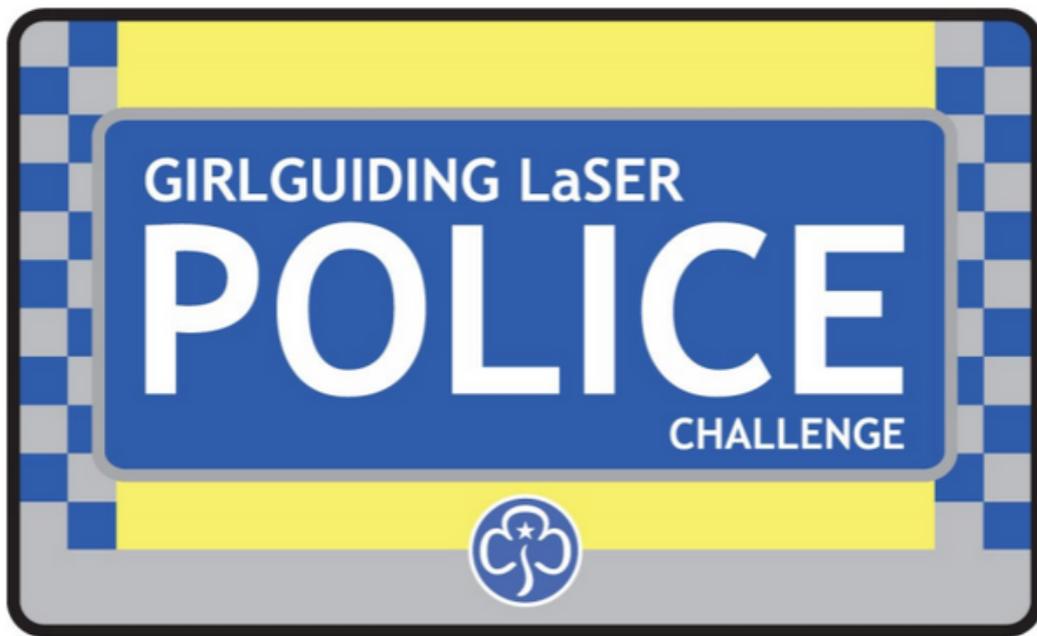




**Girlguiding**  
London and  
South East England



# Introduction

This pack aims to:

- Increase your awareness and engage with the police nationally and locally
- Improve your understanding of what the police do and their role in the community
- Help you feel empowered to challenge the police on issues you care about
- Break down stereotypes about the police

## How to complete this pack

There are three sections for you to do and a mix of compulsory and optional activities for you to choose from. To get your badge you need to complete:

### Front line

- 2 compulsory activities
- 1 optional activity

### Detective

- 2 compulsory activities
- 1 optional activity

### Community

- 3 optional activities

We've included some suggested activity times to help you plan, but you should enjoy the activities at your own pace!

## Shout about it

Ask your leader to share your experiences of completing the pack on social media using the hashtag #LaSERxPolice. Remember to tag us in so we can see. You can find us at:

- Girlguiding London & South East England on Facebook
- @Guiding\_LaSER on Twitter
- @girlguidinglaser on Instagram

# Front line

To complete this section, you need to do 2 compulsory activities and 1 optional activity.



## #PoliceSelfie

Compulsory | 20 minutes

What you'll need

- Large pieces of paper big enough to draw round yourself (2 per group)
- Pens

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. Top tip: you could think about skills, cultural background, languages spoken, qualifications, skills, age, height or fitness.
6. 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.
7. 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?
8. Share your thoughts with your unit and see if every group agrees.

# What's going on here then?

Compulsory | 45 minutes

What you'll need

- A timer
- The activity information pack in appendix 1 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, give them their character's card to read and think about what their character is like. Everyone else is 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.

Top tip

When 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?

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 committed the crime. Were you right?



# What do the police do?

Optional | Whole meeting

What to do

Ask your leader to help arrange a visit to or from your local police station to find out what your local police force's duties are.

Many police stations will have a school/education liaison officer who will be happy to talk to a Girlguiding unit. You're usually able to arrange this by calling your local station on their enquiries phone number or emailing them.



## Test it out

Optional | 20 minutes

What you'll need

- Sporting equipment (optional)

What to do

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 which fitness test you'd like to try. Some police fitness tests include:

- Strength tests
- Star jumps
- Flexibility and stretching
- Standing jump as far as you can
- Obstacle courses

Once you've chosen your activities, then get moving! Why not try more than one type of fitness test or combine with the beep test activity from the Detective section?

