Appendices
A. Pathways flow chart
B. Student feedback sheets
C. Teacher feedback sheets
D. Student focus groups
E. Teacher focus groups
F. Peer educator focus groups
G. Telephone interviews with teachers
H. Peer education survey
I. Telephone interviews with stakeholders
J. Interviews with project staff and manager
Talking Realities....young parenting

1. **Friday Fun Group**
   - Social/Recreation/Arts & Craft
   - Group & team building skills
   - Parent education

2. **Peer Education Training**
   - TAFE Accredited/6 Modules Certificate 3 in Community Work
   - Parenting & life skills development

3. **Talking Realities... young parenting presentations**
   - Metropolitan and Rural Secondary Schools
   - Youth & Community Services
   - Consolidating expanding combining knowledge

4. **Leadership Training**
   - Accredited modules towards TAFE Certificate 4 & Parenting skills development

5. **Peer Leaders**
   - Recruiting/supporting young parents – Friday Fun Group
   - Co facilitate training/activities
   - Leadership role in the community
   - Consolidating expanding combining knowledge

**Supporting & referring young parents to appropriate services**
- Parenting, Child Development, Mental Health, Housing, Domestic Violence,
- Literacy/Numeracy, Educational/ Employment Pathways

**Exit Points/Moving Forward**
- Social & Community Connectedness, Effective Networks, Education & Training,
- Employment, Volunteering, Informed Parenting
- Reaching potential
Appendix B: Student feedback survey

Dear Student

Thank you for participating in the Talking Realities...young parenting program. We want to make our time with young people worthwhile so we would really appreciate knowing what you learnt from our presentation. Your feedback will help us to improve the presentation.

Name of your school ________________________________

Subject you saw this program in ________________________________

Your year level (tick one)  [ ] 8  [ ] 9  [ ] 10  [ ] 11  [ ] 12

Are you (tick one)  [ ] Female  [ ] Male

1. How useful was the information presented? (circle one)
   not at all useful  useful  very useful

   Any comments? ______________________________________________

2. How well was the information presented? (circle one)
   poorly  OK  very well

   Any comments? ______________________________________________

3. How useful was the banner? (circle one)
   not at all useful  useful  very useful

   Any comments? ______________________________________________

Now some questions about the topics

4a. How much did you learn about 'Comparing the lifestyles' topic?
   nothing  some  heaps

4b. What is the most important thing you learnt in this topic?

5a. How much did you learn about 'The cost of living' topic?
   nothing  some  heaps

5b. What is the most important thing you learnt in this topic?

6a. How much did you learn about 'What's in a day' topic? (24 hour clock)
   nothing  some  heaps

6b. What is the most important thing you learnt in this topic?

7a. How much did you learn about 'Children's needs' topic? (baby banner)
   nothing  some  heaps

7b. What is the most important thing you learnt in this topic?

8a. How much did you learn about 'Relationships and feelings' topic?
   nothing  some  heaps

8b. What is the most important thing you learnt in this topic?

9a. How much did you learn about 'Where will we live' topic? (housing)
   nothing  some  heaps

9b. What is the most important thing you learnt in this topic?

10a. How much did you learn about 'Consequences of having a baby' topic?
   (the positives/green card & challenges/red card)
   nothing  some  heaps
10b. What is the most important thing you learnt in this topic?

11a. How much did you learn about 'Sexual health' topic?
   nothing some heaps

11b. What is the most important thing you learnt in this topic?

12a. Overall, how much did you learn about the responsibilities of being a young parent?
   nothing some heaps

12b. What do you consider is the most important responsibility for a young parent?

13a. How much did you learn about services and places to go for information on parenting?
   nothing some heaps

13b. Can you name one new service you learnt about?

14a. How useful was it to discuss the topics with the peer educators?
   not at all useful useful very useful

14b. What else would you like the peer educators to talk about?

Thanks for your feedback, it will help us to improve our program.

