

Devon & Cornwall Police Challenge Badge



Activity pack for Rainbows, Brownies, Guides and Rangers



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Introduction

Why we created this pack

This pack is for Rainbows, Brownies, Guides and Rangers who are curious to find out more about what the police do. You'll increase your knowledge and find out what the police do nationally and in your community. You will also learn about careers in policing and personal safety.

We based this pack on a badge by Girlguiding London and Southeast Region (LaSER) and the Metropolitan Police Service. Devon & Cornwall Police and Girlguiding Devon have adapted it and added new sections.

Devon & Cornwall Police cover the 3,967 square miles. This includes Devon, Cornwall, and the unitary authority areas of Plymouth and Torbay. The Force serves more than 1.8 million residents, plus visitors and tourists.

This pack aims to:

- Increase your awareness of the police locally and nationally.
- Improve your confidence and trust in the police.
- Help you feel empowered to challenge the police on issues that you care about.
- Help you to learn about careers in policing and more generally.
- Teach you about personal safety and looking out for the wellbeing of others.

"Devon & Cornwall Police are very proud to launch the police challenge badge, created in collaboration with Girlguiding Devon. We sincerely hope that girls find this challenge informative, enlightening, empowering and most of all great fun! We also hope that engaging with these activities empowers children and young people to share important learning about personal safety, helping each other and taking action against unsafe and inappropriate behaviour, and maybe even encourages some to consider future careers in policing."

- Alexis Poole, Assistant Chief Officer for Devon & Cornwall Police

"At Girlguiding we are thrilled to be launching the police challenge badge to you all. It has been a journey for Chloe and Mimi working alongside Katie to put this together for every age group in Girlguiding. There are some great challenges and learning opportunities for all the girls to help them understand the police force, what it does for us every day of our lives and the opportunities for everyone to be involved in their work. I hope you really enjoy this exciting and unusual badge."

- Jean Corbyn, County Commissioner for Devon

The team

This pack was developed by Chloe Fisher and Mimi Cook from Girlguiding Devon and Katie Kwidzinski from Devon & Cornwall Police.

With thanks to Jean Corbyn, Devon Girlguiding County Commissioner; Susan Harris, Cornwall Girlguiding County Commissioner; Erica Beasley, Girlguiding Gloucestershire; ACO Alexis Poole, Devon & Cornwall Police; Inspector Gaynor Bell, Devon & Cornwall Police; Natasha Radford, Devon & Cornwall Police; and Chief Constable Catherine Roper, Wiltshire Police.

All you need to know

It should take you 4 to 10 hours to complete this pack depending on the age of your group and the activities selected.

There are six sections in this pack. Look at the chart to see how many activities from each section we recommend for your unit. Choose the most appropriate activities for your group –you can adapt them to suit your unit.

Section	Rainbows	Brownies	Guides	Rangers
Frontline	1	1	2	2
Detective	1	1	2	2
Community	1	1	2	2
Careers	1	2	2	2
Personal safety	2	2	2	2
Evidence	1	1	1	1

When you have completed your activities, please order badges from county-admin@devonguides.org.uk using the form at the end of the pack.

Safeguarding

Please provide the letter to parents and carers (page 5) and advise them of the activities you intend to undertake with your group prior to commencing activities.

Due to the nature of policing and topics such as personal safety, there are some activities which may touch on some sensitive issues. Please refer to your safeguarding training and respond to

any safeguarding issues in line with Girlguiding Safeguarding policies and procedures.

Shout about it

Ask your leader to share your experiences on social media using the hashtag **#GirlguidingDCPoliceChallenge**.

Devon & Cornwall Police

- Devon & Cornwall Police on Facebook
- @dc_police on X
- @dc_police on Instagram

Girlguiding Devon

- Girlguiding Devon and Facebook
- @GirlguidingDevon X
- @devongirlguiding on Instagram

Girlguiding Cornwall

- Girlguiding Cornwall, UK on Facebook
- @guidingcornwall on X
- @girlguidingcornwall on Instagram

Further investigations

If you want to find out more:

- devon-cornwall.police.uk
- youth.devon-cornwall.police.uk

If you're age 13 to 19, [yourpolice.uk](https://www.yourpolice.uk) on Instagram is a great channel to learn about the law and policing. They share information about laws and issues relevant to young people. It's a safe space with reliable advice. You can ask general questions either publicly or privately.

Letter to parents and carers

Dear parents and carers,

You are receiving this letter because your child's Rainbow, Brownie, Guide or Ranger unit is planning to undertake the Devon & Cornwall Police Challenge Badge. The police challenge activities have been designed by representatives from Girlguiding and the police, and various activities are aimed at different age groups – guidance is provided throughout the pack, but ultimately the pack has been created so that unit leaders can decide which activities are best suited to their unit members and adjust them slightly if required.

The police challenge badge aims to raise awareness amongst children and young people of who the police are, and what they do. It also aims to empower children to be curious, ask questions and challenge the police on issues that they care about, while learning more about public service, community, and careers in policing. The badge also aims to teach children about personal safety, and how they can keep themselves safe while also looking out for the safety and wellbeing of others.

Due to the nature of policing, there are some activities within the pack that may touch on some sensitive topics. This may raise questions or encourage discussion from the children. We would encourage open, honest, and sensitive conversations where appropriate, however we understand that you as parents and carers know your children best, so if you are concerned about your child engaging with any specific activities within the pack, please speak to your unit leader about adapting the activity or selecting a different activity instead. There are multiple possible activity options for each age group and each section, and activities can easily be adapted to meet the unit's needs.

Thank you for supporting your child to engage with the Devon & Cornwall Police Challenge Badge – we hope they find it informative, educational, thought-provoking, and most of all fun!

Yours sincerely,

Devon & Cornwall Police Challenge Badge Team

Section 1: Frontline



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
#PoliceSelfie	Yes (with help)	Yes	Yes	Yes
What's going on here then?	No	Yes (with help)	Yes	Yes
Cryptic crimes	No	Yes	Yes	Yes
Test it out	Yes	Yes	Yes	Yes
Beep test	Yes	Yes	Yes	Yes
Alpha, Bravo, Charlie	Yes (with help)	Yes	Yes	Yes
Police patrol	Yes (with help)	Yes	Yes	Yes

#PoliceSelfie

Time

20 mins

What you'll need

- Large pieces of paper big enough to draw round yourself, 2 per group
- Flipchart markers

Top tip

You could think about skills, cultural background, languages spoken, qualifications, skills, personality characteristics, age, or fitness.

What to do

1. Get into small groups of maximum 8 and take 2 large pieces of paper per group.
2. Draw an outline of a person on each piece of large paper.
3. Label one outline 'police officer' and the other 'us'.
4. As a group talk about what you think of when you think of a police officer and what characteristics make a good police officer. Write these down in your outline.
5. Now, talk as a group about what you think of when you think about 'us' and what makes you good. Write these down in the 'us' outline.
6. Next, look at your two outlines and chat about what is the same and what is different between them. Do you think that all police officers are exactly like the one you wrote down?
7. Share your thoughts with your unit and see if every group agrees.
8. Were you correct about what characteristics it takes to make a good police officer? See the list of essential police officer characteristics in [Appendix 1](#). Are there any characteristics on there that you didn't expect? Any that you expected to see and didn't?

What's going on here then?

Time

45 mins

What you'll need

- A timer
- The activity information pack in [Appendix 2](#) printed out, enough for 1 scenario per group
- A variety of props and costumes (optional)



What to do

1. Get into small groups of about 8 to 10 and get a scenario from your leader.
2. Choose who is going to act each part and give them their character's card to read. They should think about what their character is like. Everyone else, you're the audience.
3. Actors – take to the stage! Start acting your scene for your audience, starting when the police officer arrives.
4. Audience – if you think that you'd do something differently to the police officers call 'freeze'. Now you can either take over the role of the police officer or direct the actor currently playing the role.
5. After 10 minutes, with the audience's help, the police officers will need to decide if you want to arrest anybody. After you've told the group, the suspect will say whether they actually committed the crime. Were you right?

Top tip

Audience: When you're watching the scene think about:

- Who could have had access to the scene when the crime was committed?
- What questions should the police ask?
- What actions should the police take?

Cryptic crimes

Time

15 mins

What you'll need

- Pens
- Paper, 1 sheet per team
- List of answers – [Appendix 3](#)

What to do

Adapt this activity by choosing the 10 most appropriate questions for the age group.

1. Choose someone to be the quiz master and give them the list of questions.
2. Get into teams and each team grab a pen and paper.
3. Quiz master – call out the scenarios. For each one, the group must decide whether the individual has broken the law and if a police response would be appropriate.
4. Once all 20 questions have been asked, mark the answers. Were you surprised by any of them?

Quiz questions

Is it a criminal offence...

1. If a lady stands outside a kebab shop holding a sign saying 'eating meat is murder'?
2. If a 12-year-old child sprays graffiti on a shop shutter?
3. To ride a mobility scooter without a license?
4. To share a friend's phone number without their permission?
5. To be found carrying cannabis?
6. To go to see a fox hunt?
7. To get involved in a fight in public?
8. To be a passenger in a stolen car?
9. If a 15-year-old drinks alcohol at home with their parents' permission?
10. To pretend to be someone else online?
11. To be present when someone else commits arson (illegally starting a fire)?
12. If someone accepts an expensive gift from a friend that may have been stolen?
13. To go into an abandoned warehouse to explore?
14. To babysit younger siblings?
15. If a 12-year-old does a paper round?

Test it out

Time

20 mins

What you'll need

- Sporting equipment (optional)

What to do

1. To become a police officer you need to pass a fitness test, so you're going to have a go at doing your own. Choose as a group what fitness test you'd like to try, or you can try a combination of tests. Some police fitness tests include:
 - a. Strength tests – pushing, pulling and lifting different weights
 - b. Star jumps
 - c. Flexibility and stretching
 - d. Standing jump as far as you can
 - e. Obstacle courses
2. Once you've chosen, get moving!

Bonus activity

Why not try more than one type of fitness test or combine with the beep test activity?



Beep test

Time

20 mins

What you'll need

- A way to keep track of the beep test levels, such as a beep test app or a whistle and timer
- Something to mark two positions, for example masking tape or cones
- A large clear space
- Tape measure
- Sports clothes and trainers



What to do

1. Mark two positions on the floor 20 metres apart.
2. Choose someone or ask your leader to help you keep the timer for the beep test.
3. Everyone else, stand in a line along one of the markers. Ready, steady... go!
4. Move to the other marker before the next beep sounds, if you get there before the beep wait there until it sounds.
5. Now, move back to the first marker in time for the next beep.
6. Keep going until you can't keep up with the beeps. If you don't make it to the next marker before the beep sounds twice in a row, then stop. This is your final score and your beep test level.



Don't forget to have some water after you've finished to rehydrate. Well done!

Alpha, Bravo, Charlie

Time

40 mins

What you'll need

- Pens
- Paper
- Cups and string to make communication devices
- NATO phonetic alphabet – [Appendix 4](#)

What to do

Police use a tool called the phonetic alphabet. It exists to lower the chances of mishearing over phones, radios, and non-face to face communication.

1. Create a communication device out of cups and string – it should be two cups joined by one long piece of string.
2. Create your own phonetic alphabet. Be as creative as you like, it can be themed or random – it's your alphabet, so make it your own. Make 2 copies.
3. Split into two groups – Group A and Group B – and each take a copy of your phonetic alphabet and one cup, attached by string to the cup held by the other group.
4. Groups A and B should move away from each other, as far as the string will allow, and turn your backs to each other.
5. Group A must send a message to Group B using your communication device and your phonetic alphabet.
6. Group B must write the message down, interpreting the phonetic alphabet as you go.
7. Come back together to see if your message got through successfully.

8. Group A and B to swap roles and separate again – Group B must send a message to Group A using your communication device and phonetic alphabet.
9. Come back together to see if Group B's message got through successfully and if Group A were able to interpret it correctly.
10. Now compare your own phonetic alphabet with the official NATO phonetic alphabet. Police officers use the NATO phonetic alphabet in real-life to communicate over radio or phone.

Bonus activity

Try the activity again using either the NATO phonetic alphabet or your own alphabet. To make it more lifelike, recreate a busy, hectic situation – a few members could run around the room making noise. Does this interfere with your ability to send messages between groups? What could you try to do to make communication easier?

Police patrol

Time

20 mins

What you'll need

- An empty space
- 4 labelled areas – one labelled 'Police Station', one 'The Cells', one 'Police Garage', one 'Police Training College'

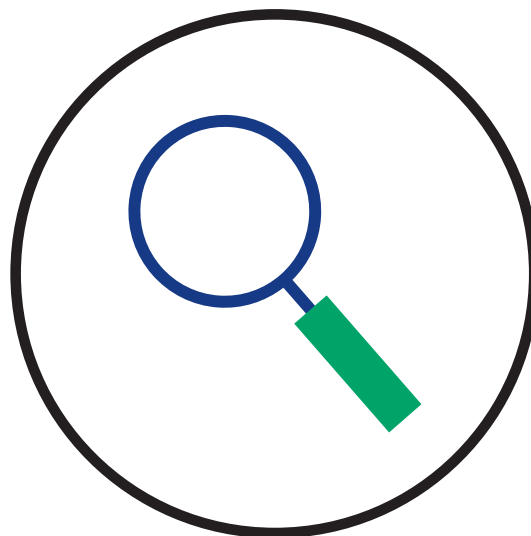
What to do

1. All the girls to walk or run around the centre of the space.
2. Leader to call out either a 'location' (Police Station, The Cells, Police Garage or Police Training College) OR an instruction from the below list.
3. The girls must run to the 'location' or perform the action straight away. The last one to do so is 'out' and can join the leader to help call out the next instruction or location.
4. This continues until there is one person left who is the winner. Congratulations!

