

Dunkirk Primary Case Study

Name of Programme: Help a Nottinghamshire Child

Name of Group: Dunkirk Primary

HNC Objectives:

- Increase in student's knowledge about crime, the Justice System and roles within it
- Increase in student's attitude towards positive social change
- Increase in student's attitude towards crime as a negative
- Increase in their career aspirations in the Justice System

Activity Objectives:

KS1 Activities

- Increase student's knowledge of the Justice System and the Police
- Recognise the Police and their role to protect

KS2 Activities

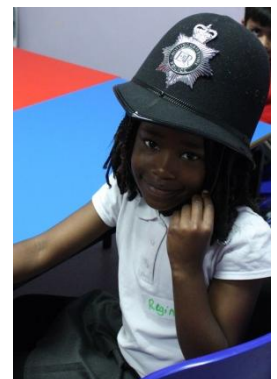
- See HNC Objectives

Level: Key Stage 1 and Key Stage 2

Activity Detail:

KS1 Activities

Dunkirk Primary brought two KS1 classes for the visit. These two classes took part in two activities, PC Gotcha and Object Handling. In the PC Gotcha workshop the class were given a tour of the police station by a costumed interpreter playing the part of PC Gotcha. PC Gotcha, with the help of one of the class teachers, role played the arrest of a burglar. The whole group then moved to the Youth Court where the interpreter took on the role of the Judge for a trial of the burglar.



In the object handling workshop the class started off by looking at some police equipment. The class was divided into groups and each group was given an object to look at. They then had to describe the object to the rest of the group and work out what it was for. The objects chosen were all examples of protective police equipment with some historical items so that the group could compare and contrast the objects. The whole class then had a look at two different police shields and compared the different designs and materials used. To finish the session they worked in pairs to design their own police shields.

KS2 Activities

Three KS2 classes from Dunkirk Primary took part in the HNC visit. Each class took part in three activities; Crime and Punishment Tour, Object Handling and a Mock Arrest and Trial. The Crime and Punishment Tour was an actor led tour of the Victorian and Georgian Gaol where the children could learn about the history of crime and punishment. The object handling session gave the group an opportunity to discover items from the contemporary justice system. The final activity involved a discussion about the arrest procedure and the realities of being arrested which led into the group performing Tyler's trial in the Youth Court. The students took on all the different roles in the trial and then decided what they thought should happen to Tyler.

Evaluation:

Evaluation was collected from both groups during their visits. The following is an overview of the evaluation findings.

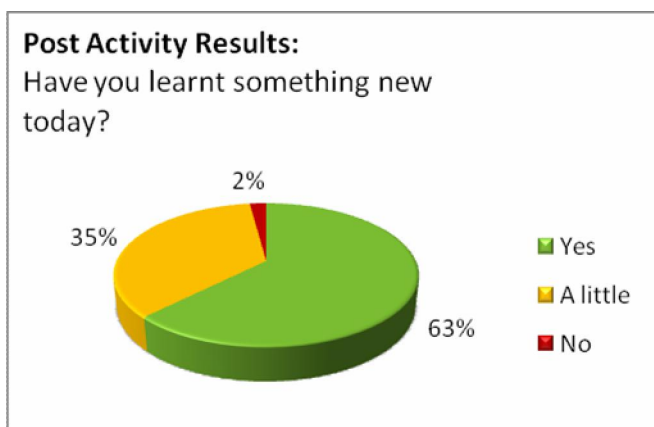
Key Stage One Evaluation

A new form of evaluation was developed and used for the key stage one classes in order to suit their age and ability level. At the end of the activity each child was given a set of cards including a red, green and orange card. They were then asked a set of questions which they had to respond to by holding up a Green card for 'yes', a red card for 'no' or an orange card for 'a little'. The following questions were asked:

- Did you enjoy looking at the objects?
- Did you enjoy the art activity?
- Have you learnt something new today?
- Would you want to do something like this again?

When they were asked if they had learnt something new, examples that the children provided were recorded. The group was also asked to indicate which was their favourite part of the object handling activity. They chose from; 'Looking at the Police Objects', 'Designing your own Police Shield' or 'I did not enjoy the activity'.

Have you learnt something new today?



98% of participants felt that they had learnt something new with the majority (63%) feeling that they had learnt more than 'a little'.