Peer Educators – Talking Realities... young parenting

Dale Street Women’s Health Centre (08) 8444 0700
A joint venture between Adelaide Central Community Health Service, Parenting SA and the Department of Health and Aged Care
Appendix C: Teacher Survey

Dear Teacher

Thank you for accessing the Talking Realities...young parenting presentation for students in your school. We want to make the presentation relevant to secondary school students and school curriculum so we would really appreciate feedback from you. Neither your school nor yourself will be identified in any reports from this feedback. Will you please return your questionnaire and students’ questionnaires in the envelope provided within 14 days.

Date_________________ Name of School _______________________________________

Your name _____________________________________________________________

Curriculum subject program presented in ___________________________________________

Year Level of students (tick one or more) ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

1. Please circle your response to each of the statements below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>

The presentation met my expectations
It was beneficial for the students
Students understood the issues
The material was relevant for students at this level
There were sufficient opportunities for questions
Students got involved in the presentation

2. What topics do you think were most useful to your students?

Please rank 1 - 8 (1 being the most useful)

- Comparing the lifestyles
- The Cost of Living
- What's in a day
- Children's Needs
- Relationships & feelings
- Where will we live
- Some Consequences of having a baby
- Sexual health

Please Comment

3. How could the program be improved?

4. Are there any other topics you would like to see included in the presentation?

5. What curriculum areas and SACE studies in your school would this program support?

6. What DETE learning outcomes would this program support?
7. Previous evaluation has highlighted the need to increase the time available for interactive discussion between students and peer educator presenters. What would be the best way to change the presentation to enable this interaction to be increased? (tick one only)

☐ arrange the presentation over two 90 minutes time slots (this would incur extra cost for schools)

☐ leave out one or more current topics.
  Which one(s)? ______________________________________________

☐ arrange for teachers to address one or more topics before the presentation
  Which one(s)? ______________________________________________

☐ leave some topics to be covered by teacher after the presentation
  Which one(s)? ______________________________________________

8. Would you recommend that we presented to students at your school again next year?

☐ Yes  ☐ No

Why?  ______________________________________________________

Thank you for participating in our evaluation.

Nicoline Kovatseff, Project Officer  Talking Realities…young parenting...
Dale Street Women’s Health Centre (08) 8444 0700

A joint venture between Adelaide Central Community Health Service, Parenting SA and the Department of Health and Aged Care
**Appendix D: Students Focus Group Question Guide:**

**Introduction**

My name is Gwyn and this is Megan. We are from SACHRU and we are here today to ask your opinion of the Talking Realities program. We want to know what you thought about the presentation and any ways that it could be improved.

**Ask students to introduce themselves by giving their first name**

Thank you. I’ll be asking some questions and Megan will take notes so that have a good record of what is said. There are no right or wrong answers and we won’t use your names in our report so no-one will know who said what. It’s important that everyone gets a change to speak so please try not to talk over someone else.

**Questions**

So, I’d like you to think about when you saw the Reality Parenting presentation

1. what do you remember most about the presentation?
2. what parts did you find most interesting?
3. what parts did you find least interesting?
4. did seeing the program change how you might feel about being a young parent?
5. do you think you know more about the responsibility of being a young parent?
6. do you know more about health issues for young people?
7. do you know more about youth and health services and where to go for help if you need it?
8. what did you like about the way the peer educators presented?
9. could your teachers have done the same thing just as well? why or why not?
10. did you have any follow up with your teacher at school after the presentation?
11. what should happen to the program in the future? who should get to see the presentations?
12. should it change?
13. is there anything else you would like to say?

**Wrap up**

Thank you very much for taking part today. We have a certificate to thank you for being involved.
Appendix E: Teachers Focus Group Question Guide

Introduction
My name is Gwyn and this is Megan. We are from SACHRU and we have been contracted by Adelaide CHS to evaluate the Reality Parenting program. We would value your opinion on the program, the presentation and any ways that it could be improved. You will not be identified in any reports.

Ask teachers to introduce themselves and say when and how many times they have used Talking Realities with students.

So, I’d like you to think about the Talking Realities session at school.