Instructions

- 'Sergeant's coming' = Salute
- 'Polish your shoes' = Mime polishing your shoes
- 'Arrest a thief' = Mime arresting another group member - in pairs
- 'Sound the siren' = Make a siren noise
- 'Take down the details' = Mime writing on a pad
- 'Help a lost child' = Mime taking another group member to the leader – in pairs
- 'Find a stolen bicycle' = Cycle on the spot

Section 2: Detective



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
On the beat	Yes (with help)	Yes (with help)	Yes	Yes
Fingerprint fun	Yes (with help)	Yes	Yes	Yes
Picture whispers	Yes	Yes	Yes	Yes
Team trivia	No	No	Yes	Yes

On the beat

Time

45 mins

What you'll need

- Pens
- Paper

Notes for leaders

This activity involves going outside of the meeting place. Make sure you have completed consent forms and a completed a risk assessment and ensure that the girls are aware of any dangers.



What to do

1. Get into small groups and make a list of community groups and facilities in your area. Think about things like pre-school groups, youth groups, sports clubs, social clubs, ethnic groups, faith groups etc.
2. Now add to the list places in your area that you can go for help and where people gather.
3. Have a chat about whether you think you could be put in danger in any of those places. If so, how?
4. Next, plan a short circular walk around your community - make sure you involve your leader.
5. Now go on the walk you planned, make sure you really look around the environment you live in.
6. On your walk think about what do you like about it? What don't you like about it? Are there areas or places which other people in the community may not like? What problems may be experienced by the community that affect their quality of life?
7. Back at your unit discuss what you've found in your group. Did you encounter the local police station? Did you see any police officers? Do you feel safe walking about your local community? If not, why not? Does the time of day make a difference?

Fingerprint fun

Time

20 mins

What you'll need

- Ink pads
- 1 fingerprint form per person - [Appendix 5](#)
- Pens
- Soap and water/ wet wipes for handwashing
- Sticky tape
- Cocoa powder
- Teaspoon
- Straight sided, smooth glass or mug

Introduction

There are lots of different types of evidence left at a crime scene which can help identify a suspect. For example, hair, clothing fibres, footprints, and fingerprints.

Fingerprints are particularly useful as everybody's prints are unique to them. Once forensics teams have gathered prints from a crime scene, they check them against a database for any matches.

What to do

1. Split into pairs – one will be the police officer, the other will be the suspect.
2. Fill out the details on the top of the fingerprint form.
3. Make sure the suspect has washed their hands – you won't get 'clean' prints otherwise!
4. Carefully roll the suspect's fingers on the ink pad, starting from the little finger to the thumb.
5. Roll the suspect's fingers in the labelled boxes on the fingerprint sheet again. Work from little finger to thumb for each hand – this works better if the suspect doesn't try to help!
6. Wash your hands to get rid of the ink.
7. Fingerprints are often lifted from surfaces and compared to those from a suspect. Suspect— carefully pick up the glass so you leave a print.
8. Police officer—dust the print with a small amount of cocoa powder and gently blow to remove excess.
9. Place a piece of sticky tape over the cocoa dusted print to transfer it from the glass to the tape.
10. Stick the tape on a piece of paper and compare the print to the fingerprint records.
11. Swap roles so that you both have a turn as police officer and suspect.

Picture whispers

Time

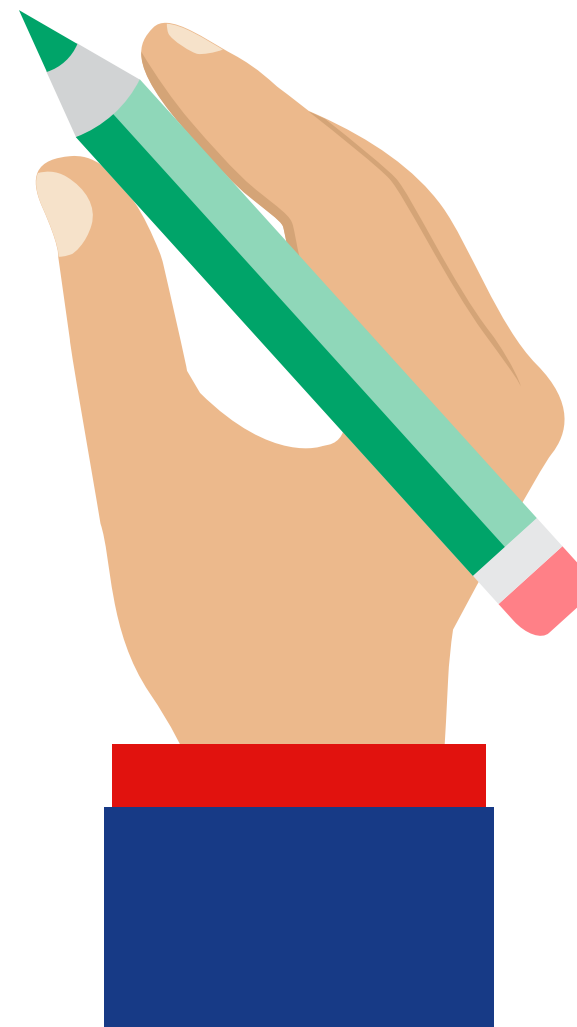
20 mins

What you'll need

- Paper
- Coloured pencils or pens
- A timer

What to do

1. Get into groups of between 4 and 6 and spread out in a line as far away from each other as possible.
2. The first and last person in each line grab a piece of paper and some coloured pens or pencils.
3. If you're the first girl in the line draw a picture on the paper, the crazier and more colourful the better. Make sure the rest of your team don't see!
4. Now, describe the picture you drew to the girl behind you. Don't show her your picture, only you are allowed to see it. She will then pass your message down the line.
5. If you're the last girl in the line, you need to try to draw the picture that the other girls are describing to you. If you're stuck, you can ask questions which need to get passed back up the line to the girl at the front.
6. After 10 minutes stop. Compare the pictures, talk about how you found communicating as a team.



Team trivia

Time

30 mins

What you'll need

- Copy of the quiz questions and answers - [Appendix 6](#)
- A way of researching the police. You could do this before your meeting
- A way to keep track of team points, for example a large piece of paper or a whiteboard
- Pens
- A variety of things that make noise (optional)

What to do

1. Get into teams of about 4 to 5. Choose someone to be quizmaster, you could ask your leader to do this.
2. In your team find out more information about the police or talk about the information that you find out.
3. As a team decide on a noise that your team can use to buzz in to answer questions. This could be something you say aloud, or you could use a noise. For example, making a sheep's baa or using a bike bell.
4. Hand the quizmaster the copy of the questions and answers (without peeking!) and as a team find a space away from the other teams.
5. When the quizmaster reads out a question, the first team that buzzes in using their noise can answer.
6. If the team gets the answer right, they get a point. If they don't, the question can go back out to the floor and the next team that buzzes in can answer.
7. The team at the end with the most points is the winner.
Congratulations!

Section 3: Community



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
Figure out the funds	No	No	Yes	Yes
Town planning	No	Yes	Yes	Yes
Reasons for reporting	No	Yes	Yes	Yes
Light it up	Yes (with help)	No	Yes	Yes
Yes but... Yes and...	No	Yes	Yes	Yes
Police pandemonium	Yes	Yes	Yes	Yes

Figure out the funds

Time

45 mins

What you'll need

- Pens
- Paper
- A timer
- List of different police departments – [Appendix 7](#)



What to do

1. Imagine you have £100 million to spend on Devon & Cornwall police. Get into 'department groups' of two or three and assign each 'department group' a different department in the police. See Appendix 7 for the department profiles.
2. In your 'department group' talk about how much money from the £100 million budget you would need to run your department. Remember there are lots of other departments too. Think about how important your department is in relation to the other departments? How do they help the police to keep people feeling safe and being safe? How do they help Devon & Cornwall Police prevent and detect crime?
3. Prepare a two-minute pitch explaining why you have decided you would need that much money and what you would spend it on.
4. Come together as a unit. One group at a time present your pitch.

5. Next, you need to get into two, three or four 'commissioning teams'. Each 'commissioning team' team needs at least one person from each 'department group'. Try and split all 'department group' members up into different 'commissioning teams' if possible.
6. Based on the pitches, decide as a 'commissioning team' how you're going to split up the £100 million budget between the departments.
7. Finally, come back together as a unit and talk about how it felt to divide up the budget? Was it difficult to do everything you wanted with the budget you had? Sometimes the Police and Crime Commissioners must make these difficult decisions, what do you think the impact of this could be?

Bonus activity

The Government has decided that next year Devon & Cornwall Police will only be able to have £90 million. You need to save £10 million. Which departments would you take this money away from? Why? What impact could that have on Devon & Cornwall Police? What impact could it have on the people and communities of Devon and Cornwall?

Try it this way

Decide the groups in the meeting before so that you can do some research at home about the department you were given – department profiles can be shared before the session.

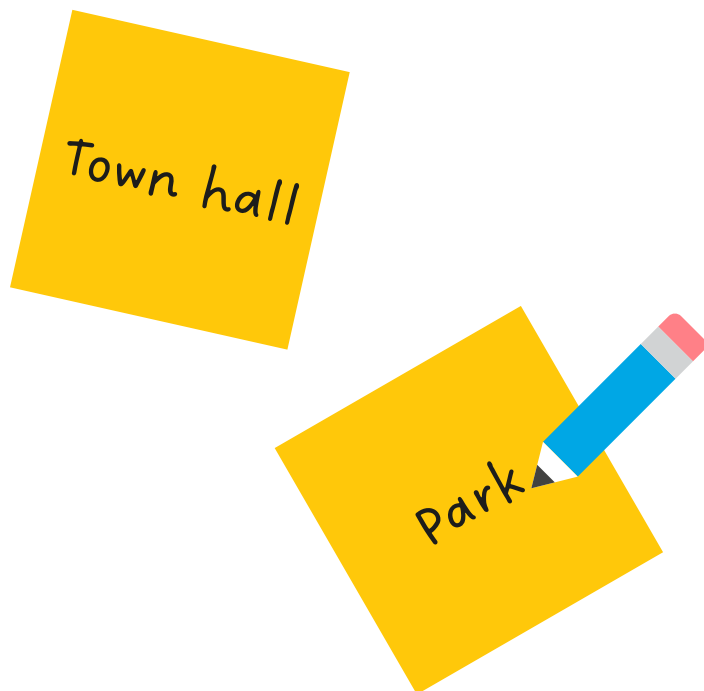
Town planning

Time

45 Mins

What you'll need

- Pens
- Sticky notes, enough for 7 per girl
- A clear space



What to do

1. As a unit you're going to build your own town. Talk about the kind of places that you'd put in your town. For example, a school, a town hall, a block of flats or a park. Write each one down on a sticky note.
2. Give each girl one sticky note or label representing a place in your new town. Stick your sticky note on your front so everyone can see. Now each grab six sticky notes and pen.
3. Your unit meeting place is the land where the town is being built. Decide as a group where each building or landmark should be, and all move so that you are standing in the right place. Congratulations, you have built your own town!
4. The new residents have just moved in and had a town meeting. They've decided that they don't need a police force. Think about how your place will be affected by this decision and in what way. Write them down on your sticky notes, see if you can fill all your notes. Then stick them on yourself.
5. Take it in turns to call out a way that your place is affected by not having a local police force.
6. At the next town meeting, the residents have decided that they want a police force after all. Remove your sticky notes, crumple them up and throw them in the air.
7. Come together as a unit and talk about why the police are important. Do you think that having a police force will have solved all the issues in the town?

Reasons for reporting

Time

20 mins

What you'll need

- Three sheets of paper with '999', '101' and 'do not report to the police' written on them. Stick these up in 3 different areas of your meeting space
- Scenarios, advice, and guidance - [Appendix 8](#)

Introduction

Do you know the different ways to report a crime? Is it easy or obvious how you should report different types of crimes or incidents? How do you decide?

Reporting

- In emergencies call 999.
- For non-urgent matters, or if you want to speak to a specific member of the police force, call 101 or report online.
- Information can be given anonymously to the independent charity Crimestoppers on 0800 555 111.
- Report fraud to Action Fraud any time of the day or night using their online fraud reporting tool or by calling 0300 123 2040.

What to do

1. Ask a leader to be the caller. They will select the most appropriate scenarios for the group from Appendix 8 – they must select at least 6 scenarios to complete the activity.
2. The leader should call out a scenario.

3. Everyone should run to the sign with the action you think you should take based on the scenario called out. The actions are:
 - a. Call 999
 - b. Call 101
 - c. Do not report to the police
4. All discuss the scenario, the action you chose and why.

Discussion prompts

- Why do you think your action is correct?
- Did you all choose the same action or different?
- What would need to happen in this situation for you to change your action?
- Do you need more information to make a good decision about what action to take?
- If you couldn't get any more information, what would you do?
- The caller could use the answers to add more information and ask everyone to move to a different action if they have changed their minds. For example:
 - House burglary: Do you think the burglar is still in the house? Has the burglar left behind their driving licence? Have they stolen a licenced firearm from your property? Have they stolen your laptop with your schoolwork on it?
 - Friend assaulted by boyfriend: Is she is with her boyfriend when she tells you that he punched her? Can you hear him in the background shouting? Did he make her promise she would never tell anyone that he punched her?
- What could happen if you reported in the wrong way? Or if you reported something you shouldn't? Or didn't report something you should?