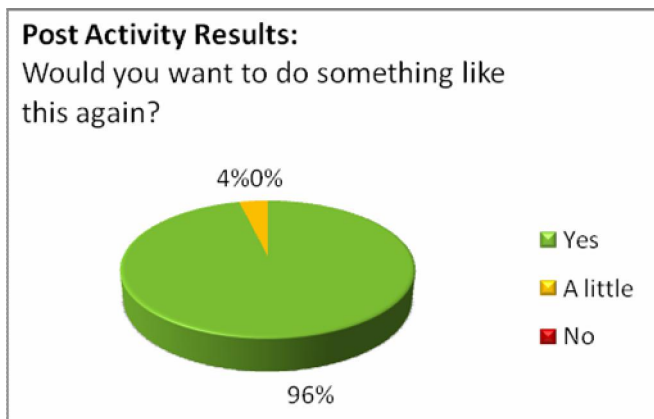
The following were given as examples of what had been learnt:

- More about history
- Police let people know who they are
- Police are really nice
- The difference between guilty and not guilty
- What cells are
- That you go to Youth Court between 10 and 17

ears old

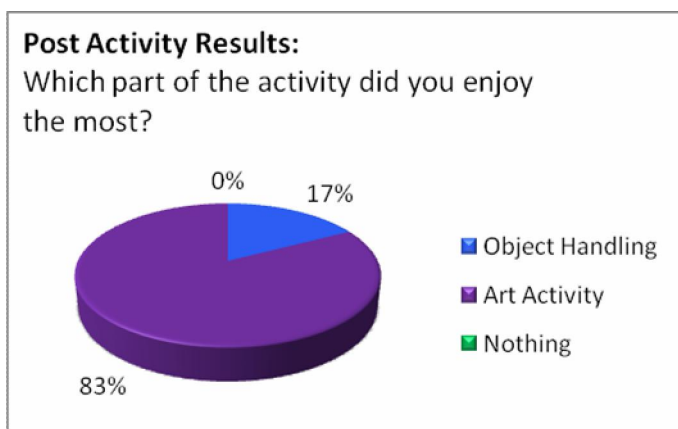
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Would you want to do something like this again?



100% of participants felt that they would want to do something like the activities they took part in again with the majority (96%) answering with a definite 'yes' to the question. This suggests that all the children found something that they enjoyed in the activities.

Which part of the activity did you enjoy the most?



The majority of participants said that they thought that the art activity was the best part of the object handling session. Everyone enjoyed at least one part of the session. The art activity was an important part of engaging the children with the objects.

Teacher Evaluation

In addition to the evaluation carried out with the two classes the teachers in each class were also asked to fill out an evaluation form. The following details some of the responses from the teachers that was recorded by this evaluation.

The evaluation form asked the teachers to rate their level of agreement with the following statements:

- The activities were appropriate for the level of your class
- The activities had a positive effect on pupils' attitudes to learning
- The activities improved pupil's understanding of the role of the Police
- Pupils' have gained knowledge and understanding of the justice system as a result of the day's activities
- Pupils enjoyed the visit
- The activities supported and gave access to learning for pupils with mixed abilities

Both teachers strongly agreed with all of these statements with only one exception. One teacher responded with 'agree' rather than 'strongly agree' for the statement 'The activities had a positive effect on pupils' attitudes to learning.

The evaluation form also asked for comments on the activities. The following statements were provided by the teachers:

- 'Lovely discussion about role of police'
- 'Appreciate the hands on nature of the exercise [object handling session]'
- 'They loved the PC Gotcha in role, as it was at a great level for yr1 children. Some were worried about going into the police station, but he made it really friendly and fun and they all participated. Even our parent helper took to [their] role with great enthusiasm – the children loved to see this.'
- 'The object handling session was appropriate to age, lots of good vocabulary, science link with materials and comparisons between [them].'
- 'We have thoroughly enjoyed our visit. Thank you.'

Evidence of Objectives

The evaluation demonstrated that the activity objectives had all been met. 98% of participants felt that they had learnt something new. Their responses when asked to give examples of what they had learnt included facts about the Justice System and the Police. This was also supported by the teacher evaluation which included comments indicating that the activities were at the correct level and had increased their pupils knowledge of the Justice System and the role of the Police.

Key Stage 2 Evaluation

The structure of the evaluation for the key stage two classes was a group questionnaire with closed questions answered using the 'Target Board' evaluation technique. The 'Target Board' technique involves using a coloured target board and ascribing the response options a colour each, e.g. Yellow means 'Lots', Black means 'Nothing'. Respondents then denote their response by placing a magnetic counter on the corresponding coloured area. Pre activity evaluation was conducted to provide a baseline for the groups knowledge and attitudes and the post activity evaluation was compared to this to show any increases after taking part in the visit.

