

RESEARCH REPORT

The impact of anti-knife crime theatre on young people



The Flavasum Trust
The Comedy School

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Executive summary

The aim of this project was to evaluate the impact of a single performance of an anti-knife comedy play on young people. Can watching a single performance of forum theatre change attitudes and, if they do, are they temporary changes or do they last for a longer period of time? The Flavasum Trust, The Comedy School and the Metropolitan Police together agreed the questions to be answered anonymously by Year 6 pupils (aged 11 years) in the London Borough of Barnet before and after a performance of The Comedy School's play 'It's No Joke!' during June 2012. A third questionnaire was completed a year later by Year 7 pupils at Barnet's secondary schools who had, and had not, seen the play. In 2014, six Focus Groups involving 65 Year 8 pupils were held in two of the secondary schools.

A total of 1847 questionnaires were completed before the play, 1180 after the play, and 1243 a year later. Those questionnaires that were completed by the same pupils before and after the play totalled 910, and those that could be matched before, after and a year later totalled 285. There were 450 completed questionnaires by pupils at secondary schools who had seen the play, and 535 by those who had not seen it. The results were transferred into spreadsheets and the answers analysed. Those responses before and after the play were subjected to t-tests and Chi-squared tests to assess the statistical significance of the results.

- After seeing the play, those who chose to do something if they met someone carrying a knife increased from 87.5% to 97.1%, a statistically significant increase. Those who would do nothing dropped from 13% to 3% after the play and to 1% a year later (3 pupils).
- Twice as many boys as girls have thought about carrying a knife. Although after seeing the play the numbers dropped, a small number who had previously said they would never do it changed their mind during their first year at secondary school and would then consider it.
- The number of pupils who thought carrying a knife was a defence dropped by 88% after seeing the play. Of those who still thought it was a defence, boys dominated girls (77% to 23%).
- Before the play, 87% thought they knew the consequences of carrying a knife. Afterwards, 93% considered they had learned more, but of those who had not, boys dominated girls (60% to 40%).
- A year later, of the 62% who correctly knew the consequences if they were arrested for carrying a knife, 10% had stated they had not known before they saw the play.
- Those at secondary school who had not seen the play were more inclined to respond negatively or provide incorrect answers than those who had seen the play.
- The majority of pupils in the Focus Groups thought the use of comedy was more effective than serious drama, a talk or a video.

On the basis of these results, we strongly believe that a single performance of an anti-knife crime comedy play is highly effective for this age group. However, the positive outcomes can only be sustained if the performance is part of an ongoing structured programme of interventions to reinforce the message that carrying a knife is not a defence.

Partners

The Flavasum Trust

The Flavasum Trust was created after Tom-Louis Easton was stabbed to death in September 2006 while employed as a part-time sound engineer delivering music training and support to local young people at the EC1 Music Project in the London Borough of Islington.

The Trust believes that the arts have an important role to play in reaching marginalised young people. They respect creativity as much as the rest of society and become just as engaged when ideas and issues relating to their lives are expressed creatively through, for example, theatre, film or music.

This is the reason why the Trust was set up – to help individuals and organisations using the arts reach more young people, and offer new opportunities where the most marginalised and disaffected can find ways to change their lives.

The Trust aims to support projects using music, theatre, dance, poetry, film, photography and visual art, as well as undertaking research that can provide evidence the arts have the impact it claims for them.

The Comedy School

Provides a resource for performers, including young people, for networking, information and skills development through training and courses, and through practical experience in creating and performing comedy-based material.

Develops the potential of drama and comedy as an educational and rehabilitative tool in settings such as prisons, young offenders' institutions, probation units, police initiatives, drama schools, youth centres, schools, day centres and arts venues.

Develops cognitive, communication and performance skills through theatre and comedy and provide a supportive and stimulating environment in which participants can learn different creative techniques.

Uses comedy, drama and the arts as a forum for analysing issues around peer pressure, cultural contexts, social behaviour and personal experiences, which people may find difficult to discuss in more formal situations.

Introduces young people and those previously excluded from the arts to positive role models and their own creativity.

Metropolitan Police

The Metropolitan Police is the lead partner in the Safer Schools Team in the London Borough of Barnet.

The Safer Schools Partnership (SSP) constitutes a formal agreement between the police, a school (or group of schools) and other agencies to work together to keep young people safe, reduce crime and

the fear of crime, and improve behaviour in and around a school or cluster of schools. The underlying assumption is that by reducing bullying, truancy and exclusions from school, SSPs will impact indirectly on offending and antisocial behaviour.

Generally involving a police officer or PCSO working in a school or number of schools on a full or part time basis, they also aim to intervene early with children and young people at risk of offending and improve relations between pupils, the police and the wider community.¹

¹ Police Foundation, The (2011). *The Briefing*, Series 2, Edition 2, p. 2.

Background

One of the key objectives of the Flavasum Trust is to support the use of arts-based interventions to change young people's attitudes towards carrying knives. In 2009, the Trust had the opportunity to pilot impact-evaluation research in several schools and PRUs in the Thames Valley where one of its partners, Arc Theatre, was touring its anti-knife play, 'Boy X'.

Drawing on the work of Alan Brown and Jennifer Novak in the USA,² two questionnaires were created – one for completion before the performance, and the other after the performance and an interactive workshop led by the performers. According to Brown and Novak, answers to the pre and post performance questionnaires can provide a measure of intrinsic impact: i.e., readiness to receive + performance experience = intrinsic impact.

However, their methodology had been developed to meet the needs of fourteen US universities, which were presenting a cross section of art forms to university students and adults, whereas the pilot's audiences were at-risk young people, aged between 13 and 16, attending a single performance of an anti-knife play.

Alan Brown made the following observation in correspondence with the Trust:

As you note, the intrinsic impact assessment tool provides a means of understand[ing] how someone was transformed by a single arts experience, but is not a longitudinal tool. While some arts experiences do change lives, you would not expect an at-risk youth to change because of one exposure. So, you'll want to look at a cohort of at-risk youth who've had multiple, sustained exposures to your programs (or those of the other theatres). I think you'd be much better off doing a longitudinal study of treatment/control groups, as you suggest, but the metrics/indicators are not about intrinsic impact, but about changes in self-perception, school attendance, academic performance, rates of legal offence, etc.

This neatly identified the problem the Trust had when it was drafting the questions to be asked in the questionnaires. None of our young audiences would have had exposure to any theatre-based programme about knife, gun or gang crime, in contrast to those enrolled onto programmes where theatre (or the arts) play a central role, like Mosaic Youth Theatre in Detroit, or a number of similar projects in the UK that target marginalised young people. In the latter cases, change can be measured longitudinally, but in the case of a single performance, measuring impact alone is, as Alan commented, not measuring change.

Martin Glynn (Birmingham), who used drama in a prison context, developed that view:

I feel the case has been proven in terms of impact of performance on cognitive shifts. The trickiest issue is one of how that translates into behavioural change and if it is the act of the performance or having the space to think with clarity. In media you have the silver bullet theory that deals with media impact. Knife crime/gun crime is predicated on notions of fear. Therefore, work that identifies coping strategies dealing with fear may have the greatest impact, as opposed to awareness-raising.

² Brown, A. S. and Novak, J. L. (2007). Assessing the intrinsic impacts of a live performance. Commissioned by 14 Major University Presenters. San Francisco, CA: WolfBrown. 171pp.

Alan and Martin were making the case for interventions that are part of structured programmes offering support strategies. Clearly it is vital to understand how programmes like these change attitude, but there were and still are very few available to the vast majority of young people, at-risk or not. A lack of strategic funding policies seldom makes it possible to provide more than a single intervention. The question then has to be asked: can an intervention like watching a single anti-knife theatre performance contribute to changes of attitude, and how can they be measured?

Some outcomes from the Thames Valley pilot research³

The pilot research Flavasum undertook was with a company that uses a variant of forum theatre, where the actors interact with the audience in a workshop following the performance. This interaction requires a high level of confidence from the performers but is one of the most effective ways of engaging young people.⁴

- There are severe limitations as to what can be achieved while educational organisations cannot commit to more than occasional performances, often on disparate subjects, without an overall strategy to challenge attitudes and behaviour.⁵
- From published research measuring distance travelled, it has long been recognised that creative interactivity in short, intensive programmes is one of the most successful ways of positively changing young people's attitudes. Inevitably, such programmes are expensive and require greater administrative commitment and closer collaboration between an educational establishment and the arts organisation delivering the support over an extended period.
- Theatre companies receiving public funding are often required to evaluate the effectiveness of their work, quite possibly against their own objectives, as well as the objectives of the funders. However, they are seldom designed to find out what the impact of the performance is on the audience, how it has stimulated them emotionally and intellectually, and if it has changed them in any way.

These are some of the general conclusions the Trust drew from the pilot research, which led to its desire to test more rigorously the methodology it had been using. This opportunity was presented by The Comedy School when it was scheduled to perform its anti-knife crime play 'It's No Joke!' to Year 6 pupils in the London Borough of Barnet during June 2012, using a similar variant of forum theatre.

³ Sinclair, P. (2012). Evaluating the impact of anti-knife crime theatre performances on vulnerable pupils in schools and PRUs. The Flavasum Trust. 14pp.

⁴ Duffy, P. and Vettraino, E. eds. (2010). *Youth and Theatre of the Oppressed*. New York: Palgrave Macmillan. 286pp.

⁵ See www.theflavasumtrust.org/theflavasumcollection.

Description

Aim

An evaluation of the impact on young people of an arts-based intervention in the form of a single performance of an anti-knife crime comedy play.

Objectives

1. To discover if a single performance of a comedy play about the consequences of carrying a knife can change young people's attitudes;
2. To discover whether any attitude changes arising from attending a single performance of a comedy play are temporary or last for a longer period of time.

The Barnet Borough Junior Citizen Scheme is a multi agency event organised and run by the Barnet Borough Safer Schools Team over four weeks in June each year. At least 2500 Year 6 pupils aged 10 to 11 years old at the end of their last year in primary education were expected to attend the Scheme at Avenue House, Finchley, between 18 June and 6 July 2012. Each school would bus or walk their pupils to the location and participate in ten-minute interactive scenarios on Stranger Danger/Personal Safety on the streets with the Metropolitan Police; Fire safety and awareness with the London Fire Brigade; First Aid with the London Ambulance Service; Bus safety and awareness with Transport for London; Peer pressure and dangerous substances with Drugline. As part of this programme, The Comedy School would perform its anti-knife crime play, 'It's No Joke!'. The play uses a simple scenario to demonstrate that carrying a knife can have unexpected consequences. After the performance the actors engage their young audience in discussion by inviting them to ask their characters questions.



In May 2012, The Comedy School (Keith Palmer, Director), The Flavasum Trust (Peter Sinclair, Chairman) and the Metropolitan Police (Sergeant Lesley Neal and PC Yvonne M. Wood, Schools Officer) met to agree arrangements to have PRE and POST performance questionnaires completed by pupils. Draft questions were circulated by Flavasum and amended and agreed by the partners for appropriateness, anonymity and accuracy.

During June, each morning and afternoon cohorts of pupils sat cross-legged in front of the props used in the performance and were given the PRE performance questionnaire and a *LIVES NOT KNIVES* pencil, provided by Flavasum. They completed the questionnaires and returned them to one of the Safer Schools Team before the actors appeared and the performance began.

After the performance, the Team gave accompanying teachers prepared batches of POST performance questionnaires, provided by Flavasum, with a covering letter from the Metropolitan Police and a general evaluation form. They were asked to have their pupils complete the questionnaires at school and before the end of term.

Between July and September, the completed POST performance questionnaires were received at Barnet Police station for collection by Flavasum. In September, PC Yvonne Wood issued her evaluation

of the Junior Citizen Scheme based on 1355 pupil and 40 teacher evaluation forms returned by the schools.⁶



In November, Flavasum drafted a third secondary-school (SEC) questionnaire to be agreed by the partners. It was recognised by the partners that it would be impossible to confine the questionnaire to just those Year 7 pupils who had seen the play at the end of Year 6 in their different primary schools, so all Year 7 pupils were to be asked to complete the SEC questionnaire. Flavasum produced 3000 A4 copies for a minimum of 5 groups per school, each comprised of approximately 25 pupils.⁷ Barnet Police distributed the questionnaires with a covering letter to 21 secondary schools in March 2013 and collected the completed questionnaires in May and June. Flavasum identified those schools that had not returned their questionnaires in July and, where possible, collected them by the end of the school year (by which time both Lesley Neal and Yvonne Wood had retired from the Metropolitan Police).

With the assistance of Laura Schmieder, an experienced researcher working for the Tom Fleming Creative Consultancy in London, the answers to all the PRE, POST and SEC questions were coded for data input in January 2014. In mid January, 1847 PRE, 1180 POST, and 1243 SEC questionnaires were sent by Flavasum to Michelle Creaney, Head of Customer Strategy, at the Unity Trust Bank plc in Birmingham. Kirstie Ebbs, Marketing Support Officer, arranged for members of her staff to input the data from the questionnaires into Excel spreadsheets as part of the bank's 'Unity in the Community' programme.⁸ This task was completed over two days and the questionnaires returned to Flavasum in February.

The resulting Excel files were checked for integrity by Flavasum, and between March and November 2014 Laura Schmieder worked with Flavasum to analyse the data.

⁶ Wood, Y. (2012). Junior Citizen Think Safe, Team Up! Barnet Junior Citizen Scheme 2012: Closing Report. Metropolitan Police, Safer Schools Unit, Barnet OCU.

⁷ See Annex II.

⁸ Unity Trust Bank (2014). *In Unity*, Issue 6, p. 14.

In the meantime, the newly created Comedy School Comedy Committee undertook to facilitate focus group sessions between 14 and 16 July 2014 with second-year (Year 8) pupils in two of the schools that had returned SEC questionnaires: East Barnet School (with the support of Mr Naismith and PC Dave Powell) and Totteridge Academy (with the support of Andy Iordanou and PC Dave Powell). This involved five interviewers: Olivia Landsberg, Dan Morgan, Luke Sorba, Paul-D Stephenson and Tim Collins.

The first draft of this report by Peter Sinclair was circulated to the Comedy School Comedy Committee, comprised of Professor David Clutterbuck (David Clutterbuck Partnership), Olivia Landsberg (Landsberg Coaching), Keith Palmer, Peter Sinclair, Professor Louise Stoll (Louise Stoll Associates), in November 2014 to consider the answers to questions asked of the data, ask new questions where appropriate and clarify the findings. A statistical analysis of the raw data was made by Dr Emily Gilbert, Centre for Longitudinal Studies, UCL Institute of Education, in March 2015. A second draft was circulated to the partners in August, and a third and final draft was agreed in September.

The final Report was made available for downloading from the websites of both The Comedy School and The Flavasum Trust in October 2015, and the paper version was circulated to organisations and individuals who were responsible for policy making and project funding. The executive summary was printed as a four-page folder for wider distribution from October onwards.

Quantitative (Objective 1)

Following the approach discussed in the background preamble and the lessons learned from the pilot undertaken in the Thames Valley, two questionnaires were redesigned for PRE and POST performance evaluations.⁹ They were shortened because it was found too difficult to obtain responses to many questions during the pilot, even if the numbers of young people completing them had been low (10 to 15) and in a workshop environment. The principal aim of the questions was to test what changes had taken place after having seen the play, and could these changes be measured quantitatively.

The PRE performance questions were limited to those that could be answered with a simple 'yes' or 'no'. This was considered expedient because the young people attending had little idea about the play they were going to see, and it was important to have a simple baseline against which changes could be measured. The POST performance questions were expanded to capture the nuanced nature of any changes that had taken place. Answers to these might suggest general trends; for instance, more willingness to take positive action.

All the partners approved the appropriateness of the questions. Those on the POST questionnaire were also asked in slightly different ways to those on the PRE questionnaire in order to avoid any unintended bias in the answers.

The completed questionnaires also needed to be anonymous, so some way had to be found to match PRE and POST questionnaires and provide maximum information with the constraints imposed by the young age of the audience and their attention span. This was achieved by asking them for the name of their school, date of birth and gender. No question was asked about their ethnicity, which was a conscious decision agreed by all the partners. Using these three parameters would allow us to track answers by each individual across all three questionnaires.