Light it up

Time

20 mins

What you'll need

- Paper and pens or pencils
- 8 small buttons per group
- Maps – [Appendix 9](#)

What to do

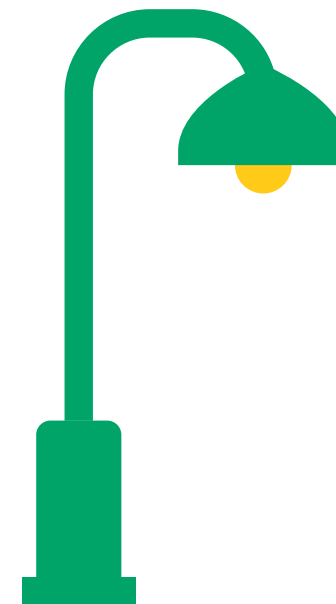
1. Split into small groups of 2-6.
2. Select a map from Appendix 9 for each group.
3. Give each group 8 small buttons – these are the lampposts.
4. Ask each group to place their lampposts on the map, with the aim of making areas safer by lighting them up.
5. Get together and discuss your towns and where you chose to put your lampposts.

Try it this way

The groups could also create their own town maps.

Discussion prompts

- Why did you choose to put your lampposts where you did? What helped you make that decision?
- Is it very important to make sure some areas are lit up?
- Which places might be more important to light up than others? Why?
- How do you feel when you walk through a very dark area?
- How do you feel when you walk through an area with lots of lampposts?



Yes but... Yes and...

Time

20 mins

What you'll need

- No resources required

What to do

1. Think about one thing that you'd like to improve within the police. Talk to someone else in the group if you're stuck for ideas.
2. Choose someone to say their improvement in one sentence. Now as a group discuss this improvement, every time you reply you need to start with 'yes but...'
3. Once you're done, choose someone else to say their improvement in one sentence. Now as a group discuss this improvement, every time you reply you need to start with 'yes and...'
4. Discuss as a group how it felt when you had to reply 'yes but...' and 'yes and...'. By replying with 'yes and...' rather than 'yes but...' you can acknowledge an idea and build it rather than shutting them down, and help conversations be creative and empowering.



Take it further

Why don't you let Devon & Cornwall Police know what you would like to change?

You could send an email to their Child Centred Policing Team at CCP@devonandcornwall.pnn.police.uk.

Police pandemonium

Time

20 mins

What you'll need

- A timer
- Stackable cups, at least as many as are there are girls spread about the space
- A large, clear space

Introduction

You live in an imaginary world where there are cups everywhere and they are always upright. However, there's been a change in the law and now every cup will need to be turned upside down. There are some people that are against this new law and have decided that they are going to try to steal the cups so that they can stack them to keep them upright.



What to do

1. Everyone close your eyes. Your leader will tap two people on the shoulder – they will be the law breakers, who want to steal the cups for themselves. Everyone else, you'll obey the new law and try to turn the cups over.
2. When your leader calls 'go' you'll have two minutes to try to turn all the cups over and stop them from being stolen. Ready, steady... go!
3. Once you have finished chat about how you found it, was it easy stopping those trying to steal the cups? How many cups did you manage to turn over?
4. Reset all the cups so that they are facing upright. Close your eyes again.
5. This time your leader will choose four different people to break the law and try to steal the cups. She will also choose someone to be the police. If the police catch anyone stealing cups, she can tap them on the shoulder and they are out for the rest of the round and need to move to the side.
6. You have another two minutes to try to turn the cups over. Ready, steady... go!
7. After the two minutes come together as a group, talk about how you found the game this time? Did you manage to turn more cups over? Was it easier having the police there to help stop those breaking the law?

Section 4: Careers



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
What can I become?	Yes	Yes	Yes	Yes
Plotting the percentages	No	Yes (with help)	Yes	Yes
Police job roles guess who	No	Yes (with help)	Yes	Yes

What can I become?

Time

20 mins

What you'll need

- 3 marked areas of the room – one labelled 'female' (or 'girls' or 'women'), one labelled 'male' (or 'boys' or 'men'), one labelled 'everyone'
- List of job roles - [Appendix 10](#)

What to do

1. Ask your leader to read out the job titles one by one – the leader can pick the ten job titles that are most appropriate for your group.
2. When your leader calls out a job title – decide whether you think that is a job for a female, a male, or for everyone. Run to that area of the room.
3. When everyone has decided and run to that area of the room, have a chat – why did you decide on that? Are you correct? What do the other girls think?
4. After you have done this for every job on the list, come back together as a group and chat about the activity.



Discussion prompts

- Were you surprised that all genders can do all of those jobs?
- What made you think some jobs were for males and some were for females? Do you feel differently now?
- Are there any jobs where you only know men that do them? Why do you think this is? Can you think of some reasons why women would be good at these jobs as well?
- Are there some jobs where you only know women that do them? Why do you think this is? Can you think of some reasons why men would be good at these jobs as well?
- Isn't it exciting that girls can do any job they want when they grow up? Talk about what types of jobs you might like to do when you get older.

Plotting the percentages

Time

20 mins

What you'll need

- Sheets of paper, 1 per girl
- Pens
- 2 sheets of paper, one with 100% written on and the other 0%. Place these either side of your meeting space

Job role/ level	Percentage of women	Percentage of BME
Constables	33.6	1.7
Sergeants	21.3	1.7
Inspectors	22.4	1.3
Chief Inspector and above	29.7	0

Figures are correct as of 31 May 2023. (Source: <https://www.police.uk/your-area/devon-and-cornwall-police/performance/workforce-diversity/>)

What to do

1. Label one side of the meeting space as '0%' and the other side as '100%'. Imagine there is a straight line running in between 0% and 100%.
2. Choose someone to be the caller. Everyone else stand in the middle of the meeting space.
3. Caller, call out the job role or rank in Devon & Cornwall Police listed in the table.
4. Everyone else, imagine that there is a line between the 0% sign and the 100% sign. You need to guess the percentage of women who are in the job role or rank that was called out and then stand at the right place on the line.
5. The caller will then read out the actual percentage. Were you surprised by the answer?
6. Repeat steps 3 to 5 for all the levels.
7. Now, repeat steps 3 to 5 but instead of guessing the percentage of women, you need to guess the percentage of Black and Minority Ethnic people in each job role or rank.
8. Come together as a group and discuss.

Discussion prompts

- Were you surprised by how many or how few women and BME people were in Devon & Cornwall Police? Why do you think this might be?
- Were you surprised by how few women and BME people are in senior leadership roles (Chief Inspector and above)?
- Is it good or bad that there are less women and BME people in the police and in leadership roles? Why?
- What problems could be caused due to a lack of representation of women and BME people within the police?
- Can you think of any ways to improve this situation?

Police job roles guess who

Time

30 mins

What you'll need

- Investigator's matrix – [Appendix 11](#)
- Job role sheets – [Appendix 12](#)
- Pens / pencils
- Clipboards could be useful

Introduction

There are hundreds of different job roles in policing, and over 200 different roles available in Devon & Cornwall Police alone! Each job requires different combinations of skills, qualifications, and experience, and has different types of responsibilities.

Your job is to investigate your partner's job role through clever questioning and work out what their job title is. You might find out some interesting things about jobs role in Devon & Cornwall Police, including job roles that you may not have thought would exist in policing.

Top tip

The 'overview of job role' section will give you interesting information about what the job involves. However, all the information you need to answer the investigator's questions are in the other sections – salary range, responsibilities, specialist skills required, and qualifications required.

What to do

1. Split into pairs. One person will be the member of police with a job role sheet. They must keep their job role secret from their partner. The other person will be the investigator and will have the investigator's matrix and a pen.
2. Members of police: read through your job role to understand the different features of the role.
3. Investigators: use the investigator's matrix to ask your partner 'yes-no' questions about their job role. They must answer all your questions honestly according to the information on their job role sheet. Mark your investigator's matrix in accordance with their answers until you have enough information to guess their job role.
4. When the investigator has correctly guessed the member of police's job role, you can swap roles – a new job role sheet and investigator's matrix will be needed for each pair.
5. After everyone has had a go at being a member of police force and an investigator, come together as a group and discuss the experience.

Discussion prompts

- Did everyone guess correctly?
- What did you think of the jobs you had? Would that be something you would be interested in doing in the future?
- Do you have any of the skills or characteristics you would need for those jobs already? What other skills or characteristics might you need to develop to do the jobs you might be interested in? How might you do this?
- Are there any other jobs in policing you would be interested in? How might you start to develop the skills you need to do those jobs in the future?

Section 5: Personal safety



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
Trusted adults	Yes (with help)	Yes	Yes	Yes
Can you see me?	Yes	Yes	Yes	Yes
Act it out	Yes	Yes	Yes	Yes
Raise awareness	No	Yes	Yes	Yes

Trusted adults

Time

30 mins

What you'll need

- Large pieces of paper
- Coloured marker pens, pencils or crayons

What to do

1. Divide into groups of 2-4. Each group should have a large piece of paper and coloured pens, pencils or crayons.
2. Each group should write 'Worries' in the centre of the paper.
3. Create a colourful spider diagram by writing all the things that worry you and your friends. Get creative – use lots of different coloured pens, you can draw pictures or symbols to illustrate your worries if you like. Make sure you leave plenty of space around the outside edge of the paper.
4. Around the outside of the paper, all write down some of the adults you know and see on a regular basis – these could be parents, carers, teachers, group leaders, siblings, coaches, family members, doctors, police officers, bus drivers, shop keepers, parents of friends.
5. As a group, look at each one of the worries and think about which of your adults you could talk to about these worries or get some help. Draw lines between the worry and all the adults that might be able to help you with these worries. Do this for every worry if possible.
6. Get back together as a big group and discuss.

Discussion prompts

- Have you got any worries left over that don't have any lines to an adult? Talk as a group, is there someone that could help you with this worry?
- Have you got any adults that you would go to about lots of different worries? What makes you feel that you can go to this adult about so many worries? How does this adult make you feel when you talk to them about your worries?
- Have you got any adults that don't have any lines going to them? Why don't you speak to them about your worries?
- From these diagrams, can you identify your most trusted adults? Circle these.
- What do you like best about your most trusted adults? Are they good at listening to you? Do they make you feel safe? Do they make you laugh? Do they cheer you up sometimes if you feel worried or sad? Are they kind?

Can you see me?

Time

30 mins

What you'll need

- A variety of retroreflective, bright, and light items e.g., a high-viz jacket, high-viz reflective keychain, tinfoil, glowsticks, white/light coloured t-shirt or jacket, head torch
- A few small handheld torches (to act as 'headlights')
- Large dark space (outside at night or hall where lights can be turned off)

What to do

1. Several group members should 'dress up' in each of the different bright, light, and reflective items.
2. The dressed up group members should go to one end of the space, and the other group members to the other end.
3. Ask a leader to turn off all the lights.
4. The 'dressed up' girls should walk around the end of the room in a random manner.
5. The other girls must shout out when they can spot any of the light bright items on the 'dressed up' girls in the dark.
6. Now do the same again (if you like you can swap around who is wearing the items), however this time use the torches to scan across the darkness to see if it changes what items everyone can see.
7. Turn the lights back on and gather the girls together. Discuss which items they found easier to see in the dark and in the headlights.



Discussion prompts

- Which items made them most visible in the dark?
- Does it need to be pitch black to make it difficult to see? What about when it's still a bit light? Can we see as well as in broad day light?
- Why is it important for children and adults to be easy to see in the dark?
- What other things could they do or wear to make them same when they are out in the dark?
- What will they do to make sure they are safe and feel safe if they are outside when it's dark or starting to get dark?

Act it out

Time

30 minutes

What you'll need

- A large space for everyone to move around in
- Selected scenarios from Appendix 13

What to do

1. Choose someone to call out a selection of scenarios from Appendix 13 – this could be your leader. The leader can choose which scenarios are most appropriate for the group based on age, comprehension, and interests.
2. Everyone to walk around the room in a random manner.
3. Leader to call out one of the scenarios.
4. Everyone must stop walking and act out how you think you might feel in this scenario – for example – happy, scared, sad, neutral, excited, worried, bored, angry, annoyed etc. Everyone should really think about the emotions you would be feeling in this scenario, and how this might make you physically feel in your body – for example, tummy in knots, sweating palms, racing heart, tight throat, shaking, relaxed, tense, fidgety, energetic, swirly tummy, nauseous, jumpy).
5. As a group, discuss what emotions some of the girls are acting out and how this emotion might feel to them in their body. Do other people agree with this? Or would they feel a different emotion in this scenario? Does this emotion feel different to them in their body?

Discussion prompts

- How do we know if we feel scared? How does our body feel when we're scared? What about happy, angry, or excited?
- Are there any physical changes or feelings in our body that can signal to us that we might be feeling scared or angry or sad? What are they?
- What can you do if you feel scared or worried? Who can you talk to? How can they help you to feel better?
- Does everyone have the right to feel safe and be safe all the time? What can we do if we don't feel safe?
- What can you do if you feel angry? What will help you to calm down and feel better?
- What activities make us feel happy and excited?
- What activities make us feel scared?
- What is your favourite activity to do? What emotion does that make you feel? How does that feel in your body?

Top tip

Using the characters from the Pixar movie Inside Out can help the girls to understand how different emotions may 'act'.

Raise awareness

Time

60 mins

What you'll need

- An open space
- Paper, pens, and pencils – could also use paints, cut-outs from magazines, papers and catalogues
- Selected scenarios from [Appendix 14](#)

What to do

1. Split into groups of 3 to 6.
2. Give each group a different scenario.
3. In your group, decide whether you want to create a poster about your scenario to make people aware of the risks and safety tips – this could be displayed in your meeting place – or you could create and act out a TV advert to raise awareness.
4. Leaders should make sure each groups understands the risks associated with their scenario, and some of the safety tips, but encourage them to come up with their own safety tips as well.



