



## SOCIAL & CO-OPERATIVE SKILLS



## SERVING OUR COMMUNITIES

NAME .....

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This workbooklet has key learning tasks as prior learning for the NCEA Level 2 Core Generic assessment material **SERVING OUR COMMUNITIES (2 credits)** or could be used as stand-alone tasks.

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## INSTRUCTIONS FOR THE TEACHER

The following activities are key learning tasks for this theme and are suggestions that you can add your own material to. We have included these tasks as guides for the type of activities in the NCEA Level 2 SERVING OUR COMMUNITIES candidate assessment material (2 credits).

This booklet and any additional tasks could be completed as a theme, over several similar topics or across subject areas.

Please take time to read through each task in the booklet and then select tasks for each student based on their ability, interests, learning style and engagement level. Some tasks may require Internet, research, special equipment or visits off-site and should be supported with your own ideas and ideas from each student. You do not have to do ALL tasks.

To support a student: -

- Adapt a task when necessary
- Encourage them to think first and give them examples that they will know
- Link ideas to things they are familiar with
- Help with reading the tasks aloud and writing their answers
- Help with physical tasks like cutting, pasting, drawing lines etc.
- Support with braille or sign language or non-verbal communication
- Listen to their answers and ask them questions to check understanding

Remember, a student should respond the way they find works best for them and could choose from speaking, writing, signing or using pictures in many of the tasks.

## INSTRUCTIONS FOR THE STUDENT

- Aim to complete the booklet and the learning checklist at the back
- Your teacher will explain how much you will be completing in a session
- Ask for help if you need it, especially with writing or understanding the task so you can complete it
- Think about how you use these skills every day
- The teacher can help you with reading/writing
- Remember, you can always practise a task before completing it
- Add in your own ideas and tasks to help make sense of the key ideas

## SERVING OUR COMMUNITIES

### Introduction

New Zealand's police force and the different structure within it are designed to keep communities and people safe within different communities. There are many different service groups and roles within NZ Police allowing its members to work to their skills and interests and to support communities and their people.

This unit works through the organisation structure of the Public Safety Teams, the Road Police, the CIB as well as looking at the differences between rural and metropolitan policing.

As well, this unit will look at the Prevention First Strategy as a key policing philosophy behind the NZ Police and how it is used with communities and responds to community needs.

Finally, this unit will compare the NZ Police force to other police in different societies looking for similarities and differences.

**\*\* Note: Tasks in this prior learning booklets may lead into and be used in the SERVING OUR COMMUNITIES L2 NCEA assessment material.**

## ORGANISATIONAL STRUCTURE OF NZ POLICE

Task 1a: Find out the answers to some NZ Police questions for your local area.



	Answers
Where is your nearest police station?	
How many are based at your nearest police station?	
What types of police officers are based at your nearest police station?	
Where is the nearest dog squad?	
Where is the nearest detective (CIB)?	
If armed defenders are needed, where do they come from?	
Do you have a youth/school officer?	
Are there any pamphlets or brochures for police services around your area?	
How can you find out information about the local police services in your area?	

Task 1b: Look up where the police stations are based in your region (using a phonebook or the internet). List the addresses of TEN below:

NZ police station addresses for your region	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Task 1c: In different colours:

work  
it out

**Highlight** the one nearest to your school/organisation

**Highlight** the one nearest to your home

**Highlight** the one nearest to where you spend time with your friends

Task 1d: Mark the ten regional/local police stations on a map of your region (e.g.: Waikato, Taranaki, Canterbury etc.). Attach your map to this page.

Task 2a: Find out what the NZ Police aims are by looking at the poster below, or going to it on the NZ Police website: [NZ Police overview - our business](https://www.nzpolice.govt.nz/about-us/our-business/)



# OUR BUSINESS

TĀ TĀTOU UMANGA

WHY WE'RE HERE  
HE AHA TĀTOU TU AI HEI RŌPO

**OUR PURPOSE**

BE SAFE  
FEEL SAFE

HOW WE POLICE  
MAKES PEOPLE  
FEEL SAFE

WHAT WE DO  
KEEPS PEOPLE SAFE

WHAT WE DO  
HE AHA TĀTOU MAHI

**OUR MODEL**

PREVENTION

RESPONSE

INVESTIGATION

RESOLUTION

PREVENTION FIRST

WRAPS AROUND EVERYTHING WE DO

**KEY STRATEGIES**

PREVENTION FIRST

DELIVER BETTER PUBLIC SERVICES

TURNING OF THE TIDE

BETTER OUTCOMES FOR NZ BY WORKING IN PARTNERSHIP WITH IWI

**SAFER JOURNEYS**

REDUCING AND PREVENTING ROAD RELATED TRAUMA

WHY WE'RE HERE  
HE AHA TĀTOU TU AI HEI RŌPO

**OUR GOALS**

TO REDUCE:

- CRIME AND VICTIMISATION
- DEATH AND SERIOUS INJURIES ON OUR ROADS
- SOCIAL HARM IN OUR COMMUNITIES

WHAT WE DO  
HE AHA TĀTOU MAHI

**OUR TARGETS**

BY 2017

- 80% HIGH OR VERY HIGH TRUST AND CONFIDENCE

BETTER PUBLIC SERVICES

BY 2017

- VIOLENT CRIME REDUCTION OF 20%
- YOUTH CRIME REDUCTION OF 25%

BY 2018

- TOTAL CRIME REDUCTION OF 20%

HOW WE DO IT  
HE PEHEA E MAHIA AIE TĀTOU

**OUR PEOPLE ARE:**

- VICTIM FOCUSED
- EQUIPPED AND ENABLED
- SAFE AND FEEL SAFE
- HIGH PERFORMING

**OUR TRANSFORMATION PROGRAMME**

POLICING EXCELLENCE THE FUTURE

- SAFER FAMILIES & IWI PARTNERSHIPS
- EVIDENCE-BASED POLICING
- SERVICE DELIVERY MODEL

WHY WE'RE HERE  
HE AHA TĀTOU TU AI HEI RŌPO

**OUR VISION**

TO HAVE THE TRUST AND CONFIDENCE OF ALL



**OUR MOTTO**

SAFER COMMUNITIES TOGETHER

HOW WE DO IT  
HE PEHEA E MAHIA AIE TĀTOU

**OUR VALUES**



- PROFESSIONALISM
- RESPECT
- INTEGRITY
- COMMITMENT TO MĀORI & THE TREATY
- EMPATHY
- VALUING DIVERSITY

PŌHŌHŌ

PHPF - POLICING THROUGH A HIGH PERFORMANCE CULTURE

Task 2b: Research or find out about the following three NZ Police service delivery branches and write down key words in the table below to help you remember what they do.

**FIND  
OUT**

	Key words and notes
Criminal Investigation Bureau CIB	
Public Safety teams	
Road Policing	





Task 3a: Think about and discuss the the broad roles of the three major service delivery branches of the Police (CIB, Public Safety and Road Policing). Look at the table below and discuss what could go in each box to describe the role of the CIB. Go back to Task 2b and also use Wikipedia: [CIB NZ Police](#). (Note: this could be a draft for the *Serving Our Communities* candidate assessment material).

Description of each role						
What are the broad roles within the CIB? (E.g.: what it does)	↑	↑	↑	↑	↑	↑
Major Service Delivery Branch	Investigating and solving serious crimes.	Carry out lengthy and thorough inquiries	Deal with witnesses			
	Criminal Investigation Branch CIB					

Task 3b: Create a draft table for the Public Safety Teams. You could use information from Task 2b or search on [NZ Police roles](#). (Note: this could be a draft for the Serving Our Communities candidate assessment).

Description of each role						
What are the broad roles within the Public Safety Team? (E.g.: what it does)	↑	↑	↑	↑	↑	↑
	Maintain law and order	Prevent crime	Prevent crashes	Find and arrest offenders		
Major Service Delivery Branch	Public Safety Teams					

Task 3c: Create a draft table for Road Policing. You could use information in Task 2b or go to [Road Policing NZ Police](#). (Note: this could be a draft for the *Serving Our Communities* candidate assessment material).

Description of each role						
What are the broad roles Within Road Policing? (E.g.: what it does)	↑	↑	↑	↑	↑	↑
Major Service Delivery Branch	Road Policing					

## SPECIFIC ROLES FOR PUBLIC SAFETY TEAMS

**Task 4a:** For each of the following groups within NZ Police, find out FIVE FACTS and write them below. You could research on the internet, ask a local officer, ask a key person or do some wider research.

	Key facts
Public Safety team (24-hour service)	
Youth Aid	
School Community Services	
Dog Section	

Task 4b: Continue on from Task 4a and find FIVE key facts for each role below.

	Key facts
Community Relations	
Community Constables	
Armed Offenders Squad	
Search & Rescue	

**Task 4c:** Select TWO of the specific roles of the Public Safety Team from Task 4a and 4b. You are to do a quick presentation on what their roles are, what service they deliver and to who. You could do it individually or in pairs.

Complete the following planning table first to make sure you have facts and then complete the notes sheet. Your presentation could be verbal, visual or written. *(Note: this could be a draft for the Serving Our Communities candidate assessment material).*

### RESEARCH PLANNING



Steps	Two teams I am researching are:	1 2
1	Ideas to look for	
2	Resources to use	
3	Time allowed	
4	Presentation style	
5	Who will do what?	



