

# **2012 Herman Goldstein Award**



**My Body...My Life...**

**Empowering women through awareness,  
education, violence prevention and self-defense  
techniques**

## Section 1: Summary of Application

“My Body...My Life...” is a program collaboratively developed by law enforcement, mental health and educational professionals designed to empower women thirteen and above to successfully navigate life’s challenges now and in the future. The goal of the program is to empower women through awareness, education, violence prevention and self-defense techniques. Specifically, the program empowers women over the age of 12 by:

- ✚ Teaching participants about violence against women;
- ✚ Providing simple and effective techniques to address each form of violence in an immediate and appropriate way;
- ✚ Fostering an understanding of what constitutes appropriate and inappropriate actions, behaviors and beliefs in the development of health relationships; and
- ✚ Demonstrating effective strategies participants can use to protect her body and her life.

The program teaches participants to identify simple verbal and physical cues and use counters to avoid violence and/or remove themselves from volatile situations. “My Body...My Life...” addresses awareness, empowerment, positive relationships, good self-esteem, abuse prevention, effects of alcohol and drug use on decision making, risks associated with internet use and texting, and self-defense. Visual, physical and auditory aids are employed to increase participant understanding, development and retention. Learning aids include ‘intoxication’ goggles, training videos, role playing, etc. Juvenile participants are required to

provide a completed permission slip signed by their parent/guardian; or juveniles may be accompanied by their parent/guardian. Physical techniques will be demonstrated upon each student, by the instructors and with other students. Direct language, both in presentation and format reflect the seriousness of the topics, while humor, fun and physical participation increase student understanding and engagement with the curriculum, improves information retention and successful use of strategies and techniques.

The curriculum is comprised of ten modules, requiring between thirty to sixty minutes per session. Complete instructions for implementation are provided. The program's structure allows modules to be implemented as needed to fit the requirements of adopting organizations, instructors and police departments either in daylong sessions or in hourly increments across several days or weeks. The program's flexible presentation encourages adopters to collaboratively develop partnerships to identify, assess and address specific problems facing women in that community.

In order to become certified, instructors are required to successfully complete thirty-two hours of training which is provided free of charge to officers nationwide. Training includes three days of classroom instruction and one interactive field day. The interactive field day allows participants to teach the entire ten module program.

## **Section 2: Description**

### **A. Scanning:**

Due to an increasing number of physical and sexual assaults reported by female students, a local school principal contacted a police officer who was known to be a self-defense instructor. The administrator was interested in the development of a program that taught female students self-defense techniques and awareness strategies. The officer received approval from the Norman Police Department to work collaboratively with the school to develop a departmental rape prevention program that also met the needs of this specific middle school.

The initial program was implemented in a midsized middle school. The program was well received by participants and school administration which led to a second request to expand the program by incorporating additional needs identified by a second school administrator and counseling staff. Due to an increase in the reporting of inappropriate relationships involving sex, alcohol, drugs and abuse by female students, school officials requested that the scope of the original program be increased to address both the physical aspects of self-defense and a myriad of issues associated with inappropriate relationships ( see appendix for the power point of this program). Through the unique qualities of the officer involved and a committed school administrator, the Norman Police Department has successfully expanded the program to meet community driven requests for an integrated, multidisciplinary prevention tool that encompasses components from law enforcement, mental health and education. Specifically, the developing officer is not only a 29 year veteran of the police department but also

holds a Master's Degree in Human Relations, with a focus on counseling and psychotherapy and is a practicing Licensed Practical Counselor in the State of Oklahoma. This officer has become the department's Champion for abuse prevention and community outreach in this area.

A second expansion of the program occurred in 2006 with program implementation in all Middle Schools in the Norman School District and the addition of a second instructor. 2006 is the year utilized as the base line for comparative analysis of the program. By 2011, the demand for the program exceeded the available resources and additional officers were added as instructors with program adopters growing to include both high schools in the Norman Public School system and in the Little Axe school system. Further the program has increased the scope of targeted participants from middle school age girls to women 13 years of age or older and has been adopted by community groups serving university students and the Norman community in general. It is important to note that the program is continually evolving based on the newly identified needs of the target population on this issue.

