



2025-2026 Data Analysis Report

The following data was collected on paper surveys and the report was written by Cara Neufeld, RESPECT's Program and Development Manager, under supervision of Patricia Newman, PhD, and Jonathan Santo, PhD.

During the 2025 to 2026 school year, RESPECT collected data from 1130 students from 9 Nebraska and Iowa elementary schools after 15 presentations of the following programs:

- Blake & Andy Conquer the World (of Internet Safety)
- Watch My Whiskers
- Explorers in Cyberspace
- Navigators in Cyberspace
- Stop and Think
- Between the Lines
- Direct With RESPECT Workshop



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Methods

Since 2000, RESPECT has provided programming to students of all ages, with a goal of Healthy Relationships for All. RESPECT programming uses theatre, roleplays, and staging conversations to introduce and reinforce skills that students need. These skills include asking a trusted adult for help, being an upstander, how to be a friend, tools to deal with bullying, how to treat others with respect, and how to respond to big emotions.

During the 2025-2026 school year, RESPECT collected post-program survey data from 9 local elementary schools for the following programs:

Blake & Andy Conquer the World (of Internet Safety)

Number of Surveys Collected: 231
Grades 1-3

Watch My Whiskers

Number of Surveys Collected: 125
Grades 1-3

Explorers in Cyberspace

Number of Surveys Collected: 229
Grades 3-5

Navigators in Cyberspace

Number of Surveys Collected: 206
Grades 3-5

Stop and Think

Number of Surveys Collected: 109
Grades K-3

Between the Lines

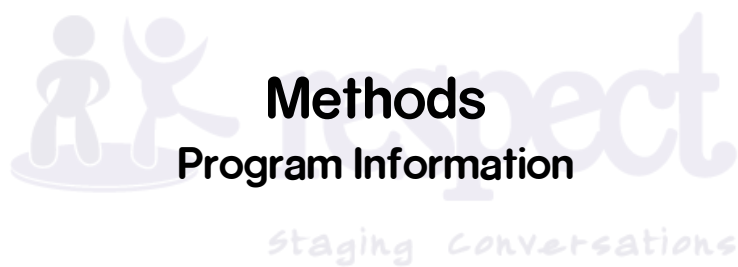
Number of Surveys Collected: 120
Grades: 4-5

Direct With RESPECT Workshop

Number of Surveys Collected: 110
Grades: 4-5



Additionally, 25 school staff members completed a client satisfaction survey via Survey Monkey.



Methods

Program Information

RESPECT programs consist of educational theatre presentations or workshops, paired with panel or group interactions led by community professionals and our Actor Educators. In 2025-2026, data was collected from elementary school students who participated in the following programs:

Blake & Andy Conquer the World (of Internet Safety)

- Blake and Andy, two curious primary students, team up with their school Media Specialist and a wise parrot named Plato, to explore their questions about internet safety. Using their imaginations, they set sail for Savvy Island, where a whimsical scavenger hunt leads them to surprising places and helpful lessons—often with a little aerial guidance from Plato, who’s always ready with a useful answer.

Watch My Whiskers

- Join Little Desi Hart, Professor Bonomo, the world’s foremost expert on animals, and trusty assistant Osbert Osgood as they learn how to be kind and respectful to animals—and to each other, too!

Explorers in Cyberspace

- Join Cameron and Dallas as they learn to navigate the hidden dangers in cyberspace, especially information privacy breaches and inappropriate content. Students learn how to engage in appropriate online behavior, how to stop and think before acting on an emotion, and how to identify and ask a trusted adult for help.

Navigators in Cyberspace

- Join Kris and Marty as they encounter – and learn to navigate – several online dangers including cyberbullying and inappropriate messaging. Students learn how to engage in appropriate online behavior, how to stop and think before acting on an emotion, and how to identify and ask a trusted adult for help.

Stop and Think

- Dr. Smartypants creates the Mr. Nice-Guy Helmet to make anyone who wears it nicer. But she doesn’t stop and think before taking the bike helmet of another kid to make her invention. 1st–3rd grade students learn how to stop and think before acting on an emotion; appropriate ways to express big emotions; and how to support a person whose boundaries are being violated.

Between the Lines

- Ryan wants his best friend Megan, and his new friend Natalie to get along, but they seem determined to tear each other down. This 4th–6th grade program addresses multiple forms of bullying: verbal, physical, social, and cyber. Students learn how to support a person whose boundaries are being violated; appropriate ways to express big emotions; and how to ask an adult for help.

Direct With RESPECT Workshop

- Using theatre, improvisation and role-play based activities that reflect real life experiences, RESPECT Actor Educators empowered students in grades 4-6 to “Direct” their own healthy behavioral, emotional, and thinking responses to difficult feelings and situations.

Methods

Analytical Procedures

staging conversations

Single samples t-tests were used to assess whether the measured scores were significantly different from a determined value (example: from “never” or the midpoint of the scale as detailed herein) or significant change over time.

Definition of the t-statistic:

The t-statistic reflects the difference between the obtained scores and the determined comparison value relative to the variability in the scores overall, with larger values coinciding with larger differences.

Definition of the p-value:

The p-values were considered significant if they were less than .05, which corresponds to a less than 1 out of 20 likelihood of obtaining such results if due to chance alone (in a one-tailed test).

Surveys:

Following feedback from educators and school partners, RESPECT revised and simplified several student post-program surveys during the 2025–2026 school year. Surveys were shortened to reduce completion time, improve age-appropriateness, and to make response options easier for younger students to understand. Updated surveys used a simplified three-point response scale: 1 = No, 2 = I Don’t Know, and 3 = Yes.

However, one school participating in Navigators in Cyberspace data collection and one school participating in Explorers in Cyberspace completed the extended survey versions used during the prior school year. Those surveys used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).





Post-Program Data Results

Data analysis showed that, across both survey formats, a statistically significant percentage of students selected positive responses indicating agreement, understanding, confidence, or intended use of the skills and concepts presented in the programs.

Blake & Andy Conquer the World (of Internet Safety)

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I learned new ways to stay safe on the internet.	No: Don't Know: Yes:	4.87% 12.83% 82.30%	22.27	<0.05
I know what a trusted adult is.	No: Don't Know: Yes:	2.62% 7.42% 89.96%	32.66	<0.05
I feel ready to make safe choices online.	No: Don't Know: Yes:	5.78% 12.44% 81.78%	20.84	<0.05
The play helped me understand internet safety.	No: Don't Know: Yes:	4.44% 13.78% 81.78%	22.52	<0.05
I enjoyed learning with RESPECT.	No: Don't Know: Yes:	3.13% 12.50% 84.38%	26.18	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				

Post-Program Data Results

respect
staging conversations

Watch My Whiskers

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
The Watch My Whiskers play taught me how to treat animals more kindly.	No: Don't Know: Yes:	2.50% 15.00% 82.50%	19.04	<0.05
This play taught me how to be more careful around animals.	No: Don't Know: Yes:	1.61% 6.45% 91.94%	28.96	<0.05
I learned something new about animals from this play.	No: Don't Know: Yes:	9.76% 21.14% 69.11%	9.92	<0.05
Animals have feelings.	No: Don't Know: Yes:	0.81% 9.68% 89.52%	28.85	<0.05
The Watch My Whiskers play made learning fun.	No: Don't Know: Yes:	9.09% 14.88% 76.03%	11.55	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				