## RESEARCH NOTES for NZ Public Safety Team #1: \_\_\_\_\_

	Notes
<p>What is their role?</p>	
<p>What service do they deliver for NZ Police?</p>	
<p>Who do they deliver the service to?</p>	



## RESEARCH NOTES for NZ Public Safety Team #2: \_\_\_\_\_

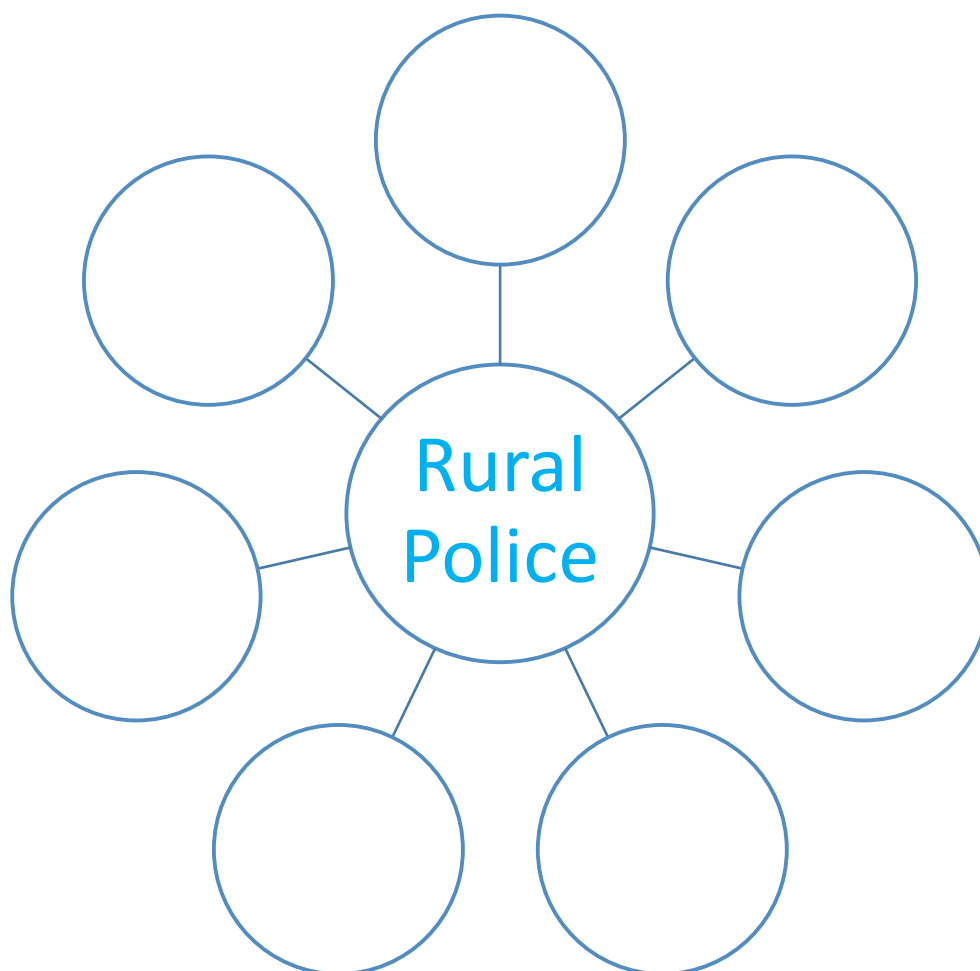
	Notes
<p>What is their role?</p>	
<p>What service do they deliver for NZ Police?</p>	
<p>Who do they deliver the service to?</p>	



