


Welcome to social action! Youth social action refers to activities that young people do to make a positive difference to others or the environment. There are lots of ways in which cadets can take practical action to make a positive difference. It can take place in a range of contexts and can mean formal or informal activities. These include volunteering, fundraising, campaigning or supporting peers.

This module is suitable for both those taking part in the Heritage Solve It Challenge Project (i.e. those Forces registered when it was launched in April-Aug 20) and those accessing the material after this who wish to adapt it to plan a community project. This presentation has been adapted from a generic Social Action model to illustrate one way in which Cadets can respond to the challenge by coming up with ideas to plan their project.

Leaders may want to customise the presentation to match the time available and age of the group.




Introduction into Policing

Topic: Social Action


The Aims of the Volunteer Police Cadets and Social Action

1. To promote a practical understanding of policing amongst all young people
2. To encourage the spirit of adventure and good citizenship
3. To support local policing priorities through volunteering and give young people a chance to be heard
4. To inspire young people to participate positively in their communities




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VPC Aims are embedded in all learning that we do and social action delivers on some of these aims.

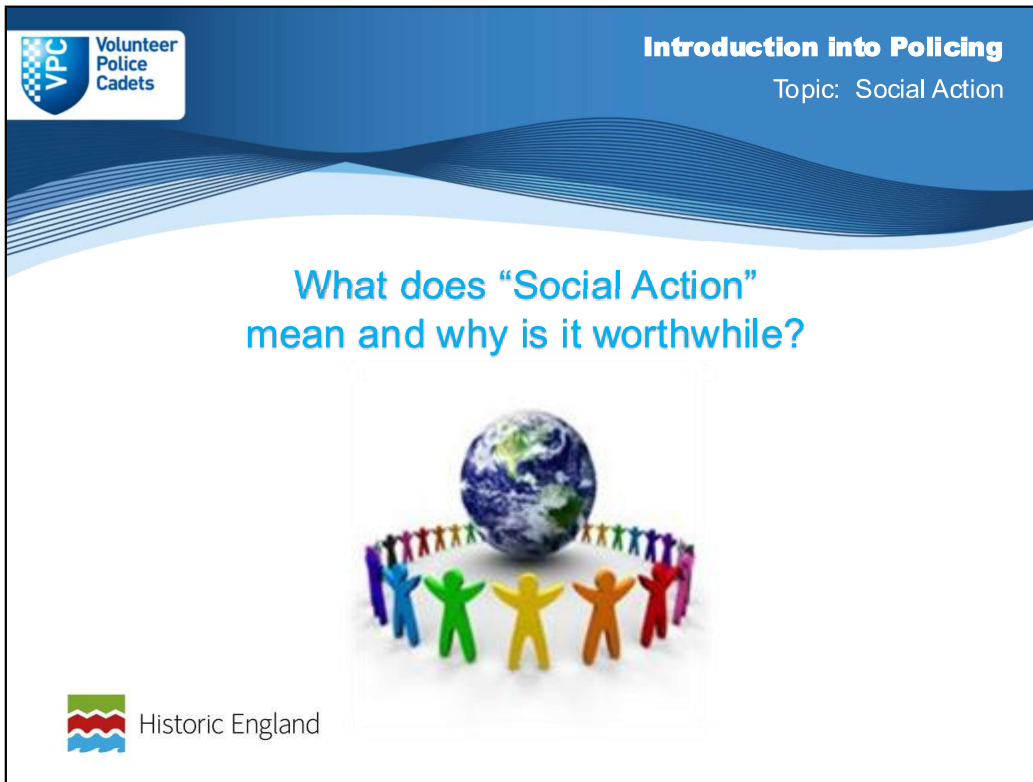
**Introduction into Policing**
Topic: Social Action

Outcomes:

- Demonstrate skills to lead social action projects
- Identify skills developed through social action
- Understand how these skills have developed
- Explain how the skills are transferable

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Welcome to the cadets and other guests! Housekeeping, breaks, mobile phones, set rules of room. If cadets have come from different units, you may want to mix them up. Or you may decide it's better to keep them in their own peer groups or own units? Discuss with Leaders who may also attending. Leader group: Leaders should be amalgamated into their own group with clear instructions. (1) Follow trainer's directions in session, resist temptation to jump in and start leading or directing your cadets during exercises – unless asked by trainer (2) if asked by trainer to help facilitate a group, restrict yourself to simply that. Just facilitating or guiding their ideas – not doing it for them. (3) Leader panel may be asked to role-play as VIPs later in session. Thank all the Leaders for what they do!