Section 6: Evidence



Who is it suitable for?	Rainbows	Brownies	Guides	Rangers
Pocket notebook	Yes (with help)	Yes	Yes	Yes
Evidentiary exhibits	Yes (with help)	Yes	Yes	Yes

Pocket notebook

Time

40 mins

What you'll need

- Police pocket notebook page – printed – 1 or more per person – [Appendix 15](#)
- Pens or pencils

Introduction

Police officers must record all the details of their experiences in their pocket notebooks. It is very important that officers have an accurate record of everything they have done. This may be used as evidence, or it may help them to testify in court in relation to a crime or accident.

Use your own police pocket notebook to record your experiences of the Devon & Cornwall Police Challenge Badge.

What to do

1. Everyone to use 1 or more pocket notebook page to record their experiences completing the police challenge badge. This can be written as a diary, poem, bullet-pointed notes, a list, a story – whatever you prefer.
2. Think about including the following in your pocket notebook entry:
 - a. Did you enjoy the Devon & Cornwall Police Challenge?
 - b. What was your favourite part?
 - c. What was your least favourite part?
 - d. Have you learned anything new? What?
 - e. Have you learned a lot about the police? What did you find most interesting?
 - f. How could this pack be made better in the future?
 - g. How could Devon & Cornwall Police be made better in the future?
 - h. Would you like to work for Devon & Cornwall Police in future? What type of job would you like to do?

If you like, you can email copies of your pocket notebook entry to Devon & Cornwall Police at CCP@devonandcornwall.pnn.police.uk – this will act as evidence that you have completed enough activities to earn your badge. Devon & Cornwall Police would love to hear about your experiences completing this pack.

Evidentiary exhibits

Time

60 mins

What you'll need

- Paper – A4 or larger
- Pens, pencils, crayons, paints and other craft materials
- Could also use photos, pictures, drawings, diagrams
- Space to get creative

Introduction

Police officers gather and record evidence to help solve crimes and get justice. This evidence becomes an 'exhibit'. Quite often police officers will present these exhibits in court to prove their case.

Collect evidence to prove that you have completed activities in this pack. Be creative with how you evidence this! You can use pictures, drawings, photos, stickers, or writing.

Create a collage which represents what you have done and learned in the police challenge.

What to do

1. Everyone can work on their own, in pairs, or in small groups – whichever works best.
2. Everyone, or each group, should have paper and art and craft supplies to create their collages.
3. Get creative! Use drawings, diagrams, photographs, words, and symbols. Try to represent the activities that you did. Your 'evidentiary exhibit' should show your journey completing this badge. Think about what you liked, what you didn't, what you've learned, what was fun, what you will do now with the new things you have learned. Consider what you think about Devon & Cornwall Police and what you would like to learn more about.

If you like, you can email copies or photographs of your evidentiary exhibits to Devon & Cornwall Police at CCP@devonandcornwall.pnn.police.uk – this will act as evidence that you have completed enough activities to earn your badge. Devon & Cornwall Police would love to see your exhibits to learn about your experiences completing this pack.

Appendices

Appendix 1: Police officer characteristics

Section 1: Frontline, #PoliceSelfie

What qualities make a good police officer?

- Honest and trustworthy
- Good team-worker
- Excellent communication skills
- Courage
- Kindness
- Sensitivity
- Empathy
- Resilience
- Selflessness
- Good level of fitness
- Physical strength
- Good literacy skills
- Caring and inclusive
- Self-discipline
- Excellent listening skills
- Ability to give and receive instructions
- Basic IT skills
- Good relationship-building skills
- Open to learning and challenging self
- Problem-solving skills
- Attention to detail
- Decision-making skills
- Cultural awareness
- Professional
- Able to stay calm under pressure and in difficult situations
- Conflict resolution skills
- Emotional intelligence
- Negotiation and influencing skills
- Confidence
- Critical thinking skills

Appendix 2: What's going on here then? scenario cards

Section 1: Frontline, What's going on here then?

Scenario 1: The watch

Location: Travel Agents shop

What happened: Annie Oak works in a travel agency and called 101 after she decided her watch was stolen. PC Mary Douglas has arrived to decide if anyone should be arrested. Bethany King is there, who also works in the travel agents. Charles West is there too; he is a customer.

Please note: The names of victims, witnesses, suspects and police officers on the scenario cards are entirely fictional and do not relate to any real people with the same or similar names.

<p>You are...</p> <p>The Police Officer</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: PC Mary Douglas Role: Police officer who just arrived at the scene after a 101 call Story: You should decide if you should arrest anyone over the stolen watch. Ask questions to everyone to make your decision.</p>
<p>You are...</p> <p>The Victim</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Mrs Annie Oak Role: You work in the travel agents – it was your watch that got stolen! Story: You are suspicious it was your co-worker Bethany who stole your watch. You have never been friends, and last week she complimented you on your watch! You didn't see her steal it though.</p>

<p>You are...</p> <p>The Suspect</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Miss Bethany King Role: You work in the travel agents – Annie thinks you are the thief! Story: You didn't steal the watch. You have never been friends with Annie, but you did compliment her watch last week.</p>
<p>You are...</p> <p>The Witness</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Mr Charles West Role: You are a customer in the travel agents, trying to book a holiday to Jamaica. Story: You might have seen another customer leave earlier with a nice watch on, but you're not sure...</p>

Scenario 2: Grandma graffiti

Location: The bus stop outside Grandma's house.

What happened: Grandma Edna called 101 after some rude graffiti was done in bright pink paint on the bus stop outside her house. Anna and Billy, two school kids who get the bus every day from the bus stop are also there. Inspector Sally Hopps just arrived at 8am.

<p>You are...</p> <p>The Police Officer</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Inspector Sally Hopps Role: Police officer who just arrived at the scene after a 101 call Story: You should decide if you should arrest anyone over the graffiti. Ask questions to everyone to make your decision.</p>
<p>You are...</p> <p>The Victim</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Grandma Edna Role: You live in the house with the bus stop outside that now has rude graffiti on! Story: When you go back from the shops at around 7pm yesterday you saw the graffiti and immediately called the police. You don't trust those school kids...</p>

<p>You are...</p> <p>The Suspect</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Billy Copper Role: You're in year eight, and you get the bus from the bus stop every day. Story: You only saw the graffiti this morning when you came to get the school bus, but that old lady is always telling you off for being too loud in the morning so you don't like her.</p>
<p>You are...</p> <p>The Witness</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Anna Poppet Role: You're in year nine, and you get the bus from the bus stop every day. Story: You don't know who did the graffiti, but you do know that Billy is really annoying every morning and you'd be glad to get the bus without him!</p>

Scenario 3: Noisy party

Location: Neighbourhood street

What happened: Mr Jack Roper called 101 because his upstairs neighbours are throwing a noisy party and it's keeping him awake. PC Claire Garden has just arrived to talk to him and two people from upstairs, Charlotte and Tom.

You are...

The Police Officer

Don't show anyone else the other side of this card!

Name: PC Claire Garden

Role: Police officer who just arrived at the scene after a 101 call

Story: You should decide if you should arrest anyone over the noisy party. Ask questions to everyone to make your decision.

You are...

The Suspect

Don't show anyone else the other side of this card!

Name: Charlotte Jude

Role: You live in the upstairs flat, above Mr Jack.

Story: It's your 25th birthday party, and the last time you'll see your friends as you're moving to Australia tomorrow!

You are...

The Victim

Don't show anyone else the other side of this card!

Name: Mr Jack Roper

Role: Man who lives on the ground floor flat.

Story: You got woken up at 9pm by the upstairs flat playing music and thumping around! You want to go to bed soon.

You are...

The Witness

Don't show anyone else the other side of this card!

Name: Tom Arrow

Role: Guest at Charlotte's party, her childhood best friend.

Story: You're here to defend Charlotte!

Scenario 4: Burning leaves

Location: Two next door gardens

What happened: Mrs Maaria Alvi went to go and rake the leaves in her garden earlier today and noticed that her neighbour, Mr Dylan Rock, had lit a bonfire in his garden. She called 101 Inspector Vivian Loxy has just arrived to talk to them both as well as Mrs Maaria's live-in care assistant Samuel.

<p>You are...</p> <p>The Police Officer</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Inspector Vivian Loxy Role: Policewoman who just arrived at the scene after a 101 call Story: You should decide if you should arrest anyone over the burning leaves. Ask questions to everyone to make your decision.</p>	<p>You are...</p> <p>The Suspect</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Mr Dylan Rock Role: You're burning the leaves you raked yesterday in a bonfire in your garden. Story: You're retired from the military and you love maintaining your garden to a high standard - it's your favourite hobby.</p>
<p>You are...</p> <p>The Victim</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Mrs Maaria Alvi Role: There's been smoke coming from your neighbours garden all day. Story: You want to rake the leaves in your garden, but it's too smoky out there because your neighbour has lit a bonfire. You called 101 because it's your only day off work and your only chance to do this!</p>	<p>You are...</p> <p>The Witness</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Samuel Ellington Role: You're Mrs Maaria's live-in care assistant. Story: You have asthma and all this smoke is making it hard for you to breathe.</p>

Appendix 3: Cryptic crimes answers

Section 1: Frontline, Cryptic crimes

1. This is legal so long as the police are informed if a march is planned.
2. Unless the 12-year-old has been asked by or given permission by the owner of the shop then this is a criminal act, under the criminal damage act 1971.
3. This is not a criminal offence; you do not need a license to use a mobility scooter.

Further information: There are very specific definitions that relate to what would be legally regarded as a motor scooter.

You do not need a licence to drive a mobility scooter or powered wheelchair, but you may need to register it. Only certain types can be driven on the road.

Mobility scooter and powered wheelchairs come in two categories:

- Class 2: these cannot be used on the road (except where there is no pavement) and have a maximum speed of 4mph.
- Class 3: these can be used on the road.

Policing requires a knowledge of what something is, not just what it looks like. In many cases this requires quite specific and detailed knowledge. Specialist roles in policing allow specialist knowledge in more complex law.

4. Whilst not a criminal offence it is a breach of their privacy and should only be done in an emergency.

Further information: Sharing any personal information without someone's permission is a breach of privacy. Whilst an individual would not necessarily break the law in these circumstances a company or statutory body such as the police would only be able to do this if they had very specific grounds as otherwise they may be breaching laws such as the Data Protection Act and European Convention of Human Rights Act, that control the use of data and people's privacy. These principles are at least good guidance for how we deal with other people's personal information.

5. Cannabis is a class B drug and if an individual is found with cannabis in their possession it is a criminal offence and they could face prosecution.

Further information: In most forms cannabis is classified as class B drug and there are various processes that can be used to deal with the offence of possessing it. It is important that if you carry any controlled drug that you have medical prescription or exemption to do so. Even some medicines are illegal to have in your possession if you do not have a current medical prescription.

6. Whist not illegal to go and watch a fox hunt, it is a criminal offence to partake in a hunt with live prey.

Further information: Fox hunting also attracts a lot of strong opinion and going to watch one to protest also requires behaviour to remain lawful towards both participants and live animals such as horses and hounds involved.

7. This is likely to be a criminal offence depending on the type of involvement in the fight.

Further information: This is a criminal offence and could fall under Offences Against the Person Act 1861 or Criminal Justice Act 1988 (Assaults), Public Order Offences and/or Breach of the Peace laws whilst it may be lawful to use force to defend yourself there is no defence if your actions go beyond what a reasonable person would regard as acceptable in the circumstances.

8. It is not a criminal offence to be in a stolen car unknowingly, however to enter a stolen car with knowledge that it is stolen is a criminal offence.

Further information: Driving or allowing oneself to be carried in a conveyance taken without consent. Anyone that intentionally drives or allows themselves to be transported in a vehicle taken without the owner's consent or lawful authority is guilty of TWOC (taking without owner's consent).

The key word here is intentionally, as a passenger you would have to be shown to know the car had been taken without consent.

9. It is not a criminal offence for a child over the age of 5 to drink alcohol in private property with their guardian's permission.

Further information: Although this is not a specific offence there are a lot of laws regarding parental and guardian responsibilities that may be relevant to such actions. Allowing children to drink excessive amounts of alcohol or do things that would be clearly detrimental to their health could be regarded as neglect. There is plenty of information about the effects of alcohol on young children to mean it is not recommended for young children.

10. It not a criminal offence to create a fake account online. It does depend for what purpose this is done, as to deceive someone for the purposes of personal gain or to cause someone else a loss is likely to be an offence of Fraud. Also using a fake account to cause harm or harassment to another person would also be an offence.

11. It is not an offence to be present, however if an individual has encouraged someone to start a fire or assisted them in any way to either start the fire or to avoid them being identified, that would be considered a criminal offence.

12. It would not be a crime to unknowingly accept stolen property, however it is a criminal offence to knowingly accept or sell stolen property.

Further information: Knowingly accepting or selling stolen items is known as handling stolen property. It's also an offence to treat something you find as your own without taking reasonable steps to reunite it with its owner. This can also apply to goods bought at such a discounted price it would be deemed only reasonable to have concerns as to their origin.

13. Entering any property that you do not have permission to enter is likely to be either a criminal or civil offence.

Further information: Entry to any private property that you do not have permission to be on is trespass and is covered by civil law, and not criminal law. There are locations that have additional protection such as schools, railways, and a lot of government protected sites. There are several laws that can involve trespass such as burglary, or using force to secure entry, but simply entering an abandoned warehouse would not be a crime, but the owner could seek action against you in a civil court aside from the risks of being in an unknown environment.