Post-Program Data Results

staging conversations

Watch My Whiskers

Students who saw Watch My Whiskers were also asked to look at 8 graphics of children interacting with animals. They were then asked to circle the children being safe and respectful with animals (Image numbers 1, 2, 3, and 7*)

*Note: numbers added for the purpose of this report and did not appear on the survey



121 students responded to this portion of the survey with the following results:

	# Students (out of 121)	% of total
Students who correctly circled all 4 safe and respectful response (*1, 2, 3, 7)	106	87.6%
Students who circled 1 incorrect response (*4, 5, 6, 8)	15	12.4%
Students who circled 2 or more incorrect response (*4, 5, 6, 8)	0	0%
Students who correctly circled at least 1 safe and respectful response (*1, 2, 3, 7), with no incorrect responses	115	95%



Post-Program Data Results

staging conversations

Explorers In Cyberspace

Simplified Survey Results

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I learned new ways to stay safe on the internet from the Explorers in Cyberspace play.	No: Don't Know: Yes:	2.14% 7.86% 90.00%	26.79	<0.05
I now know how to help myself or a friend if one of us is being bullied online.	No: Don't Know: Yes:	0.00% 4.96% 95.04%	51.77	<0.05
I learned why it's important to take breaks from screens and do something fun and active.	No: Don't Know: Yes:	7.25% 14.49% 78.26%	14.03	<0.05
I know it is important to tell a trusted adult if something online makes me feel worried or uncomfortable.	No: Don't Know: Yes:	2.14% 10.00% 87.86%	24.86	<0.05
The play helped me understand internet safety.	No: Don't Know: Yes:	1.44% 9.35% 89.21%	27.95	<0.05
I enjoyed learning with the RESPECT program.	No: Don't Know: Yes:	2.94% 10.29% 86.76%	22.09	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				



Post-Program Data Results

Explorers In Cyberspace

Extended Survey Results pg. 1

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I have a better understanding of how to be safe on the internet because of RESPECT's Explorers in Cyberspace performance.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 2.41% 16.87% 32.53% 48.19%	13.93	<0.05
The information provided during the performance and discussion was clear and helpful.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	2.44% 0.00% 10.98% 40.24% 46.34%	13.64	<0.05
Because of RESPECT's presentation, I feel hopeful that I would know how to handle any online bullying that I saw.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 2.47% 20.99% 32.10% 44.44%	12.50	<0.05
After seeing Explorers in Cyberspace, I feel more confident that I would know how to help myself or a friend if one of us was being cyberbullied.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	3.61% 2.41% 10.84% 30.12% 53.01%	11.51	<0.05
It is important to take breaks from devices to go do something fun and energetic.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	9.64% 6.02% 12.05% 20.48% 51.81%	6.77	<0.05
I now know how important it is to find a trusted adult when something concerning happens online.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 1.22% 9.76% 46.34% 42.68%	16.95	<0.05
I enjoyed learning with the RESPECT program through educational theater.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	2.41% 2.41% 12.05% 26.51% 56.63%	12.69	<0.05

Post-Program Data Results

staging conversations

Explorers In Cyberspace

Extended Survey Results pg. 2

Question	Responses	%	t score	p score
I learned some new things about how to help myself.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	3.66% 2.44% 15.85% 35.37% 42.68%	9.99	<0.05
I learned some new things about how to help my friends.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	3.66% 4.88% 13.41% 35.37% 42.68%	9.41	<0.05
I plan to use some of the new things I learned as soon as I can.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	5.00% 0.00% 22.50% 31.25% 41.25%	8.85	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				





Post-Program Data Results

staging conversations

Navigators In Cyberspace

Simplified Survey Results

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I learned new ways to stay safe on the internet from the Navigators in Cyberspace play.	No: Don't Know: Yes:	10.27% 23.29% 66.44%	10.06	<0.05
I now know how to help myself or a friend if one of us is being bullied online.	No: Don't Know: Yes:	4.14% 16.55% 79.31%	17.38	<0.05
I learned why it's important to take breaks from screens and do something fun and active.	No: Don't Know: Yes:	14.38% 22.60% 63.01%	7.99	<0.05
I know it is important to tell a trusted adult if something online makes me feel worried or uncomfortable.	No: Don't Know: Yes:	4.17% 14.58% 81.25%	18.08	<0.05
The play helped me understand internet safety.	No: Don't Know: Yes:	11.81% 25.69% 62.50%	8.70	<0.05
I enjoyed learning with the RESPECT program.	No: Don't Know: Yes:	10.34% 22.76% 66.90%	10.09	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				



Post-Program Data Results

staging conversations

Navigators In Cyberspace

Extended Survey Results pg. 1

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I have a better understanding of how to be safe on the internet because of RESPECT's Navigators in Cyberspace performance.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 1.85% 16.67% 50.00% 31.48%	10.98	<0.05
The information provided during the performance and discussion was clear and helpful.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 1.72% 12.07% 48.28% 37.93%	12.83	<0.05
Because of RESPECT's presentation, I feel hopeful that I would know how to handle any online bullying that I saw.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 3.51% 7.02% 50.88% 38.60%	12.73	<0.05
After seeing Navigators in Cyberspace, I feel more confident that I would know how to help myself or a friend if one of us was being cyberbullied.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 0.00% 8.62% 46.55% 44.83%	16.19	<0.05
It is important to take breaks from devices to go do something fun and energetic.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 5.17% 8.62% 25.86% 60.34%	12.53	<0.05
RESPECT taught me what to do if I felt uncomfortable about something that was happening online.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	1.69% 3.39% 18.64% 33.90% 42.37%	9.06	<0.05
I now know how important it is to find a trusted adult when something concerning happens online.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	1.75% 0.00% 10.53% 38.60% 49.12%	12.44	<0.05

Post-Program Data Results

staging conversations

Navigators In Cyberspace

Extended Survey Results pg. 2

Question	Responses	%	t score	p score
I enjoyed learning with the RESPECT program through educational theater.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	3.70% 1.85% 14.81% 40.74% 38.89%	8.22	<0.05
I learned some new things about how to help myself.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	3.64% 7.27% 16.36% 36.36% 36.36%	6.50	<0.05
I learned some new things about how to help my friends.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 7.27% 25.45% 30.91% 36.36%	7.43	<0.05
I plan to use some of the new things I learned as soon as I can.	Strongly Disagree Disagree Neutral/Does Not Apply to Me Agree Strongly Agree	0.00% 9.43% 24.53% 35.85% 30.19%	6.57	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				



Post-Program Data Results

staging conversations

Stop and Think

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I think that the play, Stop and Think, will help kids at my school treat others more kindly.	No: Don't Know: Yes:	8.49% 29.25% 62.26%	8.52	<0.05
Stop and Think taught me how to handle big feelings in a way that doesn't hurt anyone.	No: Don't Know: Yes:	6.42% 31.19% 62.39%	9.50	<0.05
I learned some new things about how to help myself and my friends.	No: Don't Know: Yes:	13.08% 15.89% 71.03%	8.39	<0.05
I learned what to do when I feel mad or upset.	No: Don't Know: Yes:	12.84% 24.77% 62.39%	7.23	<0.05
I will use the Stop and Think routine when I'm having big feelings so I can make good choices.	No: Don't Know: Yes:	11.01% 32.11% 56.88%	6.96	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				