The POST questionnaires were designed to be completed in class, rather than directly after the performance. Each cohort of pupils was expected to undertake all the sessions planned for them during the Junior Citizen Day so were unlikely to have the time or be able to give adequate attention to their answers directly after the performance ended. Additionally, it was important that the PRE and POST questionnaires were completed with a significant length of time between them to avoid bias caused by memory effects, which was also the reason for numbering the questions differently. However, this required the support of the teachers to give pupils class time to discuss their Junior Citizen Day attendance. Providing answers to the POST performance questionnaire would be entirely voluntary.

Longitudinal (Objective 2)

The secondary-school (SEC) questionnaire posed a different set of problems. These needed to be completed at schools that had not been involved in the Junior Citizen Scheme, and by pupils in their first year in secondary education (Year 7) who may not have attended Barnet primary schools. Although this would mean working with teachers who would have had little or no knowledge of the play, it

⁹ See Annex I.

could provide SEC answers from pupils who had not – to our knowledge – seen ‘It’s No Joke!’ or any similar play at their primary school. In effect, these pupils would become a control group.

The SEC questionnaire was designed to ask questions that could be linked back to those asked in the POST questionnaire, but had to be general enough to ensure that pupils who had not seen the play could provide useful answers.¹⁰ In the case of this questionnaire, our Police partner made specific observations about the nature of some of the questions and what answers could be expected.

The questionnaire was to be distributed to all the secondary schools in the borough of Barnet, although it was unclear how many would respond, and how many pupils they had received from those of the borough’s primary schools that had participated in the Junior Citizen Scheme and seen the play.

Qualitative (Focus Groups)

During 2013, The Comedy School established a new Comedy Committee that would, amongst other actions, consider its own research priorities. Although its emphasis would be on the impact of comedy on young people and others, it agreed to undertake the organisation of focus groups in some of those secondary schools that had returned SEC questionnaires. By 2014, the pupils who had seen the play had reached Year 8. The intention was to use the outcomes of these focus groups to complement the quantitative results derived from analysing answers to the secondary-school questionnaire, which had been completed by those pupils who had seen the play and by those who had not (effectively a control group) .

The explicit purpose of the Focus Groups was (1) to identify changes in awareness and behaviour in young people exposed to ‘It’s No Joke!’, a comedy drama approach to learning, (2) to explore how effective comedy is as a communication tool, and (3) to identify the impact of comedy as a tool for retention of information and for change in social attitude and behaviour.¹¹

This was to be achieved by forming groups of Year 8 pupils who had seen ‘It’s No Joke!’ and separate groups who had not seen it in two Barnet secondary schools. Anonymity would be ensured throughout. The discussions were to take place in June/July 2014 after the internal end-of-year assessments were completed and before the summer break.

¹⁰ See Annex I.

¹¹ It’s No Joke! 2-year follow up with Year 8s: Focus Group Questions, V2 by Olivia Landsberg 23.6.14.

Results

Objective 1

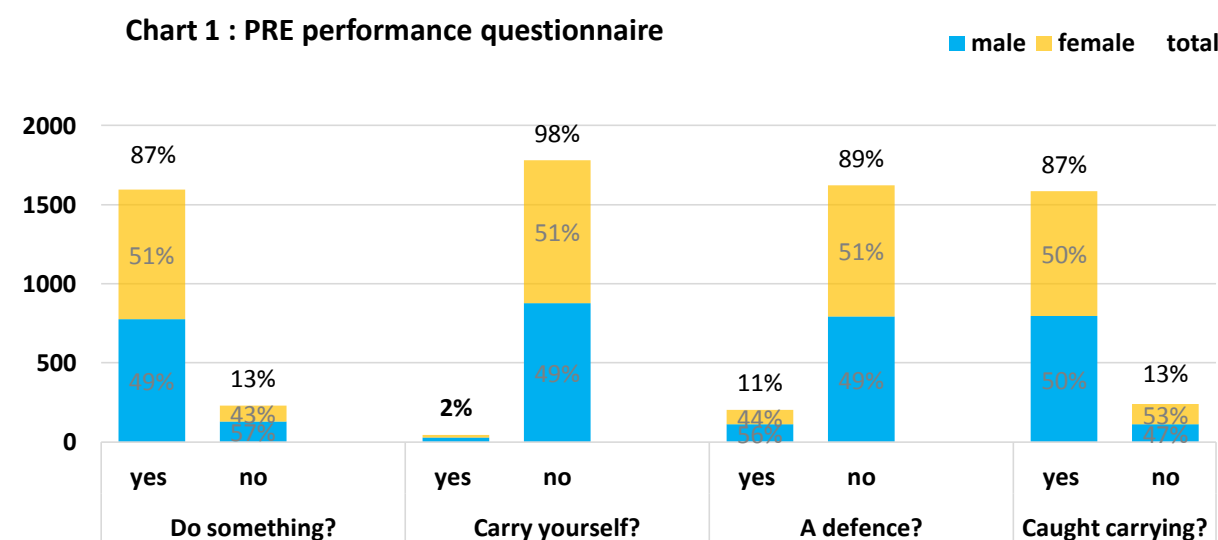
To discover if a single performance of a comedy play about the consequences of carrying a knife can change young people's attitudes.

The number of Barnet primary schools that attended the Junior Citizen Scheme was 47, and resulted in the completion of 1824 PRE performance questionnaires. Thirty six of those schools returned 1214 POST performance questionnaires. Fourteen failed to return their POST questionnaires, but three schools that had not completed PRE questionnaires returned POST questionnaires. After matching the PRE and POST questionnaires, 910 pupils could be validated as having completed both questionnaires (50% of those who saw the play).

ANALYSIS [A]: Results from PRE and POST answers

PRE performance questionnaire

A total of 1824 PRE performance questionnaires were completed, comprised of four questions. Chart 1 presents the aggregated results. The full numerical results can be found in Annex III, Table 1 (page 44).



Q1.1 *If you knew someone carried a knife/weapon, would you do something about it?*

87% said 'yes', evenly split between boys (49%) and girls (51%). 13% said 'no', with more boys (57%) than girls (43%) preferring not to do anything.

Q1.2 *Have you ever thought about carrying a knife/weapon yourself?*

The vast majority (98%) said 'no', similarly split between boys and girls. Of the 2% who had considered carrying a knife/weapon, twice as many boys as girls had thought of it.

Q1.3 *Do you think carrying a knife/weapon is a way to defend yourself?*

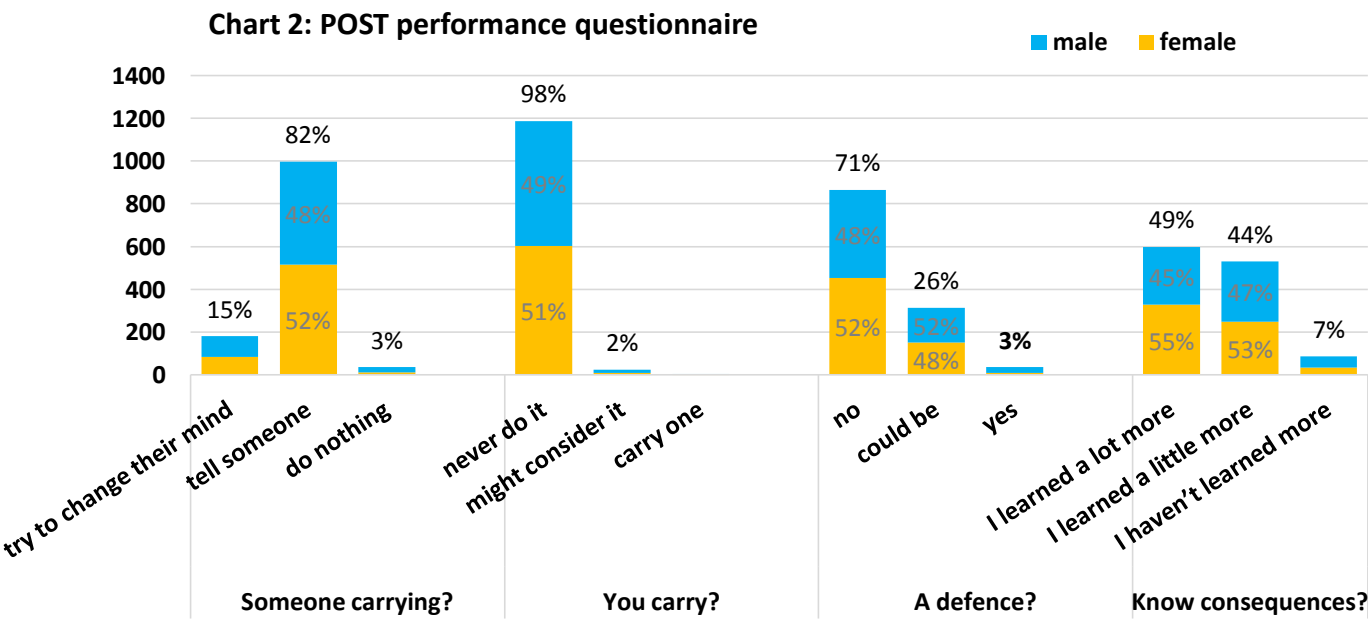
The majority (89%) said ‘no’, again similarly split between boys and girls, which is slightly less than those who had never considered carrying a knife/weapon. Of the 11% (or 1 in 10) who thought it could be a defence, again more boys (56%) than girls (44%) thought it was.

Q1.4 *Do you know what happens if someone is caught carrying a knife/weapon?*

This question required a subjective response from the pupils. Most (87%) thought they knew, split evenly between boys and girls. 13% did not think they knew, with slightly more girls (53%) than boys (47%) admitting it.

POST performance questionnaire

A total of 1214 POST performance questionnaires were completed. The questions varied slightly from the ones asked in the PRE questionnaire, since they introduced more than just a ‘yes’ or ‘no’ response. Chart 2 presents the aggregated results and the full numerical table can be found at Annex III, Table 2 (page 44).



Q2.1 *If you met someone who carries a knife/weapon, would you:*

Try to change their mind? 15%. Slightly more boys (54%) than girls (46%) would intervene.
Tell someone? 82%. In this case, slightly more girls (52%) than boys (48%) would tell someone.
Do nothing? 3%. Far more boys (69%) than girls (31%) would do nothing.

Q2.2 *If you were asked if you would carry a knife/weapon, would you:*

Never do it? 98%. Evenly split between boys (49%) and girls (51%).
Might consider it? 2%. Twice as many boys (67%) as girls (33%) thought they would.
Carry one? 0%. Just one boy and one girl would carry one.

Q2.3 *Can carrying a knife/weapon be a way to defend yourself?*

No: 71%. Slightly more girls (52%) than boys (48%) said it wasn't.

Could be: 26%. In this case, slightly more boys (52%) than girls (48%) thought it could be.

Yes: 3%. More boys (77%) than girls (23%) thought carrying one could be a defence.

Q2.4 *Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?*

As in Q1.4 in the PRE questionnaire, answers to this question were going to be subjective.

A lot more: 49%. More girls (55%) than boys (45%) thought they had learned a lot more.

A little more: 44%. More boys (53%) than girls (47%) thought they had learned a little more.

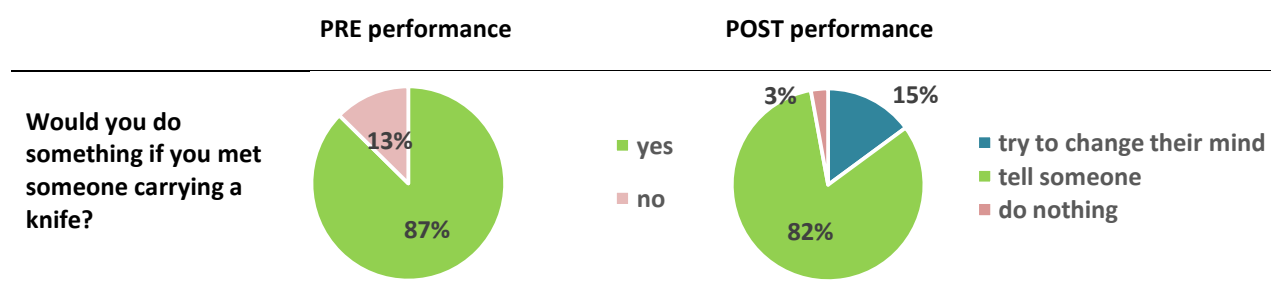
No: 7%. One and a half times as many boys (60%) as girls (40%) felt they had learned nothing.

Comparing total PRE and POST answers

At the recommendation of The Comedy School Comedy Committee, the raw data from the PRE and POST questionnaires were subjected to an independent samples t-test to find out whether any of the changes recorded were statistically significant.¹²

Comparing answers to Q1.1 and Q2.1: **Would you do something if you met someone carrying a knife?**

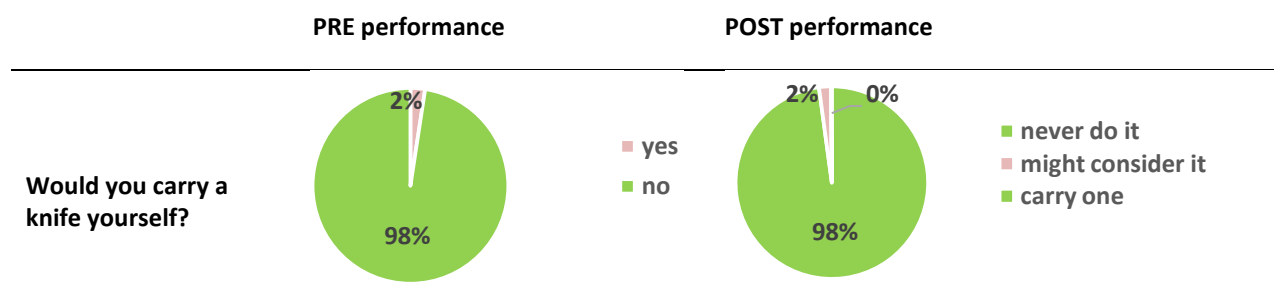
13% said they would do nothing. This dropped to 3% (from 230 pupils to only 35), mostly boys, after the performance. 87.5% said they would 'do something' before the performance, and 97.1% said they would either 'try to change their mind' or 'tell someone' after the performance, both positive actions. This is statistically significant at the $p < 0.05$ level.



Comparing answers to Q1.2 and Q2.2: **Would you carry a knife yourself?**

There was no change in those who would never carry a knife/weapon (98%) PRE and POST. 2.4% said they would before the performance, whereas 2.1% said they would afterwards. This is not statistically significant, probably because of the very small sample size of the group saying they would carry a knife or weapon. 3.2% of boys reduced to 2.8%, and 1.6% of girls reduced to 1.5% afterwards. However, even though these changes are not statistically significant, twice as many boys (67%) as girls (33%) said they would still consider it POST performance.

¹² See Annex IV.

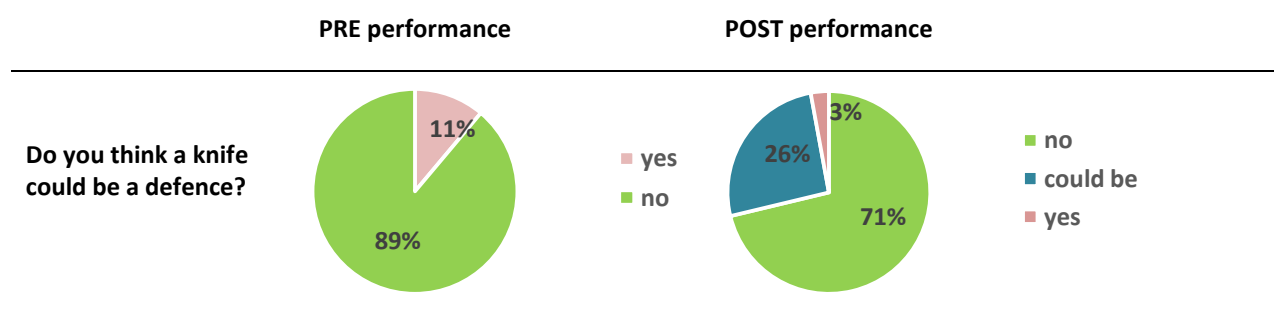


Comparing answers to Q1.3 and Q2.3: Do you think carrying a knife can be a defence?