Questions
1. how did you first hear about the program?
2. did the planning and organisation of the presentation go smoothly?
3. what parts do you think the students found most interesting?
4. what parts do you think the students found least interesting?
5. do you think the students know more about the responsibility of being a young parent?
6. do you think the students know more about the social, emotional and economic issues for young parents?
7. do you think the students know more about health issues?
8. do you think the students know more about youth and health services and where to go for help if needed?
9. what did you and the students like about the way the peer educators presented?
10. could you have done the same thing just as well? why or why not?
11. did you have any follow up with your students after the program?
12. has there been more interaction between the school and other organisations?
13. can you describe any long term benefits for students?
14. what should happen to the program in the future? who should get to see the program?
15. should it change?
16. anything else you would like to say?

Thank you very much for your time.
Appendix F: Peer educator focus groups
Tues 18\textsuperscript{th} March 2003, 1.00 - 2.30 pm, Parks CHS, Gwyn Jolley

Introduction

My name is Gwyn Jolley, I am from SACHRU. SACHRU is helping to evaluate the Talking Realities program and here today to talk with you about the program. I will use the information you give me to help write an evaluation of the program. I will not use your names or identify you as individuals in any way and you do not have to take part or answer any questions that you feel uncomfortable with. I would like to tape record our discussion if everyone agrees. That makes it easier for me to make sure I have recorded your views accurately. (check all agree). Please let us know if you would like the tape turned off at any time. I will take some notes too, just in case the technology fails!

We need to make sure everyone gets a chance to speak and there are no right or wrong answers, everyone’s views are important, so please try not to speak over someone else.

We have about 1\frac{1}{2} hours and plan to be finished by 2.30 pm.

1.00 pm
Introduction

• What did you hope to get out of the program? Has that happened?

1.15 pm
Training sessions

• Did the training set you up with enough skills, knowledge and confidence to run the peer education sessions in schools?

1.25 pm
School presentations

Tell me about a school presentation that went really well

• Why did it go well?
• How did you know it went well?
• What was good for you about the presentation?
• What was good for the students? What did they get out of it?
• What do you think teachers got out of the presentations?

Now tell me about a presentation that didn’t go so well

• How do you know
• Why didn’t it go well
• What could you have done differently?
Would you suggest any changes to how the presentations are organised and run?

- single or mixed sex student groups
- large or small groups, best size for groups
- what are the barriers to presenting in school?
- how do you feel when you have to talk to students about negative times in your life? (some suggestion that the banner presentation makes it sound too easy)

1.50 pm

Outcomes for you

- Has the program increased your access to health and community services and their resources? Any examples?
- Do you think you have more confidence and knowledge about health and parenting skills
- Has the program has any impact on your child or children?
- Has your involvement in the project led to opportunities for you to take up education or training, employment or other activities?
- Do you think you have more confidence to take on leadership roles in other programs or in the community? Any examples?
- Has your involvement in the project helped you to feel you have more choices and control of your life?

2.15 pm

Anything else

- Is there any thing else you would like to add?

Wrap up and thank
Appendix G: Teacher interviews

1. How many years have you been using Talking Realities at your school?
2. What year level?
3. Single sex or mixed?
4. Usual size of student group?
5. As part of a specific curriculum subject?

About the students or other recipients of the program:

6. As a result of the presentation do the students have an increased understanding of social, emotional and economic issues faced by young parents?
7. As a result of the presentation do the students have an increased understanding of the responsibilities on being a parent?
8. As a result of the presentation do the students have an increased knowledge about health issues? (parent or baby)
9. As a result of the presentation do the students have an increased understanding sexual health issues?
10. As a result of the presentation do the students have an increased knowledge about youth and health services available.
11. Any other outcomes for these students?

About the peer educators:

12. Over the time you have been using the program have you seen any evidence of increases in skills, knowledge and confidence in the peer educators? Can you give any examples?
13. Are you aware of any other outcomes for the peer educators?

About the program:

14. Does this program meet a need in schools/youth services?
15. Do you build on or follow up on the presentation during the school year?
16. How well does the program articulate with the school curriculum, SACE and or TAFE requirements?
17. What are the benefits and drawbacks of using peer educators to raise issues about parenthood for young people?
18. Is the presentation appropriate for diverse cultural groups?
19. How could the program be improved?
20. Is there anything else you would like to add?