14. There is no law regarding the required minimum age of a babysitter. If the babysitter is under the age of 16 it is not a criminal offence to babysit younger siblings, however the guardians of the children are responsible if anything were to happen.

15. No, but there is a recommended minimum age of 13/14 to have a paper round.

Further information: There are numerous health and safety regulations that employers must abide by that are enforced by the health and safety executive and not the police. Even the police as an employer must make sure their employers are trained and safe to do tasks asked of them.

Appendix 4: NATO phonetic alphabet

Section 1: Frontline, Alpha, Bravo, Charlie

NATO phonetic alphabet

Letter	Word
A	Alpha
B	Bravo
C	Charlie
D	Delta
E	Echo
F	Foxtrot
G	Golf
H	Hotel
I	India
J	Juliet
K	Kilo
L	Lima
M	Mike

Letter	Word
N	November
O	Oscar
P	Papa
Q	Quebec
R	Romeo
S	Sierra
T	Tango
U	Uniform
V	Victor
W	Whiskey
X	X-ray
Y	Yankee
Z	Zulu

My phonetic alphabet

Letter	Word
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	

Letter	Word
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Appendix 5: Fingerprint form

Section 2: Detective, Fingerprint fun

NATIONAL FINGERPRINT FORM

This form must be completed in BLOCK LETTERS and signed by the officer taking the fingerprints.

FORENAME:			TAKEN BY:		
SURNAME:			DATE:		
DATE OF BIRTH:			SIGNATURE:		
SIGNATURE:					
	THUMB	INDEX	MIDDLE	RING	LITTLE
RIGHT					
LEFT					
PLAIN IMPRESSIONS					
LEFT HAND four fingers taken simultaneously		THUMBS taken simultaneously		RIGHT HAND four fingers taken simultaneously	
		LEFT	RIGHT		

Appendix 6: Team trivia questions and answers

Section 2: Detective, Team trivia

1. Who created the first British police force?
 - a. Sir Robert Peel
2. When was the first British police force introduced?
 - a. 1829
3. Where was the first British police force introduced?
 - a. London – the London Metropolitan Police
4. What was the nickname of the first British police officers?
 - a. Bobbies or peelers
5. What does an emergency mean?
 - a. The incident requires an officer to go there straightaway. This could be because someone is hurt, is in danger or a crime is currently taking place.
6. Can you name any ranks for police officers?
 - a. Constable, sergeant, inspector, chief inspector, superintendent, chief superintendent, assistant chief constable, deputy chief constable and chief constable.
7. When do the police use dogs?
 - a. They are used in a wide range of situations including searching for someone who has committed a crime, searching for someone who is missing, searching for drugs or other types of property, crowd control.
8. What nickname is given to police cars?
 - a. Pandas, because the original ones had black and white markings.
9. Why do police vehicles usually have yellow and blue chequered squares on them?
 - a. The yellow and blue chequers are made from a highly reflective material to make the car stand out both in the daytime and at night. There has been a lot of research to identify which pattern is the most effective.
10. What is the difference between a police community support officer (PCSO) and a police officer?
 - a. A PCSO works alongside police officers as part of a local community or neighbourhood police team. They have limited powers in law and their duties usually include high visibility patrolling, tackling anti-social behaviour, dealing with minor offences, gathering criminal intelligence, and supporting front-line policing.
11. What is Crimestoppers?
 - a. Crimestoppers is a national charity which has a phone number people can call to leave information for the police without having to give their names.
12. How many ways can you report a crime?
 - a. 3 – phone, to an officer in person, and on the internet.
13. What is a search warrant and what do the police use them for?
 - a. A document issued by the magistrates' court allowing the police to search a property with or without the say so of the owners. The police use them to search for things like stolen property, illegal drugs and people who have committed crimes.
14. How do police officers communicate with the control room?
 - a. Radio, each officer carries their own.

Appendix 7: Department profiles

Section 3: Community, Figure out the funds

Response policing

What does the department do?

- Response officers are at the heart of uniformed policing and will often be the first police officer many members of the public come into contact with.
- Primary role is to respond to incidents – in doing this they will protect the public, proactively patrol their communities, and manage critical incidents.
- Day-to-day tasks include responding to reports of burglaries, assaults, domestic abuse, missing persons, drink drivers, shoplifters, road traffic collisions, anti-social behaviour and other crimes and incidents.

Why is it important to Devon & Cornwall Police and the public?

- Response officers are usually the first officers on the scene of a crime or incident, and they work to understand the situation and keep everyone safe – they are available 24/7 to respond to emergencies and incidents.
- They patrol local areas looking for any problems, issues, or potential crimes.
- They manage crime scenes.
- They support the public to be safe and feel safe.

Criminal investigation department (CID)

What does the department do?

- Detectives impartially and methodically investigate crimes to understand what has happened to solve crimes and bring offenders to justice.
- Using an investigative mindset, detectives will plan, examine, record, and evaluate the material they gather. If there is enough evidence, they will complete a process to support the criminal justice system to achieve an outcome.
- Includes: detectives (who investigate domestic abuse, assaults, fraud, drug supply, serious sexual offences), major crime detectives (who investigate murder, manslaughter, stranger rape and terrorism), public protection officers (who investigate crimes against children).

Why is it important to Devon & Cornwall Police and the public?

- Detectives are trained to use a range of investigative approaches to gather material and effectively investigate serious and complex crimes.
- They interview victims, witnesses, and suspects to gather all information and intelligence which is required to solve crimes and bring offenders to justice.
- Detectives arrange and provide support for victims during investigations to ensure their safety and wellbeing.
- Detectives work to solve complicated and dangerous crimes to keep communities safe and prevent other people from becoming victims.

Neighbourhood policing

What does the department do?

- Teams are made up of police officers and police community support officers (PCSOs) who are dedicated to policing a particular area or community.
- Neighbourhood policing teams provide a visible presence in the community to reduce fear of crime and anti-social behaviour and gather intelligence.
- Neighbourhood policing teams also work with communities and local partner agencies such as the council to address issues and resolve problems.

Why is it important to Devon & Cornwall Police and the public?

- Neighbourhood policing teams are the key link between the police and the communities. They provide visible presence to reassure the public.
- They enable the flow of vital community intelligence - community engagement can help to identify local priorities and solve problems.
- Neighbourhood teams enable D&C Police to better understand communities and provide opportunities for the public to communicate with the police.
- They are key to ensuring that D&C Police can police with the consent of the public.
- Neighbourhood policing teams can work with the public to co-produce solutions to local problems.

Specialist operations (Ops)

What does the department do?

- Teams support frontline police officers in relation to specific areas of policing – such as searches, incidents requiring firearms officers, and traffic.
- Officers receive additional training to enable them to deal with complicated and serious incidents that require specialist expertise.
- Includes: canine unit (police dogs), air support (helicopters), firearms, public order (large crowds), traffic officers, search unit, marine unit (police boats).

Why is it important to Devon & Cornwall Police and the public?

- D&C Police can send highly skilled officers to deal with complicated, serious, and large-scale incidents, to keep the public safe and resolve problems safely.
- Armed response teams are available 24/7 to provide an emergency response to incidents that may involve a weapon.
- The specialist search unit manage high-risk lost or missing people. They can use drones, dogs, boats, and other technology to search difficult areas.
- Traffic officers and roads policing teams investigate complex road traffic collisions.
- The dog unit trains, manages, and cares for police dogs. General purpose dogs can assist in searches, track wanted people, search for missing persons, and support public order incidents. Specialist dogs can search for and identify drugs, explosives, digital devices, and can support victim recovery and crime scene detection.

Prevention

What does the department do?

- Prevention works to prevent and reduce crime, resulting in fewer victims and less demand on policing in future.
- It addresses the underlying causes of crime and anti-social behaviour (ASB) by working with partners such as local councils, the NHS and charity organisations.
- Includes: Special Constables, police cadets, volunteers, the diverse communities team, specialist problem solvers, drug harm prevention, alcohol licencing, Child Centred Policing, and Youth Justice.

Why is it important to Devon & Cornwall Police and the public?

- It recruits, manages, and supports Special Constables and volunteers which support crucial delivery of policing services.
- It tries to deal with the issues that cause crime early on, to prevent crime from occurring in future.
- The diverse communities team works with people who are more frequently victimised and discriminated against, working to develop confidence in police, community cohesion and reduce hate crime.
- Specialist problem solvers identify. They develop evidence-based solutions to reduce crime, harm, and ASB.
- The alcohol licencing team monitor pubs and bars to reduce customers being unsafe or involved in crime or disorder.
- Child Centred Policing and Youth Justice work to maintain a good relationship between the police and young people. This ensures that young people are treated according to their individual needs to reduce the risks of them coming to harm and reduce the likelihood of young people becoming involved in criminal behaviour.

Learning and development (L&D)

What does the department do?

- L&D provides a wide range of essential and optional training, learning and development opportunities to police officers and police staff.
- They provide initial training to new police recruits and support them to complete their Degree Apprenticeship Programme.
- L&D coordinate the annual personal safety training for police officers – this training includes the use of handcuffs, Taser, and other protective equipment.
- They provide investigative training to detectives and leadership training to current and aspiring supervisors and managers.

Why is it important to Devon & Cornwall Police and the public?

- L&D ensure that all officers and staff have the knowledge and skills to do their job effectively in order to protect the public, prevent and detect crime.
- They also ensure that officers and staff keep up to date the latest knowledge, such as legislation and new procedures.
- They support officers and staff to engage with learning and training opportunities to progress in their careers, which helps employees to be happier and more satisfied in their careers, and provides the public with a service managed by skilled, educated, experienced leaders.

Professional standards department (PSD)

What does the department do?

- Ensure that all police officers and police staff understand the type of conduct and professional behaviour expected from them.
- PSD deals with complaints against officers and staff by recording, investigating and resolving complaints.
- Manage the vetting of police officers and staff.
- Manage misconduct issues and counter corruption.

Why is it important to Devon & Cornwall Police and the public?

- The principle of policing by consent relies on the trust and confidence that the public has in the police service – PSD are responsible for ensuring that all police officers and staff behave appropriately and carry out their duties lawfully, and for taking action if they don't, in order to maintain public trust and confidence.
- PSD have specialist investigators to deal with issues of misconduct and allegations made against police officers and staff.
- PSD maintain high levels of ethical behaviour throughout the organisation.
- They help the force to learn from mistakes or errors made.

Command and control unit (CCU)

What does the department do?

- The police deal with a wide range of issues that are usually resolved by sending out police officers. CCU directs the action of its staff to deal with these issues.
- The CCU includes the control room, where 999 and 101 reports are received, and officers are dispatched and directed to deal with the incident reported.
- It also includes public enquiry desks at police stations and resource planning teams.

Why is it important to Devon & Cornwall Police and the public?

- The control room is the first point of contact for those needing help from the police. It is here that 999 and 101 calls are answered. The control room will try and resolve the call by giving appropriate advice without the need to deploy a police officer, however if police presence is needed, they will identify, dispatch and direct appropriate officers to the location of the incident.
- Public Enquiry Officers deal with urgent incidents requiring police presence. They also take reports of crimes and deal with questions and enquiries from the public.
- The resource planning team identifies, organises, and predicts staffing levels so the force has the right number of staff on duty with the right skills. They also respond to requests for 'mutual aid', which means sending officers to other areas of the country than need support with critical or major incidents.

Performance and analysis (P&A)

What does the department do?

- P&A provides D&C Police with data and information, and a clear picture of how the force is performing.
- This helps the force to identify priority areas that require focus and work – this could be geographic areas or certain types of crimes, offenders or victims.
- Includes: review and inspections, analysts, consultation and telephone surveys, force policies and working practices.

Why is it important to Devon & Cornwall Police and the public?

- Force problem-solving activities are based on a good understanding of local issues and being able to target resources appropriately.
- Analysis helps to develop a thorough understanding of the nature of a problem. By identifying the underlying causes of problems, other departments can work to stop the problems from happening again.
- P&A makes sure the force's policies and working practices match with the law and national guidelines.
- The consultation team reach out to members of public to understand how they feel about D&C Police, what they could improve on, and what they are doing well.
- Reviews and Inspections work to keep improving the way the D&C Police works.

Corporate communications and engagement

What does the department do?

- Corporate communications and engagement manage the way that the Force communicates with the public, including through the media.
- It also manages internal communications within the force – supporting large scale communication to staff, officers and senior leadership.
- It also manages and creates content for the corporate social media accounts on Facebook, Instagram and X.
- Includes: the press office, graphic design, social media, branding, mapping, and videography.

Why is it important to Devon & Cornwall Police and the public?

- This is the main way that D&C Police can communicate with large portions of the public at once – through social media and through local media such as TV, radio and papers.
- Corporate comms enables the public to stay up to date with issues in their area, and the outcomes of crimes, particularly serious crimes.
- They provide information to the public to help them stay aware of issues that could impact on their safety or wellbeing – such as scams, traffic issues, anti-social behaviour problems, driving under the influence of alcohol.
- They share information about criminals that they are searching for, and people that have gone missing.
- They also promote positive work and activities that police, partner agencies and members of the community are involved in.

Appendix 8: Reasons for reporting scenarios

Section 3: Community, Reasons for reporting

Please select the most appropriate scenarios for your group – at least 6.

Use these scenarios, the guidance on when and how to contact the police, and the discussion prompts to talk about the group members' responses and decisions about the scenarios.