PRE performance 11.1% of the pupils thought carrying a knife/weapon could be a defence, but POST performance this dropped to 3% (from 106 to 23 pupils) if those answering 'could be' are not aggregated with 'yes'. This is highly statistically significant.

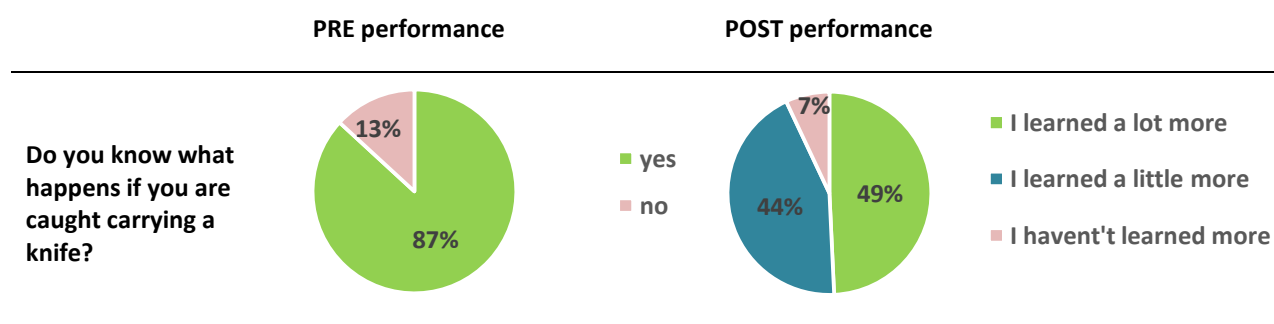
If 'could be' is aggregated with 'yes', those thinking that carrying a knife is a form of defence increases to 28.7%, and would also be highly significant statistically (12.4% boys increased to 31.7%, and 9.8% girls increased to 25.9%).

In the circumstances it would seem to be more appropriate to assume that the answer 'could be' is the same as 'don't know' and excluded from the analysis. In this case, the 11.1% PRE who thought it could be a defence drops to 3.9% POST and would be statistically significant. Of those POST performance, over three times as many boys (77%) as girls (23%) continued to think it was a defence.



Comparing answers to Q1.4 and Q2.4: Do you know what happens if you are caught carrying a knife?

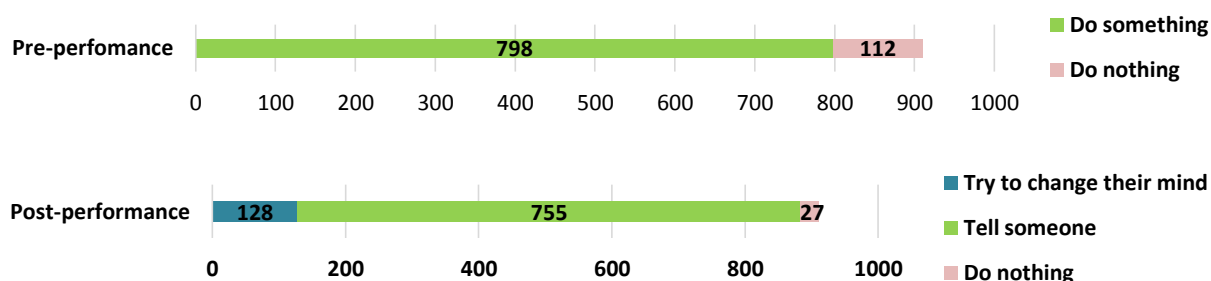
87% PRE performance thought they knew what happened. POST performance, 49% considered they had 'learned a lot more', and 44% 'learned a little more', which means that 93% of the pupils, on their own assessment, thought they had learned more about the consequences of carrying a knife/weapon after seeing the performance.



ANAYSIS [B]: Measuring attitudinal changes between PRE and POST answers

Using the names of the schools, gender and birth dates, it was possible to match PRE and POST questionnaires. This resulted in a cohort of 910 pupils who answered both questionnaires. See Annex III, Table 6 (page 46) for the full numerical results.

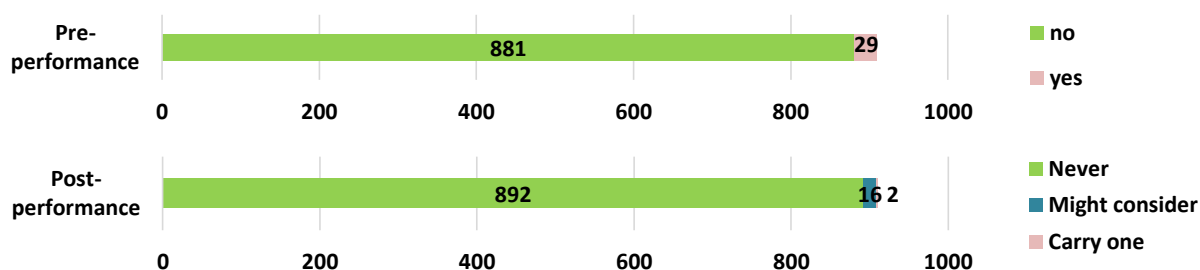
Q1.1 *Would you do something if you met someone carrying a knife?*



PRE – Do something: Of the 798 pupils (88%) who said PRE performance that they would do something, POST performance 75% said they would ‘tell someone’ and 12% said they would ‘try to change their mind’. 11 pupils opted to ‘do nothing’ after choosing to ‘do something’ PRE performance.

PRE – Do nothing: Of the 112 pupils (12%) who said PRE performance they would ‘do nothing’ if they knew someone carried a knife/weapon, POST performance 96 pupils would now ‘do something’: 19 (2%) decided they would ‘try to change their mind’ and 77 (8%) would ‘tell someone’. Only 16 pupils (2%) would still ‘do nothing’, an answer that was dominated by boys (63%). These changes between the PRE and POST questionnaire responses are statistically significant.

Q1.2 *Would you carry a knife yourself?*

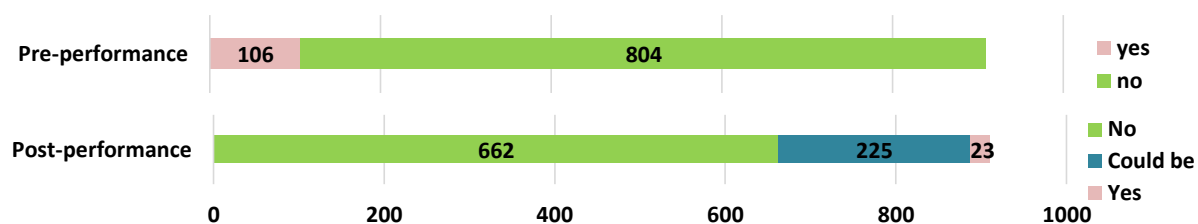


PRE – Would carry a knife: Of the 29 pupils (a low rate of 3%) who said PRE performance they had thought about carrying a knife/weapon, POST performance almost all of them (25 pupils) stated that they would ‘never do it’. Of the remaining 4 pupils, three said ‘they might consider it’ and one said she would still ‘carry one’.

PRE – Would not carry a knife: PRE performance, 97% pupils replied they would not carry a knife themselves. POST performance, two boys changed to ‘might consider it’ and one boy to ‘carry one’.

Whilst the changes seen in this question are not statistically significant, this is likely to be due to the small sample size in the group reporting that they would carry a knife/weapon. However, the results are in the direction that one would expect to see if the play had been successful in changing attitudes.

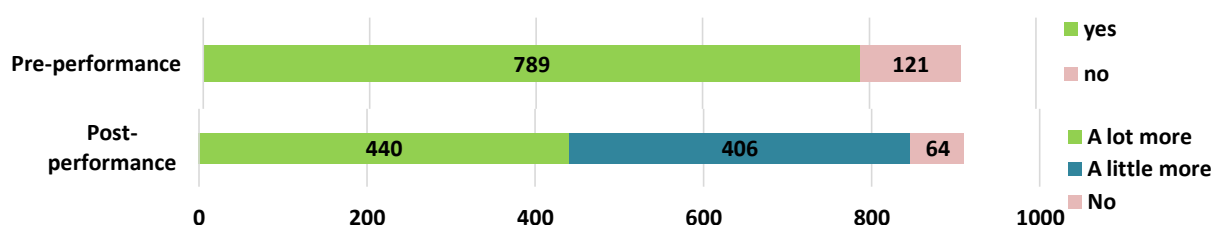
Q1.3 *Do you think carrying a knife could be a defence?*



PRE – *Is not a defence*: 804 pupils (88%) stated PRE performance it ‘is not a defence’, but POST performance there was a higher number of ‘could be’ (225 pupils). We believe that this result was driven by the response options in the POST performance questionnaire, not by attitude change. Ten pupils who had thought it was not a defence PRE performance changed their mind POST performance.

PRE – *Is a defence*: Of the 106 pupils (12%) who said PRE performance they thought carrying a knife/weapon was a way to defend themselves, POST performance 36 (4%) decided it was not, 57 (6%) said it ‘could be’ and 13 (1%) did not change their mind and continued to think it was. This represented a drop of 88% (from 106 to 13). The minority response was, yet again, dominated by boys (77% to 23%).

Q1.4 *Do you know what happens if you are caught carrying a knife?*



PRE – *Know what happens*: Of those 789 pupils (87%) who said PRE performance they knew what happens if someone is caught carrying a knife/weapon, POST performance 41% said they had learned a lot more and 40% had learned a little more. This meant that even though the vast majority thought they knew the consequences PRE performance, after seeing the play most considered they had learned more.

PRE – *Don’t know what happens*: Out of the 121 pupils (13%) who stated PRE performance that they did not know what happens, 68 stated that they learned ‘a lot more’ and 45 stated that they learned ‘a little more’ after the performance. Only 8 pupils stated that they had not learned more about the consequences of carrying a knife. This negative response was shared equally by four boys and four girls.

Objective 2

To discover whether any attitude changes arising from attending a single performance of a comedy play are temporary or last for a longer period of time.

Total of PRE performance questionnaires	1824
Total of POST performance questionnaires	1214
Total of SEC (secondary school) questionnaires	1125
Total of SEC by pupils who had not seen performance: control group (CON)	535

Tracked students	
Pupils who completed both PRE and POST questionnaires	910
Pupils who completed PRE and SEC questionnaires: experimental group (EXP)	450
Students who completed POST and SEC questionnaires	322
Students who completed all three questionnaires	285

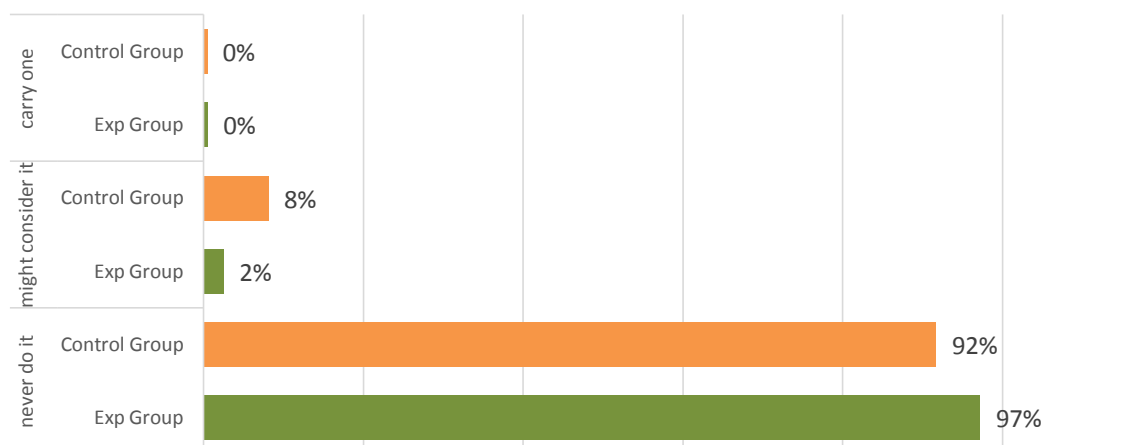
The number of Barnet secondary schools that returned the SEC questionnaire was eleven. 143 primary schools were cited on the SEC questionnaires as schools feeding the secondary schools, out of which a total of 450 pupils completed PRE and SEC questionnaires (the pupils in the secondary schools who had seen the play). These pupils became our experimental group: EXP. In addition, 535 SEC questionnaires were completed by Year 7 pupils who had not seen the play. These pupils became our control group (CON) to compare with those who had seen the play (EXP). (The students of the control group were identified by the name of the primary schools they attended previously.) The attitudinal differences between the control group and the experimental group are presented in Analysis [C].

After matching, 285 pupils were found to have completed all three PRE, POST and SEC questionnaires (16% of those who had seen the play). This sample has been used to analyse the longitudinal changes between PRE, POST and SEC questionnaires, presented in Analysis [D].

ANALYSIS [C]: Comparing EXP and CON answers

Full numerical results and gender breakdowns can be found in Annex III, Tables 4 and 5 (page 45) and Table 7 (page 47).

Q3.1 *If you were asked to carry a knife/weapon, would you:*



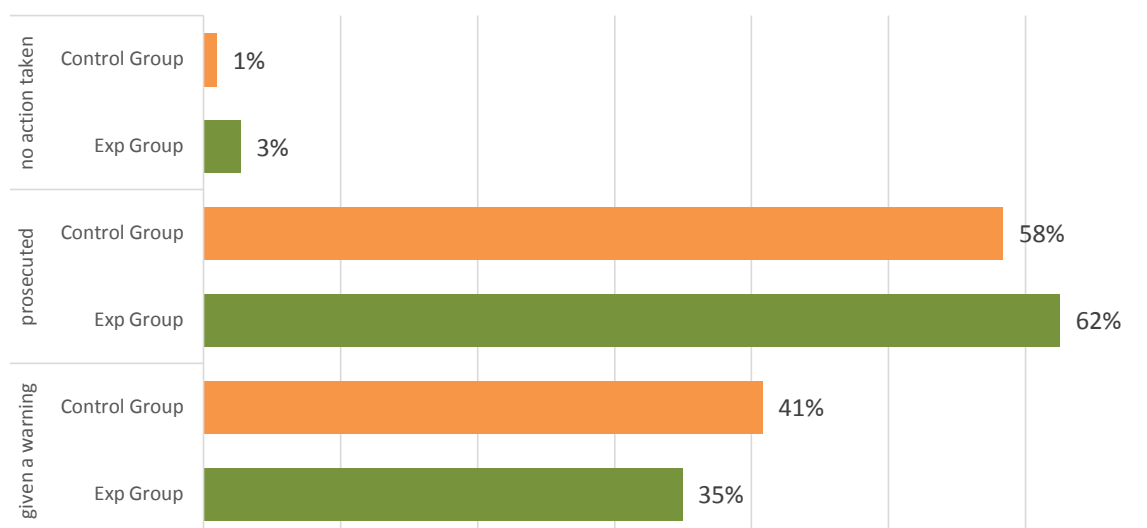
Never do it? 97% EXP would never do it, compared to 92% CON.

Might consider it? Just 2% EXP would consider it, compared to a higher 8% CON. This response was dominated by boys (84%).

Carry one? Only 2 pupils in EXP and only 2 pupils in CON would carry a knife/weapon.

These differences are statistically significant.

Q3.2 *What would the police do if they arrested you for carrying a knife? Will you be:*



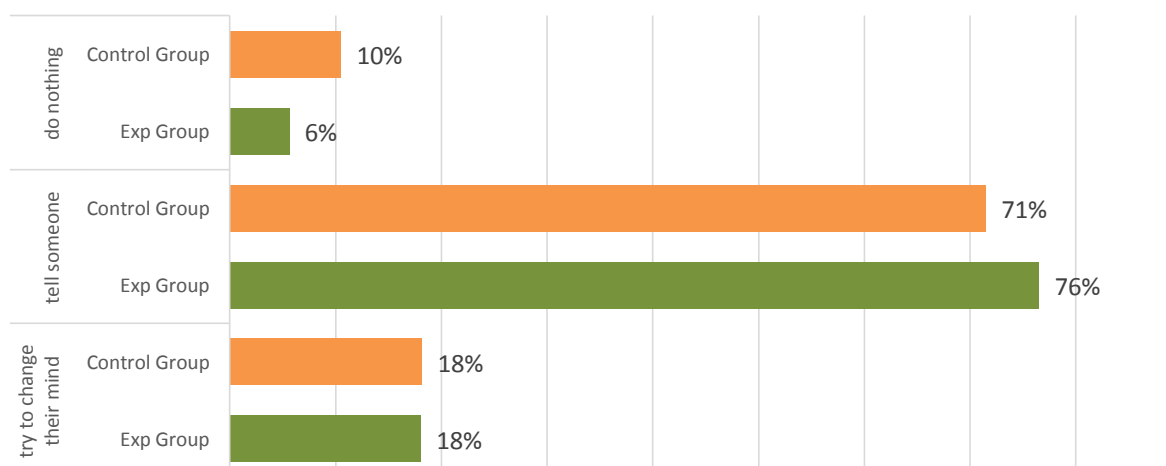
Given a warning? Slightly more CON (41%) than EXP (35%) gave the wrong answer.