Post-Program Data Results

staging conversations

Between the Lines

A statistically significant number of students responded positively (Yes) to the following statements:

Question	Responses	%	t score	p score
I understand bullying better after seeing Between the Lines.	No: Don't Know: Yes:	0.83% 20.00% 79.17%	19.79	<0.05
I learned new ways to help my friends.	No: Don't Know: Yes:	1.69% 11.02% 87.29%	23.35	<0.05
I know what to do if I see someone being bullied.	No: Don't Know: Yes:	0.85% 10.17% 88.98%	27.35	<0.05
I think this program can help stop bullying at our school.	No: Don't Know: Yes:	8.47% 37.29% 54.24%	7.66	<0.05
I believe adults at my school will help if students report bullying.	No: Don't Know: Yes:	0.83% 9.17% 90.00%	28.90	<0.05
I learned new ways to help myself.	No: Don't Know: Yes:	0.85% 25.42% 73.73%	17.02	<0.05
I plan to use what I learned.	No: Don't Know: Yes:	4.17% 20.83% 75.00%	14.35	<0.05
The play, Between the Lines, made learning fun.	No: Don't Know: Yes:	5.08% 21.19% 73.73%	13.19	<0.05
- Results with t-values over 6 can be considered statistically significant. The higher the value, the higher the degree to which that is reflected. - Results with p-values less than 0.05 are considered statistically significant.				

Post-Program Data Results

staging conversations

On the post-program survey, students who watched Explorers, Navigators, and Between the Lines were asked 2 open-ended questions:

What was the most important thing that you learned from RESPECT's presentation?

Here are some highlights:

The most important thing I learned was how to solve a problem between 2 people and how to not have a problem between 2 people.

- Between the Lines

How to react, what to do, who to tell, and to just take a moment to think.

- Navigators in Cyberspace

That you are going to have to talk it out and let them know how you are feeling.

- Between the Lines

The most important thing I learned was there's multiple ways to handle cyberbullying.

- Navigators in Cyberspace

To not use my real name in video games.

- Explorers in Cyberspace



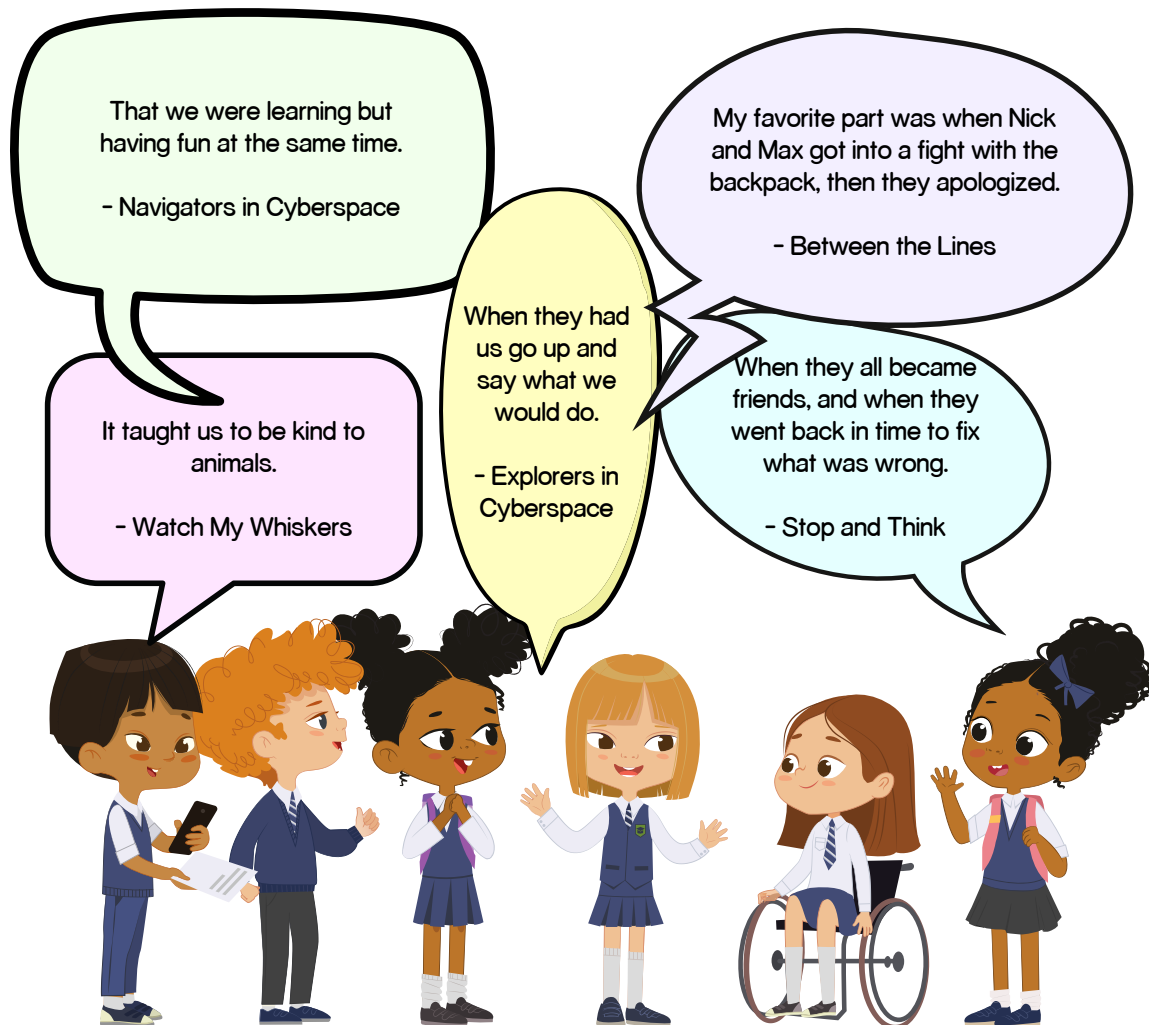
Post-Program Data Results

staging conversations

Additionally, students were asked:

What was your favorite part of the presentation?

Here are some highlights:



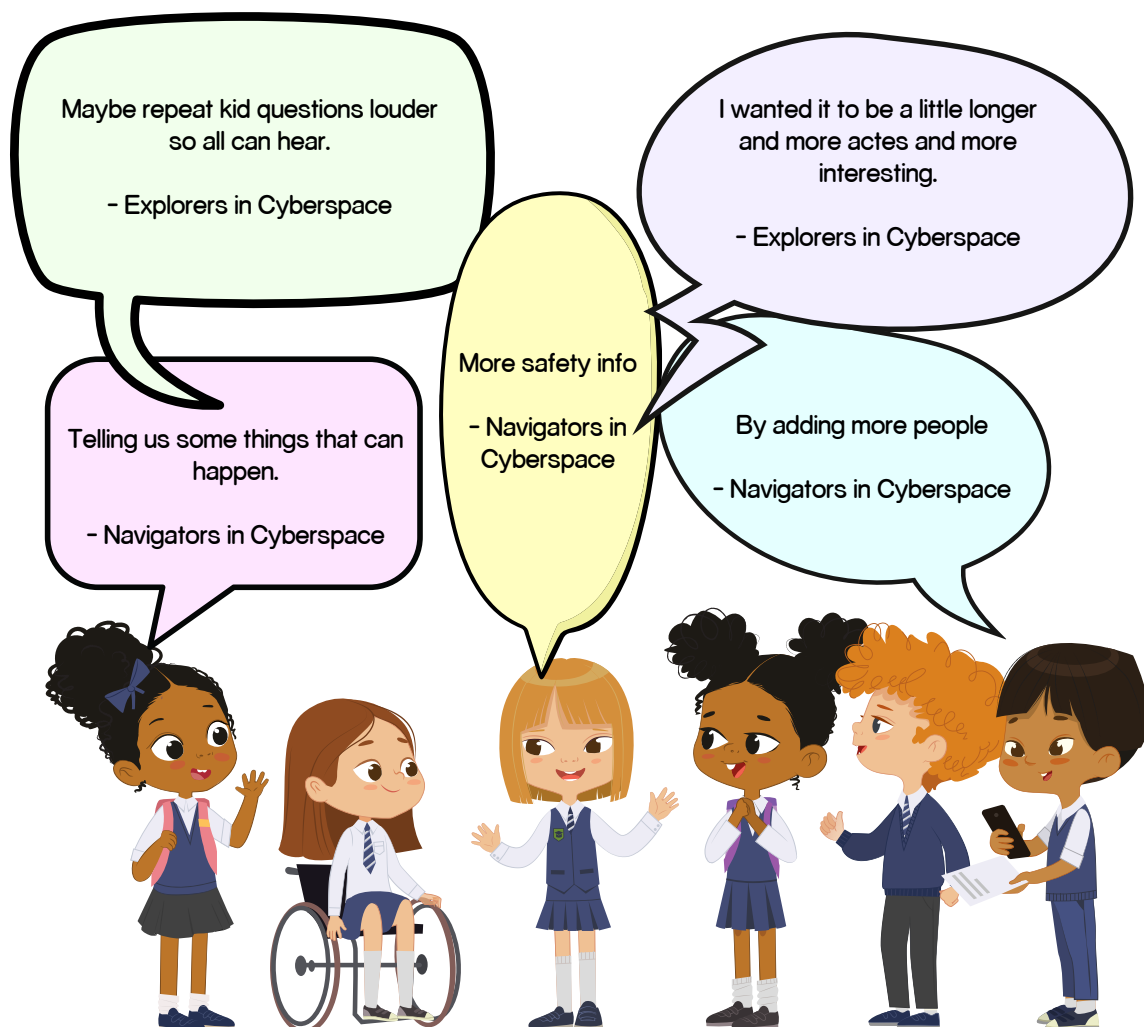
Post-Program Data Results

staging conversations

On the extended post-program survey for Navigators and Explorers, students were also asked:

How can we make the performance and discussion better?

Here are some highlights:



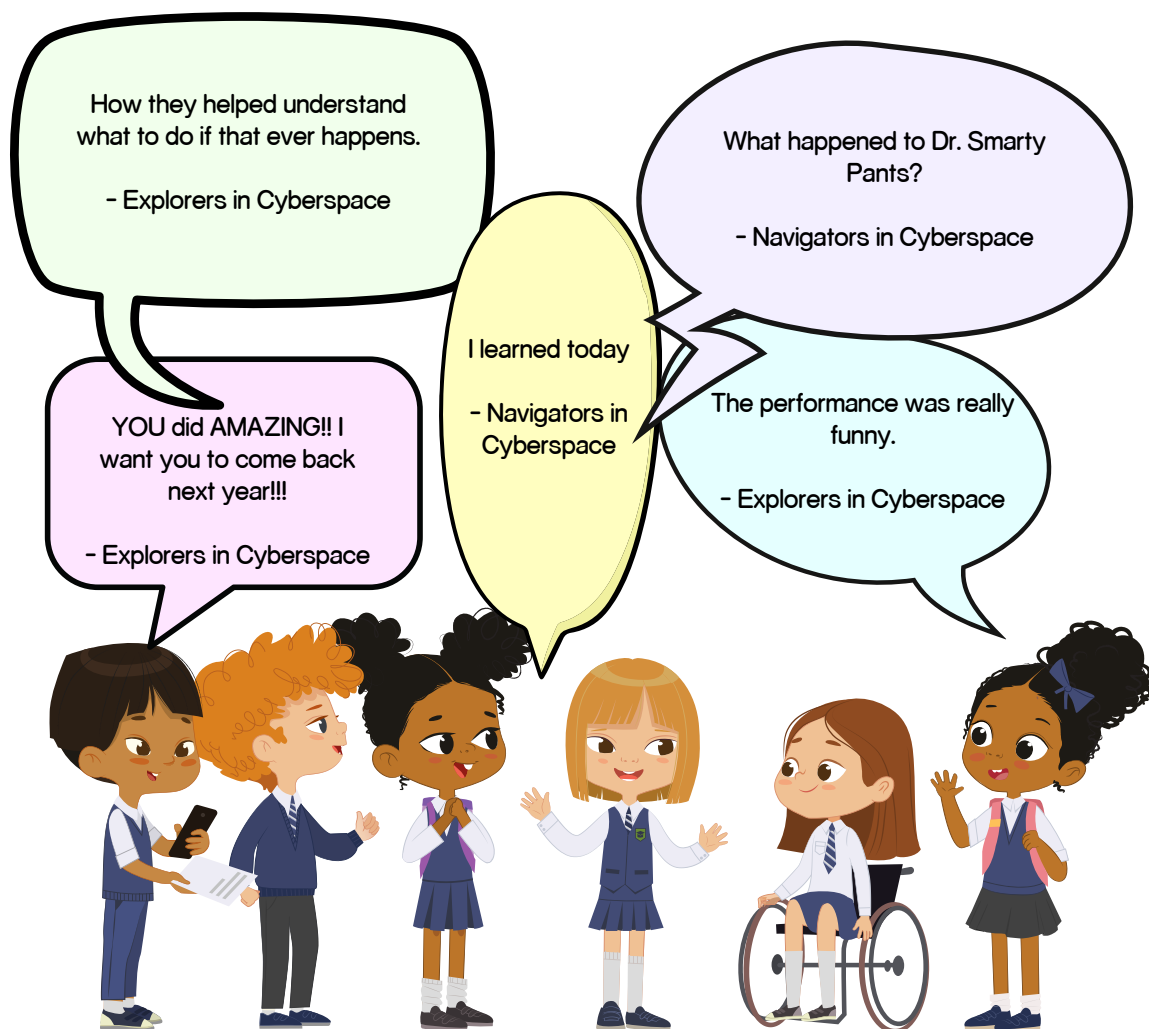
Post-Program Data Results

staging conversations

On the extended post-program survey for Navigators and Explorers, students were also asked:

Other Comments?

Here are some highlights:



Post-Program Data Results

staging conversations

Blake and Andy Open-Ended Question

This year, younger students who saw Stop and Think and Blake and Andy were given the opportunity to write or draw their favorite part of the program they saw:

For Blake and Andy, the majority of the responses showed the actors sailing in an imaginary boat and Plato the parrot. Here are some highlights:



Post-Program Data Results

staging conversations

Stop and Think Open-Ended Question

For Stop and Think, the majority of the responses related to the Dr. Smartypants character, and props like the Mr. Nice-Guy Helmet and rubber band ball. Here are some highlights:



My name is Mr. smartypants



helmet



the end when they talk about it

respect



Post-Workshop Data Results

Direct With RESPECT Workshop

On post-workshop surveys, students were asked to rate 3 aspects of the workshop on a scale of 1 (I really didn't like it) to 5 (I Loved it!). Data analysis showed that, on the following measures, a statistically significant percentage of students responded with 4 or 5, showing they liked or loved the following aspects of the workshop.