Thank you for your time
Appendix H: Peer educator survey

Dear Peer Educator

As you know, Stacey Masters and I are writing the evaluation report for Talking Realities. The evaluation will tell others what you have achieved, help to improve the program and be useful for funding applications.

As part of the evaluation, we are asking you to complete this survey about your involvement in Talking Realities. It should take no more than 30 minutes. You do not need to put your name on the survey and you will not be named or identified in the report. You do not have to take part if you don’t want to and no-one from the program or SACHRU will know who has returned a survey.

The survey is an opportunity for you to tell us in confidence about the program. The information you give us will be very useful in telling others about the program and helping to make it better.

When you have completed the survey, please return it to SACHRU in the reply paid envelope provided by 5th December 2003. If you have any questions, please phone me (Gwyn Jolley) on 8204 5978.

Thanks once again for your time,
Gwyn Jolley

As a result of your involvement in Talking Realities, how much have you increased your skills and knowledge in the following areas?

(Please circle one choice and comment or give an example if you can)

1. confidence
   - lots
   - some
   - little
   - none

2. parenting knowledge (for example, about children’s needs)
   - lots
   - some
   - little
   - none

3. parenting skills (for example, managing your child’s behaviour)
   - lots
   - some
   - little
   - none

4. communication skills
   - lots
   - some
   - little
   - none

5. leadership skills
   - lots
   - some
   - little
   - none

6. knowledge of community resources
   - lots
   - some
   - little
   - none

7. use of community resources
   - lots
   - some
   - little
   - none

8. sexual health knowledge
   - lots
   - some
   - little
   - none

9. Have you done any other education or training eg TAFE Certificate, enrolled in B.Ed at university? Please give details.

10. Has the Talking Realities program helped you to feel more in control of your life?

11. Have there been any benefits for your child(ren)?
Peer educator training and support
12. What was the most useful part of the training and why?
13. What was the least useful part of the training and why?
14. Do you feel you got enough support from the Talking Realities program during the training?
15. Do you feel you got enough support from the Talking Realities program once you were presenting in schools?

Talking Realities program
16. What are the strengths or positive things about the program?
17. What are the weaknesses or negative things about the program?
18. How should the program be improved?
19. What needs to happen for Talking Realities be able to continue in the future?
20. Is there anything else you would like to say about Talking Realities?

Thank you for your time in completing this survey.

Please put the survey in the envelope provided and post it to SACHRU by 5th December 2003.
No stamp is needed.
Appendix I: Stakeholder Interviews: Question Guide

1. Are you a member of the reference group?
   yes      no
   if yes, comment on the role and function of reference group

2. Outcomes for peer educators. Increases in:
   a) confidence,
      lots        some        little        none
   b) knowledge of sexual health,
      lots        some        little        none
   c) knowledge of parenting
      lots        some        little        none
   d) skill in parenting,
      lots        some        little        none
   e) skill in communication,
      lots        some        little        none
   f) skill in leadership
      lots        some        little        none
   g) knowledge and use of community resources
      lots        some        little        none
   h) access to formal education
      lots        some        little        none
   i) access to informal education
      lots        some        little        none

3. Quality of training (content, delivery, assessment)

4. Strengths of the program

5. Weaknesses of the program

6. Opportunities for development

7. Barriers to development and how to overcome

8. How should the program be improved?

9. How can sustainability be enhanced?
Appendix J: Project Staff Interview Question Guide

1. What have been the most significant achievements?
2. What opportunities have been missed?
3. What has enabled the program to achieve?
4. What have been the barriers?
5. Has the program turned out how you expected or differently? If so, why?
6. With the benefit of hindsight, is there anything you would have done differently?
7. Some respondents have suggested the peer educators make it seem too easy eg no babies suggests child care is easy, don’t seem to have any housing problems. Is there a tension between expecting the peer educators to run down their own life style and choices while at the same time the program is working to build confidence and self esteem?
8. How would you like to see the program develop?
9. What will be lost if the program is not funded?
10. Anything else you would like to say?