No action taken? Nearly everyone knew this would not happen: EXP (3%), CON (1%).

Prosecuted? (The correct answer) This was chosen by 62% EXP and slightly less CON (58%).

These differences are statistically significant.

Q3.3 *If you met someone who carries a knife/weapon, would you:*



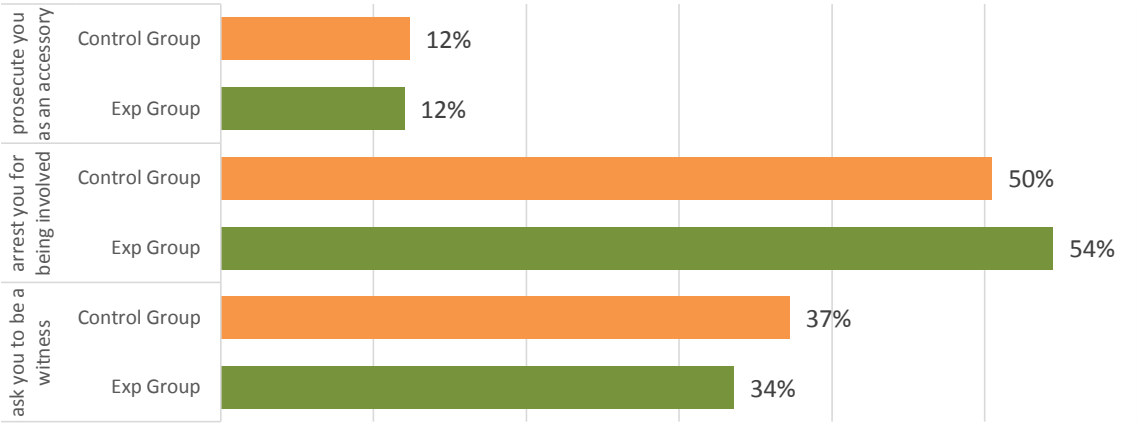
Try to change their mind? An equal number EXP (18%) and CON (18%) would try to change their mind. These responses were slightly dominated by boys: 56% and 60%, respectively.

Tell someone? More EXP (76%) than CON (71%) would tell someone. Both were slightly dominated by girls: 64% and 57%, respectively.

Do nothing? Almost double CON (10%) compared to EXP (6%) would do nothing. The CON response was dominated by boys (73%), whilst the EXP response was slightly dominated by girls (56%).

These differences are statistically significant.

Q3.4 ***If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:***



Ask you to be a witness? The second most selected answer: EXP (34%) and CON (37%) are almost identical.

Arrest you for being involved? (The correct answer) The majority response in both: slightly more EXP (54%) than CON (50%).

Prosecute you as an accessory? The least selected answer of the three: EXP and CON are identical at 12% each. Girls slightly dominated in EXP (61%).

These differences do not reach statistical significance.

ANALYSIS [D]: Measuring attitudinal changes between PRE, POST and SEC answers

In this case it was necessary to collate answers to those questions that were the same for the cohort of 285 pupils who completed the PRE questionnaire, saw the play, and answered both the POST and SEC questionnaires. Only three questions were common to the three questionnaires, although worded slightly differently in each case. Q3.2 and Q3.4 asked in more detail the same question as Q1.4. The questions in PRE and POST asking whether carrying a knife/weapon was a defence (Q1.3 and Q2.3) were omitted in SEC. By comparing answers to the three remaining common questions it is possible to see whether changes recorded after seeing the play remained the same more than a year later.

QUESTION 1: What would you do if you met someone carrying a knife?

(PRE Q1 yes/no: POST Q1 answers a, b, c: SEC Q3 answers a, b, c)

The full numerical results including gender breakdowns can be found at Annex III, Table 8 (page 48).

PRE: Q1.1 Would you do something if you met someone carrying a knife?				POST: Q2.1 If you met someone who carries a knife/weapon, would you:				SEC: Q3.3 If you met someone who carries a knife/weapon, would you:					
								Try to change their mind		Tell someone		Do nothing	
								a	a	b	b	c	c
Yes	y	248	87%	Try to change their mind	a	31	11%	6	2%	22	8%	3	1%
	y			Tell someone	b	214	75%	35	12%	174	61%	5	2%
	y			Do nothing	c	3	1%	0	0%	3	1%	0	0%
No	n	37	13%	Try to change their mind	a	9	3%	2	1%	6	2%	1	0%
	n			Tell someone	b	18	6%	2	1%	15	5%	1	0%
	n			Do nothing	c	10	4%	2	1%	5	2%	3	1%

- Out of the 248 pupils (87%) PRE who responded 'yes', 75% POST would 'tell someone' and 11% would 'try to change their mind'. However, in SEC, 35 pupils switched from 'tell someone' to 'try to change their mind'.
- In total, 37 pupils (13%) who would 'do nothing' PRE dropped to 13 (5%) POST, which was sustained a year later in SEC, even though some pupils who would 'try to change their mind' or 'tell someone' POST opted to 'do nothing' in SEC.
- POST, 13 pupils would 'do nothing' and a year later it was the same number. However, of the 37 PRE who would do nothing, this dropped to 10 POST and 3 SEC, indicating they recognised they needed to take positive actions rather than do nothing faced when faced with this dilemma.

QUESTION 2: Have you ever thought about carrying a knife?

(PRE Q2 yes/no: POST Q2 answers a, b, c: SEC Q1 answers a, b, c)

The full numerical results including gender breakdowns can be found at Annex III, Table 9 (page 49).

PRE: Q1.2 Have you ever thought about carrying a knife/weapon yourself?				POST: Q2.2 If you were asked if you would carry a knife/weapon, would you:				SEC: Q3.1 If you were asked to carry a knife/weapon, would you:					
								Never do it		Might consider it		Carry one	
								a	a	b	b	c	c
Yes	y	7	2%	Never do it	a	5	2%	5	2%	0	0%	0	0%
	y			Might consider it	b	1	0%	1	0%	0	0%	0	0%
	y			Carry one	c	1	0%	1	0%	0	0%	0	0%
No	n	278	98%	Never do it	a	275	96%	268	94%	6	2%	1	0%
	n			Might consider it	b	2	1%	1	0%	1	0%	0	0%
	n			Carry one	c	1	0%	1	0%	0	0%	0	0%

- Of only 7 pupils (2%) who stated PRE they had thought of carrying a knife (5 boys and 2 girls), only one post and none SEC remained willing to carry a knife.
- Of the 278 pupils (98%) who had never thought of carrying a knife PRE, 275 chose not to POST, but a year later 6 of these (3 boys and 3 girls) were willing to consider it in SEC.

QUESTION 3: Do you know what happens if you are caught carrying a knife/weapon and arrested?

This question can be reviewed by considering two answer options provided in the SEC questionnaire. Table 10 presents the question 'What would the police do if they arrested you for carrying a knife?', whilst Table 11 analyses the question 'If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police...' We also note that the choices of answers available in these three questions introduced a high level of subjectivity, making it more difficult to draw statistically comparable information.

What would the police do if they arrested you for carrying a knife? Will you be:

The full numerical results including gender breakdowns can be found at Annex III, Table 10 (page 50).

PRE: Q1.4 Do you know what happens if someone is caught carrying a knife/weapon?				POST: Q2.4 Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?				SEC: Q3.2 What would the police do if they arrested you for carrying a knife? Will you be:					
								Given a warning		Prosecuted (correct)		No action taken	
								a	a	b	b	c	c
Yes	y	253	89%	A lot more	a	123	43%	41	8%	81	28%	1	0%
	y			A little more	b	109	38%	40	14%	66	23%	3	1%
	y			No	c	21	7%	6	2%	15	5%	0	0%
No	n	32	11%	A lot more	a	19	7%	8	3%	9	3%	2	1%
	n			A little more	b	12	4%	3	1%	9	3%	0	0%
	n			No	c	1	0%	1	0%	0	0%	0	0%

- Before the performance, a large majority of 253 pupils (89%) were confident enough to say they knew what would happen if they carried a knife.
- After the performance, 263 pupils (92%) thought they had learned more, but a year later 98 of these gave the wrong answer in SEC (just over a third). This trend was dominated by girls. 22 pupils (8%) did not think they had learned more, but a year later 15 of these gave the correct answer in SEC (two-thirds).
- Of the 32 pupils (11%) PRE who said they didn't know what happens, 31 said they had learned more POST and 18 gave the correct answer a year later in SEC.
- In total, 180 pupils (62%) in SEC answered correctly, of which 18 stated in PRE that they did not know what happens if someone is caught carrying a knife.

If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:

The full numerical results including gender breakdowns can be found at Annex III, Table 11 (page 51).

PRE: Q1.4 Do you know what happens if someone is caught carrying a knife/weapon?				POST: Q2.4 Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?				SEC: Q3.4 If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:					
								Ask you to be a witness		Arrest you for being involved (correct)		Prosecute you as an accessory	
								a	a	b	b	c	c
Yes	y	253	89%	A lot more	a	123	43%	55	19%	49	17%	19	7%
	y			A little more	b	109	38%	30	11%	70	25%	9	3%
	y			No	c	21	7%	6	2%	11	4%	4	1%
No	n	32	11%	A lot more	a	19	7%	6	2%	13	5%	0	0%
	n			A little more	b	12	4%	5	2%	7	2%	0	0%
	n			No	c	1	0%	0	0%	1	0%	0	0%

- Out of the 253 pupils (89%) PRE who stated they knew what happens, 232 (81%) considered they had learned more. However, 113 (40%) gave the incorrect answer a year later in SEC.
- Of the 32 pupils (11%) PRE who said they did not know what happens, 31 (11%) considered they had learned more POST, and 20 (7%) gave the correct answer a year later in SEC.

Qualitative (Focus Groups)

Aims

To identify changes in awareness and behaviour in young people exposed to 'It's No Joke!', a comedy drama approach to learning.

To explore how effective comedy is as a communication tool.

To identify the impact of comedy as a tool for retention of information and for change in social attitude and behaviour.

Forty-seven pupils who had seen the play attended four focus group discussions (40 boys and 7 girls), and 18 pupils who had not seen the play attended two control group discussions (14 boys and 4 girls) in two Barnet schools: Totteridge Academy and East Barnet School. The pupils came from 10 out of the 47 primary schools who had seen 'It's No Joke!' two years earlier in June 2012.

The focus group discussions covered three areas:

1. *Impact on learning*
2. *Impact on transfer of learning*
3. *Impact of the comedy format vs. other formats for presentation*

The control group discussions covered two areas:

1. *Testing existing knowledge and experience*
2. *Impact of the comedy format vs. other formats for presentation*

Key findings

[All responses are from boys unless otherwise indicated]

1. *Impact on learning*

All groups remembered the incident of the stabbing, and the issue of peer pressure.

- 'It was a drama about knife crime. He had a knife on him and he wasn't going to use it, then an old lady came up to him and saw the knife and tried to get it off him and then he stabbed her. And she dropped her bag.'
- 'Wasn't there a falling out between two friends because one of them had a knife or something like that and then they grew apart?'
- 'The actors came out and then we had to ask them questions about their character.'
- 'If you carry a knife, you can still get in trouble for it, even if you don't use it.'
- 'Think before you act.'

2. *Impact on transfer of learning*

One group of nine was specifically asked, 'How did your attitude to knife crime change, having seen 'It's No Joke!'?

7 respondents said it had changed their attitude.

1 respondent said it didn't make much impression because it doesn't affect his day-to-day life.

1 respondent said they didn't know.

- 'It changed my life.'
- '[I learnt] that it's not acceptable, and if you're booked, there will be consequences.'

- 'I'm not going to carry around a knife.'
- 'No matter what the situation is, don't carry a knife, it can just lead to you getting harmed.'
- 'I already knew you shouldn't carry dangerous weapons but I think it showed me more how much peer pressure can have an effect.'
- 'It's a slippery slope – once you get drawn into it, it's easy to not stop. People saying like, "Come and do this. It doesn't matter, you won't get into trouble, they won't catch you". They get used to letting you think, "I'm OK with it, let's just keep going".'
- 'Think about your future.'
- 'Think about how it might affect you and what you could achieve if you don't.'

Two of the four groups were asked 'If you saw a stranger carrying a knife, would you do something about it?' 17 out of 22 (77%) said they would. The same two groups were asked, 'If you saw a friend carrying a knife, would you do something about it?' 22 of the 22 said they would.

Actions pupils in all four groups said they would take if it was a friend.

- communicate with the friend about it (11)
- tell an adult (5)
- ignore it/not take action (4)
- leave (3)
- stop seeing them (1)
- follow them (1)

When asked whether they'd ever thought about carrying a knife, one group showed a sophisticated understanding of the issues. They alluded to self-defence law, the psychological impact of carrying a knife and that in carrying a knife, you become 'the stranger' yourself.

- 'Technically, the self-defence law is basically, if a guy comes up to you first, you can punch them back but you can't actually shoot them... There's no point carrying one [gun], pointing it to their head! You'd be carrying a knife every day, waiting for that event to happen. Also, if you did that, would you not be that stranger walking with a knife?'

3. Impact of the comedy format vs. other formats for presentation

All four focus groups were specifically asked about this. Not all pupils spoke up. Of those who did:

21 respondents said a serious drama would not have been as effective.

2 respondents said a serious drama could have been more effective.

1 respondent said they would probably have learnt as much from a serious drama.

None believed a serious talk or video would have been as effective.

None believed a funny talk, or video, or written jokes about knife crime would have been as effective.

- 'Comedy sticks. You remember it. If it was serious you wouldn't remember as much because you wouldn't think it was good, whereas comedy is funny so you can take it in.'
- 'You should make it serious but still have that comedy aspect.'
- [GIRL] 'If you sit down and watch a play and it's really serious you might get a bit scared and a bit shocked but if you have the comedy side to it, it's better.'
- 'Kids like performance more than talking.'
- 'As younger people you want to see something visually.'
- 'It's No Joke!' is better because it's just there and you can ask them questions. You can't ask a TV.'
- 'It might feel more realistic as well because a video may be more set up, more fake.'

When asked 'Do you think comedy is a good way of talking about serious issues?'

29 respondents said it's a good way.

3 respondents said sometimes.

None responded that it wasn't.

One group was asked to score the impact of 'It's No Joke!' from 1 to 10. 1 means I don't remember a thing about it and didn't learn anything. 10 means life changing, it saved my life as a result. This group scored an average of 8.

Barnet Borough Junior Citizen Scheme

Barnet Police on behalf of the Safer Schools Team independently provided the teachers accompanying the pupils to the Junior Citizen days with evaluation sheets, which they collected and analysed themselves. The results provide additional qualitative data.

Pupils' evaluations¹³

Based on 1355 pupils' evaluation sheets:

55% said they gained a lot of new information,

39% gained/learned something, and

6% gained/learned nothing

Pupils' comments

- 'All of the activities were excellent, especially the Drama Group...'
- 'The drama group was very funny but it still taught me what the consequences are if you carried a knife.'
- 'I think the Drama group helps a lot because you can visually see it so you don't have to make it up.'
- '... and I also found the Comedy School show interesting...'
- 'The drama group was amazing, for me it was the best part of the day.'

Teachers' evaluations¹⁴

Based on 40 teachers' evaluation sheets:

92% thought the play was very effective,

5% considered it effective, and

3% did not think it was effective

Teachers' comments

- 'The workshop on knives was brilliant – it is a shame you got rid of the activity where the children have to describe a suspect.'
- 'The drama was outstanding and really got the message across to pupils.'
- 'The drama group were fab. The children were learning in a really fun way.'
- 'Very effective – knife crime play.'
- 'The drama group had a massive impact.'