Guidance on when and how to report to police:

- Does it feel like the situation could get heated or violent very soon? Is someone in immediate danger? Does someone need help right away? Is the crime currently in progress? – Call 999.
- If the crime is not in progress, is not an emergency, and/or no one is in immediate danger – Call 101 or report online.
- For more information and advice on reporting to police, [visit the Devon & Cornwall Police website](#).

Scenario	Answer
You have had your phone stolen from your bag	Call 101 or report online – this is a crime, but it is unlikely to be an emergency. However, there could be times when it might be appropriate to call 999, for example: <ul style="list-style-type: none"> • If the person that stole your phone physically harmed you. • If the person that stole your phone threatened you with a weapon. • If you are in immediate danger.
You see someone on the bus shouting racist abuse at another passenger	This would probably be 999, however there are some occasions where it could be 101 / online. For example, if the person who shouted racist abuse is no longer on the bus, does not pose any immediate risk to anyone, and the victim of the racist abuse does not feel unsafe or at risk. However, it is important to understand that it is extremely emotionally and psychologically harmful for someone to be subjected to racial abuse, whether or not there seems to be a threat of physical violence.

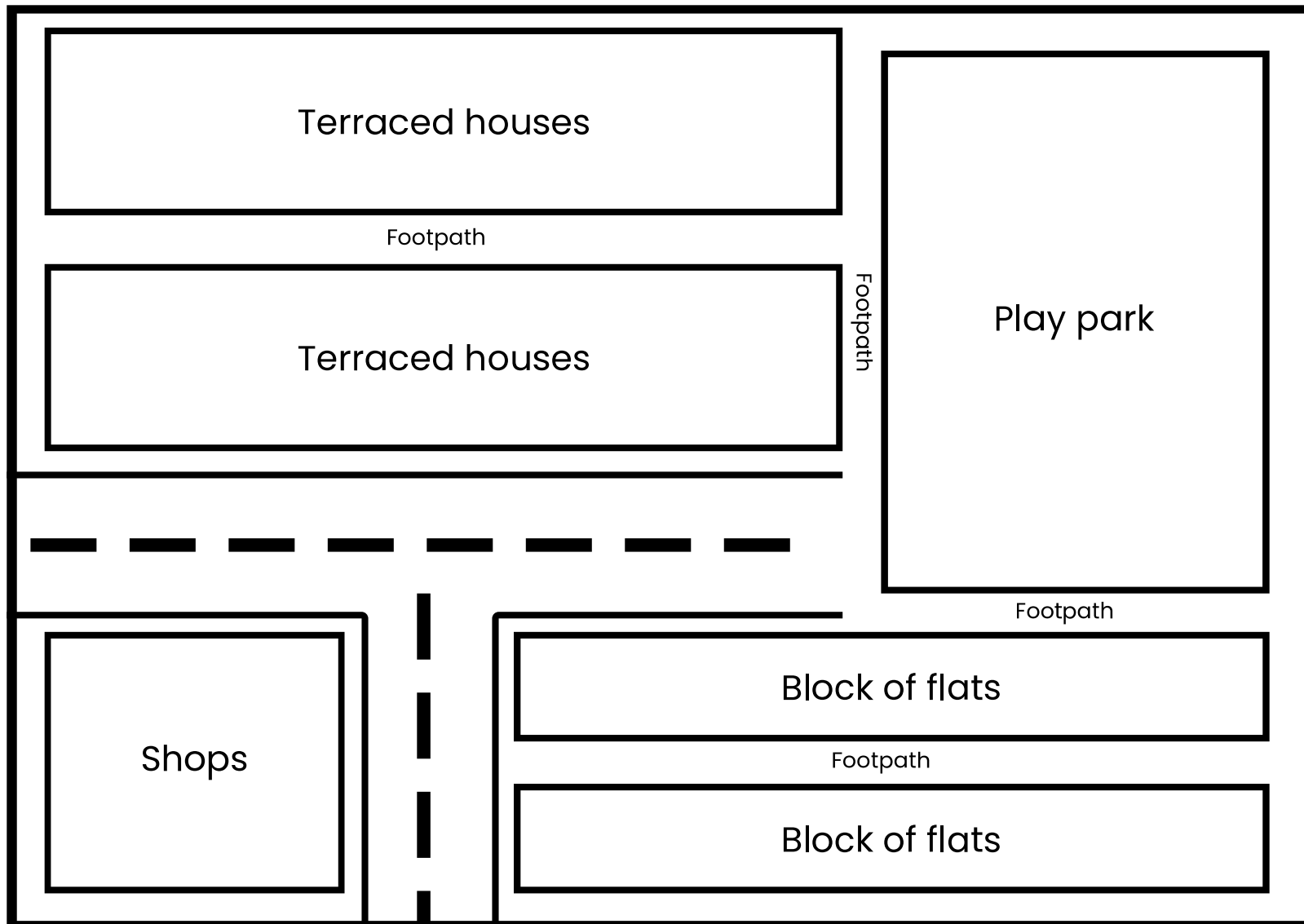
Scenario	Answer
Someone has stolen your parent's car	<p>This could be either 999 or 101/online. For example:</p> <ul style="list-style-type: none"> • If the car was stolen in the last 10 minutes or so, it is likely that the crime is still in progress. If you call 999 the police may be able to dispatch someone to locate the car and the suspect and recover the car. • If the person who stole the car drove it very dangerously away, they could pose a risk to the public – call 999. • If the person who stole the car appeared to be under the influence of alcohol or drugs, they could pose a risk to the public by driving the car unsafely – call 999. • If the person who stole the car threatened or physically harmed anyone and they still feel at risk – call 999. <p>If you didn't witness the car being stolen, and you're not aware of any factors which means the situation is potentially dangerous, call 101.</p>
You have had an argument with a friend at school	<p>If this was a verbal argument, it is not likely that you should report this to the police. However, there might be times when it is appropriate to report it to the police:</p> <ul style="list-style-type: none"> • If you or your friend physically assaulted each other, but you are no longer at risk, call 101. • If you or your friend were racist, sexist, homophobic, ableist or in any way prejudiced toward each other, this could be a hate incident or hate crime. You could research this online or ask for advice from a trusted adult and then make a decision whether to report it to the police via 101/online. <p>If you or your friend threatened each other with violence, this could be a crime. If you are not in immediate danger, you could research this online or ask for advice from a trusted adult and then make a decision whether to report it to the police via 101 or online.</p>
Your pizza delivery is 15 minutes late	Do not call the Police – this is not an emergency, or a criminal matter or safety issue
You want an update on a crime you have already reported	Call 101.
You see a group of young men hurting a cat	This would usually be 999 as a crime is progress. It might be 101 in some circumstances, for example If the young men run away and leave the cat and there do not appear to be any humans at immediate risk of harm.

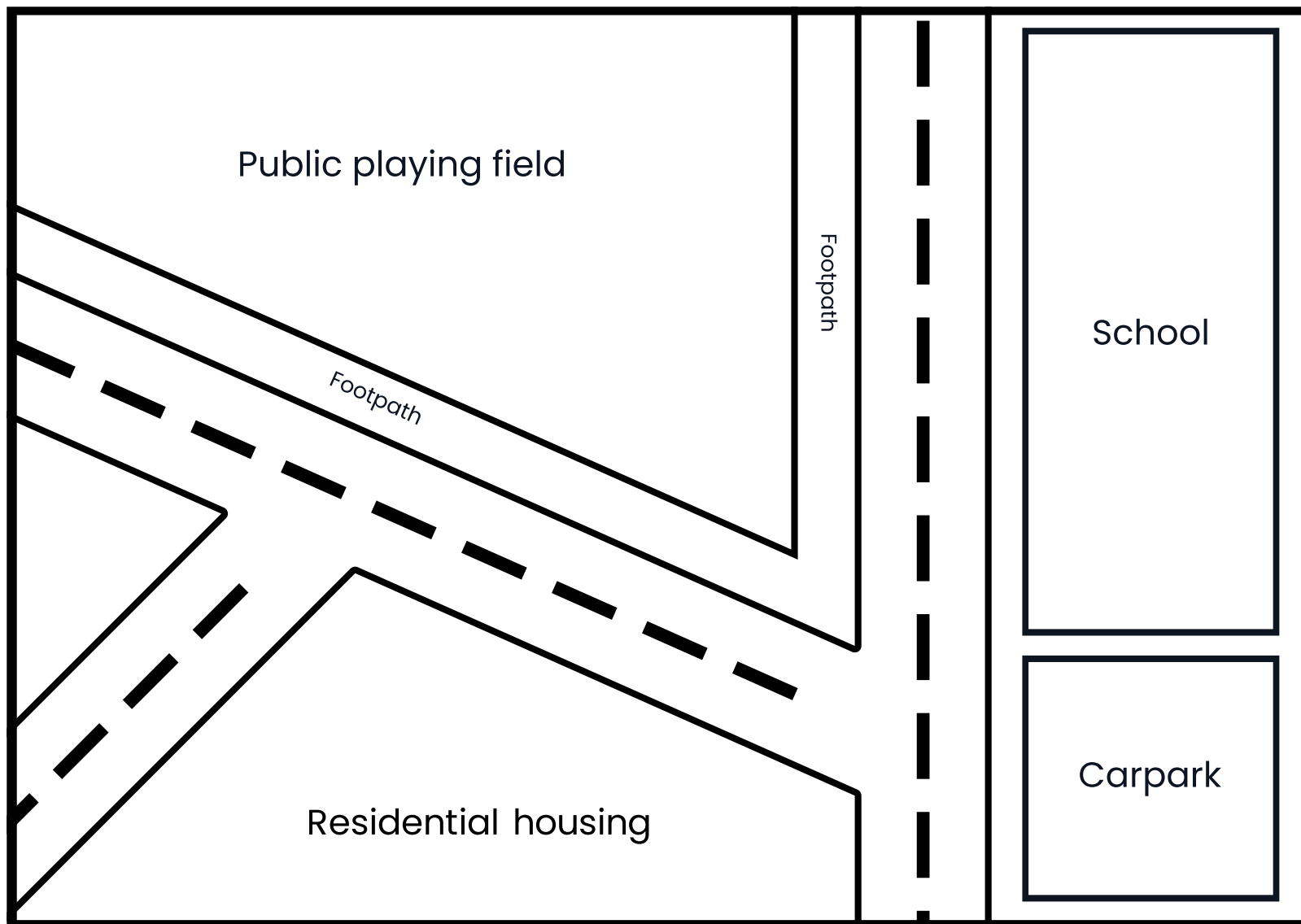
Scenario	Answer
You see someone throw their empty crisp packet on the street and walk away	<p>Do not call the Police. While littering is unacceptable and could be anti-social, it is not usually an emergency or a criminal matter. There are very few occasions where it would be appropriate to report this to the police, for example if someone has dumped a large amount of litter on a public road where it is causing a hazard or serious risk to the public – call 999.</p> <p>If it is a large amount of litter, but doesn't create an immediate safety risk, you can report it to your local authority for removal.</p>
Someone in a car shouts rude / sexual comments at you while you're walking home from school in your uniform	<p>Call 999 or 101.</p> <ul style="list-style-type: none"> • If the person shouting at you makes one comment and leaves the area and you do not feel at immediate risk, get to a safe place and call 101. • If you fear for your safety in any way, call 999. <p>If you can take a photo or make a note of the car's registration number, that could be useful.</p>
You see someone trying to set fire to a rubbish bin in the park	<p>Call 101 or 999.</p> <p>If there is a risk of the fire catching any nearby buildings, trees, bushes, fences etc. – call 999.</p> <p>If there doesn't appear to be any risk of the fire spreading at all, call 101 or report online.</p>
You've been away on holiday for two weeks, you come home and your house has been burgled	<p>Usually this would be to call 101 – a crime has occurred, however there is nothing to suggest that this is an emergency situation or you are at risk. It might be a 999 call if there is a chance that the burglar is still in your property.</p>
You see a small unaccompanied toddler is running down a pavement all alone. You can't see any parents or carers that the child might belong to.	<p>Call 999, the child is at immediate risk of harm and is not safe to be left in public unattended. Call 999 and stay with the child until Police arrive.</p> <p>It might be 101 in certain circumstances, for example:</p> <p>If the parents arrive, they look worried and upset, the child is clearly happy and relieved to see them, and you have no concerns for the safety of the child with the adults. Call 101 as the child and family may need a welfare check, and they may need to make sure the child is not being neglected, and this was just a one-off accident.</p>

Scenario	Answer
Someone paints homophobic graffiti on your front door	<p>Call 101 to report this hate crime – criminal damage motivated by prejudice. It doesn't matter whether you, or anyone who resides in your house, is homosexual or not, if someone has graffitied your property because they think that someone is homosexual, that is a hate crime, whether it's true or not.</p> <p>If the person who painted the graffiti is still near your house and you are worried for your safety, call 999.</p>
There's a massive spider in your sink	Do not report this to the police. This is not an emergency, a criminal matter, or a safety issue.
You see a couple in the supermarket and one of them smacks the other one around the face quite hard	<p>Call 999 – you have witnessed an assault, and the victim has been physically harmed and may be at risk of further harm.</p> <p>There may be occasions where it would be more appropriate to call 101. For example, if the offender has left the supermarket, and the victim feels safe, and will remain with you in a safe place until the Police arrive.</p>
You see a big fight in town, there are lots of other people around, and there are at least five people involved in the fight	<p>Call 999. There is a crime in progress, and several people are at immediate risk of harm. Do not rely on someone else witnessing the fight to call 999 – research shows that the more people that witness a crime, the less likely it is to be reported. Either make sure someone has called 999 or call 999 yourself and keep yourself safe.</p>
Your employer hasn't paid you the correct wages	Do not report this to the police.
Your friend tells you that her boyfriend punched her very hard in the stomach yesterday and she now feels scared to see him again	<p>Call 101 – your friend has been physically assaulted by someone close to her but does not appear to be at immediate risk now.</p> <p>If your friend could be at immediate risk of harm, for example, if she is with the boyfriend when she tells you this, if he is being aggressive towards her now, call 999.</p>

Appendix 9: Light it up maps

Section 3: Community, Light it up



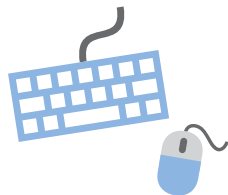


Appendix 10: Job roles

Section 4: Careers, What can I become?