Students were asked: How would you rate the following aspects of the RESPECT Workshop?

Overall Workshop:

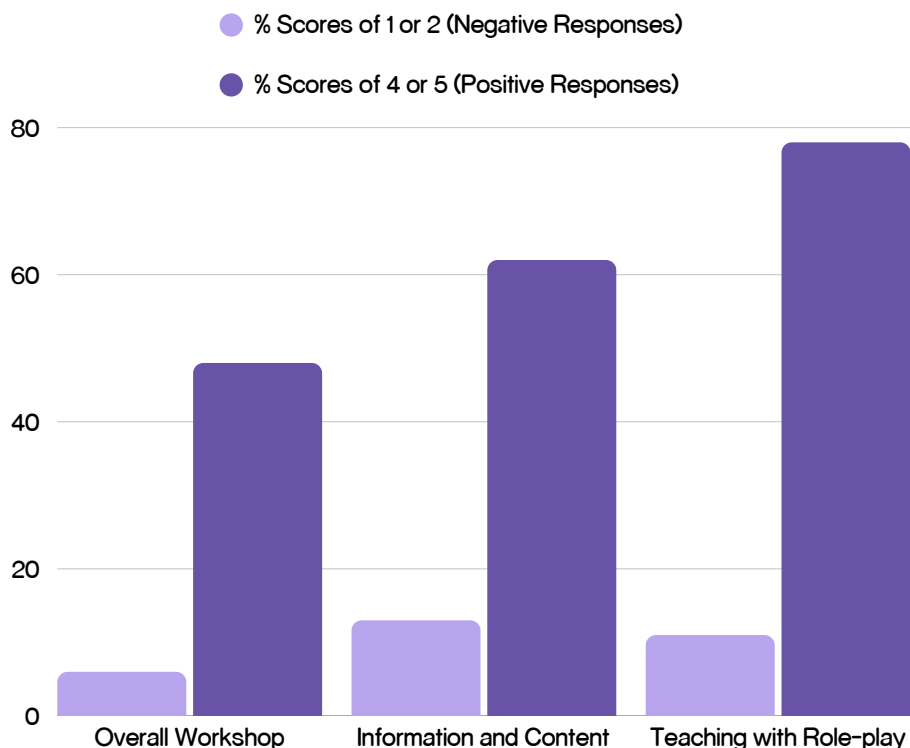
- 48.15% of students responded positively with a 4 or a 5. ($t=6.76$, $p<.05$)

Information and Content Provided:

- 62.04% of students responded positively with a 4 or a 5. ($t=6.98$, $p<.05$)

Process of Using Role-Playing Techniques to Teach:

- 79.44% of students responded positively with a 4 or a 5. ($t=11.31$, $p<.05$)





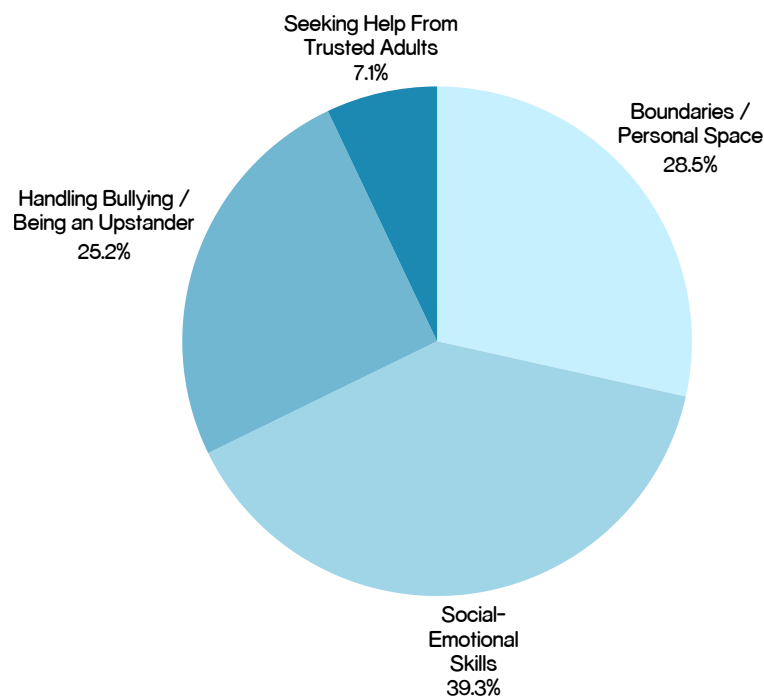
Post-Workshop Data Results

staging conversations

Open-Ended Question 1

On workshop surveys, students were also asked a series of open-ended questions. the responses to these questions were sorted into categories.

What was the most important thing that you learned from RESPECT's Workshop?



Sample Responses:

- I learned that when you are defending yourself, you also need to be polite.
- I learned to use my voice to confront rude people.
- The most important thing I learned was learning about boundaries
- I learned about physical bullying and emotional Bullying!
- The Most important thing I learned today was respect people's space.
- The most important thing I learned was how to handle things in different ways.
- the most important thing I learned was about setting boundaries
- I learned that even though you don't know them you should still stick up for them.

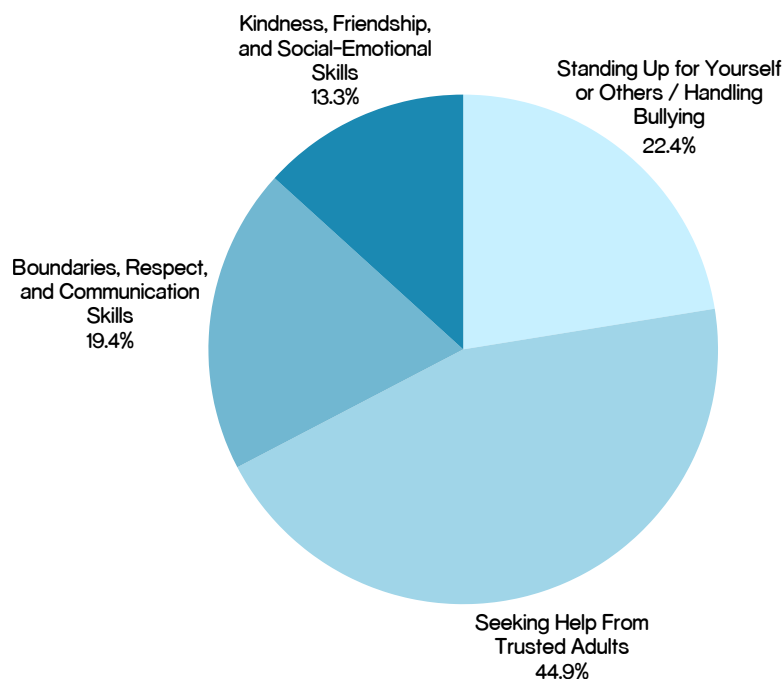


Post-Workshop Data Results

Open-Ended Question 2

On workshop surveys, students were also asked a series of open-ended questions. the responses to these questions were sorted into categories.