Opening plenary discussion. Cadet groups to board-blast / post-it note / discuss what (a) what social action means to them and (b) why is it worthwhile?

Round table review and discussion, with ideas posted up on wall. Visual reminder throughout training day of where we started from and what we first thought.

Many units already doing social action. Let them discuss but make sure we get "edited highlights", not a huge explanation of the whole project.

Be aware that some other units may have done little or no social action – so make sure we reflect that's fine, it's not a competition about who's done what and the aim of the course is to build on success of all units, what ever stage they may be at.



Here's a great image detailing what youth-led social action actually looks like. LEADERS – if you get asked what it means, this is a useful snapshot you can use to promote endorsement and participation.

Clockwise -start at YOUTH-LED. Young people need to lead, owned and shaped by them.

SOCIALLY IMPACTFUL – make a difference


PROGRESSIVE – enable progression to other opportunities

EMBEDDED - enable reflection about the value of the activity

REFLECTIVE - enable reflection about the value of the activity

CHALLENGING -

The importance of the role of the Leader cannot be understated. Leaders: this is where you are the enabler for the young people to succeed, but not by “leading from the front” or directing them as you may normally do. We need to “lead from the back” on this one.




Heritage and Heritage Crime


SOCIALACTION CHALLENGE

On Line Group Training Version

A Social Action Challenge

Heritage and Heritage Crime





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Trainer Notes

1. All trainer notes are underneath each slide. It is recommended that these are read and printed prior to delivery. This version has been designed so that the most of it can be read direct from the slides during a presentation (until you get to the activity options which you might want to decide which one/s to use).
2. The activities that are included in this PPT are flexible. You can remove, and customise the slides to include photographs/literature of heritage within the force area you reside in or relate the PPT to a policing priority or initiative within your own force.
3. This online/media platform module has been designed by the "Solve It" Heritage project which is a partnership between Historic England and the Volunteer Police Cadets. [See below for more information] and is aimed at those taking part in pilot/case study projects. It has been adapted from a generic introduction to Heritage and Heritage Crime set of training materials which were designed to be used in a face to face meeting with your Cadets in your usual meeting place.
 1. Benefits of Face-to-face: You can invite external guests or inhouse heritage specialists to talk about heritage and/or crime, perhaps bringing relevant artifacts (from a roman coin to piece of lead from a church roof!), which can lead to a site visit as part of your research/community social action project.
 2. Benefits of online: You can use during periods of Covid restrictions as part of your skills/development training and can use the Chat functions to gather and record questions, ideas and proposals easily. You could also invite a 'guest speaker online. You can also reach out to several Units at once across a wider geographical area.
4. At the end there is an E-Learning module with a difference where you put yourself into the foot steps of a police officer and investigate an incident. This can also be accessed via smartphone allowing individual Cadets to complete the task on their own. Can you "solve it?" We recommend that you test links and the exercises in advance of any presentation.

The activities included are indoor and outdoor based to make it flexible learning environment for the cadets.

House Keeping

Points to note.

1. Ensure computers/sounds and links are working prior to delivery
2. If you have any in house rules or regulations such as mobile phones/fire alarms etc.— please discuss these now.

What is Heritage Crime?

*“Heritage crime is any **offence** which harms the value of heritage assets and their settings”*

•Some heritage assets are protected by specific legislation to prevent harm caused by damage or unlicensed alteration.

•However, other crimes such as theft, criminal damage, arson and anti-social behaviour offences can also damage and harm heritage assets and interfere with the public's enjoyment and knowledge of their heritage.



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Read

You may break down this definition into parts and ask the cadets to go into detail about each part. You could task the cadets to think the meaning of each part. **For example what offences are involved? Examples of damage. The next slide is Name the Offence.**

Some heritage “assets” are protected by specific legislation to prevent harm caused by damage or unlicensed alteration.

Ask the cadets to think about what type of offences are common and would fit this definition? Then press next slide

It might be worth inserting a new slide with local information – such as crime figures to heritage sites and local photos or press reports.



Ensure the cadets have covered these offences. You might want to replace these examples with local ones = and cover these four areas of crime.

1. Theft (picture is of lead from church roof)
2. Anti-Social Behaviour – why? The location? The fact that it is quiet?
3. Criminal Damage – graffiti to the memorial – cost implication/social impact
4. Arson – Fire to a church - interfere with the public's enjoyment and knowledge of their heritage.

NEXT : Post an WEBEX or similar live POLL (if you can) asking "Which if these four offences is the most common Heritage Crime in England?"

ANSWER - Theft from Church? Or insert local data if you have it.

