 to 15
- 16 to 21
- 21 to 24
- No Answer Given

21. If a girl is alone in a boy's house, she is consenting to sex.

- True
- False
- No Answer Given

22. Having sex with someone proves you love them.

- True
- False
- No Answer Given

23. Who would be the best person to talk to if you have been sexually assaulted?

- Your teacher
- Your parents
- Your friends
- Someone you trust
- No Answer Given

24. Male sex drive is part of the genetic makeup and therefore difficult to control. As a result boys and men are not really responsible for their sexual behaviour.

- True
- False
- No Answer Given

25. Boys and men are influenced by media and popular culture in their sexual expectations of girls and women.

- True
- False
- No Answer Given

26. Tick off the 3 most important. Boys can make a positive change in the way girls and women are treated by:

- Treating girls with respect
- Challenging peers using degrading language about women and girls
- Having a safety plan when they go to parties
- Sharing their thoughts with peers about their own views on girls
- Not telling sexist jokes
- Staying sober at parties
- Avoiding pornography
- Reminding themselves how they want their mothers and sisters to be treated
- No Answer Given

About the Author

Candice Kloeble has her Bachelor of Social Work degree from the University of Regina and a Master's of Advanced Professional Studies Certificate in Expressive Arts and Social Change from the European Graduate School. She is currently completing a Master's of Education with the Critical Environmental Education Cohort at the University of Saskatchewan. Candice is a passionate advocate for arts and social change. She was extremely pleased to work with *Far From the Heart*.

Access

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