The questions posed during the visit were:

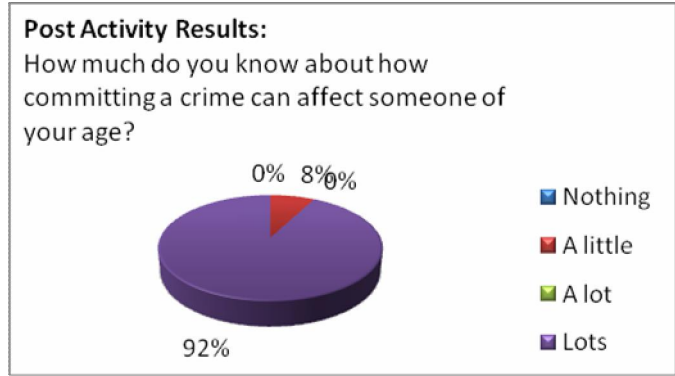
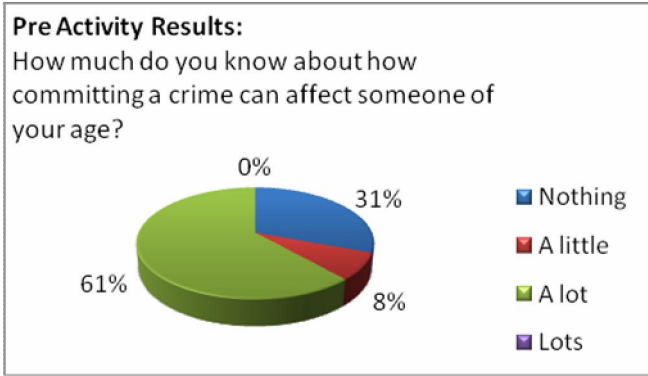
1. How much do you know about how committing a crime can affect someone of your age?
2. How much do you know about the different jobs done by people in the courts?
3. How much would you like to work in a court when you are older?
4. How much do you feel you can make your area or your school a safer place?

Response options were:

- Nothing (lowest)
- A little
- Quite a lot
- Lots (highest)

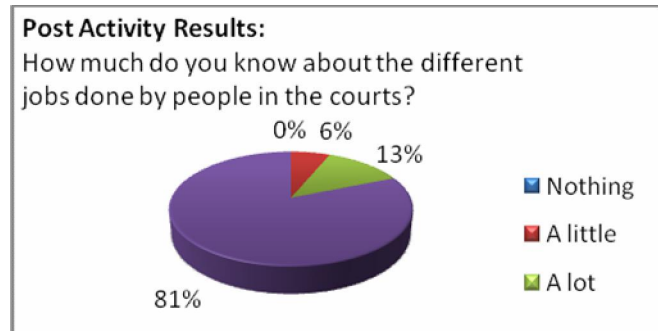
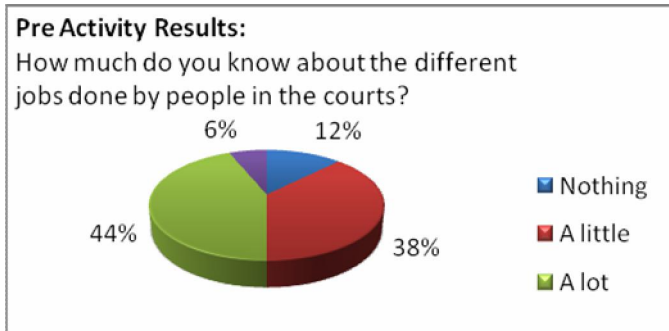
The following is a comparison of pre and post activity evaluation

Q1. How much do you know about how committing a crime can affect someone of your age?