**B. Analysis:**

A wide variety of data and information sources were used to analyze the problem. Open and meaningful discussions were held between the police department, the local school system and other local organizations to help identify issues and contributing factors. Collaborators included faculty and staff with Norman Public Schools, officers and crime analyst with the Norman Police Department, staff from Norman's Women's Resource and Cleveland County

Youth and Family Centers, university faculty and staff specializing in sexual abuse and community outreach. Additional sources of data and support utilized in studying the problem include the Centers for Disease Control and Prevention (CDC), the United States Department of Justice (USDOJ), the National Organization for Women (NOW), the National Crime Victimization Survey's (NCVS), the Rape Abuse and Incest National Network (RAINN), the Youth Risk Behavior Surveillance Surveys (YRBSS), and the National Violence Against Women survey's (NVAW).

The City of Norman, Oklahoma is a suburb of Oklahoma City and has a population of over 110,000 citizens. It is also home to the University of Oklahoma which has over 20,000 students and a large work force, many of whom are not included in the population estimate. Rape is one of the most underreported crimes in the community, and across the United States. Norman's status as a university community likely exacerbates both the occurrence and under-reporting of the female targeted violence. There are many reasons associated with underreporting which this program specifically addresses and advocates the reporting of all incidents.

National estimates suggest that every two minutes someone in the U.S. is sexually assaulted (RAINN) and 22 million women have been raped in their lifetime (National Intimate Partners 2010) with only about 26 percent of all rapes or attempted rapes reported (USDOJ). Estimates from the National College Women and Sexual Victimization Study (NCWSVS) indicate that between one and four college women experience a completed or attempted rape while

attending school (Facts about Violence 2012; Fisher 2000). Based on NCV interviews, females age 12 and older experienced an estimated 182,000 rapes or sexual assaults in 2008 (US Bureau of Justice Statistics 10/23/2009).

Locally, it is estimated that the incidence rate of rape in Oklahoma is 30 percent higher than the national average with less than 50 percent reported. Further, the Oklahoma State Department of Health (OSDH) reports that 75 percent of rapes in the state involve minors (persons under the age of 18) with about one in 15 date rapes involving violence. Additionally, almost ten percent of Oklahoma high school students report being victims of dating violence each year (Oklahoma Youth Risk Behavior Surveillance 2009). Further, analysis of Norman specific crime and YRBS data revealed that the reported amount of sexual abuse and violence was increasing and is more extensive than reports indicated or that people were aware.

Feedback from students has been used throughout the development of this program and remains an integral component. Feedback was received on several levels and included questions to obtain information on learning, knowledge retention, strengths and weaknesses, and student recommendation of the class to a friend. Analysis of information provided through student feedback and community stakeholders revealed that the local characteristics of rape followed traditional patterns where most incidents were situational or date rapes with the most frequent time of occurrence during evenings and weekends. Issues surrounding the use and availability of alcohol and drugs (i.e., the abundance of alcohol and drugs, number of alcohol establishments and parties), were also

found to be a major contributing factor in the poor decisions made by the victims and offenders. National studies also suggest that the time of day and location need to be discussed with 67 percent of rapes or attempted rapes occurring between the hours of 6:00pm and 6:00am (New Mexico Clearing House on Sexual Abuse and Assault Services) and 55 percent occurring at or near a friend, relative, or neighbor's home.

What are the costs of ignoring a problem that affects millions of women and their families? Rape, sexual assault and violence against women can create numerous difficulties for the individual victimized by the criminal act. The traumatic effects suffered by victims of attacks are both physical and psychological. Short term suffering can include fear, anxiety, guilt, blame, hostility and feelings of helplessness, loss of self-esteem and/or loss of control. Nearly all victims experience some form of psychological trauma associated with the attack, with many victims reporting symptoms associated with Posttraumatic Stress Disorder, leading to long term suffering for the victim and their families.

The earlier the onset of victimization, the more likely long term psychological effects will be experienced. These effects can range from depression and fear/anxiety to the creation of an environment where the victim develops inappropriate coping mechanisms, such as suffering and increases the chance of recurring victimization, or even developing actions and behaviors where the victim becomes an aggressor toward others, in an attempt to gain control of their fear and anxiety. Victimization also can lead to inappropriate life choices and patterns for the individual. Victimization can create an environment



that can lead to a reduction of socio-economic status for the individual due to the effects suffered by the victim as well as the development of a culture of violence within the victim's family and the continued acceptance of victimization by the individual.

Prior to the development of "My Body...My Life..." the Norman Police Department relied on traditional, reactive educational approaches practiced by the majority of police departments which focused on teaching self-defense tactics. Successful self-defense training requires an extensive time commitment to develop required rote memory skills and muscle memory for proper utilization. A larger issue with a sole focus of prevention training on self-defense was that it often was responsible for the introduction of the violence into incidents of rape. Additionally, these programs tend to focus on adult women, with little thought or education provided to younger women of school age. Community organizations tended to rely on traditional rape prevention programs as well.