¹³ Wood, Y. (2012). Junior Citizen Think Safe, Team Up! Barnet Junior Citizen Scheme 2012: Closing Report. Metropolitan Police, Safer Schools Unit, Barnet OCU, pp. 4, 6.

¹⁴ Ibid., pp. 5, 7.

- 'Really enjoyed the extended drama this year.'
- 'I was really impressed by the drama group's handling of knife crime – better than last year's!'
- 'Both children and teachers engaged with the Drama activity. Children particularly identified with 'Rufus' character (a little too uncomfortably!) – might help to make him less cool to get the message across.'
- 'Really liked the new drama group. The humour made it less 'intense' whilst still delivering the message.'
- 'The drama group was very unsuitable because the children do not really encounter knife crime.'

Key findings

Objective 1

To discover if a single performance of a comedy play about the consequences of carrying a knife can change young people's attitudes.

Analysis [A]: Results from PRE and POST answers

There were 1824 completed PRE performance questionnaires and 1214 POST questionnaires.

- **The majority selected positive actions before seeing the play:** 87% would do something if they knew someone who carried a knife/weapon; 98% had never thought of carrying a knife; 89% did not think carrying a knife/weapon was a way to defend themselves; and 87% thought they knew what would happen if someone is caught carrying a knife/weapon. **The split between boys and girls was almost equal in all these cases.**
- However, when negative actions were chosen, the number of boys slightly dominated the girls: they would do nothing if they knew someone who carried a knife (57:43), and thought carrying a knife/weapon was a defence (56:44). **However, twice as many boys as girls have thought of carrying a knife.** More girls than boys thought they knew the consequence of being caught carrying one (47:53). This could reflect increased peer pressure on boys, especially if there has been any contact with gangs.
- **After seeing the play, those who chose to do something if they met someone who was carrying a knife increased from 87.5% to 97.1%, a statistically significant change.** Of the 3% who would now do nothing, the proportion of boys to girls choosing that option increased to 69:31. This was almost the same split within the 2.1% (before the performance 2.4%) that would carry a knife if asked (67:33). **The total number who thought they had learned more increased from 87% to 93%,** but of those who did not think they had, boys dominated (60:40).
- **The drop of 11.1% to 2.9% of pupils who thought carrying a knife was a defence is highly significant;** the proportion of boys who thought so increased slightly (77:23). However, the answer 'could be' introduced some uncertainty because it could be aggregated with either 'yes' or 'no'. Instead, if it is assumed that it was equivalent to 'don't know' and omitted from the analysis, the drop would be from 11.1% to 3.9%, and still statistically significant; the decrease amongst those thinking carrying a knife is a way to defend themselves was slightly more for girls (8.1%) than boys (6.2%).

Analysis [B]: Measuring attitudinal changes between PRE and POST answers

There were 910 PRE and POST performance questionnaires that could be matched.

- **Before the performance, 88% they would do something and afterwards this increased to 97%, as in [A] above.** The 2% who would still do nothing was dominated by boys (63:37).

- **Of the 29 pupils (3%) who before the performance had thought about carrying a knife, afterwards this dropped to one;** with the one boy who changed his mind POST performance this totalled just two who would still carry a knife.
- The inclusion of 'could be' as an answer to whether a knife was a defence resulted in similar uncertainty as in [A]. **If those who answered 'yes' PRE, it is a defence, are considered, only 13 did not change their mind (dominated by boys 77:23). This represented a drop of 88%.** However, 10 who said it was not a defence PRE, said it was POST, making the total 23.
- The final question required answers that were subjective. PRE performance they had to say whether they knew what would happen if they were caught carrying a knife, and POST performance decide whether they had learned 'a lot more', 'a little more', or nothing. Before, 87% thought they knew, and 13% did not know. **Out of the 121 pupils who did not know, afterwards 68 had learned 'a lot more' and 45 'a little more', leaving just 8 who thought they had not learned more (equal numbers of boys and girls).**

Objective 2

To discover whether any attitude changes arising from attending a single performance of a comedy play are temporary or last for a longer period of time.

ANALYSIS [C]: *Comparing EXP and CON answers*

There were 450 SEC respondents who had seen the play (EXP) and 535 SEC respondents who had not seen the play (CON).

- Considering positive answers to each SEC question, a similar result was found for each. 97% EXP compared to 92% CON would never carry a knife/weapon if asked; 62% EXP compared to 58% CON answered correctly that you would be prosecuted if the police arrested you for carrying a knife/weapon; 76% EXP compared to 71% CON would tell someone if they met someone who carries a knife/weapon; and 54% EXP compared to 50% CON answered correctly that you would be arrested if you took part in a fight where someone gets stabbed and you knew weapons were being carried.
- Approximately the same percentage differences occurred when other answers were given: CON respondents (and slightly more boys) were more inclined to decide negatively (or answer incorrectly) than EXP respondents.

ANALYSIS [D]: *Measuring attitudinal changes between PRE, POST and SEC answers*

There were 285 respondents who answered all three questionnaires.

- Before the play, 248 pupils (87%) said they would do something if they met someone carrying a knife. Afterwards, 245 decided on positive actions (the majority chose to tell someone) and only 3 would do nothing. **37 pupils (13%) said they would do nothing before and only 10 (4%) continued to hold that view after the play.** This became 13 SEC, the most significant change being amongst the 10 who would do nothing after the play: only 3 continued to hold that view a year later (1%).

- The majority (278 or 98%) PRE had never thought about carrying a knife/weapon. POST slightly less (96%) held to that view and a year later this was 94%. **This was offset by 5 out of 7 PRE changing their mind and never doing it POST, and still holding to that view a year later.** However, 7 had thought about carrying PRE, but 3 POST and 7 SEC would still consider it (plus 1 who would). Six pupils (equal boys and girls) who would consider carrying a knife SEC had previously said they would never do it PRE and POST performance, so had been persuaded otherwise during their first year at secondary school.
- The majority (253 or 89%) PRE thought they knew what would happen if they were arrested for carrying a knife. 92% POST said they had learned more, and 62% SEC answered correctly, which was the same in Analysis [C] where 62% EXP chose correctly compared to 58% CON, suggesting that those who had seen the play were only a little better at providing the right answer. **More importantly, though, of the 32 pupils (11%) PRE who said they didn't know what happened, 31 said they learned more POST and 18 gave the correct answer a year later.**
- When they were asked what would happen if they took part in a fight where someone gets stabbed and they knew knives were being carried, the same percentages occurred PRE and POST as above, but a year later less gave the correct answer of being arrested: just 53% overall. This is close to the 54% EXP compared to 50% CON in Analysis [C].

Qualitative (Focus Groups)

To identify changes in awareness and behaviour in young people exposed to 'It's No Joke!', a comedy drama approach to learning.

To explore how effective comedy is as a communication tool

To identify the impact of comedy as a tool for retention of information and for change in social attitude and behaviour

Four groups from Year 8 pupils (totalling 47 pupils) discussed the play they had seen in Year 6.

- They all remembered the stabbing and the issue of peer pressure and the majority said it had changed their attitude towards knife crime.
- Interestingly, when asked if they saw a stranger carrying a knife, most would do something. If it was a friend, all would do something, but they chose a wider variety of actions to deal with the situation.
- When asked whether they had ever thought of carrying a knife, one group showed a sophisticated understanding of the issues.
- Although the question of the effectiveness of using comedy had not been asked in the questionnaires, those who had an opinion thought it was more effective than a serious drama. None believed a serious talk or video would have been as effective, nor a funny talk, video or written jokes.

Barnet Borough Junior Citizen Scheme

Safer Schools Team evaluation¹⁵

The drama group's innovative approach (a comedy with a serious message) whereby the pupils are able to question the choices made by the characters, reinforces their awareness of the dangers of carrying a knife. This has been a successful method of conveying a relevant topic, especially with society's recent concerns over youth violence and knife crimes. The pupils have shown that this is a scenario they learn a lot from. During the questions and answers at the end, the majority of the pupils have shown that they already understand what the correct choices should have been.

Strengths and weaknesses of methodology

Strengths

Goodwill between partners and schools
Closeness of partners to the problem
Integrity of partners
Opportunity afforded by Junior Citizen Scheme

Weaknesses

Labour intensive
Lack of buy-in from schools
Unfunded
Voluntary support for research skills

Lessons learned

- Although this was an ambitious project for partners with little research expertise, the results indicate that it was well worth undertaking. Future research focussing on other creative interventions will need to build on the strengths identified above.
- To reduce the weaknesses, questions should be drafted much more rigorously and the support of academics and specialist research organisations sought to avoid ambiguity in the answers.
- To speed up the process, it will be advantageous to design machine-readable questionnaires so that answers can be scanned directly into a computer programme. However, this will require a direct expense that will need to be funded.
- It is also important that schools are brought into the research at an early stage and understand what is required of them. This will help to reduce the time it takes to obtain completed questionnaires if they are filled in at school. It will also help the teachers understand the benefits of such research.

¹⁵ Wood, Y. (2012). Junior Citizen Think Safe, Team Up! Barnet Junior Citizen Scheme 2012: Closing Report. Metropolitan Police, Safer Schools Unit, Barnet OCU, p. 9.

Annex I: Questionnaires

PRE performance questionnaire



What is your date of birth? Day Month Year

What is the name of your school?

.....

Are you

Male? ☐ Female? ☐

If you knew someone carried a knife/weapon, would you do something about it?

Yes ☐ No ☐

Have you ever thought about carrying a knife/weapon yourself?

Yes ☐ No ☐

Do you think carrying a knife/weapon is a way to defend yourself?

Yes ☐ No ☐

Do you know what happens if someone is caught carrying a knife/weapon?

Yes ☐ No ☐

Thank you for completing this questionnaire. Please hand it back before the performance begins.

www.theflavasumtrust.org

POST performance questionnaire



What is your date of birth? Day Month Year

What is the name of your school?

.....

Are you

Male? ☐ Female? ☐

If you met someone who carries a knife/weapon, would you:

Try to change their mind? ☐ Tell someone? ☐ Do nothing? ☐

If you were asked if you would carry a knife/weapon, would you:

Never do it? ☐ Might consider it? ☐ Carry one? ☐

Can carrying a knife/weapon be a way to defend yourself?

No ☐ Could be ☐ Yes ☐

Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?

A lot more ☐ A little more ☐ No ☐

Thank you for completing this second questionnaire. Please hand it back to your teacher.

www.theflavasumtrust.org

Secondary-school (SEC) questionnaire



What is your date of birth? Day Month Year

What is the name of your school?

.....

What was the name of your primary school?

.....

Are you

Male? ☐ Female? ☐

If you were asked to carry a knife/weapon, would you:

never do it? ☐ might consider it? ☐ carry one? ☐

What would the police do if they arrested you for carrying a knife? Will you be:
given a warning? ☐ prosecuted? ☐ no action taken? ☐

If you met someone who carries a knife/weapon, would you:

try to change their mind? ☐ tell someone? ☐ do nothing? ☐

If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:

ask you to be a witness? ☐ arrest you for being involved? ☐ prosecute you as an accessory? ☐

Thank you for completing this questionnaire.

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Annex II



Working together for a safer London

TERRITORIAL POLICING

SX - Barnet Borough
SX - Barnet Police Station

Barnet Police Station
28 High Street
Barnet
EN5 5RU

Telephone: 020 8733 5013
Email: Yvonne.Wood@met.police.uk
www.met.police.uk

Your ref:

Our ref:

1st March 2013

Year 7 Form Tutors

Flavasum Trust Questionnaire

In June 2012 over 2500 year 6 pupils from the borough attended a half day Junior Citizen programme at Avenue House N3. During the session they watched a drama presentation surrounding peer pressure, knife crime & gangs. Prior to watching the presentation they were asked to complete a questionnaire regarding their current knowledge and then a second at the end of the play to see if views had changed.

To gauge if the pupils have retained any information regarding this we would now like them to complete another questionnaire. We know that some of the pupils in Year 7 may not have attended the scheme but if everyone can complete it, we can sift out those from schools that did not attend and use them as a comparison with those that did.

The questionnaire should take them no more than 5 minutes and once completed if they can be handed back to the head of Year 7 who can then contact the Schools office and we will come collect once all the year group has completed.

I hope this is not too much of an onerous task.

Thank you in anticipation

A handwritten signature in black ink, appearing to read "Yvonne Fuller".

Yvonne Fuller (Wood) PC 224SX & Siobhan Fairclough PC 727SX.

Annex III: Numerical data

Number of schools that completed questionnaires

PRE performance questionnaires	47
POST performance questionnaires	36
SEC (secondary-school) questionnaires	11
PRE but not POST	14
POST but not PRE	3
PRE and POST but not SEC	4
PRE, POST and SEC	29
PRE and POST total	33

NB Six schools were deleted from the analysis because of inaccurate data.

Names of participating schools

- Akiva
- Annunciation
- Ashmole
- Bell Lane
- Brunswick Park
- Childs Hill
- Christ Church CE
- Church Hill
- Copthall
- Courtland
- Danegrove
- Dollis Junior
- East Barnet
- Fairway
- Foulds
- Friern Barnet
- Goldbeaters
- Goodwyn
- Hasmorean Primary
- Hendon
- Holland House
- Holly Park
- Holy Trinity CE
- JCoSS
- Kerem
- King Alfred
- Lyonsdown
- Manorside
- Martin
- Mathilda Marks Kennedy
- Menorah Primary
- Monkfrith
- Northside
- Osidge
- Parkfield
- Queen Elizabeth's
- Queenswell Junior
- Rosh Pinah
- Sacred Heart Catholic
- St Agnes' Catholic
- St Catherine's Catholic
- St John's CE
- St Joseph's Catholic Primary
- St Mary's & St John's Primary
- St Mary's CE
- St Paul's CE
- St Theresa's Catholic
- St Vincent's Catholic
- Sunnyfields
- The Compton
- The Hyde
- The Orion
- The Totteridge Academy
- Trent CE
- Tudor
- Underhill
- Whitefield
- Woodcroft
- Woodridge
- Wren Academy

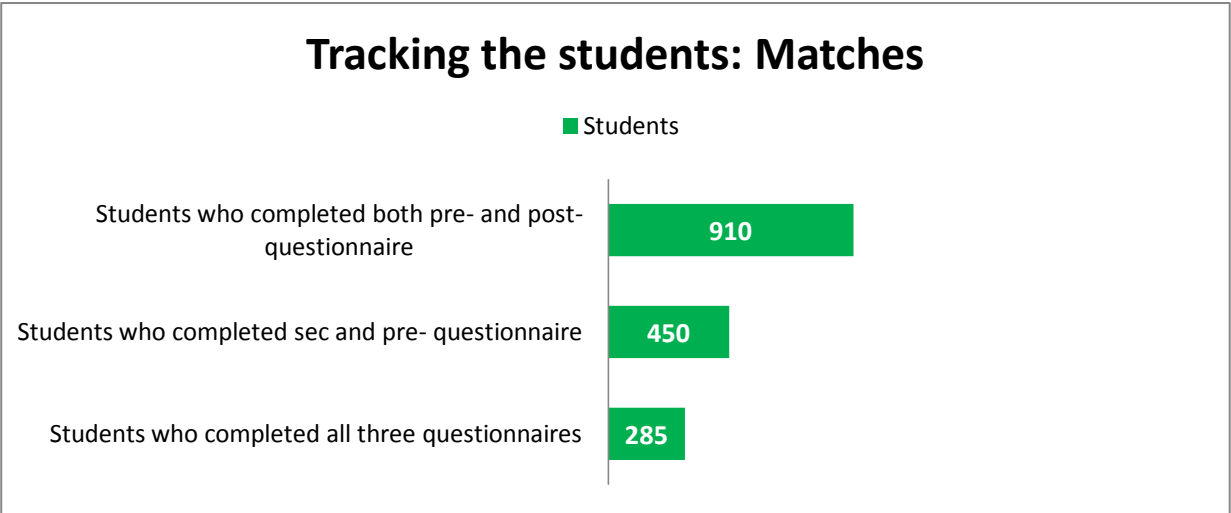
Schools that completed PRE, POST and SEC questionnaires

- Akiva
- Bell Lane
- Brunswick Park
- Childs Hill
- Danegrove
- Dollis Junior
- Fairway
- Goodwyn
- Holland House
- Holy Trinity CE
- King Alfred
- Lyonsdown
- Manorside
- Martin
- Monkfrith
- Osidge
- Parkfield
- Queenswell Junior
- Rosh Pinah
- Sacred Heart Catholic
- St John' CE
- St Mary's & St John's Primary
- St Paul's CE
- The Hyde
- The Orion
- Trent CE
- Underhill
- Woodcroft
- Woodridge

Total responses and matches across the three questionnaires

Total of completed PRE performance questionnaires	1824
Total of POST performance questionnaires	1214
Total of SEC (secondary-school) questionnaires	1126

Pie Chart Titles	Students	Errors	Total
Students who completed both PRE and POST	910	914	1824
Students who completed SEC and either PRE or POST	450	1374	1824
Students who completed all three questionnaires	285	1539	1824



* Matches PRE and POST questionnaires: 910 pupils completed both the PRE and POST questionnaires. 50% of the POST questionnaires match the PRE questionnaires.