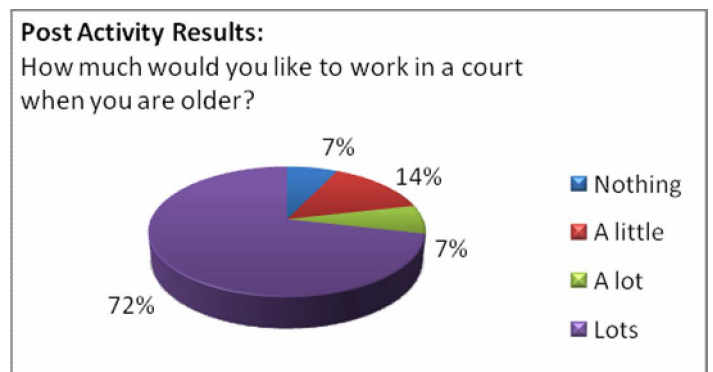
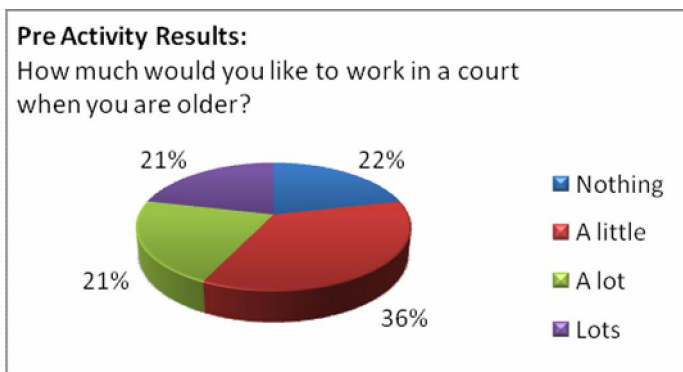
Before taking part in the visit none of the group felt like they knew 'Lots' about how committing a crime can affect someone of their age. Approximately one third (31%) felt they knew nothing. By the end of the visit all participants felt they knew at least 'A little' with the majority (92%) feeling that they knew 'Lots'. Those participants who were responding 'Lots' rose by 92%.

Q2. How much do you know about the different jobs done by people in the courts?



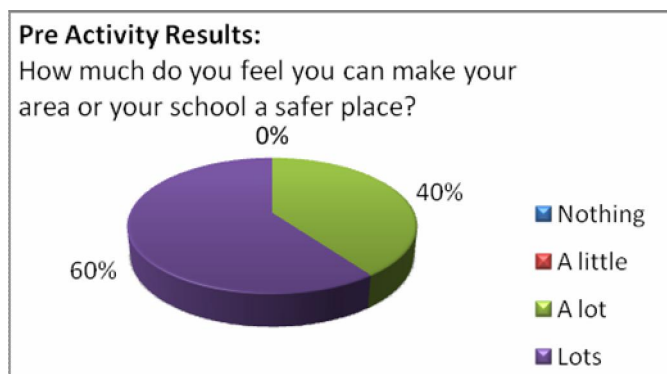
At the start of the visit 50% of participants felt they knew 'Nothing' or only 'A little' about the different jobs done by people in the courts. After completing the visit 100% of participants felt they knew something about the different jobs with the majority (81%) feeling they knew 'Lots'. The percentage of participants responding 'Lots' to the question rose by 75%.

Q3. How much would you like to work in a court when you are older?



Before taking part in the activities 58% of participants showed little or no interest in working in a court when they were older. After taking part in the activities this dropped to 21% with the majority (72%) responding with 'Lots' to the question.

Q4. How much do you feel you can make your area or your school a safer place?



Before taking part in the activities the participants all felt that there was something that they could do to make their area or their school a safer place but by the end of the session 100% of the participants felt that there was 'Lots' that they could do.

Evidence of HNC objectives

The evaluation results from Dunkirk Primary's key stage 2 visits show that the HNC and activity objectives were met. Evaluation results demonstrate that participants have increased their knowledge and understanding of the Criminal Justice System.¹ Knowledge and understanding of how committing a crime affects participants increased by 92%. Knowledge of the roles of people who work in the UK courts increased by 75%.

Evaluation results show that the number of participants who feel that they can do 'Lots' to make their area or their school a safer place increased by 40% to 100%. This demonstrates improved ability to identify ways of contributing to positive social change.

The evaluation results show that there was an increase in participant's aspirations to work within the Justice System. The results show that the number of participants who feel that they would like to work in the courts 'Lots' increased by 51%.

Conclusions:

Dunkirk Primary's HNC visit was very successful. Both teachers and students responded positively to all the activities that they took part in.

This was the first time that the key stage 1 object handling session had been delivered. The children engaged well with the objects and art activities. Through the session they were able to gain a better understanding of the Police and Justice System.

Key Stage 2 students also had a productive and rewarding visit. They increased their knowledge and understanding about the Justice System. The attitudes towards crime and social change were changed positively and their career aspirations were increased.

¹ Results based on the number of participants who stated the category 'Lots'