Pick the 10 job roles to read out that would be most appropriate for your group in terms of their comprehension and interests.

- Doctor
- Nurse
- Veterinarian
- Teacher
- Artist
- Police officer
- Police detective
- Prime minister
- Musician
- Engineer
- Receptionist
- Train driver
- Electrician
- Mechanic
- Chief Constable
- Lorry driver
- Child minder
- Firefighter
- Royal Marine



- Pilot
- Footballer
- Ballerina
- Accountant
- Psychiatrist
- Dentist
- Solicitor
- Scientist
- Astronaut
- Carpenter
- Builder
- TV presenter
- Police dog handler
- Singer
- Personal trainer
- Swimming teacher
- Social worker
- Driving instructor
- Midwife



- Plumber
- Interior designer
- Fashion designer
- Restaurant manager
- Hairdresser
- Shop assistant
- Lifeguard
- Army soldier
- Explorer
- Journalist
- Gardener
- Window cleaner
- Paramedic

Of course, people of all genders can do all these jobs!



Appendix 11: Investigator's matrix

Section 4: Careers, Police job roles guess who

Job title	Salary range	Responsibilities				Specialist skills required							
		Arrest powers	Manage staff	Manage budgets	Contact with offenders, victims, and witnesses	Art and design	Fitness and strength (fitness test required)	Investigative skills	Financial management	Data analysis	Intervention delivery	Public speaking	Specific qualifications
Police constable	£23,000-£43,000	✓			✓		✓	✓			✓	✓	✓
Detective inspector	£52,000-£57,000	✓	✓	✓	✓		✓	✓		✓		✓	✓
PCSO	£23,000-£25,000				✓		✓				✓		
Management accountant	£43,000-£47,000		✓	✓					✓	✓			✓
Social media Officer	£28,000-£31,000					✓				✓			✓
Graphic designer	£25,000-£27,000					✓							✓
Detention officer	£23,000-£25,000				✓		✓						
Trainer	£28,000-£31,000											✓	✓
Offender manager	£23,000-£43,000	✓			✓		✓	✓			✓		✓
Victim Care officer	£23,000-£25,000				✓						✓		
Head of Equality, Diversity & Inclusion	£54,000-£62,000		✓	✓					✓	✓		✓	✓
Roads policing sergeant	£45,000-£48,000	✓	✓		✓		✓	✓		✓		✓	✓
Call handler	£21,000-£22,000				✓								✓
Chief Constable	£143,000	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓

Appendix 12: Role profiles

Section 4: Careers, Police job roles guess who

Role: Police Constable

- Police constables usually work on the 'frontline', engaging with members of public and communities, to keep law and order, keep people safe, investigate crime and support crime prevention.
- Police constables patrol their communities on foot, by car and bicycle to provide a visible presence to deter and detect crime and reassure the public. They also respond urgently to incidents, conduct arrests, investigate crimes, and keep the peace at large or potentially volatile events.
- Police constables can go into specialist roles, such as roads policing, dive team and marine policing, Child Centred Policing, dog handling, and firearms. Police constables can also choose to train to become detectives, and to work towards promotion to higher ranks, such as sergeant, inspector, superintendent and even Chief Constable.
- Police constables need to be caring, sensitive and empathetic, with outstanding communication skills and a problem-solving approach. It is very important that Police constables have respect for diversity, are honest, inclusive, trustworthy, and professional, and can remain calm and confident in difficult situations.

Salary range

- £23,000 – £43,000

Responsibilities

- Arrest powers
- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)
- Investigation skills
- Intervention delivery
- Public speaking
- Specific qualifications

Qualifications

- Usually, you would need 4 or 5 level 2 qualifications (including English and maths) at grade 4 (or C) or above, and a level 3 qualification.

Once you have these qualifications, there are different entry routes in to becoming a police constable. You could do a degree apprenticeship, join as someone who has a degree in any other subject, or do a degree in professional policing.

During the application process you will be required to attend an assessment centre to undertake written tests and an interview, complete a physical fitness test, have a medical assessment, and go through security vetting and background checks.

Role: Detective Inspector

- Detective Inspectors manage teams of sergeants, constables, and police staff to investigate serious and complex crimes. Detective Inspectors are responsible for planning and managing investigations, and supporting, motivating, and directing their teams. They are also responsible for managing the risks involved in serious and complex crime investigations.
- Detective Inspectors need to have excellent people skills to manage large teams of people doing difficult work. They need to be caring, sensitive and empathetic to their staff, colleagues, and members of the public, including victims, witnesses, and suspects.
- Detective Inspectors also need to have excellent time management, problem-solving and planning skills to organise their teams effectively and make sure investigations are carried out in a timely, thorough manner.
- Detective Inspectors must display outstanding ethics, values, and respect for diversity, as they are role models to their staff and colleagues and must lead by setting a very high standard of integrity.

Salary range

- £52,000–£57,000

Responsibilities

- Arrest powers
- Manage staff
- Manage budgets
- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)
- Investigative skills
- Data analysis
- Public speaking
- Specific qualifications

Role: Police Community Support Officer (PCSO)

- PCSOs work in neighbourhood policing teams and work alongside police constables and sergeants to engage with their communities and patrol their neighbourhood areas.
- PCSOs work with colleagues and members of the community to solve community issues.
- PCSOs are also involved in working to reduce crime and anti-social behaviour (ASB) by patrolling specific areas, known as 'hot spots', where crime and ASB most often takes place, and by engaging with the people involved in, or affected by, these issues.
- PCSOs wear uniforms, and undertake some similar duties to PCs, however they do not have arrest powers.
- PCSOs must have good communication and interpersonal skills to deal with difficult situations and engage with a wide range of people in a positive, supportive way.
- They must be good at developing relationships with a diverse range of members of public, team-mates and colleagues from other agencies, so they must be proactive with great team-working skills.

Salary range

- £23,000-£25,000

Responsibilities

- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)
- Intervention delivery

Qualifications

- No formal qualifications are required to become a PCSO.
- New PCSOs are required to undertake training in first aid, officer safety and lifesaving.

Role: Management Accountant

- Management accountants in Devon & Cornwall Police are responsible for setting and managing budgets.
- They ensure that all money spent by Devon & Cornwall Police, for example on staff salaries, equipment, training, transport, uniforms, and community support services, is spent responsibly and provides good value for money.
- This is very important, as police forces are all funded with public money from the taxes paid by UK citizens, so it is essential that any money spent is done so carefully and thoughtfully and contributes towards preventing and detecting crime and keeping people safe.
- Management accountants support and advise different teams and departments on making the best use of their budgets, and they analyse a lot of financial information to make sure money is spent effectively, and to identify ways in which money can be saved.
- Management accountants manage teams of accountants and financial advisors.
- Management accountants need to have excellent mathematical and numerical skills, and very good attention to detail.
- They must have excellent communication skills so that they can advise others and explain complicated financial information, and they need very good people skills to manage their teams effectively.
- They also need to be very good at planning and organising and at problem-solving and thinking creatively to save money for the force.

Salary range

- £43,000–£47,000

Responsibilities

- Manage staff
- Manage budgets

Specialist skills

- Financial management
- Data analysis
- Specific qualifications

Qualifications

- Management Accountants usually require an accounting qualification, such as a CCAB (Consultative Committee of Accountancy Bodies) accredited qualification.

There are different routes into this type of role – some people start in entry level training roles, such as apprentice finance assistant, and earn qualifications and experience as they work. Others may earn relevant qualifications independently and gain experience in other organisations before applying for management accountant positions.

Role: Social Media Officer

- Social media officers are responsible for communicating and engaging with members of public through social media platforms, such as Facebook, Instagram and X.
- They are responsible for creating posts and content to engage members of public, and to inform them on issues such as online scams, anti-social behaviour, domestic abuse, drug and alcohol use and community issues, so that people can keep themselves and others safe.
- Social media officers also engage with people online – answering comments and queries on social media posts.
- Social media officers have to be proactive – they have to identify issues that are becoming problems in Devon and Cornwall and understand trends on social media and how to reach the people that need information.
- Social media officers need excellent knowledge and skills in engaging with people online – they need good knowledge of social media, excellent written communication skills, and a creative, problem-solving approach. They need good time management skills so that they can manage lots of different tasks and meet deadlines, and they need to have creative skills so they can design and create eye-catching, interesting posts and content.
- They need to have respect for and understanding of race and diversity, to ensure that the information they share is inclusive, and that they can understand and identify issues experienced by different individuals and communities.
- Social media officers also need to be very open to continually learning, flexible, and adaptable – as social media and online behaviour is constantly changing.

Salary range

- £28,000–£31,000

Specialist skills

- Art and design
- Data analysis
- Specific qualifications

Qualifications

- A degree in a relevant subject, such as communications, marketing, or public relations, or several years of work experience in social media and communications.
- They also need to have, or work towards, a professional diploma or certificate in social media.

Role: Graphic Designer

- Graphic designers in Devon & Cornwall Police are responsible for designing materials and campaigns to provide information for staff, members of public, and professionals from other agencies.
- They work with different teams and departments to design creative, eye-catching, informative materials, such as posters, leaflets, fliers, and booklets, and they work with printers to produce the materials. They also help to manage the costs of the materials being produced.
- Graphic designers need to be very creative and have excellent art and design skills and excellent attention to detail. They must have good communication skills so that they can work collaboratively with lots of different people to produce the materials they need. They also need basic mathematic and numerical skills so that they can agree and record costs, and make sure that departments do not over-spend on communications materials.
- Graphic designers need to have excellent understanding of diversity and equality, so that the materials they design are engaging and informative to a wide range of people with different backgrounds and needs – for example, people who don't speak English, people with learning differences and different communication needs, children and young people, and older people.

Salary range

- £25,000–£27,000

Specialist skills

- Art and design
- Specific qualifications
- Manage budgets

Qualifications

- Graphic designers need a degree in graphic design or a similar subject such as art, design, or multimedia design.

Role: Detention Officer

- Detention officers work in custody units across Devon and Cornwall – people who are arrested are often brought into police custody units and held here, usually for up to 24 hours, while the alleged crime starts to be investigated.
- Detention officers are responsible for working as part of a team to make sure that people who have been arrested, known as detainees, and brought into police custody are kept safe and well during their time there. They help to book in detainees, take fingerprints and photographs, and secure detainees in their cell.
- Detention officers check in on detainees throughout their stay in custody, making sure that they are safe and well, making sure that their cell is kept safe, clean and hygienic, and providing them with food, drink and bedding.
- Detention officers need to be very caring and empathetic, as they are responsible for the safety and welfare of people who are often in crisis. They need to have excellent communication and interpersonal skills, so that they can communicate with a wide range of people with different needs and behaviours, some of whom are likely to be very scared, angry, or distressed.
- They need to have excellent understanding of diversity to understand the different needs and experiences of people who come into police custody.
- They also need to have good administrative skills to keep clear, accurate records relating to the detainees.

Salary range

- £23,000–£25,000

Responsibilities

- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)

Qualifications

- No specific qualifications however, they are required to pass a job-related fitness test.
- After starting in the role, detention officers are required to undertake a range of training, including first aid, personal safety, human rights, and diversity.

Role: Trainer

- Trainers are responsible for providing training, learning and development opportunities to police officers and police staff.
- Trainers support all new staff and officers to develop the skills, behaviours, and knowledge they need to do their jobs safely and effectively, and they deliver training courses to existing officers on a regular basis.
- There are lots of different specialist roles for trainers in Devon & Cornwall Police – some trainers teach investigative skills, some train police dogs and canine officers, some teach leadership skills, some train officers in advanced driving skills and some teach IT skills.
- Trainers must have exceptional communication and interpersonal skills to teach a wide range of colleagues with different learning and communication skills.
- They must be creative and flexible to create effective training courses and adapt them to meet the needs of the learners, and they must be caring and empathetic to get the best out of the learners.
- Trainers act as role models, so they must demonstrate exceptional behaviour, honesty, and integrity, and have an excellent understanding of diversity.

Salary range

- £28,000–£31,000

Specialist skills

- Public speaking
- Specific qualifications

Qualifications

- Trainers must have, or work towards, a qualification in teaching in the lifelong learning sector.

Role: Offender Manager

- Offender managers work with people who have committed a high volume of crimes.
- Offender managers are responsible for supporting these people to stop committing crimes, by helping them to solve some of the problems that have contributed to their criminal behaviour, such as homelessness, mental health issues, unemployment and drug or alcohol use.
- Offender managers help offenders to access the support they need and act if they become aware that the offender is continuing to commit crimes.
- Offender managers need to be excellent at building trusting, professional relationships – with their colleagues, the offenders they manage, and with colleagues from different agencies such as health and support services – to ensure that their offenders are able and motivated to engage with the help they need.
- They need to be caring and compassionate, have excellent communication skills, and excellent understanding of diversity.
- They need to model outstanding behaviour – honesty, openness, trustworthiness, and kindness.
- They also need to have good administrative skills to keep accurate records and manage their time effectively.

