



brave, Confident, Strong  
Individuals bCSI: Technical report

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## **Introduction**

This work was undertaken to test out the materials that have been developed by Medics Against Violence (MAV) for the bCSI programme. Of particular interest was to identify what the young people thought of the content and look of the programme. More specifically, it was intended to examine how they engaged with the material, if they found the programme relevant, if they could identify with the characters and is it of interest to them. How the teachers felt about the programme was also explored.

## **Methods**

One school from West Dunbartonshire agreed to take part in this piece of work. The school in Clackmannanshire were not able to take part at the time as they class teacher was leaving her post, however, they may be interested to participate at a later date.

Due to time constraints, it was decided to focus on the collection of qualitative data rather than repeating the baseline questionnaires. This involved observational work in which AG observed the class while the programme was introduced to the pupils by Linda Borland, along screen mock-ups on power-point. Pupils were asked a number of questions to explore how they felt about the programme in terms of the following:

- Interest
- Relevance
- Enjoyment
- Aspects they liked/did not like
- Identification with characters

- Impressions of the screen shots
- What other information they would like to have
- Interest in any of the careers discussed in the programme (e.g. medic, forensic scientist, policeman/woman, journalist).

The sessions were recorded. Teachers were then asked for their impressions on the programme and how they felt it would tie in with the Curriculum for Excellence.

### **Ethical Approval**

This study was granted approval by the University of St. Andrews, School of Medicine, Ethics Committee. Approval was also granted from West Dunbartonshire this study in schools within their area.

### **Participants**

The school involved has a higher than national average level of socioeconomic deprivation as measured by the percentage of students registered for free school meals (43.5%; Scottish average = 22.0%) (Education Scotland, 2015). The school agreed for both the primary 6 class and primary 7 class to take part. Two weeks prior to the visit, parents were sent information letters and consent forms. The response rate from parents for this visit was better than the previous visit in which background information was collected as the teachers had made a concerted effort to encourage the pupils to bring in their consent forms. As a result, consent forms were returned for 12 pupils in the primary 6 class (4 boys) and for 15 pupils in the primary 7 class (9 boys). All pupils for whom parental consent was received were asked to read an information sheet and complete a consent form if they were willing to take part in

the study. All of the pupils agreed to take part. Additionally, teachers were asked about their thoughts on the programme.

## **Results**

The results from each class visit will now be presented in turn.

### **Primary 6**

#### **Relevance of programme**

The majority of pupils thought fighting and violence were problems in their area. For instance, one girl described seeing lots of police cars and fighting the week before the visit. They thought the situation described was realistic and thought the characters of Rob and Katie were reflective of people that lived in their area.

#### **Content**

##### ***Police module***

The pupils showed the most interest in the police module. They engaged well with the information that was presented, and were keen to answer the questions and also asked some follow-up questions. In particular, they liked learning how the police would investigate the scenario. The interactive components of the police module were described (i.e. finger printing, teeth marks, feet size measurements) and the pupils were keen to participate in these activities. The teacher asked the students how these activities linked with the curriculum. The pupils thought the foot print activity could tie in with numeracy and the finger printing could tie in with science. The teacher also suggested a drama activity in which the students could act as policemen/women to investigate a crime and the pupils

were enthusiastic about this. Pupils were familiar with the police and forensic terminology (e.g. DNA, CID, etc.) and related some of the activities and information to the CSI TV programme. A few pupils demonstrated an interest in a career in the police or forensic science.

### ***Medics module***

The pupils were also interested in learning about injuries from the medics' perspective. In particular, the majority of pupils said they would be keen for a session on CPR and first aid so they could learn what to do if they saw somebody get hurt or injured. Quite a few of the pupils were interested in a career in medicine.

### ***Journalist module***

This was probably the module in which pupils showed the least enthusiasm. The pupils seemed to fidget while the module was being described, however, this could be explained by the fact that this was the last section of the session (45 minutes into the visit) and break was approaching. Nevertheless, the length of each session is perhaps something that should be taken into consideration in the future. Another factor that may have influenced the response to the journalist module was a lack of understanding by the pupils as to what a journalist does despite having done a school newspaper activity previously. For instance, one pupil asked what a journalist was. When the role of a journalist was explained (by The teacher and Linda) and it was highlighted that journalists investigate what is going on in the world, the pupils showed more interest.

## **Interface**

The pupils were aware immediately that the programme was about crime from the words on the first slide. However, the pupils thought Rob looked a bit “scary” because he was in a hoodie and his head was down facing the floor. They felt his appearance “kinda made him look like the one that done it” (female student) and thus would have less sympathy for him. However, when they knew that Rob was the victim the pupils said they would take his side.

The pupils were unanimous in thinking having a computer programme would be a good way of learning. They were keen that the programme would be in bright colours, commenting that they did not like the black and white colours in the power point slides. Moreover, Most of the pupils felt real life photographs were preferable to cartoons. The pupils seemed to think the images of the screen mock-ups fitted the programme and were keen to see video clips and hear audio recordings from the police control room.