***C. Response:***

After reviewing all available information, collaborators determined key issues that needed to be addressed in the curriculum included 1) the use of alcohol/drugs by offenders, 2) situational, temporal and environmental opportunity, 3) social pressure on the offender and victim to engage in harmful and/or deviant behavior, 4) the victim's lack of understanding and knowledge of risks, 5) self-esteem and self-image, 6) effects of alcohol and drug use on decision making, 7) interpersonal and relationship skills, 8) the provision of prevention programming for younger women, 9) a need for inclusive training that

addresses same gender issues, 10) the need for attendees to achieve individual empowerment whether they are married or single, and 11) all forms of violence against women.

Potential responses included the expansion of sexual education programs that were already being used in the schools and community or traditional self-defense and rape prevention that could include material similar to the program eventually developed by the Norman Police Department. A major problem with existing programs was the failure to target age specific groups. Also, the public schools zero tolerance policy on violence was counterproductive to many of the traditional self-defense based approaches. The most current form of the “My Body...My Life...” program was designed to address these issues and incorporate the four levels of prevention listed below:

- Primary Prevents healthy people from ever experiencing traumatic events that may affect them for the rest of their life.
- Secondary Halts or slows the progression of a problem at its earliest stages of risk/occurrence.
- Tertiary Reduces the negative impact of existing problems by working with individuals to improve functioning.
- Quaternary Try to prevent relapse into violence situations. The people in this level have already experienced and been effected by a traumatic event. The program tries to stop further damage or involvement.

Further, the Norman Police Department wanted to ensure that the adopted program addressed issues of legality and reduced the occurrence of crime or harmful situations. The selected program would be administered within the public schools, in compliance with the school system's policies and conform to the expected norms of the community. This program is expected to reduce long term effects on victims, increase communication between victims and authorities, and assist in identifying, preventing and resolving harmful situations.

The "My Body...My Life..." program was collaboratively developed by law enforcement, mental health and educational professionals to address all the needs identified through the analysis process. The program teaches participants to identify simple verbal and physical cues and use counters to avoid violence and/or remove themselves from volatile situations. "My Body...My Life..." addresses awareness ( see appendix for awareness triangle utilized in the training), empowerment, positive relationships, good self-esteem, abuse prevention, effects of alcohol and drug use on decision making, risks associated with internet use and texting, and self-defense. Visual, physical and auditory aids are employed to increase participant understanding, development and retention.

For 2012, the program was expanded to all of the High Schools in the Norman Public school system and to a second public school system. Based on the attendance rate of the first semester that included the high schools it is projected that the number of attendees will double for the 2012 calendar year. The Oklahoma State Department of Education observed the program this year

and is evaluating the possible expansion of “My Body...My Life...” to all public school districts within the State of Oklahoma.

Measurable objectives are difficult when a goal is the reduction of rapes or the prevention of harmful events. The program tries to educate women about rape and situational factors that lead to violence against women and will thus reduce the incidence of occurrence. The Norman Police Department wanted to achieve acceptance of the program by the school system and then expand to all middle and high schools in the Norman Public school system, other school systems within the city and the state of Oklahoma. This would be accomplished through a partnership with the school systems and the State Department of Education. Through this partnership important feedback through involvement of students, teachers, counselors and principals would be achieved.

The cost to implement any program is always an issue for police departments. This program requires the presence of at least two training officers and one female teacher from the school at all trainings. Compared to traditional programs, “My Body...My Life...” utilizes on duty officers, school facilities, is shorter in duration, with higher completion rates, resulting in a lower cost program. No money was provided by any of the partners for implementation of the program.

Prior to implementation, collaborators spent one year planning and consulting to develop a program that met the ideals and needs identified during the assessment. The program needed to comply with school policies and gain departmental acceptance. Successful implementation of this program requires

additional time for officers to train, plan and teach. Some of the difficulties encountered during the implementation of “My Body...My Life...” was the coordination needed between agencies. The agencies needed confirmation for the need to expand the program and to expand the number of instructors. Another obstacle was overcoming predetermined prejudices against the new program and initial resistance to implementation by those that thought it was “the same old thing”.

The Norman Public School System and the Norman Police Department were the initial partners in responding with this program. Input from the target population and other community partners helped smooth the transition during implementation. If the program expands statewide the Oklahoma Department of Education will be involved in accomplishing the implementation. Local media such as the Norman Transcript (see appendix for article), and FOX 25 television (video link provided in the appendix) have provided news articles outlining the program to educate the community about the benefits of this program. The media response and positive responses from attendees led to higher demand for the program from a broader range of community organizations serving the targeted population.