# Cryptic crimes

Optional | 20 minutes



What you'll need

- Pens
- Paper (1 sheet per team)

What to do

1. Choose someone to be the quiz master and give them the list of questions and answers on the next page.
2. Get into teams and each team grab a pen and paper.
3. Quiz master – call out the scenarios and for each one the group has to 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 the answers?

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 9-year-old child throws a stone at their neighbour's house and smashes a window?
3. If a 12-year-old child sprays graffiti on a shop shutter?
4. To ride a mobility scooter without a license?
5. For an 11-year-old to cycle on a pavement?
6. To share a friend's phone number without their permission?
7. To be found carrying cannabis?
8. To go to see a fox hunt?
9. To get involved in a fight in public?
10. To be a passenger in a stolen car?
11. To not wear a seatbelt in the back of a car?
12. If a 15-year-old drinks alcohol at home with their parents' permission?
13. To pretend to be someone else online?
14. To be present when someone else commits arson (illegally starting a fire)?
15. If someone accepts an expensive gift from a friend that may have been stolen?

- 16. To go into an abandoned warehouse to explore?
- 17. To babysit younger siblings?
- 18. If a 12-year-old does a paper round?
- 19. To buy a scratch card if you are under the age of 18?
- 20. To enter a club?

You'll find the answers in appendix 2, at the end of the pack.



## Alpha, Bravo, Charlie...

Optional | 20 minutes

What you'll need

- Pens
- Paper
- Walkie-talkies (or use two mobile phones)



What to do

One of the main tools commonly used by the police is the phonetic alphabet, which exists to lower the chances of miscommunication or mishearing over phones, radios and non-face to face communication. They might use the phonetic alphabet when reporting a number plate on a speeding car, for example.

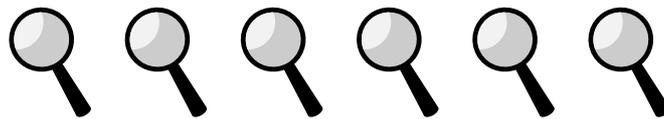
The phonetic alphabet works by attaching a word to a letter, so A for alpha, B for bravo, C for charlie... all the way to Z for zulu!

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.

1. Write down 2 copies of your alphabet. Split into two groups and each take a copy and a walkie-talkie (mobile phones).
2. Move apart from the other group and send them a message over the walkie talkie (mobile phones) using your phonetic alphabet.
3. Come back together to see if your message got through successfully.
4. Now compare your own phonetic alphabet with the official NATO phonetic alphabet. You can search for this online.

# Detective

To complete this section, you need to do 2 compulsory activities and 1 optional activity.



## On the beat

Compulsory | 45 minutes

What you'll need

- Pens
- Paper

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

Compulsory | 20 minutes

There are lots of different types of evidence that could be 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 are checked against a database for any matches.

## What you'll need

- Ink pad
- 1 fingerprint form per person (in appendix 4)
- Pens
- Soap and water/ wet wipes for handwashing
- Sticky tape
- Cocoa powder
- Teaspoon
- Straight sided, smooth glass or mug



## 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, working 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 at crime scenes 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

Optional | 20 minutes

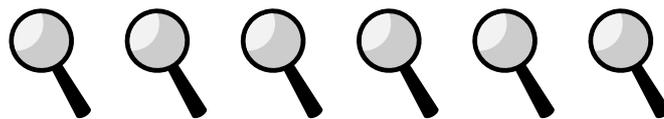
What you'll need

- 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.



## Beep test

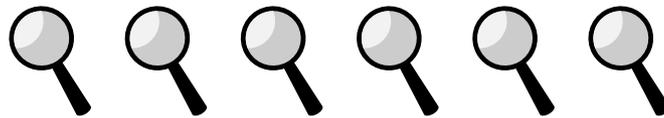
Optional | 30 minutes

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



## Team trivia

Optional | 30 minutes

### What you'll need

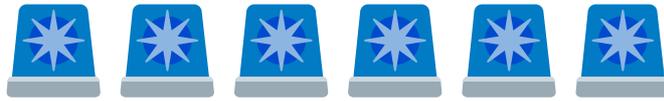
- Copy of the quiz questions and answers (appendix 5)
- A way of researching the police. You could do this before your meeting
- A way to keep track of team points, for example a large piece of paper or a whiteboard
- Pens
- A variety of things that make noise (optional)

### 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 out loud, 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 will have the opportunity to 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!

# Community

To complete this section, you need to do 3 optional activities.