* Matches PRE and SEC questionnaires: 450 pupils completed the SEC (secondary-school) questionnaire and PRE performance questionnaire.

* Matches PRE, POST and SEC questionnaires: 285 pupils completed all three questionnaires.

Analysis [A]

Table 1. PRE-performance questionnaire TOTAL			y/n	Total		f		m	
Q1.1	Would you do something if you met someone carrying a knife?	yes	y	1594	87%	817	51%	777	49%
		no	n	230	13%	100	43%	130	57%
Q1.2	Would you carry a knife yourself?	yes	y	44	2%	15	34%	29	66%
		no	n	1780	98%	902	51%	878	49%
Q1.3	Do you think a knife could be a defense?	yes	y	203	11%	90	44%	113	56%
		no	n	1621	89%	827	51%	794	49%
Q1.4	Do you know what happens if you are caught carrying a knife?	yes	y	1584	87%	789	50%	795	50%
		no	n	240	13%	128	53%	112	47%
Total				1824					

Table 2. POST-performance questionnaire TOTAL			a/b/c	Total		f		m	
Q2.1	If you met someone who carries a knife/weapon, would you:	try to change their mind	a	181	15%	84	46%	97	54%
		tell someone	b	998	82%	516	52%	482	48%
		do nothing	c	35	3%	11	31%	24	69%
Q2.2	If you were asked if you would carry a knife/weapon, would you:	never	a	1188	98%	602	51%	586	49%
		might consider	b	24	2%	8	33%	16	67%
		carry one	c	2	0%	1	50%	1	50%
Q2.3	Can carrying a knife/weapon be a way to defend yourself?	no	a	865	71%	453	52%	412	48%
		could be	b	314	26%	150	48%	164	52%
		yes	c	35	3%	8	23%	27	77%
Q2.4	Do you think you know more about the consequences of carrying a knife?	a lot more	a	598	49%	328	55%	270	45%
		a little more	b	531	44%	249	47%	282	53%
		no	c	85	7%	34	40%	51	60%
Total				1214					

Table 3. SEC (secondary-school) questionnaire TOTAL			a/b/c	Total		f		m	
Q3.1	If you were asked to carry a knife, would you:	never do it	a	1061	94%	592	56%	469	44%
		might consider it	b	60	5%	15	25%	45	75%
		carry one	c	4	0%	2	50%	2	50%
Q3.2	What would the police do if they arrested you for carrying a knife? Will you be:	given a warning	a	427	38%	262	61%	165	39%
		prosecuted	b	679	60%	341	50%	338	50%
		no action taken	c	19	2%	6	32%	13	68%
Q3.3	If you met someone who carries a knife/ weapon, would you:	try to change their mind	a	199	18%	88	44%	111	56%
		tell someone	b	831	74%	490	59%	341	41%
		do nothing	c	95	8%	31	33%	64	67%
Q3.4	If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:	ask you to be a witness	a	397	35%	215	54%	182	46%
		arrest you for being involved	b	596	53%	325	55%	271	45%
		prosecute you as an accessory	c	132	12%	69	52%	63	48%
Total				1125					

Table 4. Control Group CON			a/b/c	Total		f		m	
Q3.1	If you were asked to carry a knife, would you:	never do it	a	490	92%	265	54%	225	46%
		might consider it	b	43	8%	7	16%	36	84%
		carry one	c	2	0%	1	50%	1	50%
Q3.2	What would the police do if they arrested you for carrying a knife? Will you be:	given a warning	a	218	41%	121	56%	97	44%
		prosecuted	b	312	58%	150	48%	162	52%
		no action taken	c	5	1%	2	40%	3	60%
Q3.3	If you met someone who carries a knife/ weapon, would you:	try to change their mind	a	97	18%	39	40%	58	60%
		tell someone	b	382	71%	219	57%	163	43%
		do nothing	c	56	10%	15	27%	41	73%
Q3.4	If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:	ask you to be a witness	a	199	37%	103	52%	96	48%
		arrest you for being involved	b	270	50%	136	50%	134	50%
		prosecute you as an accessory	c	66	12%	34	52%	32	48%
Total				535					

Table 5. Experimental group EXP			a/b/c	Total		f		m	
Q3.1	If you were asked to carry a knife, would you:	never do it	a	437	97%	258	59%	179	41%
		might consider it	b	11	2%	7	64%	4	36%
		carry one	c	2	0%	1	50%	1	50%
Q3.2	What would the police do if they arrested you for carrying a knife? Will you be:	given a warning	a	157	35%	112	71%	45	29%
		prosecuted	b	281	62%	151	54%	130	46%
		no action taken	c	12	3%	3	25%	9	75%
Q3.3	If you met someone who carries a knife/ weapon, would you:	try to change their mind	a	81	18%	36	44%	45	56%
		tell someone	b	344	76%	220	64%	124	36%
		do nothing	c	25	6%	10	40%	15	60%
Q3.4	If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:	ask you to be a witness	a	151	34%	95	63%	56	37%
		arrest you for being involved	b	245	54%	141	58%	104	42%
		prosecute you as an accessory	c	54	12%	0	0%	0	0%
Total				450					

Analysis [B]

Table 6: Comparing PRE with POST answers (by the full sample of n= 910 pupils who had completed both questionnaires)																											
POST			Q2.1: If you met someone who carries a knife/weapon, would you:				Q2.2: If you were asked if you would carry a knife/weapon, would you:				Q2.3: Can carrying a knife/weapon be a way to defend yourself?				Q2.4: Do you think you know more about the consequences of carrying a knife (...)?												
PRE			Try to change their mind	Tell someone	Do nothing	Never	Might consider	Carry one	No	Could be	Yes	A lot more	A little more	No													
Q1.1: Would you do something if you meet someone carrying a knife?	yes		12%	109	75%	678	1%	11	86%	787	1%	10	0%	1	65%	588	21%	189	2%	21	43%	389	39%	358	6%	51	
	male	798	49%	43%	55%	44%	80%	0%	41%	49%	76%	38%	49%		41%		49%				38%		49%		53%		
	female		51%	57%	45%	56%	20%	100%	59%	51%	24%	62%	51%		59%		51%				62%		51%		47%		
	no		2%	19	8%	77	2%	16	12%	105	1%	6	0%	1	8%	74	4%	36	0%	2	6%	5%	48	1%	13		
	male	112	42%	58%	63%	57%	33%	100%	55%	58%	50%	53%	56%		55%		58%				53%		56%		69%		
	female		58%	42%	38%	43%	67%	0%	45%	42%	50%	47%	44%		45%		42%				47%		44%		31%		
Q1.2: Would you carry a knife yourself?	yes		1%	9	2%	20	0%	0	3%	25	0%	3	0%	1	1%	13	1%	13	0%	3	2%	14	2%	14	0%	1	
	male	29	56%	65%	0	64%	67%	0%	69%	54%	67%	57%	64%		69%		54%				57%		64%		100%		
	female		44%	35%	0	36%	33%	100%	31%	46%	33%	43%	36%		31%		46%				43%		36%		0%		
	no		13%	119	81%	735	3%	27	95%	867	1%	13	0%	1	71%	649	23%	212	2%	20	47%	426	43%	392	7%	63	
	male	881	47%	44%	59%	45%	62%	100%	43%	50%	75%	39%	50%		43%		50%				39%		50%		56%		
	female		53%	56%	41%	55%	38%	0%	57%	50%	25%	61%	50%		57%		50%				61%		50%		44%		
Q1.3: Do you think a knife could be a defense?	yes		3%	24	9%	78	0%	4	10%	95	1%	10	0%	1	4%	36	6%	57	1%	13	5%	45	6%	52	1%	9	
	male	106	42%	55%	50%	53%	50%	0%	50%	47%	77%	47%	54%		50%		47%				47%		54%		67%		
	female		58%	45%	50%	47%	50%	100%	50%	53%	23%	53%	46%		50%		53%				53%		46%		33%		
	no		11%	104	74%	677	3%	23	88%	797	1%	6	0%	1	69%	626	18%	168	1%	10	43%	395	39%	354	6%	55	
	male	804	49%	44%	61%	44%	83%	100%	43%	51%	70%	39%	50%		43%		51%				39%		50%		55%		
	female		51%	56%	39%	56%	17%	0%	57%	49%	30%	61%	50%		57%		49%				61%		50%		45%		
Q1.4: Do you know what happens if you are caught carrying a knife?	yes		12%	112	72%	654	3%	23	85%	772	2%	15	0%	2	64%	578	21%	191	2%	20	41%	372	40%	361	6%	56	
	male	789	50%	45%	57%	46%	60%	50%	43%	52%	75%	41%	49%		43%		52%				41%		49%		57%		
	female		50%	55%	43%	54%	40%	50%	57%	48%	25%	59%	51%		57%		48%				59%		51%		43%		
	no		2%	16	11%	101	0%	4	13%	120	0%	1	0%	0	9%	84	4%	34	0%	3	7%	68	5%	45	1%	8	
	male	121	31%	43%	75%	42%	100%	0	43%	38%	67%	31%	58%		43%		38%				31%		58%		50%		
	female		69%	57%	25%	58%	0%	0	57%	62%	33%	69%	42%		57%		62%				69%		42%		50%		

Analysis [C]

Table 7. Comparing EXP and CON

Q3.1	If you were asked to carry a knife, would you:	never do it				might consider it				carry one			
		EXP Group		CONtrol Group		EXP Group		CONtrol Group		EXP Group		CONtrol Group	
	Total	437	97%	490	92%	11	2%	43	8%	2	0%	2	0%
	<i>male</i>	<i>179</i>	<i>41%</i>	<i>225</i>	<i>46%</i>	<i>4</i>	<i>36%</i>	<i>36</i>	<i>84%</i>	<i>1</i>	<i>50%</i>	<i>1</i>	<i>50%</i>
	<i>female</i>	<i>258</i>	<i>59%</i>	<i>265</i>	<i>54%</i>	<i>7</i>	<i>64%</i>	<i>7</i>	<i>16%</i>	<i>1</i>	<i>50%</i>	<i>1</i>	<i>50%</i>
Q3.2	What would the police do if they arrested you for carrying a knife/ Will you be:	given a warning				prosecuted				no action taken			
		EXP Group		CONtrol Group		EXP Group		CONtrol Group		EXP Group		CONtrol Group	
	Total	157	35%	218	41%	281	62%	312	58%	12	3%	5	1%
	<i>male</i>	<i>45</i>	<i>29%</i>	<i>97</i>	<i>44%</i>	<i>130</i>	<i>46%</i>	<i>162</i>	<i>52%</i>	<i>5</i>	<i>42%</i>	<i>3</i>	<i>60%</i>
	<i>female</i>	<i>112</i>	<i>71%</i>	<i>121</i>	<i>56%</i>	<i>151</i>	<i>54%</i>	<i>150</i>	<i>48%</i>	<i>7</i>	<i>58%</i>	<i>2</i>	<i>40%</i>
Q3.3	If you met someone who carries a knife/ weapon, would you:	try to change their mind				tell someone				do nothing			
		EXP Group		CONtrol Group		EXP Group		CONtrol Group		EXP Group		CONtrol Group	
	Total	81	18%	97	18%	344	76%	382	71%	25	6%	56	10%
	<i>male</i>	<i>45</i>	<i>56%</i>	<i>58</i>	<i>60%</i>	<i>124</i>	<i>36%</i>	<i>163</i>	<i>43%</i>	<i>11</i>	<i>44%</i>	<i>41</i>	<i>73%</i>
	<i>female</i>	<i>36</i>	<i>44%</i>	<i>39</i>	<i>40%</i>	<i>220</i>	<i>64%</i>	<i>219</i>	<i>57%</i>	<i>14</i>	<i>56%</i>	<i>15</i>	<i>27%</i>
Q3.4	If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:	ask you to be a witness				arrest you for being involved				prosecute you as an accessory			
		EXP Group		CONtrol Group		EXP Group		CONtrol Group		EXP Group		CONtrol Group	
	Total	151	34%	199	37%	245	54%	270	50%	54	12%	66	12%
	<i>male</i>	<i>56</i>	<i>37%</i>	<i>96</i>	<i>48%</i>	<i>104</i>	<i>42%</i>	<i>134</i>	<i>50%</i>	<i>21</i>	<i>39%</i>	<i>32</i>	<i>48%</i>
	<i>female</i>	<i>95</i>	<i>63%</i>	<i>103</i>	<i>52%</i>	<i>141</i>	<i>58%</i>	<i>136</i>	<i>50%</i>	<i>33</i>	<i>61%</i>	<i>34</i>	<i>52%</i>

Analysis [D]

Table 8. What would you do if you met someone carrying a knife?

PRE Q1 yes/no: POST Q1 answers a, b, c: LATER Q3 answers a, b, c

PRE: Q1.1 Would you do something if you met someone carrying a knife?				POST: If you met someone who carries a knife/weapon, would you:				SEC: If you met someone who carries a knife/weapon, would you:					
								Try to change their mind		Tell someone		Do nothing	
Yes	y	248	87%	Try to change their mind	a	31	11%	6	2%	22	8%	3	1%
	y			Tell someone	b	214	75%	35	12%	174	61%	5	2%
	y			Do nothing	c	3	1%	0	0%	3	1%	0	0%
No	n	37	13%	Try to change their mind	a	9	3%	2	1%	6	2%	1	0%
	n			Tell someone	b	18	6%	2	1%	15	5%	1	0%
	n			Do nothing	c	10	4%	2	1%	5	2%	3	1%
Male Total								a	A	b	b	c	c
Yes	y	95	38%	Try to change their mind	a	15	48%	1	17%	12	55%	2	67%
	y			Tell someone	b	80	37%	18	51%	58	33%	4	80%
	y			Do nothing	c	0	0%	0	0%	0	0%	0	0%
No	n	20	54%	Try to change their mind	a	3	33%	0	0%	3	50%	0	0%
	n			Tell someone	b	11	61%	1	50%	10	67%	0	0%
	n			Do nothing	c	6	60%	2	100%	3	60%	1	33%
Female Total								a	A	b	b	c	c
Yes	y	153	62%	Try to change their mind	a	16	52%	5	83%	10	45%	1	33%
	y			Tell someone	b	134	63%	17	49%	116	67%	1	20%
	y			Do nothing	c	3	0%	0	0%	3	100%	0	0%
No	n	17	46%	Try to change their mind	a	6	67%	2	100%	3	50%	1	100%
	n			Tell someone	b	7	39%	1	50%	5	33%	1	100%
	n			Do nothing	c	4	40%	0	0%	2	40%	2	67%