Share an example of how you will use something you learned in the workshop:



Sample Responses:

- I would stand up to my friends and tell them to stop
- If they be rude to me I will stand up in myself. I will said I feel sad can you please stop.
- I will use my firm voice to ask and answer questions to people that are annoying me.
- Tell an adult even if you think you overthink that you're a tattletale.
- I will use the example of telling the teacher when something is wrong
- I will use physical boundaries
- My example is you can help someone talk to a teacher
- How to be a good friend!
- I can stop someone from bullying someone else.
- to tell the teacher if it's getting too big so they can help



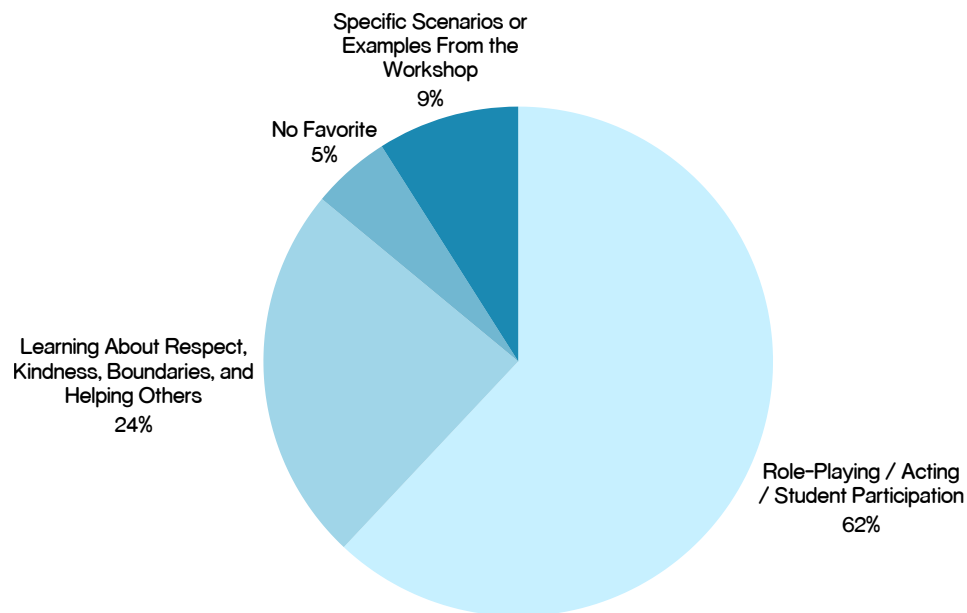
Post-Workshop Data Results

staging conversations

Open-Ended Question 3

On workshop surveys, students were also asked a series of open-ended questions. the responses to these questions were sorted into categories.

What was your favorite part of the workshop?



Sample Responses:

- The Role Playing because it shows us to be respectful
- my favorite part of the workshop was when students were acting.
- my favorite was not the bullying But when you stood up for yourself.
- when the kids that were participating how they were confident and how they acted.
- Seeing people act out and what you can do to help.
- my favorite part was when they got back together as friends
- My favorite part of the workshop was telling us to stick up for ourself.
- My favorite part was when others were acting out the problem it was good practice.
- that they acted out because it shows us how it happens with actors and that we know what is bullying so when we see it we know it's not right.

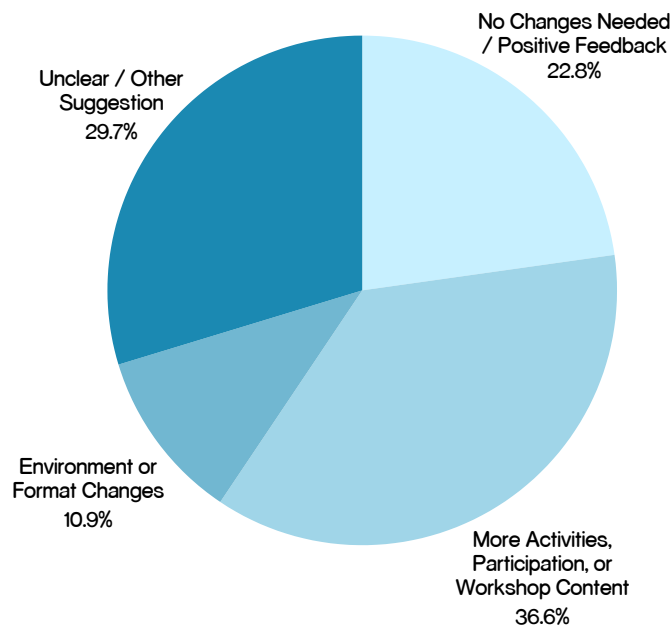


Post-Workshop Data Results

Open-Ended Question 4

On workshop surveys, students were also asked a series of open-ended questions. the responses to these questions were sorted into categories.

How can we make this workshop better?



Sample Responses:

- by getting 5th graders to see what they do.
- I want people to answer more questions. Also to make more kids go up and act.
- By having more role plays and talking more about what they were talking about.
- They can inform a little more like read a book or more roleplaying.
- Maybe they could make more roleplays and read us a book of respect.
- It was great but it also could've included to teach others not to fight others.
- you can make students have a chance to ask questions or giving more information to students.
- nothing because I loved everthing.
- it is already good and I like how it shows how to solve problems.
- honestly it is already good!
- I wanted more action!!
- They can make a book and do more roleplays

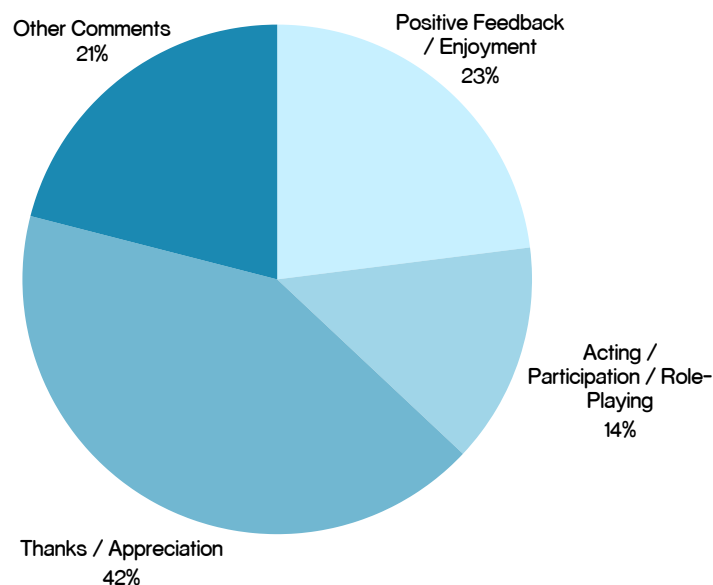


Post-Workshop Data Results

Open-Ended Question 5

On workshop surveys, students were also asked a series of open-ended questions. the responses to these questions were sorted into categories.

Other Comments?



Sample Responses:

- o No, I don't have any more. Because it was really good and entertaining
- o I like how people was asking question and when people come up to role play.
- o thank you for teaching us how to respect kids and adults
- o It was amazing to watch and learn.
- o I loved how all of the people acting were nice at acting.
- o I really want you to pick me more
- o the performance was great
- o I loved it! I hope you guys come again!
- o I Loved the interview and I loved how you got to help people.
- o thanks for coming to teach us about how to stand up for ourselves
- o we always need help.
- o Thank you for coming!



Scheduler Feedback

14 schedulers who coordinated programming with RESPECT completed the client satisfaction survey.