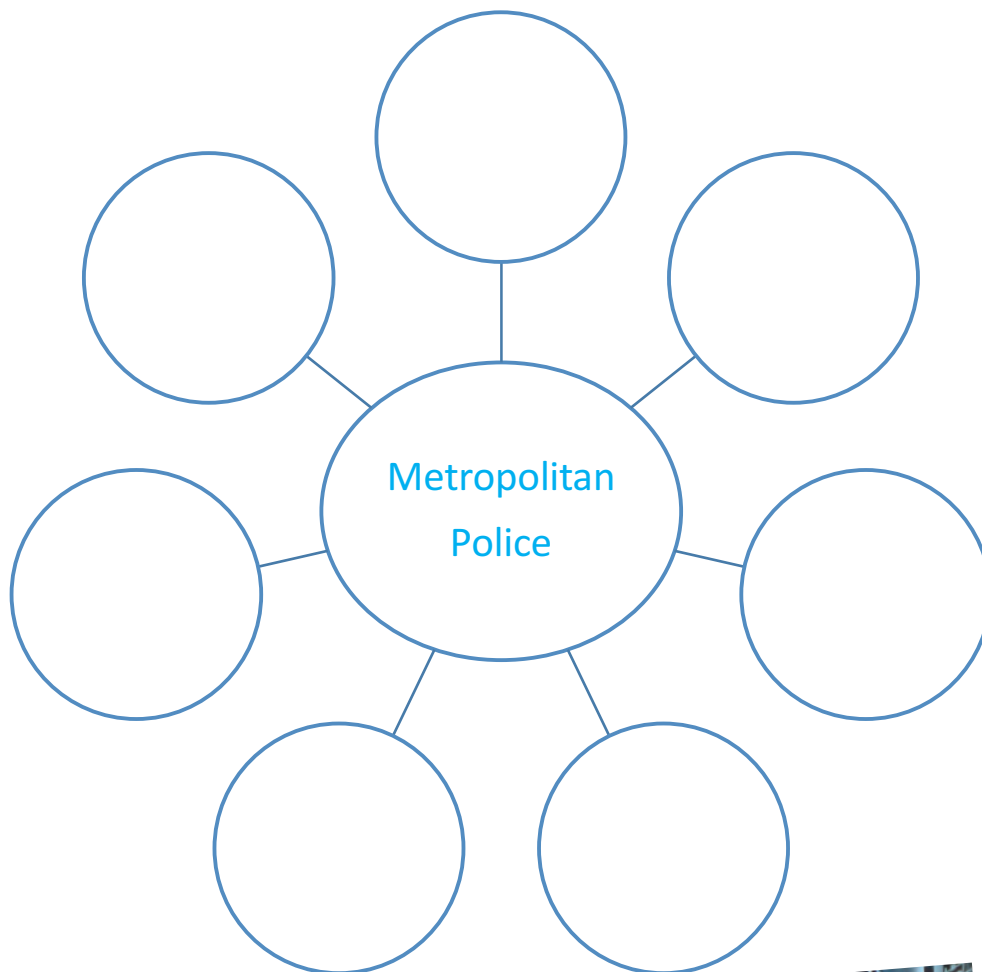
## RURAL AND METROPOLITAN POLICING

Task 5a: Think about, discuss and research the range of duties the rural police perform.

think  
about it



Task 5b: Think about, discuss and research the range of duties the metropolitan police perform.



Task 5c: Using the information you included in Task 5a and 5b, create a similarities and differences table below. It may help to discuss ideas first and write a quick draft on a board in a group.

talk about it

	Similarities	Differences
Rural policing		
Metropolitan policing		

## PREVENTION FIRST STRATEGY

Task 6a: Find or write a definition for each of the following words:

FIND  
OUT

	Definition
Prevention	
First	
Strategy	

Task 6b: Looking at your definitions above, discuss and write a new definition for what you think a “prevention first strategy” would be (it’s *philosophy*)?

think  
about it

Task 6c: Go to and download the **Prevention First Strategy** .pdf on the NZ Police website: [Prevention First Strategy NZ Police](#) and read through/highlight what the strategy does for communities.



Task 6d: From what you have read, discuss different ways the **Prevention First Strategy (PFS)** interacts and responds to different community needs. Write down some key ideas below. *(Note: this could be a draft for the Serving Our Communities candidate assessment material).*



talk about it

	Different community needs
How can police <b>interact</b> using PFS?	
How do police <b>respond</b> using PFS?	

Task 7: Read through the following articles and **highlight** on each what the PFS was and how the police responded to community needs.

## **Police Prevention First Strategy Working in Southland**

Wednesday, 1 October 2014, 11:42 am

The police's prevention first strategy is continuing to create positive results in the Southland policing area, achieving a further 5% crime reduction for the year to 30 June 2014 and a 53.9% resolution rate.

The number of recorded offences dropped from 7,038 in the year to 30 June 2013 to 6,684 in the year to 30 June 2014.

Southland Area Commander Inspector Lane Todd says the latest crime reductions continue to build on the positive results for the Southland community over the past four years.

"In the 2010 financial year Southland had 9,333 reported offences - the latest results mean a total crime reduction of 28% or 2,649 fewer reported offences since that time," he says.

Southland policing area has embraced the Police's national prevention first strategy which focuses on the five drivers of crime: families, road policing, youth, alcohol and organised crime.

Inspector Todd says: "Southland's police team is now fully focused on preventing crime. We have a much greater focus on victims with several prevention plans in place that concentrate our attentions on the five drivers of crime."

Inspector Todd praised the work of his team and key partnerships with Maori Wardens, Victim Support, the Invercargill Community Patrol and Neighbourhood Support groups, as significant contributing factors to achieving the positive results for the Southland community.

