



PROGRAMME 24: **RISING RANKS**

AIM

The aim of this topic is for children to be able to identify different specialist divisions of the police, describe the training of New Zealand police officers and describe/recognise the different uniforms from various units.

LEARNING OBJECTIVES

Children will:

- understand that New Zealand police officers are highly trained
 - understand that in the New Zealand police there are specialist divisions including dive squad, search and rescue, motorcycle squad, diplomatic protection squad, criminal investigation bureau, armed offenders squad
 - identify that each division has its own uniform
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SKILLS

- Communication
 - Problem solving
 - Sociability and co-operation
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MATERIALS

- DVD 2, episode 'Rising through the Ranks'
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VIRTUES

- Assertiveness
- Confidence
- Consideration
- Courage
- Honesty
- Patience
- Reliability
- Respect
- Responsibility
- Self-discipline

LESSONS (*Adapt for Juniors*)

View the episode 'Rising through the Ranks' on DVD 2 before the lesson. See CD Rom for printable worksheets.

1. Draw a line to match the police units with their jobs:

Diplomatic Protection Squad	Works to find clues and solve mysteries.
Search and rescue officer	Rescues people and collects evidence that's fallen in the water.
Motorcycle officer	Keeps politicians and special visitors to the country safe.
Armed Offenders Squad	Does a lot of training to be a skilled rider on the road.
Dog handler	Called in for really dangerous situations when people look like they might hurt themselves or someone else.
Criminal Investigation Bureau (CIB) Officer	Helps people who are lost in the bush or have had an accident in a hard-to-reach place.
Dive squad officer	Uses their trained dogs to sniff out bombs and drugs, and to help find lost people and catch offenders who are running away.

2. Class Charades

Write down all the police 'divisions' on a separate piece of paper for each. Get a child to come up and choose a piece of paper. They have one/two minutes to mime out the division and the class has to guess which division their classmate is miming out.

3. Brainstorm or mind map the virtues/characteristics/talents that would be admirable in members of the various divisions. What virtues/characteristics/talents would be required by all divisions and what specific ones would be important for each? Would a dog handler need the same as a dive squad officer?

4. Imagine the Commissioner of Police wants you to create new police units made up of kids that will help protect the community. What duties will you give these officers; what new rank will you create; what equipment will they have; and what mode of transport will they use?

Remember the law when you equip your officers – because of their age they won't be able to carry a lot of the items the current police officers carry or be able to do many of the same things. Think of some cool stuff to go on their belts instead when you're designing their uniforms.


5. What can you do now, in your day-to-day life, to assist the police in keeping our community safe?

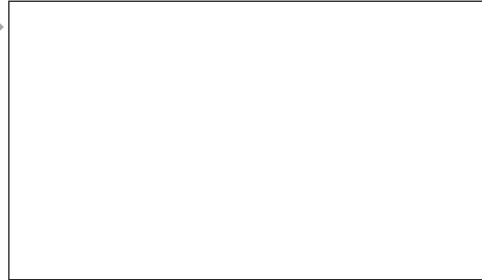
RISING THROUGH THE RANKS


Name: Date:

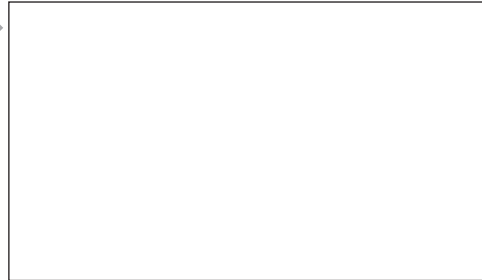
Epaulettes are badges the police wear on their shoulders to show their different ranks.

Draw in the epaulettes for each of the police officer ranks.

Constables have plain blue ones like this 



Sergeants have three stripes 



Senior sergeants have a crown and a wreath 



Inspectors have three stars 



Superintendents have one star and one crown 



SUPPLEMENTARY ACTIVITIES

Art/Oral Language

Put the children into small groups and give them a selection of newspaper, sticky tape, material, stapler, paper and string. Have each group choose one of the specialist divisions and create their own specialised uniform. Keep in mind the special equipment they will need.

Once you have created your 'special' uniform, explain to the class all the features of your uniform, and how this helps your specialist division.

Juniors: Bring some old clothes and props in which the children can dress up and create different/new uniforms for different divisions of the police. Get them to discuss with the class the clothes they chose for different divisions e.g. snorkel for the dive team. Take pictures and write a couple of sentences about their choice.

Topic

Choose one of the specialist divisions and research it. Look for information about:

When this division started

Who started the division?

Why was this division started?

Has the division ever been named something else?

Where did the division start? In some cases the New Zealand police may have got ideas from another division in another country.

Have a police constable come into your class and explain the specialist divisions in the New Zealand police force. He may also like to discuss how the 'ranks' of the police work.

Rename all the leaders in your class as constables through to superintendents for a week (you will need to rotate your leaders throughout the week so that everyone gets a turn as being the 'superintendent or commissioner'. You may even be able to use large white stickers with their roles on them, or even badges/shields.

Written Language

Create a 'better work story' and write about the type of day you would have helping people and the duties you may have to perform if you were in the unit of your choice.

Write an acrostic or rhyming poem about the division of the New Zealand Police that appeals to you the most.