***D. Assessment:***

The program has been well received with increasing demand for the program and instructor training from outside departments (see appendix for attendance graph). The program is being taught in every middle school and high school in Norman, the Little Axe public school district and is being considered for

a statewide implementation. In addition to educational and social service organizations, demand from the faith based community is expanding. These increased demands outstrip current staffing resources.

Attendees are surveyed at the end of all trainings. One of the survey items used as a value question asks participants if they would recommend the program to a friend. Results have always indicated that 100% of the respondents would do so. Further, crime statistics from the Norman Police Department indicate that the percentage of all reported rapes that were juvenile victims is lower than that of adult victims with a decreasing rate from 2007 to present (See graphs in appendix). The gap between adult and juvenile victim rates could be a positive indication of the effect of the program. The program encourages reporting of rapes or attempted rapes. So this positive trend includes an educational component of increased reporting.

The evaluation of the program involved the schools where the training was provided, administered to participants and analysis by police department and state and local school systems. Additionally the Norman Public Schools provides YRBS data specific to their school system. The YRBS is conducted in the Norman Public Schools every three years. However, analyzed data is not reported by gender. In the 2005-2006 YRBS survey, one control question addresses sexual violence by asking if they had ever been forced to have sexual intercourse. Almost ten percent of respondents indicated that they had been forced to have sexual intercourse. Three years after the program had been in the middle schools this rate had reduced to 8.2%.

Possible strategies being considered to strengthen the program include utilization of social media to educate and increase awareness in a wider audience of women and their family members (link to NPD You Tube video is in the appendix). Anecdotal accounts of women sharing law enforcement based warnings and notices regarding female victimization suggest that the use of social networking sites, group email blasts and texts could prove to be effective and well received by the target population.

There was very little concern about the displacement of situational rapes as they usually involve known acquaintances with environmental factors playing pivotal roles in assaults. In situations where you have a very motivated offender, the potential exists for displacement to other locations as one of the objectives of the program is to prevent victims from putting themselves in vulnerable situations.

As with any committed effort, quality improvement in the form of continual evaluation and improvement is required. The yearly progression and development of students ensures that there will be a new group of youth in need of training. Further as the program expands into the community there will be a larger demographic to serve. Finally, the factors and specific environments that place women at risk are moving targets with youth culture. Many of the digital forms of victimization being faced today could not have been envisioned 10 years ago.

### **Section 3: Agency and Officer Information:**

#### **Authors:**

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Sergeant Robert Moore, MHR, BHRS, LPC, & Program developer, NPD

#### **Key Project Team Members:**

Sergeant Robert Moore MHR, BHRS, LPC  
Master Police Officer Marcus Savage  
Darien Quattlebaum-Moore MEd

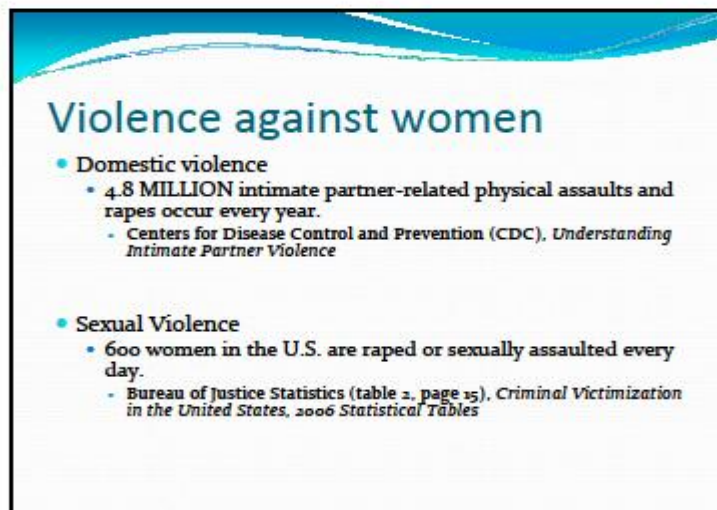
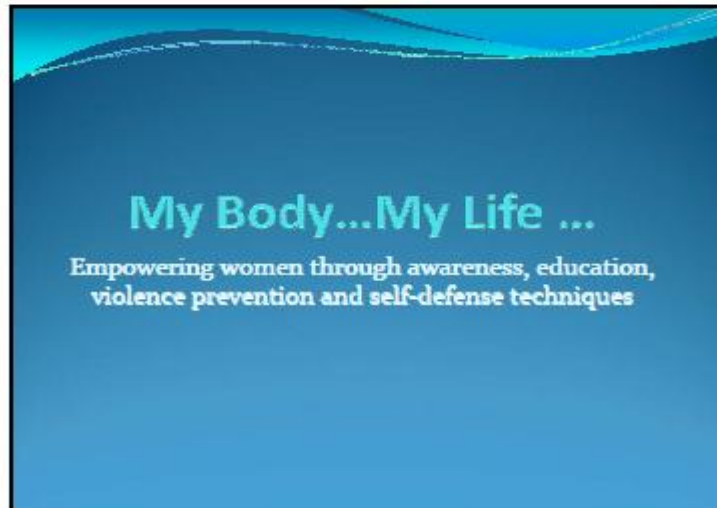
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## Appendix