Police are now regularly linking in with government agencies and Southland's city and district councils in a much more collaborative approach to preventing crime and reducing victimisation.

For Southland, the decrease in crime in 2014 means 354 fewer offences compared with the last financial year which equates to fewer victims and safer communities.

"There continues to be significant decreases in alcohol-related offending in the Invercargill CBD and this is directly attributed to reduced licensed premise hours and police-led prevention plans," says Inspector Todd.

"Overall Southland Police staff are very proud of our results. We are fully committed to preventing crime in Southland and the last three year's results clearly demonstrate that our communities are safer and are feeling safer," Inspector Todd says.

"This is due, in no small part, to the hard work and professionalism of our own Police staff and our partner agencies that are absolutely committed to making our communities safer."

"The Southern Police District is already one of the safest places in the country to live and visit and our goal is to make it even safer. Over the past year Southern has made some great gains and we're now in a position that many of the important structures that support our district prevention activities, such as the district command centre, are fully up and running. The command centre provides great support to our policing areas in terms of directing prevention activities and targeting crime. The realignment of our intelligence functions will also ensure that we increase the timeliness and relevance of the information that we're able to draw on to target the criminal activity and underlying drivers that cause harm in our communities."

Superintendent Coster said he is proud of the Police staff who have contributed to the ongoing success of the Southern Police district and says the district is going from strength to strength in terms of the progress being made to keep the community safe. "As well as our police work we have some fantastic partnerships with our community and other agencies that make a significant contribution to the gains we've been making and will continue to make."

Source: edited from Scoop.co.nz Press Release: New Zealand Police

## **Police say tractor "A-tractor" aimed at promoting rural crime prevention**

Thursday, 19 February 2015 - 4:01pm Waikato

Waikato Police are hoping a new 'Police' branded tractor will act as an 'a-tractor' for farmers as they seek to address rural crime issues at Fieldays being held at various venues nationwide.

Inspector Paul Carpenter said the idea behind the concept came from conversations at last year's National Fieldays at Mystery Creek.

"Police always have a presence at the June event as we seek to promote crime prevention initiatives with the rural community. Here in the Waikato we've had a number of innovations over the years from the country's first coloured, marked patrol car to mounted patrols and last year's quadbike crash scene.



"After that initial discussion I approached representatives of the CB Norwood Distributors about the feasibility of combining a display to help promote engagement with the rural sector. They really got behind it and as a result have loaned us this fine looking New Holland tractor being launched today."



Mr Carpenter said if there was any doubt the tractor would fail to attract attention from the public they were dispelled last week.

"The whole project was cost neutral, we even obtained the light bar from a written off patrol car. The tractor was transported to Te Awamutu ahead of the launch and Norwood staff have told us of a constant flow of people pulling over and taking photos and asking questions.

"And that's exactly what the concept is all about, promoting the discussions- things like rural road deaths, drug activity on farms, personal safety, stock thefts, illegal hunting and existing partnerships such as the one we have with Crimestoppers and Federated Farmers with the "Shut the Gate" campaign."

Mr Carpenter said at this stage the tractor is scheduled to appear at the Northland, Central Districts, South Island Agricultural and the National Fieldays over coming months.

"Rural areas present unique challenges for Police such as longer travelling distances, lack of cell phone and radio networks, smaller numbers of staff required to do more in depth engagement with smaller communities.

"Add to that, tactics that may work in large urban centres may not work that well in a rural setting, but the key thing is, Police need to know about incidents and rural residents need to feel comfortable reporting issues to us, we need to move away from the mind set of; "oh the Police are too busy, I won't trouble them."

Mr Carpenter said the partners in this initiative hoped the tractor would attract widespread discussion and help Police help the rural community shut the gate on rural crime.

Source: NZ Police website

[www.police.govt.nz/news/release/police-say-tractor-aimed-promoting-rural-crime-prevention](http://www.police.govt.nz/news/release/police-say-tractor-aimed-promoting-rural-crime-prevention)

## **Bullying prevention hub launches in Bullying-free NZ Week**

Monday, 16 May 2016, 11:50 am

The new bullying prevention hub launches in Bullying-free NZ Week. A new online resource to support schools and their communities in tackling bullying has just launched at [www.BullyingFree.NZ](http://www.BullyingFree.NZ).

The site features the experiences of schools and students as well as bullying prevention research, resources and interactive tools. The launch marks the start of Bullying-free NZ Week 16-20 May which schools around the country are marking with a range of bullying prevention awareness activities.

The new site features [video clips](#) made by Year 7 and 8 students from St Francis de Sales School in Wellington, made especially for Bullying-free NZ Week with support from their local NZ Police School Community Officer.