YOUR SOLVE IT CHALLENGE 8

To propose and deliver a crime prevention community project that

1. Features local heritage/site/s
2. Works in partnership
3. Benefits the community & is visible to the public
4. Uses research and evidence gathering skills
5. Keeps a log of project progress, learning and evidence
6. Includes Cadet ideas and proposals
7. Develops Cadet skills and leadership
8. Makes a crime prevention recommendation and/or takes crime prevention measures as part of the project.



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You'll have lots of ideas in the group and it's important everyone has a voice and feels included.

As a group decide on your response to the Solve IT challenge with a proposed social action project

Prepare a pitch - up to £? of expenses could be available if needed

30 minutes to prepare

Everyone to have a role!

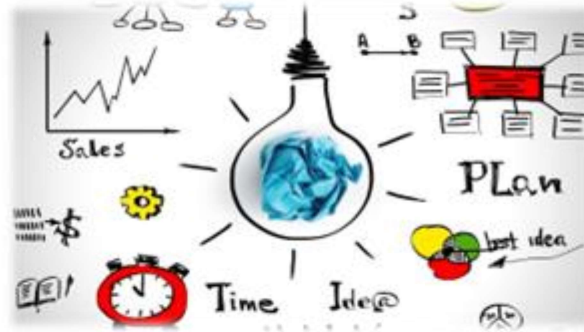


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You'll have lots of ideas in the group and it's important everyone has a voice and feels included. Note the £? Expenses refers to any budget you might make available or partners might offer – e.g. the owner of the heritage site or an insurance company.

Each team will have 5 minutes to
present their plans



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Introduction into Policing

Topic: Social Action

- In your groups, discuss what your group could focus on as a social action project idea. Make a “top 3” list of options.....





- Decide as a team which option you want to go with – and why!


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So here's the first project. A funder has £500 on offer for a social action project.

You have 30 minutes to prepare. The whole team will be involved (so no non-speaking parts or “I’m just holding the flip chart”!).

First of all – BEFORE YOUR 30 MIN prep time starts, have an initial discussion in your group about ideas, options and choices you could undertake for a social action project. How will you do this? Stand up and each team member has a speaking part? Role-play ? Pictures or images? Don't worry about “the detail” for now, just think big brush strokes, wider picture, main “headlines” or bullet points. +

This is time to start writing things down and making notes, to keep track of ideas, progress and options. There is a Social Action Diary, Plan and Review document that will really help your group during this process, that we'll cover later.

For now, just write down bullet points or ideas during this part of your plans.

You have 10 minutes.

See “Good Practice Guide and Case Studies” for more examples:

1. Heritage Patrol: visiting a number of known heritage sites to prepare condition reports and crime prevention recommendations to their owners.
2. Clean up/clear overgrown areas which hide antisocial behaviour next to heritage site.
3. Visit, record and upload condition reports to War Memorial Trust





Introduction into Policing

Topic: Social Action

Our Objectives:

- **SPECIFIC** (who, what, where, when, how?)
- **MEASURABLE** (how will we know progress is being made?)
- **ACHIEVEABLE** (our plans are within our reach and not “out there”)
- **REALISTIC** (can we do this, with what we have, people etc?)
- **TIMELY** (we have a specific start and end date)


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Well done, many of you have already gone down the SMART path which is a great way to go! Using these 5 headings to set your project objectives – what you want to achieve and the outcomes you hope will happen – is the next step.

SMART objectives including:

- WHY are you doing this social action project?
- WHO is it aimed at or intended to benefit?
- WHAT are you proposing to do?
- WHEN do you intend to do this?
- WHERE do you intend to do this?
- HOW will your team do this?

And one other thing: *“No Plan Survives First Contact”*! This means that even with the best plans or ideas ever made, things may not work out exactly as we had hoped, there may be issues or challenges we had not expected. Sometimes failing along the way is just as important as “getting it right” and this is a positive step in achieving your objectives. So don’t be put off if things don’t work out as the team may have first hoped or planned. This will still be a positive step moving forward.



Introduction into Policing

Topic: Social Action

Your Team

Budget

Timeline

Comms

People and Resources

“SWOT”

Review

Project Planning





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Here are some key points which must form part of your teams’ decision-making process.

Please see Social Action Diary, Plan and Review handout.

Make sure you have answers for each of the following aspects:-

Who are your team members and what will their **roles** be in this project?

What **budget** do you think you’ll need? The offer is £500. Work out how this will be spent.

Timeline – set a time line from START to FINISH. This could be a storyboard, line drawing, calendar?

Comms – how will you tell the story of what you’re doing, promote, publicise, get publicity, spread the word? Do you need any permissions or authorities?