“My Body...My Life...” power point.



## Violence against women

- Rape
  - One out of six American women have been the victims of an attempted or completed rape.
    - (*Prevalence, Incidence and Consequences of Violence Against Women Survey, National Institute of Justice and Centers for Disease Control and Prevention, 1998*)
  - Fewer than half of all rapes are reported to the police.
    - (*Department of Justice, 2001*)
  - More than half of all rapes of women occur before the age of 18.
    - (*Full Report of the Prevalence, Incidence, and Consequences of Violence Against Women, Findings from the National Violence Against Women Survey, November, 2000*)
  - Almost two-thirds of all rapes are committed by someone who is known to the victim.
    - (*National Crime Victimization Survey, 2005*)

## Violence against women

- Murder
  - 3 women are murdered by an intimate partner each day.
    - Bureau of Justice Statistics, *Intimate Homicide Victims by Gender*
  - Of all women murdered in the U.S., about one-third were killed by an intimate partner.
    - Bureau of Justice Statistics, *There has been a decline in homicide of intimates, especially male victims*

## A request for help

- In 1994, the principal of Norman High School, Dan Quinn, came to understand the many social pressures and difficulties faced by the young women in his school.
- Dan Quinn contacted a friend who was a local police officer, trained in several areas of self defense and worked on a regular basis within the school system, Sergeant Robert Moore.
- At the request of Dan Quinn, Sergeant Moore developed a program for female students, focusing on rape prevention and self defense.
- This program was scheduled and facilitated with school counselors at Norman High School, with Sergeant Moore teaching the classes.

## Goals of the program

- Empower women and young women to:
  - understand violence against women in its many forms
  - address each form of violence in an immediate and appropriate way
  - understand and address inappropriate relationships
  - protect her body and her life

## History of the program

- The Norman Police Department has offered self defense and rape prevention classes for many years, usually provided to civic groups, women's organizations and at the public's request.
- These classes were taught by a various officers, responding to problems and questions posed by these different groups, without any specific structure, planning or goal development.
- In 1994, at the request of a local high school principal, an officer began to develop a program to incorporate awareness, behavioral techniques, empowerment of the individual, relationship and developmental theory to help women to be more capable to understand violence against women in its many forms, to address each form of violence in an immediate and appropriate way, to understand and address inappropriate relationships and to empower the individual woman to protect her body and her life.
- The officer developed a written outline for the program, with specific goals, objectives and methods addressed in that outline.

## History of the program

- In 1998, a high school counselor involved in scheduling and monitoring the presentation of this program moved to the middle school level.
- The counselor and her new principal soon realized that many of the young women in her school were the victims of violence and involved in inappropriate relationships.
- The counselor contacted the police officer and requested that he modify his program to be able to present to younger women of middle school age.
- The program was expanded to include a variety of topics to address the difficulties identified through the counselors at schools, women's groups and national organizations, as well as maintain the viability of the program for women of all ages.
- Presentation of this new program began the next year, with a minimum developmental year of 7<sup>th</sup> grade for acceptance into the program.
- The program developed into a structure of outlines and lesson plans, to help maintain the structure and integrity of the program, as well as to provide the ability to develop additional instructors for the program.
- Since the development of that program, it has been presented to thousands of women of all ages, in and near the Norman area, with overwhelming acceptance and positive feedback.
- This program has been presented on a continuous basis within the Norman Public School System and within the community of Norman since that time.