NZ Police Community Services Manager Inspector Paula Holt said the project was a great example of schools working with their wider school community to get the message out that bullying is never OK.

“Police are committed to partnering with communities, in particular schools, to help reduce bullying.

But this isn’t just a school or a police problem and that’s a real strength of the work that the multi-agency group has initiated to address what is a very serious problem amongst young people in New Zealand.

“We also seized the opportunity to work with St Francis De Sales children to capture their voices as part of the first Bullying-free NZ Week. I think these videos really make the issue of bullying come alive in some creative and thought provoking ways.”

BullyingFree.NZ is the latest initiative from the Bullying Prevention Advisory Group a collaboration between 17 organisations committed to reducing bullying in NZ schools.

The Group, which features representatives from across the education, social, justice and health sectors as well as Sport NZ and NetSafe, formed in 2013 after feedback from principals indicated schools needed

more support to manage bullying.

The collaboration has previously produced *Bullying Prevention and Response: A Guide for Schools*, a comprehensive guide which has been welcomed by schools.

Children’s Commissioner Russell Wills said: “This website is a really good example of taking the messages from the Guide, and what we’ve learned from schools and young people, and making that more accessible.

You can look at this website and know that what we’re suggesting has worked already in schools and can work in your school.”

Source: Press Release: [New Zealand Police](#)

## **CBD retail crime prevention 'pushing shoplifters into Wellington suburbs'**

COLLETTE DEVLIN

Last updated 15:41, March 10 2016

Wellington pharmacies have joined city retailers in their fight against crime, as shoplifting rings move into the suburbs.

Most pharmacies in the Wellington region, who want to combat fraud and shoplifting, have joined the successful Eyes On crime-prevention initiative, which police said had resulted in arrests and a downward trend in shoplifting.

Police identified the pharmaceutical sector as being under risk and wanted to ensure businesses - and the people in them are safe.

Sergeant Matthew McKenzie, of Wellington, said pharmacy thefts were often a precursor to other crime and driven by organised crime, some of which were funding burglary rings for Methamphetamine, he said.

"The ramification of these networks is massive and there is a ripple effect...by catching someone we are stopping three or four victimisations," he said.

Last year retailers took the law into their own hands, starting the initiative, a collaboration of more than 400 central business district retailers, police and Wellington City Council.

Retailers share CCTV footage and images of offenders with a security company, which immediately sends a text message and email "warning" alert to other retailers.

Since November, membership has more than doubled, which has pushed criminal into the suburbs, police say.

First Retail Group managing director Chris Wilkinson, who heads the initiative, said its success in the city was ring-fencing the capital.

The move was causing concern in areas such as Johnsonville and Tawa, which had seen an increase in crime, he said.

"We joined up most Johnsonville retailers in one day."

Two days after it was launched in Johnsonville, police arrested a shoplifter, who was well known and wanted for other crimes in Wellington CBD, Wilkinson said.

Pharmacies in the Hutt Valley, Porirua and Palmerston North were now anxious for something similar to happen in their areas.

"Pharmacies are increasingly being seen as the first-call when people are unwell and also deal with many of our most vulnerable members of society, including those with mental health, addiction and other issues. Keeping the sector, strong, successful and safe is vital to removing pressure on the health system and ensuring good amenity value for residents, workers and visitors."

The programme helps retailers reduce risk through strategic product placement, staff interactions and deterrents.

A major driver for businesses to join was the upcoming health and safety legislation changes in April.

Alexander Pharmacy retail manager Lorraine Brunton said the Eyes On programme had been great for the Wills St store.

"We had a lot of shoplifters but did not find out until we did the stock take. Quite a large quantity of Strepsils, Panadol and nasal sprays were taken, and we believe they were being sold on."

Pharmacist Angela Liu said it had now become more proactive and had upgraded CCTV, which had prevented theft.

The initiative is New Zealand's first pharmacy specific programme. Delwyn Vincent, commercial manager for The Pharmacy Guild's commercial arm PSL, said he would like to see the initiative rolled out around the country.

Source: [stuff.co.nz](http://stuff.co.nz)

## North Shore Police - Prevention First Expo 2012

**Wednesday, 21 March 2012, 11:34 am**

North Shore residents are being encouraged to attend the inaugural "Prevention First Expo" which is to be held at Browns Bay on Saturday. Co-ordinated and organised by North Shore Police the EXPO has attracted a significant number of exhibitors whose core business is "Victim Prevention."

The core theme of the "Prevention First Expo" is CRIME/CRASH/INJURY: Members of the public will be able to directly engage with representatives from more than 20 organisations, who all have a common goal of helping the community to help themselves.