All schedulers responded “Agree/Strongly Agree” to the following statements:

- The RESPECT Scheduling Coordinator was friendly and professional.
- The RESPECT Scheduling Coordinator provided clear, timely, and accurate information about the program and its requirements.
- The RESPECT Scheduling Coordinator returned calls, emails, and other communications in a timely fashion.
- The RESPECT Actor Educators were professional in all aspects of their behavior (physical presentation, timeliness, etc.)

Additionally they replied to three open-ended questions. Here are some sample responses:

How can we do better?

- Have more than one storyline
- Stop & Think was a little long and should be cut shorter to keep interest
- Nothing, you guys are great.
- We all thought the program was very good. If I had to find a point of improvement I would mention that the performers weren't very clear/confident during the talk back. However, I understand some of them were fairly new and that will come with time.
- Maybe some more interaction. Get the kids on their feet a little more possibly.

What did you like best?

- The programs were developmentally appropriate and relevant to our students!
- With younger students - love the actions - stop, think and how can I help and also the action countdown.
- The children really enjoyed the show. Puppies are loved by this age. I appreciated the developmental appropriateness of the skill being taught-and the repetition/practice interwoven throughout the show.
- The patience the actors had with the younger children.
- We really enjoyed how our individuals were able to get up and interact with the other actors and the scenes. They also did a really great job of answering the questions that were asked.
- The content is always very great for the kids. The lessons the learn from each production is awesome!

Additional comments?

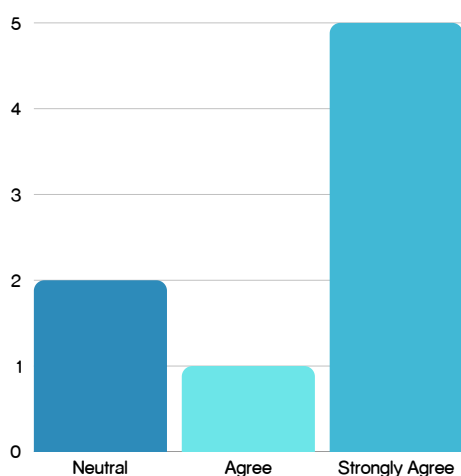
- We are so excited about our additional workshops that we have scheduled for 2026!
- Thank you so much for your funding to allow [our] students an opportunity to enjoy your shows.
- AWESOME



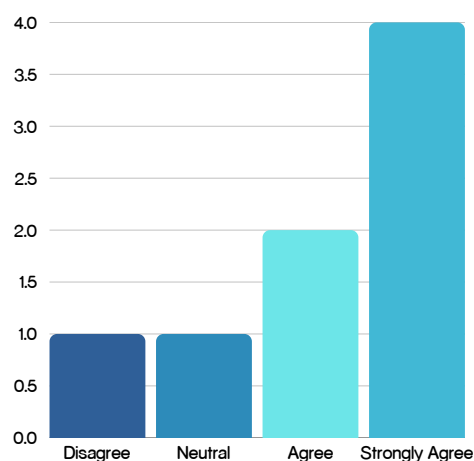
Educator Feedback Results

staging conversations

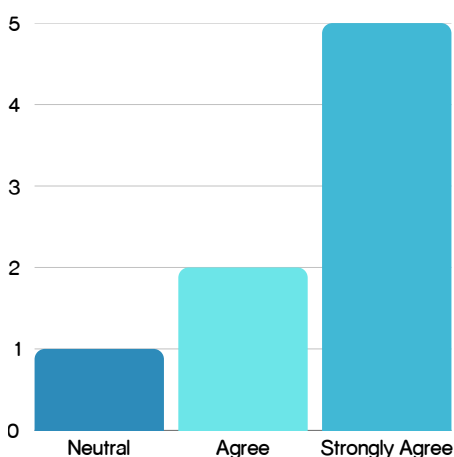
8 educators whose students participated in programming from RESPECT completed client satisfaction surveys. Teachers were asked to rate 8 statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). No respondents answered "Strongly Disagree" to any of the statements. Analysis demonstrated that a statistically significant number of teachers replied Agree or Strongly Agree to the following statements (percentage included with statements below).



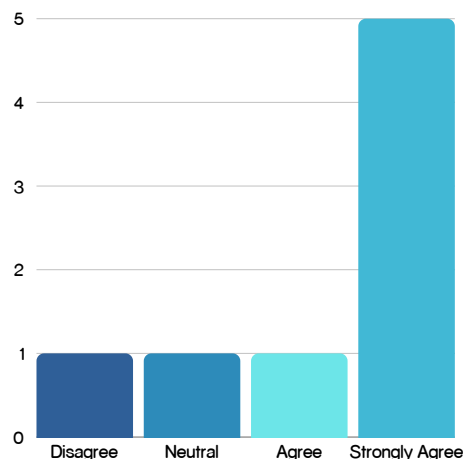
The program caught and maintained the attention of my students.
(75.00%; $t=4.25$, $p<.05$)



The program and language were sufficiently interactive and appropriate for my students' developmental level.
(75.00%; $t=2.83$, $p<.05$)



The program provided good information about, and opportunities to practice, safe, pro-social relationship skills.
(87.50%; $t=5.61$, $p<.05$)

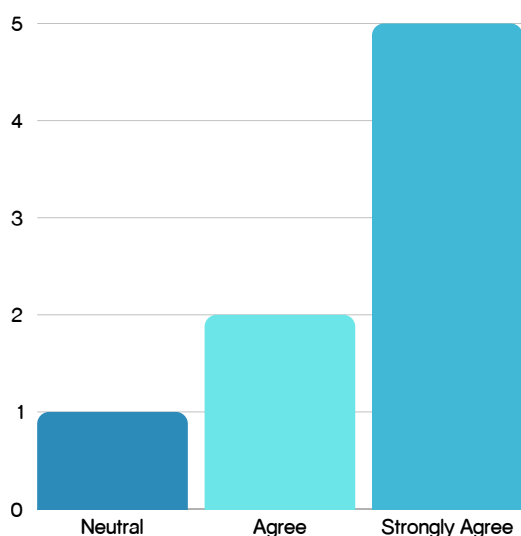


Staff were well-informed, and interacted in a way that helped students process the educational elements of the play.
(75.00%; $t=3.03$, $p<.05$)

