**Supplemental Materials**

**Growing Against Gangs and Violence: Findings From a Process and Outcome Evaluation**

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## GAGV Curriculum Overview

### Primary School

### Session 1: Friends vs. Friendly (for pupils 10-11 years old: Year 6)

This session examines why gangs should not be seen as conventional friendship groups. Emphasis is placed on the differences between being true friends and being apparently friendly. It shows how certain “friends,” especially those in gangs, are nothing of the sort and will only attract trouble.

### Secondary School

### Session 2: Gangs: Myths & Realities (for pupils 11-12 years old: Year 7)

This session critically examines the criminal components of gangs and the consequences of gang life at the individual, family, peer-group, school, and community levels. Students dramatize gang life and debate gang myths and realities.

### Session 3: Knives: Choices & Consequences (for pupils 11-13 years old: Years 7 or 8)

Developed in partnership with the Association of Surgeons of Great Britain and Ireland, this session explores how gang membership is correlated with becoming a perpetrator or victim of knife crime and how weapons that young people think of as protecting them are liable to endanger. The session explores the legal, medical, and psychological consequences of violence.

### Session 4: Anti-Social Media (for pupils 13-14 years old: Year 9)

This session examines peer-on-peer bullying and the roles of smart phones and social media in facilitating gang activity and sexual violence. Pupils identify the roles of bullies, bystanders, and allies, and how what happens online can hurt them offline.

### Session 5: Stop and Search (for pupils 13-15 years old: Years 9 or 10)

This session explores police “stop and search” scenarios. Through role-play, discussion, and a real time emergency response “table top” exercise, pupils explore the concepts of procedural justice and implicit bias, including their rights and responsibilities in a stop and search encounter.

### Session 6: Girls, Gangs, & Consequences (for pupils 14 or 15 years old, Year 10)

Developed in partnership with Victim Support Services and Scotland Yard’s Sapphire Command, this session challenges victim blaming and popular “rape myths” in an effort to assist young people in making safer choices. Pupils examine real-life consent scenarios, issues of sex and sexuality, and how gang culture conflates power with masculinity and acceptance of rape myths.

## Supplemental Methods

### Table S1

### *Sample characteristics for the included and excluded samples in wave 3*

|  |  |  |  |
| --- | --- | --- | --- |
|  | All*N*=251 | S1 and S3*N*=92 | S2 and S4*N*=159 |
| Gender |  | p=0.244 |  |
| - Male | 121 (63.7%) | 67.7% | 59.6% |
| - Female | 69 (36.3%) | 32.3% | 40.4% |
| Age |  | p=0.022\*\* |  |
| - 12 | 68 (36.0%) | 28.1% | 44.1% |
| - 13 | 121 (64.0%) | 71.9% | 55.9% |
| - 14 | 0 (0.0%) | 0.0% | 0.0% |
| Ethnicity |  | p=0.000\*\* |  |
| - White | 52 (27.1%) | 24.5% | 29.8% |
| - Mixed | 32 (16.7%) | 10.2% | 23.4% |
| - Asian | 49 (25.5%) | 42.9% | 7.4% |
| - Black | 52 (27.1%) | 20.4% | 34.0% |
| - Others | 7 (3.6%) | 2.0% | 5.3% |
| Grades |  | p=0.575 |  |
| - A student | 42 (23.1%) | 25.0% | 21.3% |
| - B student | 82 (45.1%) | 48.9% | 41.5% |
| - C student | 45 (24.7%) | 20.5% | 28.7% |
| - D student | 9 (4.9%) | 3.4% | 6.4% |
| - F student | 0 (0.0%) | 0.0% | 0.0% |
| - Other | 4 (2.2%) | 2.3% | 2.1% |

## Supplemental Findings

### Process Evaluation: Sessions Observed

Eight sessions were observed: four relating to sexual violence, three regarding general information about gangs and the reality of life within one and one session about knife crime. The ages of young people in sessions ranged from 10 to 16. In the primary school, teachers were present throughout the session along with the facilitator and two observers (one researcher and one key stakeholder). In secondary school sessions, teacher presence fluctuated, and a community police officer was present for the gang related information sessions. In the sexual violence sessions, the numbers of facilitators and observers present meant that up to eight adults were in a session at a time. Researchers were introduced at the start of each session and sat, in as unobtrusive positions as possible, normally in a back corner. All sessions were audio recorded.

