Police

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

Personal Development Health and Physical Education (PDHPE)

ALS2-6 - Discusses the relationship between regular physical activity and health

Resources:
Have students watch the clip on the expected fitness levels of police recruits. [http://www.youtube.com/watch?feature=player_embedded&v=hADNTj_JSXQ](http://www.youtube.com/watch?feature=player_embedded&v=hADNTj_JSXQ)

Student Activity:
Discuss with students their thoughts on the fitness level required for new recruits into the police force. Explain to students their task today in groups of three is to create a workout routine that could help a new recruit become fit enough to be accepted as a police officer. The work out should be four minutes long and should only focus on two of the tests which police have to do.

A reminder of the tests:
- Handgrip test – 30kg to pass
- Prone Bridge Test/ Plank – held for 90 seconds
- Vertical Jump Test – 30cm above normal reach.
- Push ups – 25 on knees or toes.
- Illinois Agility Test - under 20 seconds.
- Beep Test – level 5.1

Students use the working time to create their four minute workout with their group members. Each group leads the class in their four minute workout. The class gives them feedback as to whether they feel that would help them achieve the necessary limits set on police recruits.
Personal Development Health and Physical Education (PDHPE)

SLS2.13 - Discusses how safe practices promote personal wellbeing

**Student Activity:**
Have students look through some of the television advertisements in the links below. Ask students to notice what is similar about the advertisements and what is different about them?

**Resources:**
Television Advertisement One - [https://www.youtube.com/watch?v=INKgvPYKbWk](https://www.youtube.com/watch?v=INKgvPYKbWk)
Television Advertisement Two - [https://www.youtube.com/watch?v=BnAhv26AEBw](https://www.youtube.com/watch?v=BnAhv26AEBw)
Television Advertisement Three - [https://www.youtube.com/watch?v=Gbr6wqSJ7hc](https://www.youtube.com/watch?v=Gbr6wqSJ7hc)

**Student Activity:**
Explain to students they will be working in groups of 3 or 4 and making a television advertisement in this lesson to encourage the public to wear seatbelts. Students should first draft a script and a basic idea of what they want their advertisement to look like. Students should then act out their advertisement as if it was being filmed for television. Students need to include the following in their advertisement:

- Why people should wear seatbelts
- A jingle
- A catch phrase
- A picture

Allow students to work on their television advertisement. Groups should present their final television advertisement to the class.

**Student Activity:**
Use the link below to discuss safety signs that can be found in our community. Students make a list of consequences of not obeying these signs. Share.

**Resources:**

Human Society and Its Environment (HSIE)

ENS2-8 - Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life

**Student Activity:**
Find out what your school rules are. Write them down and explain why you believe each one is important.

Use the school rules to design and create a painted poster.

Creative Arts

VAS2-1 - Represents the qualities of experiences and things that are interesting by choosing among aspects of subject matter

**Student Activity:**
Do an online research for images related to “police logo.”

Use these images as inspiration for the design of your own logo. Imagine you have been employed to design and create a logo for your local police station.

Use whatever medium you like.
1. Write a report on 'how police officers keep us safe in our community'.

2. Draw a picture of a police officer on duty and explain what's happening in your picture.
# Police

## STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

### Personal Development Health and Physical Education (PDHPE)

**SLS3-13** - Describes safe practices that are appropriate to a range of situations and environments

**Student Activity:**

Prior to this activity you need to organise for another teacher to come into the classroom and steal your bag off the table. Take a photo of the future criminal and three other teachers. Students should be partaking in another lesson at the time. The teacher should run the lesson and be oblivious to any crime going on – only the students should notice it. If students make any noises, get them to be quiet through normal behaviour management strategies. Act as if nothing suspicious is going on. All students need to see the crime take place. When you realise the bag is missing, say something along the lines of ‘I left my bag here a few minutes ago, somebody has stolen it!’ Ask students not to move as a crime has taken place.

*Ask the students the following questions:*
- Did anyone see what happened?
- Does anyone know what the person who did this looks like?
- How did the crime take place?

Explain to them as witnesses they will have to leave their other work aside and write a description of the criminal. Put in every little detail so we can catch this criminal. Have students write their descriptions. Don’t allow them to write the teacher/ principals name make them write what the person looks like. Now the witnesses have written their descriptions they are allowed to discuss what they saw. As a class write a description on the interactive whiteboard. If students disagree on clothing discuss how this could impact a real case when a police officer is investigating. Once a written description has been written by the whole class, explain to the students that they are now going to see a line up of potential criminals and they will have to pick the criminal out of the line up. Place the photos taken earlier up on the board. Use the class description to identify one of the photos as the criminal. Ask students if it is the correct criminal. Send two students to get the teacher suspected of the crime and ask the teacher to come to the classroom. Ask them if they stole the item, the teacher should confess and students congratulated as they solved the crime.

**IRS3-11** - Describes roles and responsibilities in developing and maintaining positive relationships

**Student Activity:**

*Investigate and write a report on:* The areas of police work - education, forensics, canine team etc.

Describe the different fields of police work.

Interview a police officer on his/her daily work schedule.

**Student Activity:**

Students explain the structures, roles, responsibilities and decision-making processes of the NSW State government.

Students write a report that explains why Australians value fairness.

**ALS3-6** - Shows how to maintain and improve the quality of an active lifestyle

**Student Activity:**

Police officers have to have quick reflexes, the ability to run short or long distances, and the strength to detain suspects. You’ll have to pass a physical agility test to qualify for becoming a police officer, so start working out now to make sure you’re in your best physical shape.

Write your plan to be ‘physically fit’ when you apply to the police-force.

*Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014*
**Creative Arts**

VAS3.2 - Makes artworks for different audiences assembling materials in a variety of ways

**Student Activity:**

Look in old magazines or online for pictures of on-duty police officers. Discuss with a partner what task the police officer is involved in for each picture. Do some research on how to make a cap for your head. Make the cap and then glue your pictures all over the hat in the form of a collage. This is now your new police hat!

**Resources:**

Name

1. Write a report on ‘the areas of police work’ (eg: education, forensics, canine team.) Describe the different fields of police work.

2. Explain why rules and laws exist
Certificate of Achievement

Congratulations

..................................................................

on completing your studies of
POLICE
From
“Enquiring Minds”.
You are well on your way to becoming a
SENIOR LECTURER IN POLICING

Signed ______________________________
Dated _________________________

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
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### STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

### English

EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**Student Activity:**
Working in groups script a short play with a police officer and 2 teenage graffiti ‘artists’ caught in the act. You may want to add a parent. Once scripted you need to role-play the interview.

### Commerce

5.1 - Applies consumer, financial, business, legal and employment concepts and terminology

**Student Activity:**
Students research all the different career paths you can take as a police officer. Create a series of questions you would ask a Police Officer about his or her job. If possible organise a school visit with the local School Liaison Officer so that students can ask their questions.

### Personal Development Health and Physical Education

5.2 - Evaluates their capacity to reflect on and respond positively to challenges

**Student Activity:**
Students are to work in small groups to design a training circuit for the NSW Police Force. They will need to submit a plan of the circuit and they must be aware of the limitations of their school and what equipment they have available to them. Once designed students complete each other’s circuits.