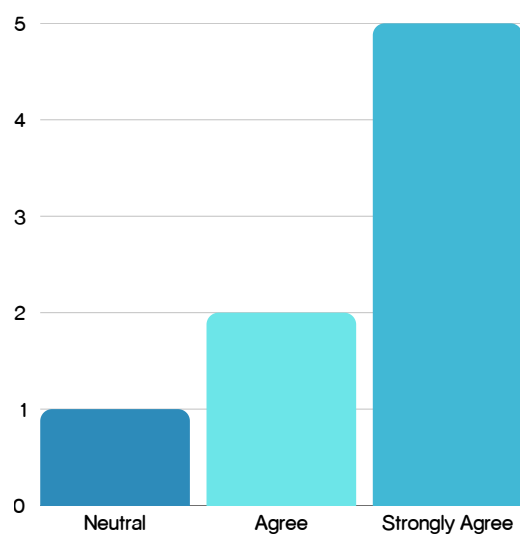


Educator Feedback Results

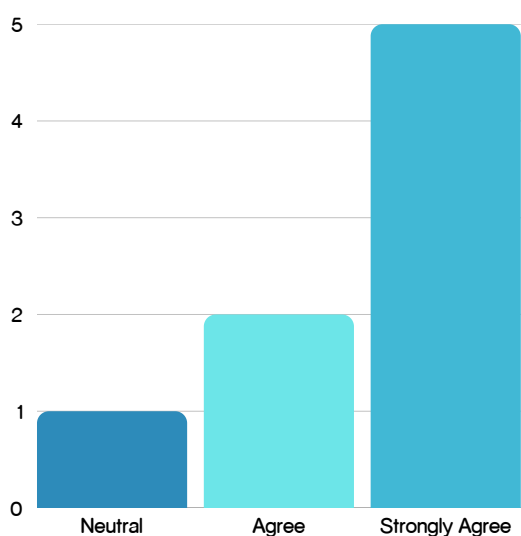
Staging Conversations



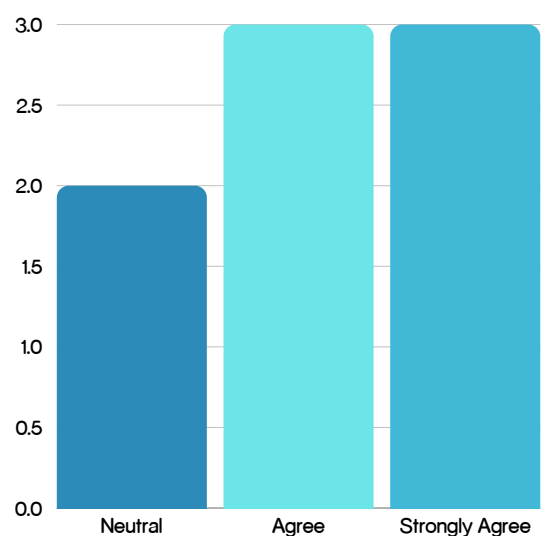
The message of the program was clear, strong, and truly beneficial to our organization.
(87.50%; $t=5.61$, $p<.05$)



The RESPECT Actor Educators were professional in all aspects of their behavior (physical presentation, timeliness, etc.)
(87.50%; $t=5.61$, $p<.05$)



Overall, the presentation successfully promoted social-emotional learning.
(87.50%; $t=5.61$, $p<.05$)



I would recommend this program to other teachers or schools.
(75.00%; $t=3.81$, $p<.05$)



Educator Feedback Results

staging conversations

Additionally, educators replied to three open-ended questions. Here are their responses:

How can we do better?

- Nothing comes to mind - it was great!
- Not having to read from an ipad may have enabled the staff more opportunity for eye contact and interaction with students instead of focusing on reading.
- make it even more interactive
- More visuals would be helpful.

What did you like best?

- Reviewing the steps of stop and think and how to make friends at the end as a recap...helps the kids remember!
- The staff were enthusiastic.
- The story was interactive and gave a chance for the audience to participate.
- when students can be involved
- The interaction with the students.
- The actors were well trained and worked well with the students.

Additional comments?

- Thanks for coming!!
- Thanks for coming!!
- none
- I liked how you checked before hand for a staff member to come up before the play. Many times, we have specific kids we can't leave, so that was nice to see this year instead of being caught off guard.





Conclusions

It can be asserted that as a result of the programs from RESPECT during the 2025-2026 school year, elementary students:

- Learned new ways to stay safe online and gained a better understanding of internet safety
- Increased their confidence in knowing how to help themselves or friends in situations involving cyberbullying
- Better understood the importance of identifying and asking trusted adults for help when something online feels unsafe or uncomfortable
- Learned the importance of treating animals with kindness, respect, and safe behavior
- Improved their understanding of bullying, including ways to support others and report unsafe situations
- Learned strategies for managing strong emotions and making safer, more respectful choices during challenging situations
- Reported learning new ways to help themselves and their friends
- Indicated intentions to apply the lessons and skills learned through the programs in their daily lives

Additionally, a statistically significant number of students agreed that RESPECT programs:

- Helped them better understand the topics being presented
- Provided clear and helpful information
- Increased their understanding of healthy and respectful behaviors
- Helped them feel more prepared to handle difficult social or online situations
- Made learning enjoyable through educational theatre

Open-ended student responses further suggested that students valued:

- Interactive and engaging performances
- Opportunities to participate during discussions and talkbacks
- Practical lessons related to online safety, bullying prevention, emotional regulation, and helping others
- Learning important skills while also having fun

Scheduler feedback affirms that:

- RESPECT's Scheduling Coordinator was friendly, professional, and provided timely and accurate communication
- RESPECT's Actor Educators were professional in all aspects of their behavior
- The performances were engaging and effectively modeled important lessons while keeping students actively involved



Conclusions

Student Outcomes from Workshops:

- Students generally responded positively to the Direct With RESPECT workshop, with the role-playing activities receiving the strongest positive feedback.
- Many students said the most important things they learned were social-emotional skills, respecting personal boundaries, and ways to respond to bullying situations.
- Students shared that they plan to use what they learned by seeking help from trusted adults, standing up for themselves or others, and using respectful communication and boundary-setting skills.
- The interactive nature of the workshop stood out to students, with role-playing, acting, and participation being the most commonly identified favorite parts.
- When asked how the workshop could be improved, students most often suggested adding more activities and opportunities for participation, while many felt the workshop did not need any changes.
- Additional comments were largely positive, with many students expressing appreciation for the workshop and enjoyment of the learning experience.

Scheduler Feedback:

- All 14 schedulers agreed or strongly agreed that RESPECT staff were friendly, professional, responsive, and provided clear and accurate information.
- Schedulers praised the developmental appropriateness of the programs, engaging content, student participation opportunities, and professionalism of the Actor Educators.
- Suggestions for improvement included adding more interaction, shortening some content for younger students, offering additional programs for PreK-K students.

Educator Feedback:

- Educators reported positive outcomes across all survey areas, including student engagement, social-emotional learning, developmental appropriateness, and staff professionalism.
- Teachers especially appreciated the interactive format, student involvement, skill reinforcement, enthusiastic staff, and positive actor-student interactions.
- Suggestions for improvement focused on increasing student participation and incorporating more visuals.



Acknowledgements

RESPECT would like to offer our sincere gratitude to the following:

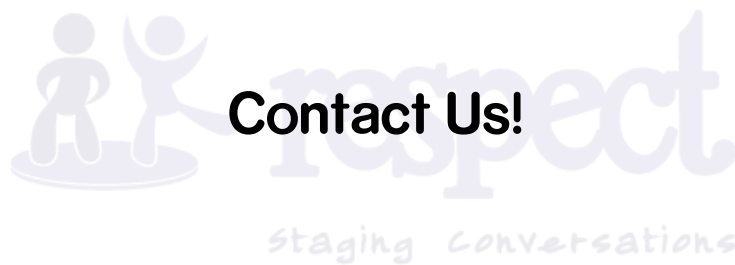
School Administrators, Office Staff, and Teachers

- Thank you to all staff members at the schools and child-serving organizations who opened their doors to RESPECT and made our staff feel so welcome. We were impressed with the knowledgeability, resourcefulness, and kindness of the office staff as well as the support of all the teachers we encountered.

Program Schedulers

- Thank you to all of the administrators, teachers, and counselors who worked with RESPECT's scheduling coordinator to get programming on the calendar for their school or organization. Special thanks goes out to the individuals who helped oversee the administration of surveys to their students





Contact Us!

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