## History of the developer

- Sergeant Robert Moore is a veteran police officer of the Norman Police Department, with over 28 years of service to the City of Norman.
- Sergeant Moore received training in self defense through a variety of martial arts, achieving a third degree in Tae Kwon Do, and teaching self defense in a myriad of venues since that time.
- In 1990, Sergeant Moore was certified as a Defensive Tactics Instructor through the State of Oklahoma Council of Law Enforcement Education and Training, training police cadets and officers in all areas of defensive tactics, within the State of Oklahoma.
- Sergeant Moore received a Masters Degree in Human Relations in 1996, from the University of Oklahoma, with focus upon counseling and psychotherapy.

## History of the developer

- Sergeant Moore has been a practicing Behavioral Rehabilitation Specialist since 2000 and a Licensed Professional Counselor since 2004, through the State of Oklahoma.
- Sergeant Moore is married to a principal of a local middle school and has one son and three daughters.
- In 2008, Sergeant Moore requested that he be allowed to train other officers in the appropriate presentation of this program to the public.
- Master Police Officer Marcus Savage was selected to become the first acknowledged instructor of this program and has provided immense developmental perspectives, presentations and support for this program.
- Darien Quattlebaum Moore, the principal of the middle school who first requested the program, also has helped with the development, facilitation and presentation of this program.
- All of the experiences, training, perspectives and education of these individuals have been brought together to provide the best violence prevention program possible.

## The program

- The program is divided into modules, to allow patterning of the program to the information requested from the group, school or organization.
- There are ten modules used for teaching the complete program, with each module taking from thirty minutes to one hour to teach.
- The program can be taught as a whole, in one day, or broken down through the use of the modules to instruct over several days or even several weeks.

## The program

### The Modules

- |                         |                     |
|-------------------------|---------------------|
| • Introduction          | • Alcohol and drugs |
| • Awareness             | • Date rape         |
| • Empowerment           | • Violent rape      |
| • Relationships         | • Cyber cautions    |
| • Self-esteem and abuse | • Closure           |

## The program

- This is NOT a kick boxing or mixed martial arts class, it is intended to provide simple, natural, repeatable movements to deter violence against your self through appropriate means.
- This program can be used for women of all ages, ranging from 7<sup>th</sup> grade students, a minimum age for developmental reasons, through adult women.
- The full program addresses awareness, empowerment, relationships, self- esteem and abuse, alcohol and drugs, internet and texting, as well as physical self defense techniques.
- This program uses visual, physical and auditory aids to help support increased understanding, development and retention with the students; such as 'intoxication' goggles, abusive relationship video, role playing, etc.

## The program

- The program uses simple verbal and physical cues and counters to avoid violence and empower the individual to remove themselves from the situation.
- This program can be modified for specific times, locations, circumstances and group consistency, such as programs for holiday shopping or business interaction.
- Due to the time constraints and scheduling associated with presenting this program, it is important to contact the instructors with any specific requests or situations that you may want addressed through the class.

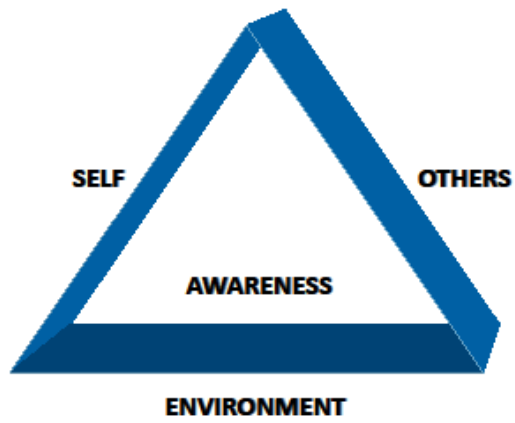


## The program

- Requirements/requests
  - Contact the Norman Police Department Office of Community Relations, 405-321-1600, to request information regarding the program and to request a presentation.
  - If juveniles are in the class, they must be accompanied by their parent/guardian or have a permission slip signed by the parent/guardian.
  - In these programs, physical techniques will be demonstrated upon each student, by the instructors and with each other, so the student will be more able to understand the methods used and increase the retention and success of those techniques.
  - Language, presentation and format reflect the seriousness of the topics presented, though we attempt to add humor and fun to increase the participation of the student and retention of the information and instruction provided.



## **ANALYSIS TRIANGLE**



Fox – local television video

**Link for video**

[http://www.okcfox.com/newsroom/top\\_stories/videos/kokh\\_vid\\_5165.shtml](http://www.okcfox.com/newsroom/top_stories/videos/kokh_vid_5165.shtml)



**Norman Police Department's You Tube of:**

[My Body...My Life...](#)



# The Norman Transcript

With You Since the Land Run of 1889

Sunday, March 4, 2012

Norman, Oklahoma

normantranscript.com

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Transcript Photo by Kyle Phillips

Sgt. Robert Moore lightly demonstrates a self-defense maneuver on a student at Whittier Middle School Friday morning. Moore conducts self-defense classes for students around the Norman School District.