## **Primary 7**

### **Relevance of Programme**

The pupils were emphatic that the programme was necessary for young people in their area and they were keen to receive the programme. One pupil noted that some young people were scared to go out because of violence and she felt the programme could “make them feel more confident because they know how to handle these type of things”. Another pupil thought it was important to get the programme at their age to stop young people getting involved in violence.

## **Content**

### ***Police Module***

The details of the module were explained to the students who appeared receptive and listened well to what they were being told. They were familiar and comfortable with the various terms used (e.g. CID, DNA). In particular, they seemed interested in the forensic dentistry component. Moreover, several pupils also expressed an interest in the finger prints and foot size measurement activity. The pupils thought this would tie in with science in the Curriculum for Excellence. The activity analysing pen ink was described and the pupils seemed interested in this. A few pupils expressed an interest in working as a forensic scientist or police officer. One student said they would like information about DNA in the programme.

### ***Medics Module***

The pupils were keen to learn CPR and first aid and thought they could use it outwith school (e.g. if someone got a head injury or was choking) or if they wanted a job in a hospital. Indeed, a few pupils demonstrated an interest in working in a hospital.

### ***Journalist Module***

The role of a journalist was initially explained. A few students demonstrated an interest in working as a journalist, but this was less than the number that were interested in becoming a police officer or a medic.



## **Interface**

To begin pupils were shown the picture of Rob. As with the P6 class, the pupils did not like the look of Rob as they felt that as he was wearing a hoodie he looked as if he was “trying to start a fight with someone” (female pupil). The pupils said that in order for them to immediately like Rob he would need to have a “happy face” (male pupil) and be wearing a T-shirt and not a hoodie. The pupils felt that in order for them to identify with Rob, he would need to dress like them (e.g. wearing trainers, a shirt, glasses). The images on the page with Rob made the pupils think that Rob was into fighting and vandalism “it look like that’s him away to start a fight and vandalise cause that’s what he does” (female pupil).

The pupils were keen to hear audio recordings of phone calls with images. They felt the background image on the police control room slide looked like fighting and drinking alcohol; however, that was what they would expect to see in a programme such as this. One suggestion for this slide was a picture of somebody phoning the police and looking worried as it looks like someone is just staring at the screen and not actually phoning. The pupils were also keen to watch the video clip of the police car and asked if they could watch it during the session.

A number of the multiple-choice questions were tested with the pupils, who engaged well and answered.

## **Teachers**

The class teachers responded positively to the programme. They felt the interactive activities would be good at engaging the young people and that this was a necessary

programme that the children would enjoy. The teachers felt there were links with Curriculum for Excellence and the primary 6 teacher asked the pupils to reflect on what these links were during the sessions. One teacher was concerned that the programme might lose some of its “gravitas” being delivered by the teacher and wondered whether it would be possible to have an introductory workshop by a police officer or a medic.

## **Conclusions**

Both the P6 and 7 classes appeared to engage well with the concepts of the programme and the materials presented to them. In particular, pupils demonstrated an interest in the police module and learning how to investigate a crime using forensic science techniques. They also appeared very interested in learning CPR and first aid. The children demonstrated less enthusiasm for the journalism component, however, this could potentially be explained by this section being at the end of the session or lack of understanding on what a journalist does. Otherwise, the material presented to the children generally appeared pitched at the right level and they were able to understand terminology (e.g. CID, DNA). The teachers also thought the content of the programme was appropriate for their respective classes as it tied in with the Curriculum for Excellence and dealt with the issue of violence, which is prevalent in the area. They also felt the interactive nature meant that the children would engage well with it.

The pupils liked the idea of a computer programme with video and audio clips. On first impressions they did not have positive view of Rob; they felt that as he was wearing a hoodie and looking down he could be involved in violence. Some pupils also felt the accompanying pictures on that slide made it look like Rob was involved in vandalism and

fighting. However, once Rob's "story" was explained the pupils felt more positive to Rob and felt he was someone they could relate to. The pupils tended to prefer photographs of real actors over cartoons and felt that bright colours would help attract their attention.

Based on the data collected the following points are recommended for the development of the computer programme:

- Maintain the content of the police module
- Continue with photographs rather than cartoons
- Ensure the interface is bright and colourful
- Change picture of Rob to make him more "likable"
- Consider changing photographs accompanying Rob on the introductory page
- Have a photo of someone calling the police on the police control centre page
- Consider a drama element
- Include CPR/first aid in the medic module
- Consider how to make the journalist module more appealing (e.g. carrying out investigative journalism, consider writing a blog or article for website rather than newspaper article)
- Consider the feasibility of having a medic or police officer deliver a workshop

## **References**

Education Scotland. (2015) *Scottish Schools Online*. Available at:

<http://www.educationscotland.gov.uk/>.