Table 9. Have you ever thought about carrying a knife? <i>PRE Q2 yes/no: POST Q2 answers a, b, c: LATER Q1 answers a, b, c</i>													
PRE: Q1.2 Have you ever thought about carrying a knife/weapon yourself?				POST: Q2.2 If you were asked if you would carry a knife/weapon, would you:				SEC: Q3.1 If you were asked to carry a knife/weapon, would you:					
								Never do it		Might consider it		Carry one	
								a	A	b	b	c	c
Yes	y	7	2%	Never do it	a	5	2%	5	2%	0	0%	0	0%
	y			Might consider it	b	1	0%	1	0%	0	0%	0	0%
	y			Carry one	c	1	0%	1	0%	0	0%	0	0%
No	n	278	98%	Never do it	a	275	96%	268	94%	6	2%	1	0%
	n			Might consider it	b	2	1%	1	0%	1	0%	0	0%
	n			Carry one	c	1	0%	1	0%	0	0%	0	0%
Male Total								a	A	b	b	c	c
Yes	y	5	71%	Never do it	a	4	80%	4	80%	0	0%	0	0%
	y			Might consider it	b	1	100%	1	100%	0	0%	0	0%
	y			Carry one	c	0	0%	0	0%	0	0%	0	0%
No	n	110	40%	Never do it	a	109	40%	106	40%	3	50%	0	0%
	n			Might consider it	b	0	0%	0	0%	0	0%	0	0%
	n			Carry one	c	1	100%	1	100%	0	0%	0	0%
Female Total								a	A	b	b	c	c
Yes	y	2	29%	Never do it	a	1	20%	1	20%	0	0%	0	0%
	y			Might consider it	b	0	0%	0	0%	0	0%	0	0%
	y			Carry one	c	1	100%	1	100%	0	0%	0	0%
NO	n	168	60%	Never do it	a	166	60%	162	60%	3	50%	1	100%
	n			Might consider it	b	2	100%	1	100%	1	0%	0	0%
	n			Carry one	c	0	0%	0	0%	0	0%	0	0%

Table 10. Do you know what happens if you are caught carrying a knife/weapon and arrested? <i>PRE Q4 yes/no: POST Q4 answers a, b, c: SEC Q2 answers a, b, c</i>													
PRE: Q1.4 Do you know what happens if someone is caught carrying a knife/weapon?				POST: Q2.4 Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?				SEC: Q3.2 What would the police do if they arrested you for carrying a knife? Will you be:					
								Given a warning		Prosecuted (correct)		No action taken	
								a	A	b	b	c	c
Yes	y	253	89%	A lot more	a	123	43%	41	14%	81	28%	1	0%
	y			A little more	b	109	38%	40	14%	66	23%	3	1%
	y			No	c	21	7%	6	2%	15	5%	0	0%
No	n	32	11%	A lot more	a	19	7%	8	3%	9	3%	2	1%
	n			A little more	b	12	4%	3	1%	9	3%	0	0%
	n			No	c	1	0%	1	0%	0	0%	0	0%
Male Total								a	A	b	b	c	c
Yes	y	100	40%	A lot more	a	45	37%	6	15%	39	48%	0	0%
	y			A little more	b	50	46%	15	38%	32	48%	3	100%
	y			No	c	5	24%	0	0%	5	33%	0	0%
No	n	15	47%	A lot more	a	7	37%	3	38%	3	33%	1	50%
	n			A little more	b	8	67%	1	33%	7	78%	0	0%
	n			No	c	0	0%	0	0%	0	0%	0	0%
Female Total								a	a	b	b	c	c
Yes	y	153	60%	A lot more	a	78	63%	35	85%	42	52%	1	100%
	y			A little more	b	59	54%	25	63%	34	52%	0	0%
	y			No	c	16	76%	6	100%	10	67%	0	0%
No	n	17	53%	A lot more	a	12	63%	5	63%	6	67%	1	50%
	n			A little more	b	4	33%	2	67%	2	22%	0	0%
	n			No	c	1	100%	1	100%	0	0%	0	0%

Table 11. Do you know what happens if you take part in a fight and someone is stabbed?

PRE Q4 yes/no: POST Q4 answers a, b, c: SEC Q4 answers a, b, c

PRE: Q1.4 Do you know what happens if someone is caught carrying a knife/weapon?				POST: Q2.4 Do you think you know more about the consequences of carrying a knife/weapon since completing the first questionnaire?				SEC: Q3.4 If you take part in a fight between young people who you know carry weapons and someone gets stabbed, will the police:					
								Ask you to be a witness		Arrest you for being involved (correct)		Prosecute you as an accessory	
Yes	y	253	89%	A lot more	a	123	43%	55	19%	49	17%	19	7%
	y			A little more	b	109	38%	30	11%	70	25%	9	3%
	y			No	c	21	7%	6	2%	11	4%	4	1%
No	n	32	11%	A lot more	a	19	7%	6	2%	13	5%	0	0%
	n			A little more	b	12	4%	5	2%	7	2%	0	0%
	n			No	c	1	0%	0	0%	1	0%	0	0%
Male Total								a	a	b	b	c	c
Yes	y	100	40%	A lot more	a	45	37%	17	31%	18	37%	10	53%
	y			A little more	b	50	46%	11	37%	37	53%	2	22%
	y			No	c	5	24%	0	0%	3	27%	2	50%
No	n	15	47%	A lot more	a	7	37%	3	50%	4	31%	0	0%
	n			A little more	b	8	67%	3	60%	5	71%	0	0%
	n			No	c	0	0%	0	0%	0	0%	0	0%
Female Total								a	a	b	b	c	c
Yes	y	153	60%	A lot more	a	78	63%	38	69%	31	63%	9	47%
	y			A little more	b	59	54%	19	63%	33	47%	7	78%
	y			No	c	16	76%	6	100%	8	73%	2	50%
No	n	17	53%	A lot more	a	12	63%	3	50%	9	69%	0	0%
	n			A little more	b	4	33%	2	40%	2	29%	0	0%
	n			No	c	1	100%	0	0%	1	100%	0	0%

Annex IV: Statistical significance

Comparing responses between PRE and POST performance questionnaires – tests of statistically significant differences

In the PRE performance questionnaire, responses to the questions are binary – that is to say the answers to the questions of interest are either ‘yes’ or ‘no’. In the POST performance questionnaire, the response categories of the equivalent questions are categorical. Resultantly, these responses provided to the POST questionnaire have been recoded to be comparable with the response categories in the PRE questionnaire.

This has been done specifically as follows:

- For the first question, ‘do something?’, the response categories ‘try to change their mind?’ and ‘tell someone’ have been coded together to represent the ‘yes’ response in the PRE questionnaire.
- For the second question, ‘carry?’, the response categories ‘might consider it?’ and ‘carry one?’ have been coded together to represent the ‘yes’ response in the PRE questionnaire.
- For the third question, ‘defend?’ the response categories ‘could be’ and ‘yes’ have been coded together to represent the ‘yes’ response in the PRE questionnaire.

In order to see if differences between responses to the PRE performance questionnaire and the POST performance questionnaire are statistically significant, independent samples t-tests can be used.

Question 1: If you met someone who carries a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	1841	.8745247	.0077225	.3313471	.859379	.8896704
post1	1214	.9711697	.0048044	.1673984	.9617438	.9805956
combined	3055	.9129296	.0051018	.2819843	.9029264	.9229328
diff		-.096645	.0102794		-.1168002	-.0764897

diff = mean(pre1) - mean(post1) t = -9.4018
 Ho: diff = 0 degrees of freedom = 3053

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

The above table shows that in the PRE questionnaire, 87.5% of respondents said they would do something if they knew someone carried a knife. In the POST questionnaire, this proportion rose to 97.1%. This difference is statistically significant at the p<0.05 level – there is strong evidence to suggest that responses changed between the PRE and POST questionnaires.

Question 2: If you were asked if you would carry a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	1841	.0239001	.0035607	.1527793	.0169166	.0308835
post2	1214	.0214168	.0041567	.1448289	.0132617	.0295719
combined	3055	.0229133	.0027075	.1496515	.0176045	.028222
diff		.0024833	.0055336		-.0083667	.0133332

diff = mean(pre2) - mean(post2) t = 0.4488
 Ho: diff = 0 degrees of freedom = 3053

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.6732 Pr(|T| > |t|) = 0.6536 Pr(T > t) = 0.3268

The table above shows that in the PRE questionnaire, 2.4% of respondents said they would consider carrying a knife or weapon, compared with 2.1% in the POST questionnaire. This difference is not statistically significant. However, it is in the expected direction.

Question 3: Can carrying a knife/weapon be a way to defend yourself?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	1841	.1108093	.0073177	.3139812	.0964574	.1251613
post3	1214	.2874794	.0129949	.4527735	.2619845	.3129743
combined	3055	.1810147	.0069672	.3850934	.1673538	.1946757
diff		-.1766701	.0138763		-.2038778	-.1494623

diff = mean(pre3) - mean(post3) t = -12.7318
 Ho: diff = 0 degrees of freedom = 3053

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

The above table shows that in the PRE questionnaire, 11.1% of respondents said they thought carrying a knife or weapon was a way to defend themselves. In the POST questionnaire this rose to 28.7%. This difference is highly statistically significant. However, I think this result is being driven by the original response options in the POST questionnaire. These options were 'no', 'could be' and 'yes'. A significant proportion of respondents chose 'could be', which is coded currently as a 'yes', whereas if faced with only the 'yes' and 'no' option as in the PRE questionnaire, they may well have selected 'no'.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	1841	.1108093	.0073177	.3139812	.0964574	.1251613
post3	1214	.0288303	.0048044	.1673984	.0194044	.0382562
combined	3055	.0782324	.0048593	.2685809	.0687047	.0877601
diff		.081979	.0098201		.0627244	.1012336
diff = mean(pre3) - mean(post3)				t =	8.3481	
Ho: diff = 0				degrees of freedom =	3053	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 1.0000		Pr(T > t) = 0.0000		Pr(T > t) = 0.0000		

The table now shows that the PRE performance questionnaire results remain the same (as expected, since the coding only affected the POST performance questionnaire), with 11.1% of respondents saying they thought carrying a knife or weapon was a way to defend themselves. In the POST questionnaire, this figure has now dropped to 2.9%. This difference is highly statistically significant.

The results of this question can also be considered another way – by not including those who selected ‘could be’ in the POST questionnaire, and considering only those who used the same categories – ‘yes’ and ‘no’ – as those available in the PRE questionnaire. The following table demonstrates these results.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	1841	.1108093	.0073177	.3139812	.0964574	.1251613
post3	900	.0388889	.0064479	.1934376	.0262342	.0515436
combined	2741	.0871945	.0053896	.2821713	.0766263	.0977626
diff		.0719205	.0113963		.0495743	.0942667
diff = mean(pre3) - mean(post3)				t =	6.3109	
Ho: diff = 0				degrees of freedom =	2739	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 1.0000		Pr(T > t) = 0.0000		Pr(T > t) = 0.0000		

These results show that when only those who selected ‘yes’ or ‘no’ are considered, there is a drop from 11.1% to 3.9% between the PRE and POST questionnaires of respondents saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant.

The above analyses were rerun for boys and girls separately, to assess whether there are any differences between genders in the effect of the treatment on the answers to the POST questionnaire.

Question 1: [Boys] If you met someone who carries a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	914	.8577681	.0115597	.3494791	.8350813	.8804548
post1	603	.960199	.0079676	.1956537	.9445513	.9758467
combined	1517	.8984838	.0077566	.3021106	.883269	.9136987
diff		-.102431	.0156352		-.1330999	-.071762

diff = mean(pre1) - mean(post1) t = -6.5513
 Ho: diff = 0 degrees of freedom = 1515

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

85.8% of boys said they would do something if they knew someone carried a knife in the PRE questionnaire, and this increased to 96% in the POST questionnaire. This difference is statistically significant.

Question 1: [Girls] If you met someone who carries a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	927	.8910464	.0102392	.3117492	.8709517	.9111411
post1	611	.9819967	.0053835	.1330719	.9714243	.9925692
combined	1538	.9271782	.0066279	.2599284	.9141775	.9401788
diff		-.0909503	.013349		-.1171344	-.0647662

diff = mean(pre1) - mean(post1) t = -6.8133
 Ho: diff = 0 degrees of freedom = 1536

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

89.1% of girls said they would do something if they knew someone carried a knife in the PRE questionnaire, and this increased to 98% in the POST questionnaire. This difference is statistically significant.

Overall, girls were more likely than boys in both the PRE and POST questionnaires to say they would do something if they knew someone carried a knife or other weapon, but the treatment led to an increase of similar degrees from the PRE to the POST questionnaire for both boys and girls.

Question 2: [Boys] If you were asked if you would carry a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	914	.0317287	.0058008	.1753728	.0203442	.0431131
post2	603	.0281924	.0067462	.1656595	.0149435	.0414413
combined	1517	.030323	.004404	.1715311	.0216844	.0389616
diff		.0035363	.0090017		-.0141208	.0211934

diff = mean(pre2) - mean(post2) t = 0.3928
 Ho: diff = 0 degrees of freedom = 1515
 Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.6528 Pr(|T| > |t|) = 0.6945 Pr(T > t) = 0.3472

3.2% of boys said they would consider carrying a knife or weapon in the PRE questionnaire, which reduced to 2.8% in the POST questionnaire. However, this difference is not statistically significant.

Question 2: [Girls] If you were asked if you would carry a knife/weapon, what would you do?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	927	.0161812	.0041463	.1262402	.008044	.0243184
post2	611	.01473	.0048777	.1205685	.0051509	.024309
combined	1538	.0156047	.0031614	.1239805	.0094036	.0218057
diff		.0014513	.0064626		-.0112251	.0141277

diff = mean(pre2) - mean(post2) t = 0.2246
 Ho: diff = 0 degrees of freedom = 1536
 Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.5888 Pr(|T| > |t|) = 0.8223 Pr(T > t) = 0.4112

1.6% of girls said they would consider carrying a knife or weapon in the PRE questionnaire, which reduced to 1.5% in the POST questionnaire. However, this difference is not statistically significant.

Comparing boys and girls, boys were more likely in both the PRE and POST questionnaires to say they would consider carrying a knife or other weapon. The treatment seemed to have the most effect on boys, as the percentage saying they would consider carrying reduced the most between the two questionnaires. However, none of these differences are statistically significant, although they are in the direction that one would expect.

Question 3: [Boys] Can carrying a knife/weapon be a way to defend yourself?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	914	.1236324	.0108937	.3293419	.1022529	.1450119
post3	603	.3167496	.0189605	.4655951	.2795128	.3539863
combined	1517	.2003955	.0102809	.4004283	.1802292	.2205619
diff		-.1931172	.0204209		-.2331734	-.153061

diff = mean(pre3) - mean(post3) t = -9.4568
 Ho: diff = 0 degrees of freedom = 1515

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

Of the boys, 12.4% said in the PRE questionnaire said they thought a knife could be a way of defending themselves, which increased to 31.7% in the POST questionnaire. Whilst this is a statistically significant increase at the $p < 0.05$ level, it is likely that this unexpected increase is due to the differing questions and response categories, as discussed previously.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	914	.1236324	.0108937	.3293419	.1022529	.1450119
post3	603	.0447761	.008429	.2069837	.0282222	.06133
combined	1517	.0922874	.0074335	.2895267	.0777063	.1068685
diff		.0788563	.0150591		.0493175	.1083951

diff = mean(pre3) - mean(post3) t = 5.2365
 Ho: diff = 0 degrees of freedom = 1515

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Of the boys, 12.4% said in the PRE questionnaire they thought a knife could be a way of defending themselves, which decreased to 4.5% in the POST questionnaire if a 'could be' response is considered in the 'no' category. This is a statistically significant decrease at the $p < 0.05$ level.

If those who selected 'could be' in the POST questionnaire are dropped from the analysis, the following results are gained.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	914	.1236324	.0108937	.3293419	.1022529	.1450119
post3	439	.0615034	.0114797	.2405255	.0389414	.0840655
combined	1353	.1034738	.0082834	.3046893	.0872241	.1197235
diff		.062129	.0176186		.0275661	.0966918

diff = mean(pre3) - mean(post3) t = 3.5263
 Ho: diff = 0 degrees of freedom = 1351

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.9998 Pr(|T| > |t|) = 0.0004 Pr(T > t) = 0.0002

These results show that when only those who selected 'yes' or 'no' are considered, there is a drop from 12.4% to 6.2% between the PRE and POST questionnaires of boys saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant.

Question 3: [Girls] Can carrying a knife/weapon be a way to defend yourself?