## Defense: 'I love helping people'

► Continued from Page A1

### A long career in Norman

Moore has been working for the Norman Police Department with a "passion" since 1983, and he said it's the only police department he's ever applied to work for.

He said the people of Norman have made all the difference. "I love helping people, making a difference," he said. "I'm a field officer; I've always been a field officer. It's just what I love."

He also enjoys the fact that "every day is different," and he said his job allows him the time to use his master's degree in counseling to work with families and children in the evenings at North Care Center in Norman. He is a licensed professional counselor.

He said the most challenging part of his jobs is accepting the fact that he "can't help everybody."

"I can't save everybody, and I can't always please everybody all of the time," he said. "That's difficult to accept."

Although he can't please everyone, he said his biggest accomplishments have been presented to him by his peers.

The American Legion Auxiliary presented him with the state award for officer of the year for crime prevention in 1992. He won an award in 1999 for his investigation of gang activities in Norman and he said he has been nominated for officer

began teaching the material in Norman's middle schools.

### A growing program

To date, Moore said he has taught girls and women from ages 10 to 90, and in just the last few years, several thousand women and young girls have completed the course.

The program, however, is only getting bigger.

"Under the new (school) administration, they've allowed me to expand the program," Moore said. "We are currently in every single public middle and high school in Norman."

Four years ago, he also made the request through his supervisors to prepare others to teach for the "My Body ... My Life" program. Moore said he began training another officer that year, and he also gained another two officers to help with the program last year. The latter two are still in training, though, by the end of the 2011-2012 school year, they should be certified and "ready to go."

The project isn't going to stop with these four officers, however, as Moore recently submitted the program to the Council on Law Enforcement Education and Training.

He said the council accepted the program, "acknowledging its benefits," and allowed Moore to open a school to train officers across the state to become teachers for the program.

He said six to 10 officers from the Norman Police Department will be enrolled, though the rest of the 32-officer class will come from police departments throughout the state.

He said he hopes to be able to offer the classes throughout the Greater Oklahoma City area within the next year.

## Sergeant shares defense

► Program to expand to schools throughout state

Joel Pruett  
Transcript staff writer

was born in 1994.

A former Norman high school principal invited Moore, who holds a third-degree blackbelt in tae kwon do, to teach the class, as he knew of Moore's self-defense background. The principal knew that Moore had previously instructed officers on ways to protect themselves in the streets, and he also knew that Moore, who worked two days a week in the school, had a good relationship with students.

Moore taught the class for about four years prior to the split of the high school, and when one of the school counselors moved to the middle school level, the counselor suggested that the program start even earlier in the education process.

Moore, whose first daughter was in middle school at the time, wasn't so sure about this at first.

"I kind of had that 'I don't want to know about it' attitude," he said. "I didn't want to think that my daughter was being placed into these types of situations."

"Finally," he said, "I sat down and said, 'OK, I'll do it.'"

But with a stipulation. "If I do it this way, I want to do a lot more instruction," he said.

Moore wanted to take his class beyond self-defense techniques and rape prevention, encompassing also alcohol and drug prevention, self-esteem and more.