People and Resources – Who will support you? Leaders or colleagues? Someone to drive a van, pick up things? Senior officers, elected officials, community groups or partners? What can others offer that you might need or anyone you should be talking to, for the success of your project?

SWOT – important to use this once all the other points have been decided. Coming next.....

Review – as well as progress throughout the project, it’s vital to know at the end if you achieved what the team set out to achieve or not! How will this be done, what will “success” look like? Important to collect images, feedback, quotes, stats or other information for a report or closing summary (don’t forget thanks for all taking part or supporting).



Introduction into Policing
Topic: Social Action

SWOT - ANALYSIS:

1. **S**trengths?
2. **W**eaknesses?
3. **O**pportunities?
4. **T**hreats?

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Get the team to draw a four box grid on sheet of A4, or four headings listing Strengths, Weaknesses, Opportunities, Threats – ensuring sufficient space to write in each box or under each heading. *Trainer note: cadets themselves drawing this out rather than a handout gives personal ownership and engagement. It is “their” document.*

When the teams are planning their presentations, they will need to consider:

STRENGTHS of the plan and what is being suggested, why it will work?

WEAKNESSES – what will be a barrier, challenge, pitfall? How might it fail?

OPPORTUNITIES – what can we utilise to make a success, any skills, people we know, local events or links?

THREATS – what might derail us, cause an issue, can we look forward and consider potential pitfalls on the route ahead?



Introduction into Policing

Topic: Social Action

Identifying and understanding Learning Outcomes



Leadership



Teamwork
&
Interpersonal Skills



Communication Skills



Planning
&
Organising




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Identifying and understanding Learning Outcomes – writing down the purpose of your project, your objectives and why you chose these, keeping a diary or calendar of decisions and actions, is really important. Leading doesn't always mean one person in charge at the front telling others what to do. Discuss what you think each of these parts will look like in your project..

So teams will now be given time to go and plan a social action project idea, prepare and rehearse a presentation, ready to present their ideas to a VIP panel to pitch for the £500 funding opportunity.

They need one more hand out and sign-post....




Introduction into Policing

Topic: Social Action

Pitch Presentation (points to prove!)

1. Features local heritage/site/s
2. Works in partnership
3. Benefits the community & is visible to the public
4. Uses research and evidence gathering skills
5. Keeps a log of project progress, learning and evidence
6. Includes Cadet ideas and proposals
7. Develops Cadet skills and leadership
8. Makes a crime prevention recommendation and/or takes crime prevention measures as part of the project.

- 5 minutes
- All take part, no silent “flipchart stands”
- Eye contact, smile
- Voice tone and volume
- Be innovative, imaginative, go for it!
- Introduce yourselves
- WHAT is your project aim?
- WHY is it important?
- HOW will this be achieved?
- Say HOW you will spend a budget to achieve the aim
- Be convincing! If you believe it, so will they!
- Ask if any questions?
- Close on a “high” note!



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Final words of encouragement for the teams! *Trainer note: provide this as a single hand-out, one per group, so they have a reference point to keep on track during the preparation/presentation rehearsal process.*

Here are some key points and tips the group need to consider during their pitch (and in fact, during any future presentation or work). Don't just say “what” – tell your audience “how”.

Vital point – all take part, no silent “flipchart stands”. This means we want all cadets having a speaking part and involvement, we don't want anyone hiding quietly holding up a flipchart whilst others do the talking.

So this is it! Teams now have time to plan, prepare, rehearse and deliver their pitch to a panel. Go to a breakout room or “somewhere else”. They will have two hours to do this, which seems like a long time. But it's important they focus throughout, don't get distracted and make best use of their time. Trainer will monitor, and individual Leaders can be asked to “dip in, dip out” This lets the cadets know they are still being supervised and will help keep them on track!



Introduction into Policing

Topic: Social Action

Leaders! Something for you!

None of this could happen without YOU! As Leaders, let's plan your "wrap around" for these social action projects.

Please come up with your own presentation that covers:

- Does it meet the Solve IT Challenge 8 points?
- Adult supervision, monitoring, review?
- Any permissions or authority needed?
- Any problems, barriers/challenges?
- What solutions or answers might be out there?
- Any risk assessments needed? If yes, how will this be done?