New Zealand Police will have a Booze Bus and TAG staff to respond to public interest in drink drive campaigns and checkpoints. Neighbourhood Support volunteers will be providing security advice for residents in the local community.

The New Zealand Fire Service will provide hourly displays on how to prevent and put out a kitchen fire. These reality demonstrations are always popular and well attended by public. The Fire Service Kitchen Display Unit will be present on site.

A device that is already being used by more than 150 families whose loved ones are suffering from dementia or autism and who are prone to go wandering is WANDATRACK. If they go missing from a family home or rest home the device can be activated. Individuals wearing the device can then be quickly found by Police and LANDSAR, saving time and distress to all parties concerned. The NZ Land Search & Rescue Team [LANDSAR] will be on site displaying the unique Wanda track programme.

A Plunket driveway collision demonstration will be a magnet for many parents. The demo's purpose is to educate all families on dangers of cars around children. One in five child pedestrian deaths or injuries occur in a family's own driveway.

"Prevention First EXPO 2012" has numerous innovative ideas for all sectors of the community on how to prevent Crime/Crash/ Injury. There are giveaways and prizes to be won including a digital electronic safe.

Source: Scoop.co.nz **Press Release: New Zealand Police**

## **Prevention focus for major Police operation**

Thursday, 10 December 2015 - 3:36pm

Police in Wellington and Auckland will be out in strength tomorrow evening (Friday 11 December) as they patrol streets and bars as well as roads and highways with alcohol-focussed prevention activities.

“With pre-Christmas work parties and other festivities in full swing, it’s a good reminder that while we want people to have a good time, we also want them to get home safely,” says Acting National Manager Road Policing, Inspector Peter McKennie.

“Although it’s the time of year that many start letting their hair down, all too often Police see people who take it too far and make unsafe decisions.”

Mr McKennie says plans for the evening will include a range of prevention-focused operations across the Wellington and greater-Auckland Police Districts. This will include random breath testing and alcohol checkpoints, as well as speed enforcement and foot patrols through bars, clubs and other popular social venues.

“Ideally we don’t want to catch or ticket anyone during any of these operations – which would indicate everyone is looking after themselves and their mates and making good choices, either while out socialising or when heading home again.

“That’s why we encourage anyone who is out socialising to make sure they have a safe plan for getting home, whether it be getting a ride with a sober driver, grabbing a taxi or arranging to stay with friends. Similarly, if you’re out drinking, please keep an eye out for yourself and your mates, so you don’t become a potential victim.”

In 2014, alcohol and drugs were a contributing factor in 62 fatal traffic crashes, 336 serious injury crashes and 784 minor injury crashes. These crashes resulted in 70 deaths, 422 serious injuries and 1,136 minor injuries.

Police will also continue to enforce the reduced 4km/h speed threshold that is in place until 31 January 2016.

This means anyone caught exceeding the posted speed limit by more

than 4km/h should expect to be ticketed.

Police will also be focusing on those not wearing safety belts, using mobile phones while driving, licence breaches and vehicle defects.

“People can expect to see Police out and about and highly visible throughout the rest of the summer period with the aim of keeping our roads and our communities safe,” Mr McKennie says.

“We want everyone to enjoy themselves this Christmas, but to do it safely so that they are around to enjoy many more. The last thing Police want to be doing is knocking on someone’s door to tell them a loved one will not be coming home.”

Source: NZ Police website



Task 8a: Talk to a Police Youth Officer, Community Constable or School Community Officer (or someone else involved in PFS) either in person or on the phone and ask them FIVE questions about their role and the Prevention First Strategy.



talk about it

Name of person being interviewed:	
Their role:	
	<b>Answers</b>
1. Who do you work with?	
2. Why do you do it?	
3. What cases do you deal with?	
4. What impact does your role have?	
5. How does the community respond to you?	

Task 8b: You are to write up some of your notes from Task 7 (use one of your news stories) or 8a (your interview) and present them in a quick written or verbal presentation. *(Note: this could be a draft for the Serving Our Communities candidate assessment material).*

Describe a Prevention First Strategy in a NZ location (use one of the news stories or your interview)

Compare this to the **national** Prevention First Strategy.

## COMPARING NZ POLICE WITH OTHER SOCIETIES

Task 9a: **Highlight** TWO societies/countries from the list below to research their policing system.

England	Brazil	Sweden
USA	China	South Africa

Task 9b: You are to research and create a mind map or table for the following areas about their police force on the following pages.



- Policing philosophy
- Accessibility
- Political independence
- General arming
- Civilian status
- Freedom from corruption
- Other

Political independence			
Accessibility			
Policing philosophy			
	NZ	Country #1:	Country #2:

Continued over page ...