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► See DEFENSE Page A2

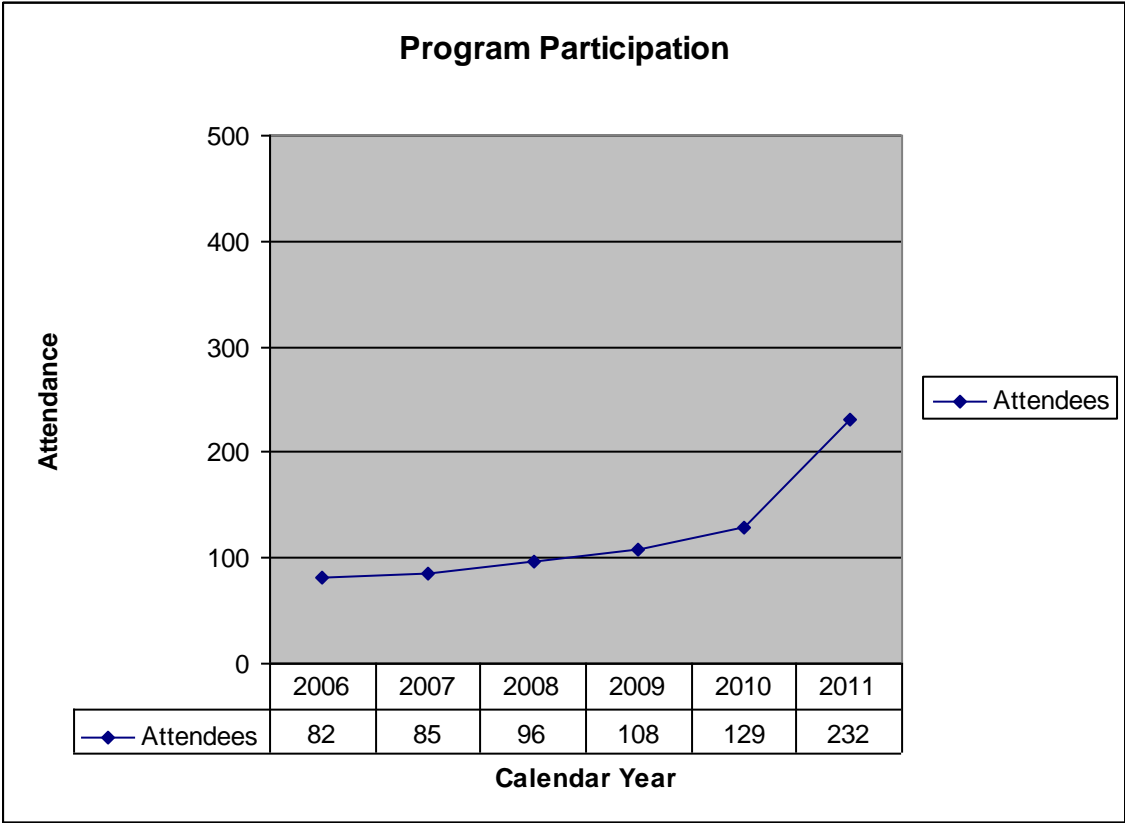
of the year four times prior to finally being nominated for and receiving the award in February.

Robert Moore is married to Darien Quattlebaum-Moore, and they have one son, Conner Moore, and three daughters, whom are

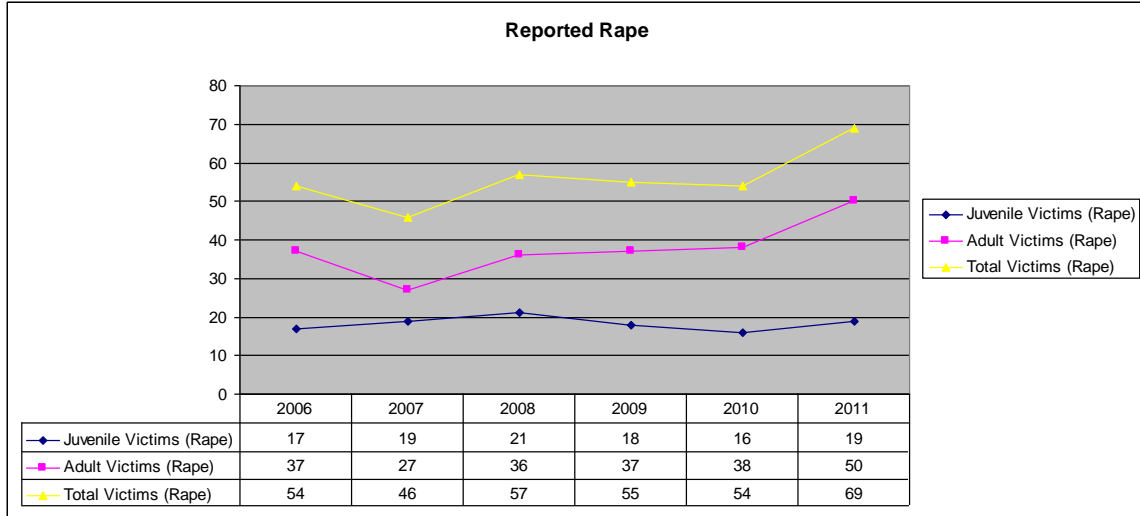
"another primary reason" why he teaches his self-defense courses. His daughters are Jessica Wright, Carol Donnelly and Megan Moore.

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# Attendance



## Norman, Ok Reported Rapes 2006-2011



## Juvenile vs Total Reported Rapes in Norman, Ok 2006-2011