### Positive Extract from Anti-Bullying exercise observed with Year 6 pupils

Facilitator (said whilst pacing around pretending to listen to music): “if you have a nice phone, think about what headphones you are using…that’s one way you can avoid being in a situation…those smallest things can make us unsafe, it’s just to get you thinking”.

Facilitator: “….Now, how many of us go on a bus? Where do you sit? <pause>

Class: “at the back”

Facilitator: “the majority of us sit on the top, at the back and where does most of the trouble happen?

Class: “at the back”

Facilitator: “so if we sit at the back, what are we putting ourselves into?”

Class: “into danger”

Facilitator: “into danger, so think about that…”

### Negative Example from a Gang Identification Exercise with Year 8 pupils

An early exercise used in a number of GAGV session materials asks the young people to name all the gangs that they can in their area. In one observed session, it quickly became clear that one boy and one girl were the most gang informed. They were somewhat reticent but were encouraged to keep going, listing names after the rest of the class had stopped. At about 12/13 gang names, the facilitator stopped the exercise and immediately said words to the effect of—we ask about this so that we can work out what your risk is of being gang involved and the more you know, the higher the chances are that you’re in a gang.

### Table S2

### *Descriptive Statistics for Behavioral and Attitudinal Measures*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Wave 1 | Wave 2 | Wave 3 |
| Control | Intervention | Control | Intervention | Control | Intervention |
| Mean | Std. Err. | Mean | Std. Err. | Mean | Std. Err. | Mean | Std. Err. | Mean | Std. Err. | Mean | Std. Err. |
| **Attitudinal Measures** |  |  |  |  |  |  |  |  |  |  |  |  |
| School commitment | 3.627 | 0.612 | 3.675 | 0.559 | 3.581 | 0.789 | 3.704 | 0.609 | 3.485 | 0.747 | 3.560 | 0.756 |
| Attitudes to police | 3.522 | 0.953 | 3.437 | 0.913 | 3.332 | 1.107 | 3.490 | 0.899 | 2.827 | 1.023 | 3.209 | 0.955 |
| Attitudes about gangs | 3.238 | 1.066 | 3.307 | 1.011 | 3.016 | 1.184 | 3.311 | 1.083 | 3.177 | 1.168 | 3.148 | 1.164 |
| Adherence to street code | 2.978 | 0.814 | 3.137 | 0.794 | 2.924 | 1.041 | 2.841 | 0.974 | 3.341 | 1.007 | 2.959 | 1.066 |
| Refusal skills | 9.580 | 5.560 | 9.330 | 5.090 | 9.730 | 5.862 | 9.150 | 5.950 | 10.340 | 5.822 | 10.370 | 6.861 |
| Resistance to peer pressure | 1.274 | 0.597 | 1.218 | 0.427 | 1.273 | 0.601 | 1.273 | 0.542 | 1.481 | 0.939 | 1.282 | 0.576 |
| Conflict resolution**Behavioral Measures** | 9.160 | 5.828 | 9.100 | 4.980 | 8.610 | 5.621 | 9.640 | 4.849 | 8.430 | 5.564 | 8.140 | 5.793 |
| Delinquency (frequency) | 4.037 | 8.229 | 5.759 | 16.461 | 5.801 | 15.854 | 6.096 | 14.859 | 12.621 | 29.391 | 10.066 | 24.545 |
| Violent offending (frequency) | 0.503 | 2.604 | 0.709 | 3.452 | 0.889 | 3.909 | 0.547 | 3.261 | 2.280 | 6.836 | 1.608 | 5.920 |
| Delinquency (variety) | 1.480 | 1.915 | 1.510 | 2.233 | 1.610 | 2.578 | 1.720 | 2.318 | 2.470 | 3.587 | 2.120 | 3.212 |
| Violent offending (variety) | 0.160 | 0.521 | 0.160 | 0.530 | 0.210 | 0.666 | 0.120 | 0.505 | 0.380 | 0.873 | 0.270 | 0.802 |