## Figure out the funds

Optional | 45 minutes

What you'll need

- Pens
- Paper
- A timer
- List of different police departments



What to do

1. Imagine you have £75 million to spend on the police force in your county. Get into groups of three and assign each group a different department in the police. See appendix 6 for names of the different departments.
2. In your group talk about how much money from the £75 million budget you would need to run your department. Remember there are lots of other departments too.
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 three teams. One person from each group needs joins each team.
6. Based on the pitches, decide as a team how you're going to split up the £75 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?

You could decide the groups the week before so you have time to research about the department you were given.

# Town planning

Optional | 45 minutes

What you'll need

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

- 
- *Park*
  - *School*

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?



# Plotting the percentages

Optional | 20 minutes

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
- Questions and answers

What to do

1. Grab a piece of paper and split it into four sections. In each section draw a nurse, a doctor, a builder and a police officer.
2. Choose somebody to call out one the jobs listed in point 1. If you drew a man doing that job move to one side of the space and a woman the other. Do this for all four jobs.
3. Talk as a group about why you drew a man or a woman doing that job. This could be to do with stereotypes. Discuss what they are and why they might stop girls doing specific jobs.
4. Choose someone to be the caller, everyone else stand in the middle of the meeting space.
5. Go through the questions and answers in appendix 7 and have the girls move to the percentage they think is the correct answer to each question.
6. Once they have made their decision, reveal the answer.
7. Come together as a group and discuss what problems could be caused due to a lack of representation within the police. Can you think of any ways to address this?

Questions and answers

1. What percentage of police officers identify as being white? 91.9%
2. What percentage of police officers are from minority ethnic groups? 8.1% (up from 7.6% in 2021)
3. Of that 8.1%, how many are Black? 1.3%
4. Of that 8.1%, how many are Asian? 3.7%
5. What percentage of police officers were female? 33.5%

Data taken from: [Police workforce, England and Wales: 31 March 2022](#)



# Reasons for reporting

Optional | 20 minutes

What you'll need

- Four sheets of paper with '999', '101', 'local neighbourhood policing team' and 'not report to the police' written on them. Stick these up in 4 different areas of your meeting space.

What to do

Do you know the different ways to report a crime?

- 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
- Reporting anti-social behaviour- speak to members of your local neighbourhood policing team

Choose someone to be the caller. They will call out an example from the list below. Run to the sign with the action you think you should take based on the example called out. If you chose to do different actions for an example, chat about why you chose that. Can you persuade others to do the same as you or will you change your mind?

Example list

- You have just had your purse taken from your bag
  - Someone has stolen your parent's car
  - You have had an argument with a friend at school
  - You see someone trying to open car doors on your road
  - Your best friend is being trolled online
  - Your pizza delivery is 15 minutes late
  - You see someone on the bus shouting racist abuse at another passenger
  - You want an update on a crime you have already reported
  - You see a group of young men hurting a cat
  - You see someone throw their empty crisp packet on the street and walk away
  - Someone in a car shouts rude/sexual comments at you in your school uniform
- 

## Yes but... yes and...

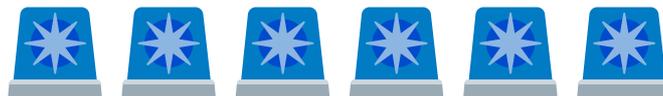
Optional | 30 minutes

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've 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 the police know what you would like to change. You could fill in an online form, send a letter or arrange a meeting with your local police force.



## Police pandemonium

Optional | 20 minutes

What you'll need

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

You live in a 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 who'll 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 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?

## Completed the pack?

Well done! Don't forget to order your badge on our shop.

## Shout about it

Ask your leader to share your experiences of completing the pack on social media using the hashtag #LaSERxPolice. Remember to tag us in so we can see. You can find us at:

- Girlguiding London & South East England on Facebook
  - @Guiding\_LaSER on Twitter
  - @girlguidinglaser on Instagram
- 

# Appendix

## Appendix 1: What's going on here then? Scenario cards

Scenario 1: The watch

Location: Travel Agents shop

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

<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</p> <p>Role: You are a customer in the travel agents, trying to book a holiday to Jamaica.</p> <p>Story: You might have seen another customer leave earlier with a nice watch on, but you're not sure...</p>
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## 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. and Billy, two school kids who get the bus everyday 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</p> <p>Role: Police officer who just arrived at the scene after a 101 call</p> <p>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</p> <p>Role: You live in the house with the bus stop outside that now has rude graffiti on!</p> <p>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</p> <p>Role: You're in year eight, and you get the bus from the bus stop everyday.</p> <p>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</p> <p>Role: You're in year nine, and you get the bus from the bus stop everyday.</p> <p>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 its keeping him awake. PC Claire Garden has just arrived to talk to him and two people from upstairs, Charlotte and Tom.