Salary range

- £23,000–£43,000

Responsibilities

- Arrest powers
- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)
- Investigative skills
- Intervention delivery
- Specific qualifications

Qualifications

- Police offender managers are police constables who have completed their full training period and completed on-the-job training to learn how to manage and support offenders.

Role: Victim Care Officer

- Victim Care officers are responsible for providing support and information to people who have become victims of crimes.
- Victim Care officers undertake assessments with victims to understand their needs, provide them with the right kind of support, and understand if the victim is at risk of any further crimes.
- They provide victims with regular updates regarding the crime they were victim to – for example, whether anyone has been arrested and whether the case will go to court.
- Victim Care officers must be very caring, compassionate, and empathetic. Victim care officers are speaking with people after they have experienced a crime, and victims may be scared, distressed, angry and confused, so they must have excellent communication and interpersonal skills to reassure them, and provide them with the advice and information they need to recover from the crime.
- They also need to have good administration skills to keep accurate records, manage their time and prioritise their workload.

Salary range

- £23,000–£25,000

Responsibilities

- Direct contact with offenders, victims, and witnesses

Specialist skills

- Intervention delivery

Qualifications

- No specific qualifications are required.
- On the job training is provided.

Role: Head of Equality, Diversity & Inclusion

- The Head of Equality, Diversity and Inclusion is responsible for leading the whole organisation to make sure that Devon & Cornwall Police treat all communities and individuals fairly and inclusively.
- They lead a range of meetings where police officers and staff, including senior leaders, work to make sure that our organisation is supportive of people and groups with all different backgrounds, life experiences and protected characteristics. For example, the Head of Equality, Diversity and Inclusion is responsible for making sure that people are not unfairly treated by the police because of their race, gender, sexuality or disability.
- The Head of Equality, Diversity and Inclusion is also responsible for making sure that all police officers and staff receive good quality training so that they fully understand and respect race and diversity, and act in ways that promote equality and inclusion of people with all different characteristics and needs.
- The Head of Equality, Diversity and Inclusion must have excellent communication and interpersonal skills, and excellent leadership skills to lead, influence and educate the whole organisation.
- They need to have in-depth knowledge of laws relating to human rights and diversity, and they need to be outstanding at building relationships with a wide range of people with different views and experiences.
- They also need to have strong public speaking skills, as they are responsible for delivering speeches and presentations to staff, members of public, and to leaders and staff from other police forces across the country, and to professionals from other agencies.

Salary range

- £54,000–£62,000

Responsibilities

- Manage staff
- Manage budgets

Specialist skills

- Financial management
- Data analysis
- Public speaking
- Specific qualifications

Qualifications

- Degree or level 6 qualification in any subject or significant experience in a senior leadership role.
- Equality qualification or membership to the Institute of Equality & Diversity Practitioners.

Role: Roads Policing Sergeant

- Roads policing sergeants manage teams of roads policing constables who are responsible for making sure that drivers are using the roads safely and legally.
- Roads policing sergeants and constables patrol the roads and act if they suspect that other drivers are speeding, driving while distracted or under the influence of alcohol or drugs, or driving dangerously. Roads policing officers also respond to reports of incidents or accidents that take place on the roads to make sure everyone is safe, and to make arrests and start investigating if any crimes may have been committed.
- Roads policing sergeants must have good leadership skills to manage teams of roads policing officers.
- They also need to have excellent knowledge of road, traffic and vehicle laws.
- They need to be caring and empathetic so that they can help members of public who have been involved in traffic accidents, who may be scared, injured, and distressed.
- They also need to have advanced driving skills, so that they can safely stop others from driving dangerously and drive urgently to emergency incidents.
- Roads policing sergeants also need to have good investigative skills to start investigating incidents and crimes that take place on roads and involving vehicles.
- They also need to be able to analyse data so that they can understand particular roads, areas and times of day when accidents and unsafe driving is most likely to happen and take action to try to make these times and areas safer.

Salary range

- £45,000–£48,000

Responsibilities

- Arrest powers
- Manage staff
- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness & strength (fitness test required)
- Investigative skills
- Data analysis
- Public speaking
- Specific qualifications

Qualifications

- Roads policing sergeants must have completed all their training as police constables before they can apply to become a sergeant.
- They also need advanced driving qualifications and leadership training or experience.

Role: Call Handler

- Call handlers are responsible for answering 999 and 101 calls from members of the public reporting crimes, concerns, and emergency situations. They must get the right information from callers, some of whom may be scared, upset, angry or unsafe, and record this information so that police can be allocated to attend if needed.
- They also need to give advice to callers to help them to keep themselves safe if an emergency is happening around them, and to help to keep them calm so that they can get all the information they need.
- Call handlers must have excellent attention to detail and exceptional communication skills. They also need excellent writing and typing skills so that they can record the information clearly and accurately while they are speaking to the caller.
- Call handlers need to be good team-workers, and they must be caring and empathetic, and be able to stay calm and confident to help the callers if they are in an emergency or crisis.

Salary range

- £21,000–£22,000

Responsibilities

Direct contact with offenders, victims, and witnesses

Specialist skills

- Specific qualifications

Qualifications

- GCSEs or level 2 qualifications (grade A-C or 9-4) in English and maths.
- Excellent typing skills – be able to type accurately at 25 words per minute.

Role: Chief Constable

- The Chief Constable has overall responsibility for leading Devon and Cornwall Police, and they also work with other Police Forces to influence policing across the country.
- The Chief Constable is responsible for making sure the Devon & Cornwall Police are fulfilling all their duties and obligations and are delivering effective policing services in the right way, to keep residents and visitors of Devon and Cornwall safe, and to reduce the amount of crime occurring in our area.
- Chief Constables need to have exceptional leadership and communication skills to lead a whole organisation of over 5,000 people, and to make sure that high quality police services are delivered in Devon and Cornwall.
- Chief Constables need to be great with people and excellent at building relationships. They must be caring and empathetic and have an outstanding understanding of diversity and equality to make sure their police force is fair, kind, and inclusive.
- They also need to be excellent at public speaking to deliver speeches to inform, inspire, influence, and reassure the public, staff, other professionals, and politicians.
- Chief Constables need to be very skilled in a lot of areas, they need a great deal of experience, and they need to be exceptional role models to staff, officers and citizens.

Salary range

- £143,000

Responsibilities

- Arrest powers
- Manage staff
- Manage budgets
- Direct contact with offenders, victims, and witnesses

Specialist skills

- Fitness and strength (fitness test required)
- Investigative skills
- Financial management
- Data analysis
- Public speaking
- Specific qualifications

Qualifications

- Leadership and senior leadership training and qualifications
- Successful completion of the Senior Police National Assessment Centre
- Successful completion of the Strategic Command Course
- Extensive experience in policing and senior leadership

Appendix 13: Act it out scenarios

Section 5: Personal safety, Act it out

Select the scenarios that are most appropriate for your group in terms of age, comprehension, and interests – at least 8 scenarios to complete the activity.

- Going on a roller-coaster
- Holding a snake
- Telling a grown up when you're sad
- Climbing a tree
- Crossing a busy road
- Making a new friend
- Talking in front of a large group
- Walking at night-time
- Getting invited to your friend's birthday party
- Talking to a stranger online
- Keeping a secret
- Seeing a spider in your bed
- Forgetting to do your homework
- Answering a maths question in front of your whole class
- Going swimming
- Someone you don't know shouts at you in the street
- Your parent or carer tells you that you are being naughty
- It's your birthday tomorrow
- You have a big slice of chocolate cake
- It's bedtime
- Someone at school is spreading gossip about you
- Reading out loud at school
- Running a race
- Your friend doesn't want to play with you

Appendix 14: Raise awareness scenarios

Section 5: Personal safety, Raise awareness

Walking home in the dark:

- What is the safest route home? Is it safer to walk on well-lit pavements next to roads, or through isolated areas?
- What can you wear to make yourself safer in the dark?
- Is it safe to talk on your phone while you're walking alone in the dark, or could this distract you?
- Is it worth taking a short-cut through an alley, field, park or wooded area?

Walking with headphones in:

- Does it make you feel safe to have headphones or earphones on when walking alone?
- Does it distract you and prevent you from fully knowing what is going on around you?
- Would it be safer just to have one earphone in and the volume low?
- Why is it important to stay aware of what is going on around you when you're walking alone?

You're about to start walking home from school on your own for the first time:

- What are the risks on your route home? Any busy roads? Any isolated areas?
- How can you make sure you cross the road safely?
- What should you do if you feel scared?
- What should you do if someone you don't know tries to talk to you?

Someone adds you on social media but you don't know them:

- What is the first thing you do? Accept them? Ignore them? Block them? Tell a trusted adult?
- What is the risk of adding people that you don't know on social media?
- Is it safe to add people you don't know if you have mutual friends? Why?
- Is it safe to add people you don't know if they seem to be the same age as you?
- What could happen because of connecting with people on social media if you don't know them in real life?

Someone you know and really like asks you to send them intimate photos of yourself:

- What is the law on taking, keeping, sending, or receiving intimate pictures of anyone aged under 18? What could the consequences be?
- What could you tell the person that asks you?
- What else could you do in this situation?
- What would you do if you confided in a friend, and she says that she sends intimate pictures to her boyfriend all the time?
- What if the person asking you for the photo tells you that if you really liked them, you would do it to make them happy?
- Remember – it is illegal to take, keep, share or send any photos containing images of the genitals or breasts of anyone aged under 18 – even if it's you!

Your friend/relative is old enough for social media, what tips can you give them?

- Is it safer to keep your account on private?
- Don't share anything that you're not happy with the world seeing – either today, or in 20 years' time
- If they put something on social media that they regret, can they just delete it and not have to worry about it again?
- Do they know the law about taking, sending and receiving nudes / intimate pictures? It is illegal to take, keep, share or send photos containing images of the genitals or breasts of anyone aged under 18, even yourself, and even if the photo was sent to you by someone else.
- Should they accept friend requests or adds from people they don't know in real life? Why? What are the risks?
- Should they accept friend requests or adds from people they don't know in real life if they have mutual friends? What about if they're really nice? What are the risks?

Your friend has her first boyfriend:

- What is healthy behaviour in a relationship?
- What is unhealthy behaviour?
- Are there any warning signals to look out for?
- Is it important to maintain friendships and good relationships with your family when you have a new partner?
- Is it safe and healthy to keep secrets about a relationship from friends and family?

Your friend has told you that she is going to drink alcohol at the weekend (she is under 18):

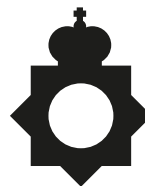
- What are the risks of drinking alcohol when under 18?
- What is the law about buying and drinking alcohol when under 18?
- What are the possible consequences?
- If she is determined to do it anyway, how can she keep herself safe – i.e., stay with people she knows and can trust, stay aware of how much and what she is drinking, call parents, trusted adult or police if she is unsafe, don't go in or near water – rivers, sea, lakes etc.

Your friend is interested in trying cannabis – she says that she'll only do it once, she just wants to try it:

- What are the risks of using cannabis?
- What is the law around cannabis?
- What are the possible consequences if your friend is caught by police?
- What other names is cannabis known by?
- If your friend is really determined to do it, how can she keep herself safe?

Appendix 15: Pocket notebook

Section 6: Evidence, Pocket notebook



POLICE NOTEBOOK

Officer details

Name:	
Age:	
Unit:	
Date:	

Recommendations

Evidence

Feedback form

After completing the Police Challenge badge, please complete the below form and email this back to dcpolicechallenge@yahoo.com and CCP@devonandcornwall.pnn.police.uk.

Name and email address of leader completing form			
Group / Unit: Which group/unit did you deliver the challenge badge to?	Rainbows	<input type="checkbox"/>	Name of unit:
	Brownies	<input type="checkbox"/>	
	Guides	<input type="checkbox"/>	
	Rangers	<input type="checkbox"/>	
1. Which activities did you complete with your unit? Please list all			
2. Why did you select these activities?			
3. Were there any activities which you felt were inappropriate for the intended age range? If so – why? Please list all that apply and provide feedback			
4. Did you adapt any of the activities to better suit your group? If so, how did you adapt and how was it received by the group?			
5. Were there any activities that the group did not enjoy or find useful or interesting?			
6. Which were the group's favourite activities?			
7. Do you have any further feedback regarding the Devon & Cornwall Police Challenge Badge activity pack? This can include positive feedback, quotes from children, areas for development or improvement, and suggestions for the next edition of the pack.			

Thank you for completing this form – your feedback will contribute to any required changes or improvements for the next edition of the Devon & Cornwall Police Challenge Badge.

Order form

Once you have completed the challenge, use this form to order the correct number of badges.

Please complete this order form and email to county-admin@devonguides.org.uk.



	Cost	Qty	Total cost
Code 9999. Devon & Cornwall Police challenge badge	£1.00		
P&P £1.60 up to 40 badges. If ordering more than 40 please contact the office for postage details.		P&P	£
Badges can be collected from the county office on Tuesdays and Thursdays 9.30am to 3.30pm but please email or call beforehand to arrange. Tel: 07598 763413		Total to pay	£

Make an online payment to:

CAF Bank, Devon County Guides Association

Sort 40-52-40

Account 00024442

Reference 'Police Badges'

OR if you are not able to do this online then please write a cheque made payable to 'Devon Guides Reg Charity No 301072' and post with the order form to:

Girlguiding Devon County Administrator, Trefoil Lodge, Buddle Lane, EXETER, EX4 1JP

Payment method: Online Cheque Cash (please circle one)

If paying online name of account from which payment has been made:

(This is so we can match your payment to your order.)

Contact name: -----

Contact email: -----

Postal address: -----

Postcode: -----

Contact telephone number: -----