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	927	.0981661	.0097777	.2976998	.078977	.1173552
post3	611	.2585925	.0177285	.4382199	.2237762	.2934087
combined	1538	.1618986	.0093958	.3684775	.1434687	.1803285
diff		-.1604263	.0187662		-.1972365	-.1236162

diff = mean(pre3) - mean(post3) t = -8.5487
 Ho: diff = 0 degrees of freedom = 1536

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

For the girls, 9.8% said they thought a knife could be a way of defending themselves in the PRE questionnaire, which increased to 25.9% increase in the POST questionnaire. Again, whilst this is statistically significant, it is likely an artefact of the questions used, rather than an attitudinal shift.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	927	.0981661	.0097777	.2976998	.078977	.1173552
post3	611	.0130933	.0046025	.1137675	.0040545	.022132
combined	1538	.0643693	.0062597	.2454895	.0520908	.0766478
diff		.0850728	.0126111		.0603361	.1098096
diff = mean(pre3) - mean(post3)				t =	6.7459	
Ho: diff = 0				degrees of freedom =	1536	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 1.0000		Pr(T > t) = 0.0000		Pr(T > t) = 0.0000		

9.8% of girls said they thought a knife could be a way of defending themselves in the PRE questionnaire, which decreased to 1.3% in the POST questionnaire if 'could be' is considered a 'no'. This is highly statistically significant.

If those who selected 'could be' in the POST questionnaire are dropped from the analysis, the following results are gained.

Two-sample t test with equal variances

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	927	.0981661	.0097777	.2976998	.078977	.1173552
post3	461	.0173536	.0060886	.1307268	.0053887	.0293184
combined	1388	.0713256	.0069106	.2574608	.0577693	.084882
diff		.0808125	.0145168		.0523353	.1092898
diff = mean(pre3) - mean(post3)				t =	5.5668	
Ho: diff = 0				degrees of freedom =	1386	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 1.0000		Pr(T > t) = 0.0000		Pr(T > t) = 0.0000		

These results show that when only those who selected 'yes' or 'no' are considered, there is a drop from 9.8% to 1.7% between the PRE and POST questionnaires of girls saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant.

A bigger proportion of boys than girls thought carrying a knife was a way to defend themselves when asked in the PRE questionnaire: 12.4% compared with 9.8%.

If 'could be' is considered as a 'no', the decrease between the PRE and POST questionnaires is slightly larger for the girls, with a decrease of 8.5% compared with 7.9% for boys.

If respondents who selected 'could be' are excluded from the analyses, the decrease between the PRE and POST questionnaire amongst those thinking carrying a knife or a weapon is a way to defend themselves is 8.1% for girls and 6.2% for boys.

Measuring attitudinal change between PRE and POST answers

In order to see if differences between responses to the PRE questionnaire and the POST questionnaire for those who completed both are statistically significant, paired samples t-tests can be used.

Question 1: If you met someone who carries a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	910	.8769231	.0108965	.3287061	.8555378	.8983083
post1	910	.9703297	.0056278	.1697695	.9592847	.9813747
diff	910	-.0934066	.0109433	.3301172	-.1148836	-.0719296

mean(diff) = mean(pre1 - post1) t = -8.5355
 Ho: mean(diff) = 0 degrees of freedom = 909

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

The above table shows that for the matched sample, in the PRE questionnaire, 87.7% of respondents said they would do something if they knew someone carried a knife. In the POST questionnaire, this proportion rose to 97.0%. This difference is statistically significant at the $p < 0.05$ level.

Question 2: If you were asked if you would carry a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	910	.0318681	.0058259	.1757455	.0204343	.0433019
post2	910	.0197802	.0046184	.1393208	.0107162	.0288443
diff	910	.0120879	.0068547	.2067801	-.001365	.0255408

mean(diff) = mean(pre2 - post2) t = 1.7635
 Ho: mean(diff) = 0 degrees of freedom = 909

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9609 Pr(|T| > |t|) = 0.0782 Pr(T > t) = 0.0391

The table above shows that in the PRE questionnaire, 3.2% of respondents said they would consider carrying a knife or weapon, compared with 2.0% in the POST questionnaire. This difference is not statistically significant at the $p < 0.05$ level. However, it is in the direction we would expect if the intervention was successful.

Question 3: Can carrying a knife/weapon be a way to defend yourself?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	910	.1164835	.0106404	.3209803	.0956009	.1373661
post3	910	.2725275	.0147683	.4455046	.2435435	.3015115
diff	910	-.156044	.0152289	.4593986	-.1859319	-.126156

```

mean(diff) = mean(pre3 - post3)                                t = -10.2466
Ho: mean(diff) = 0                                           degrees of freedom = 909

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 0.0000          Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000

```

The above table shows that in the PRE questionnaire, 11.6% of respondents said they thought carrying a knife or weapon was a way to defend themselves. In the POST questionnaire this rose to 27.3%. This difference is highly statistically significant. However, as with the previous unpaired t-test of this data, it is likely that this result is being driven by the original response options in the POST questionnaire. These options were 'no', 'could be' and 'yes'. A significant proportion of respondents chose 'could be', which is coded currently as a 'yes', whereas if faced with only the 'yes' and 'no' option as in the PRE questionnaire, they may well have selected 'no'.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	910	.1164835	.0106404	.3209803	.0956009	.1373661
post3recode	910	.0252747	.005206	.1570446	.0150576	.0354919
diff	910	.0912088	.0107409	.324011	.070129	.1122886

```

mean(diff) = mean(pre3 - post3recode)                        t = 8.4918
Ho: mean(diff) = 0                                           degrees of freedom = 909

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 1.0000          Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000

```

The table now shows that the PRE questionnaire results remain the same (as expected, as the coding only affected the POST questionnaire), with 11.6% of respondents saying they thought carrying a knife or weapon was a way to defend themselves. In the POST questionnaire, this figure has now dropped to 2.5%. This difference is highly statistically significant.

The results of this question can also be considered another way – by not including those who selected 'could be' in the POST questionnaire, and considering only those who used the same categories – 'yes' and 'no' – as were available in the PRE questionnaire. The following table demonstrates these results.

Note that as the 225 respondents who selected 'could be' have been dropped from this analysis, the total number of respondents included is now 685.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	685	.0715328	.0098539	.2579011	.0521853	.0908804
post3d~s	685	.0335766	.0068877	.1802684	.0200531	.0471002
diff	685	.0379562	.0098016	.256532	.0187114	.057201

```

mean(diff) = mean(pre3 - post3drops)          t = 3.8725
Ho: mean(diff) = 0                            degrees of freedom = 684

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 0.9999          Pr(|T| > |t|) = 0.0001          Pr(T > t) = 0.0001

```

These results show that when only those who selected 'yes' or 'no' are considered, there is a drop from 7.2% to 3.4% between the PRE and POST questionnaires of respondents saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant.

The above analyses will now be rerun for boys and girls separately, to assess whether there are any differences between genders in the effect of the treatment on the answers to the POST questionnaire.

Question 1: [Boys] If you met someone who carries a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	415	.8481928	.0176357	.359267	.813526	.8828595
post1	415	.9614458	.0094623	.1927624	.9428456	.980046
diff	415	-.113253	.0176754	.3600762	-.1479978	-.0785082

```

mean(diff) = mean(pre1 - post1)          t = -6.4074
Ho: mean(diff) = 0                            degrees of freedom = 414

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 0.0000          Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000

```

84.8% of boys said they would do something if they knew someone carried a knife in the PRE questionnaire, and this increased to 96.1% in the post questionnaire. This difference is statistically significant.

Question 1: [Girls] If you met someone who carries a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre1	495	.9010101	.0134368	.2989506	.8746097	.9274105
post1	495	.9777778	.0066321	.1475547	.9647472	.9908084
diff	495	-.0767677	.0135781	.302094	-.1034457	-.0500897

```

mean(diff) = mean(pre1 - post1)                                t = -5.6538
Ho: mean(diff) = 0                                           degrees of freedom = 494

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 0.0000                Pr(|T| > |t|) = 0.0000                Pr(T > t) = 1.0000

```

90.1% of girls said they would do something if they knew someone carried a knife in the PRE questionnaire, and this increased to 97.8% in the post questionnaire. This difference is statistically significant.

Overall, girls were more likely than boys in both the PRE and POST questionnaires to say they would do something if they knew someone carried a knife or other weapon, but the treatment led to a slightly higher increase from the PRE to the POST questionnaire for boys.

Question 2: [Boys] If you were asked if you would carry a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	415	.0433735	.0100111	.2039423	.0236945	.0630525
post2	415	.026506	.0078948	.1608284	.0109872	.0420248
diff	415	.0168675	.0120342	.2451556	-.0067883	.0405233

```

mean(diff) = mean(pre2 - post2)                                t = 1.4016
Ho: mean(diff) = 0                                           degrees of freedom = 414

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 0.9191                Pr(|T| > |t|) = 0.1618                Pr(T > t) = 0.0809

```

4.3% of boys said they would consider carrying a knife or weapon in the PRE questionnaire, which reduced to 2.7% in the POST questionnaire. However, this difference is not statistically significant at the $p < 0.05$ level.

Question 2: [Girls] If you were asked if you would carry a knife/weapon, what would you do?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre2	495	.0222222	.0066321	.1475547	.0091916	.0352528
post2	495	.0141414	.0053124	.1181933	.0037037	.0245791
diff	495	.0080808	.0075578	.1681507	-.0067686	.0229302

```

mean(diff) = mean(pre2 - post2)                                t = 1.0692
Ho: mean(diff) = 0                                           degrees of freedom = 494

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 0.8572                Pr(|T| > |t|) = 0.2855                Pr(T > t) = 0.1428

```

2.2% of girls said they would consider carrying a knife or weapon in the PRE questionnaire, which reduced to 1.4% in the POST questionnaire. Again, as with the equivalent result for boys, this difference is not statistically significant.

Comparing boys and girls, boys were more likely in both the PRE and POST questionnaires to say they would consider carrying a knife or other weapon. The treatment seemed to have the most effect on boys, as the percentage saying they would consider carrying reduced the most between the two questionnaires. However, none of these differences are statistically significant, although they are in the direction that one would expect if the intervention were successful.

Question 3: [Boys] Can carrying a knife/weapon be a way to defend yourself?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	415	.1325301	.0166642	.3394755	.0997731	.1652871
post3	415	.313253	.0227953	.4643761	.268444	.358062
diff	415	-.1807229	.0238154	.4851559	-.227537	-.1339088

```

mean(diff) = mean(pre3 - post3)                                t = -7.5885
Ho: mean(diff) = 0                                           degrees of freedom = 414

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 0.0000                Pr(|T| > |t|) = 0.0000                Pr(T > t) = 1.0000

```

Of the boys, 13.3% said in the PRE questionnaire said they thought a knife could be a way of defending themselves, which increased to 31.3% in the POST questionnaire. Whilst this is a statistically significant increase at the $p < 0.05$ level, it is likely that this unexpected increase is due to the differing questions and response categories, as discussed previously.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	415	.1325301	.0166642	.3394755	.0997731	.1652871
post3re~e	415	.0409639	.0097413	.1984457	.0218152	.0601125
diff	415	.0915663	.016805	.3423437	.0585325	.1246

```

mean(diff) = mean(pre3 - post3recode)          t = 5.4488
Ho: mean(diff) = 0                             degrees of freedom = 414

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 1.0000          Pr(|T| > |t|) = 0.0000          Pr(T > t) = 0.0000

```

Of the boys, 13.3% said in the PRE questionnaire said they thought a knife could be a way of defending themselves, which decreased to 4.1% in the POST questionnaire if a 'could be' response is considered in the 'no' category. This is a statistically significant decrease at the $p < 0.05$ level.

If those who selected 'could be' in the POST questionnaire are dropped from the analysis, the following results are gained.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	302	.0927152	.0167172	.2905143	.0598178	.1256127
post3d~s	302	.0562914	.0132849	.2308661	.0301484	.0824343
diff	302	.0364238	.0164503	.2858765	.0040516	.0687961

```

mean(diff) = mean(pre3 - post3drops)          t = 2.2142
Ho: mean(diff) = 0                             degrees of freedom = 301

Ha: mean(diff) < 0          Ha: mean(diff) != 0          Ha: mean(diff) > 0
Pr(T < t) = 0.9862          Pr(|T| > |t|) = 0.0276          Pr(T > t) = 0.0138

```

These results show that when only those who selected 'yes' or 'no' in the POST questionnaire are considered, there is a drop from 9.3% to 5.6% between the PRE and POST questionnaires of boys saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant.

Question 3: [Girls] Can carrying a knife/weapon be a way to defend yourself?

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	495	.1030303	.0136775	.304306	.076157	.1299036
post3	495	.2383838	.0191709	.4265261	.2007172	.2760504
diff	495	-.1353535	.0195992	.4360555	-.1738617	-.0968454

```

mean(diff) = mean(pre3 - post3)                                t = -6.9061
Ho: mean(diff) = 0                                           degrees of freedom = 494

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 0.0000                Pr(|T| > |t|) = 0.0000                Pr(T > t) = 1.0000

```

For the girls, 10.3% said they thought a knife could be a way of defending themselves in the PRE questionnaire, which increased to 23.8% increase in the POST questionnaire. Again, whilst this is statistically significant, it is likely an artefact of the questions used, rather than an attitudinal shift.

The following table shows the results for this question if 'could be' is coded as a 'no'.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	495	.1030303	.0136775	.304306	.076157	.1299036
post3recode	495	.0121212	.0049234	.1095378	.0024479	.0217945
diff	495	.0909091	.0138504	.308152	.0636961	.1181221

```

mean(diff) = mean(pre3 - post3recode)                        t = 6.5636
Ho: mean(diff) = 0                                           degrees of freedom = 494

Ha: mean(diff) < 0                Ha: mean(diff) != 0                Ha: mean(diff) > 0
Pr(T < t) = 1.0000                Pr(|T| > |t|) = 0.0000                Pr(T > t) = 0.0000

```

10.3% of girls said they thought a knife could be a way of defending themselves in the PRE questionnaire, which decreased to 1.2% in the POST questionnaire if 'could be' is considered a 'no'. This is highly statistically significant.

If those who selected 'could be' in the POST questionnaire are dropped from the analysis, the following results are gained.

Paired t test

Variable	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
pre3	383	.0548303	.0116475	.2279465	.031929	.0777316
post3d~s	383	.0156658	.0063535	.1243413	.0031735	.0281581
diff	383	.0391645	.0118118	.2311622	.0159401	.0623888

mean(diff) = mean(pre3 - post3drops) t = 3.3157
 Ho: mean(diff) = 0 degrees of freedom = 382

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9995 Pr(|T| > |t|) = 0.0010 Pr(T > t) = 0.0005

These results show that when only those who selected 'yes' or 'no' are considered, there is a drop from 5.5% to 1.6% between the PRE and POST questionnaires of girls saying they thought carrying a knife or weapon was a way to defend themselves. This is statistically significant

A bigger proportion of boys than girls thought carrying a knife was a way to defend themselves when asked in the PRE questionnaire.

If 'could be' is considered as a 'no', the decrease between the PRE and POST questionnaires is similar for boys and girls, with a decrease of around 9%.

If respondents who selected 'could be' are excluded from the analyses, the decrease between the PRE and POST questionnaire in those thinking carrying a knife or a weapon is a way to defend themselves is just under 4% for both boys and girls.

Comparing EXP and CON answers

In order to see if differences between responses by the experimental and control groups to the SEC questionnaire are statistically significant, Pearson's Chi-squared tests can be used.

Question 1: **If you were asked to carry a knife, what would you do?**

expcont	exp1			Total
	0	1	2	
0	490	43	2	535
1	437	11	2	450
Total	927	54	4	985

Pearson chi2(2) = 14.7681 Pr = 0.001

The differences between EXP and CON responses to this question are statistically significant.

Question 2: **What would the police do if they arrested you for carrying a knife?**

expcont	exp2			Total
	1	2	3	
0	218	312	5	535
1	157	281	12	450
Total	375	593	17	985

Pearson $\chi^2(2) = 7.1438$ Pr = 0.028

The differences in responses to this question are also statistically significant.

Question 3: **If you met someone who carries a knife/weapon, what would you do?**

expcont	exp3			Total
	0	1	2	
0	56	382	97	535
1	25	344	81	450
Total	81	726	178	985

Pearson $\chi^2(2) = 8.0160$ Pr = 0.018

The differences are statistically significant.

Question 4: **If you take part in a fight between young people who you know carry weapons and someone gets stabbed, what will the police do?**

expcont	exp4			Total
	1	2	3	
0	199	270	66	535
1	151	245	54	450
Total	350	515	120	985

Pearson $\chi^2(2) = 1.6739$ Pr = 0.433

The differences in responses to this question do not reach statistical significance.