<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 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.</p>
<p>You are...</p> <p>The victim</p> <p>Don't show anyone else the other side of this card!</p>	<p>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.</p>
<p>You are...</p> <p>The suspect</p> <p>Don't show anyone else the other side of this card!</p>	<p>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!</p>
<p>You are...</p> <p>The witness</p> <p>Don't show anyone else the other side of this card!</p>	<p>Name: Tom Arrow Role: Guest at Charlotte's party, her childhood best friend. Story: You're here to defend Charlotte!</p>

## 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 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 go and rake the leaves in your garden, but it's too smokey 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 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 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 2: Cryptic crimes answers

1. This is legal so long as the police are informed if a march is planned.
2. While a serious matter, the legal age of responsibility is 10 and if no damage was intended, there would be no official consequences.
3. This is a criminal act, under the criminal damage act 1971.
4. This is not a criminal offence, you do not need a license to use a mobility scooter.
5. Children over the age of 10 with cycling proficiency should be cycling on the road with a helmet.
6. Whilst not a criminal offence it is a breach of their privacy and should only be done in an emergency.
7. Cannabis is a class B drug and if an individual is found with cannabis in their possession it is a criminal offence they could face prosecution.
8. Whilst not illegal to go and watch a fox hunt, it is a criminal offence to partake in a hunt with live prey.
9. This is a criminal offence under disorderly conduct law.
10. 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.
11. It is a legal requirement to wear a seatbelt, it is the responsibility of the adult in the car and/or driver to ensure everyone has their seatbelt on.
12. It is not a criminal offence for a child over the age of 5 to drink alcohol in private property with their guardians permission.
13. It is not a criminal offence to create a fake account online.
14. It is not an offence to be present, however if an individual has encouraged someone to start a fire that would be considered a criminal offence.
15. It would not be a crime to unknowingly accept stolen property, however it is a criminal offence to knowingly accept or sell stolen property.
16. If a building displays signs warning against entry it would be a criminal offence under trespassing to enter the building.
17. 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.
18. No, but there is a recommended minimum age of 13/14 to have a paper round.
19. No, it is a criminal offence to buy a scratch a card under the age of 16.
20. It is a criminal offence to enter the premises of any club under the age of 18.

## Appendix 4: Fingerprint fun fingerprint form

First name:	Taken by:
Last name:	Date:
Date of birth:	Signature:
Signature:	

	Thumb	Index	Middle	Ring	Little
Right					
Left					

Left hand: four fingers taken simultaneously	Thumbs taken simultaneously	Right hand: four fingers taken simultaneously

## Appendix 5: Team trivia questions and answers

1. Who created the first British Police Force? Sir Robert Peel
2. When was the first British Police Force introduced? 1829
3. Where was the first British Police Force introduced? London – the London Metropolitan Police
4. What was the nickname of the first British Police Officers? Bobbies or Peelers
5. What does an emergency mean? 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? Constable, Sergeant, Inspector, Chief Inspector, Superintendent, Chief Superintendent, Assistant Chief Constable, Deputy Chief Constable and Chief Constable. Detective is not a rank in itself but is attached to a rank for example Detective Inspector which shows that the officer works in a specifically criminal investigation role.
7. When do the police use dogs? 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? Pandas, because the original ones had black and white markings.
9. Why do police vehicles usually have yellow and blue chequered squares on them? The yellow and blue chequers are made out of a special highly reflective material in order to make the car stand out both in the day time 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 Community Support Officer and a Police Officer? A Community Support Officer 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? 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? 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 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? Radio, each officer carries their own.

## Appendix 6: Figure out the funds departments

- Uniform response policing
- Serious and organised crime investigations
- CID (Criminal Investigation Department)
- Special Constabulary (volunteers)
- Counter Terrorism
- Protection of high profile premises
- Protection of high profile people
- HR
- Public order
- Call management control centre (999 calls)
- Custody
- Dogs
- Horses
- Underwater/marine
- Firearms
- Roads/traffic policing
- Covert policing (surveillance)
- Intelligence development
- Forensics
- Catering
- Professional standards
- Community engagement
- IT department
- Media and communications
- Legal services
- Training
- Strategy and change management