Other			
Freedom from corruption			
Civilian status			
General arming			
	NZ	Country #1:	Country #2:

Task 9c: Using information from Task 9b, discuss the similarities and differences to NZ police for both your countries and write notes on the table below. *(Note: this could be a draft for the Serving Our Communities candidate assessment material).*

talk about it

	Similarities to NZ	Differences to NZ
Policing philosophy		
Accessibility		
General arming		
Civilian status		
Freedom from corruption		
Other:		

## POLICING LEGISLATION & AMENDMENTS

The following legislation and subsequent amendments can provide reference, where needed, for Knowing NZ Police and it is useful to be able to find them on the internet.

Arms Act 1983  
 Children Young Persons and Their Families Act 1989  
 Coroners Act 2006  
 Crimes Act 1961  
 Criminal Procedure Act 2011  
 Domestic Violence Act 1995  
 Evidence Act 2006  
 Land Transport (Road Safety and Other Matters)  
 Amendment Act 2012  
 Land Transport Amendment Act 2009  
 Local Government Act 2002  
 Mental Health (Compulsory Assessment and Treatment) Act 1992  
 Misuse of Drugs Act 1975  
 New Zealand Bill of Rights Act 1990  
 Policing Act 2008  
 Sale and Supply of Alcohol Act 2012  
 Search and Surveillance Act 2012  
 Summary Offences Act 1981  
 Victims' Rights Act 2002

Task 10a: Find all the acts and amendments above on the internet.

SAVE or PRINT them so you can read through and scroll to the bottom of each which should have a short explanation of what it is about.

You are to COPY the explanation onto the following pages for each act.

\*\* You could do this individually, in pairs or a small group.



FIND  
OUT

Act or amendment	Explanation of the act or amendment
Arms Act 1983	
Children Young Persons and Their Families Act 1989	
Coroners Act 2006	
Crimes Act 1961	
Criminal Procedure Act 2011	
Domestic Violence Act 1995	



Act or amendment	Explanation of the act or amendment
Evidence Act 2006	
Land Transport (Road Safety and Other Matters)	
Amendment Act 2012	
Land Transport Amendment Act 2009	
Local Government Act 2002	
Mental Health (Compulsory Assessment and Treatment) Act 1992	

Act or amendment	Explanation of the act or amendment
Misuse of Drugs Act 1975	
New Zealand Bill of Rights Act 1990	
Policing Act 2008	
Sale and Supply of Alcohol Act 2012	
Search and Surveillance Act 2012	
Summary Offences Act 1981	
Victims' Rights Act 2002	

Task 10b: Select THREE of the previous Acts or amendments and discuss what each one does, who it would help and find three key facts.

talk about it

Act #1:	
What does it do?	
Who does it help?	
Three key facts	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Act #2:	
What does it do?	
Who does it help?	
Three key facts	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Act #3:	
What does it do?	
Who does it help?	
Three key facts	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Task 10c:** Think about and discuss different situations your three Acts would be used in and why. If you don't know any situations personally, look on news websites or discuss with other people.



Write a short summary of what happened (or discuss) and how the Act was useful, or explain if it wasn't.

## LEARNING CHECKLIST

Well done on completing your **SERVING OUR COMMUNITIES** workbooklet.  
You and your teacher can fill in the following.

Name:	I can do this skill	I need some practice
<b>Organisational Structure of NZ Police</b>		
Can identify different roles within police		
Can outline different Public Safety Team roles		
Can identify similarities and differences between rural and metropolitan policing		
<b>Prevention First Strategy (PFS)</b>		
Can describe the PFS philosophy		
Can identify examples of PFS		
Can compare local responses to the national strategy		
<b>Comparison to other societies</b>		
Can describe policing in two other societies		
Can compare other policing to NZ Police		
<b>Key literacy and thinking skills</b>		
Can use key terms and link ideas together		
Can research and present information		
Can link ideas together		
Comment:		

## LEARNING FEEDBACK

Think about how you worked in your **SERVING OUR COMMUNITIES workbooklet** and fill in the assessment for learning checklist below.

Name:	Yes	Sometimes	Not really
<b>About Me ...</b>			
I have attempted all work to the best of my ability			
I have learned the key words and topics			
I feel I was positive and participated well			
I could make more effort to:			
<b>About the topic ...</b>			
I enjoyed this topic			
I learned a range of facts about this topic			
I was able to explore some extra ideas			
I could make more effort to:			
<b>About the learning ....</b>			
I was able to understand the information			
I was able to complete the tasks			
I could make more effort to:			
<b>Literacy, Numeracy and Thinking Skills</b>			
I was able to use key literacy skills			
I was able to use key thinking skills			
I could make more effort to:			