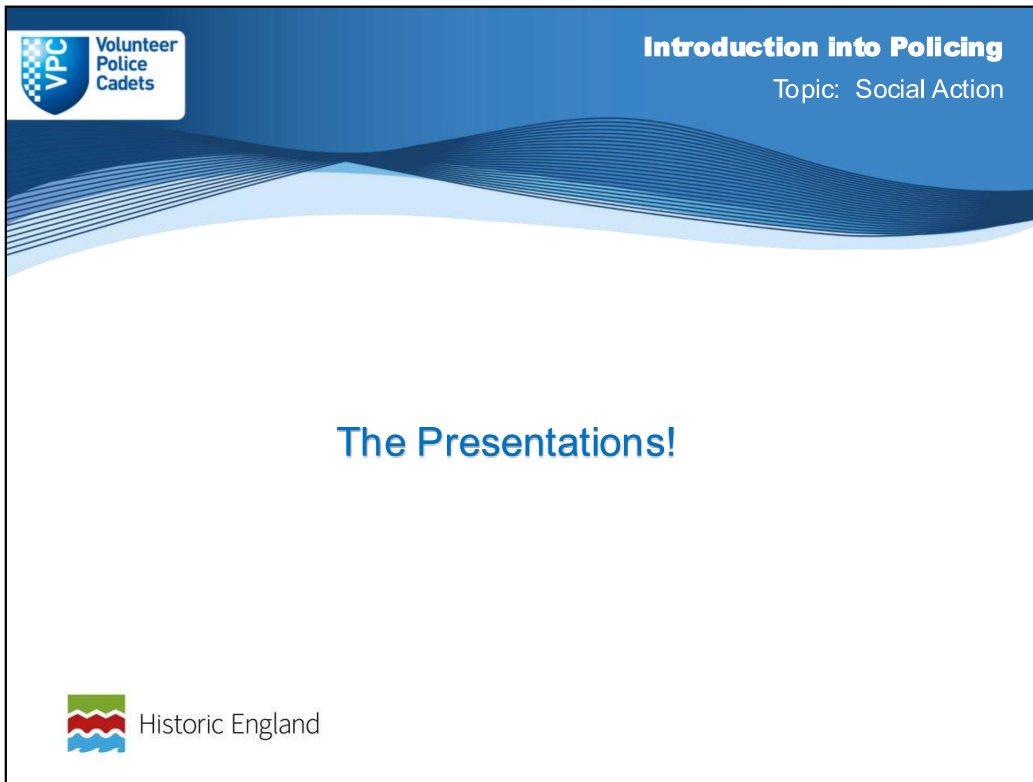


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So what will Leaders be doing during this process? Leaders have been in their own group during today's session. This is what we would like you to do. Genuine youth-led social action is exactly that – youth led. However, without you as Leaders, this process is unlikely to succeed. The balance throughout is the difference between you just telling the cadets what to do vs. facilitating their ideas and empowering them to make this work. Have a look at the points here and as a group, come up with your ideas to meet these points.

Note: The reference to the Solve It Challenge 8 points (listed in the previous slide) is aimed at those taking part in the registered pilots – but advisory/discretionary to everyone else.

Trainer note: you can ask Leaders to present back or just take these notes for their own use, so we focus on the cadets. The purpose of this exercise is to get the Leaders to actively consider with what their cadets actually will need – and the Leader's role – in making their social action project work. This is a really useful "takeaway" for Leaders and can generate some very positive problem-solving and discussion.



As teams are in breakout rooms, trainer can reset the room for the VIP panel. Think “Dragons Den” or interview board. Three chairs at desks in a line? Put water, pens and paper on the table. Make sure you know what resources a team will be asking for in their presentation. Be the time keeper or give someone that role.

Briefing for VIP/adults: if you can invite an actual VIP please do (if not, Leaders present can guest-star. Give them an alias identify, make them the Chief Constable, ACC etc?

If you can get a senior rank or guest. Do not assume they will just “know” what to say or what the session is all about. Even if they say they do, still brief them or give a quick aide memoire to say:

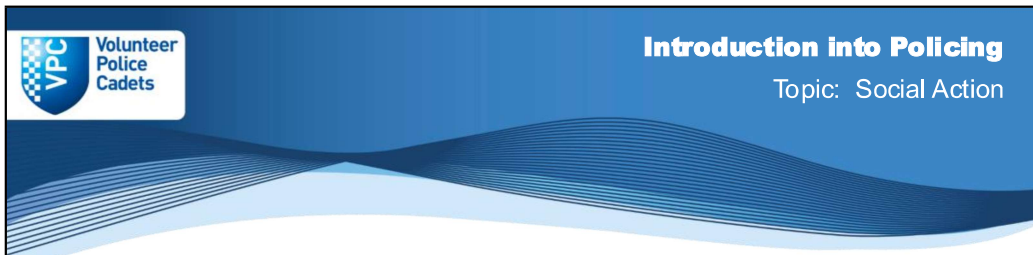
Role today is to listen to pitches and decide which, if any, would merit the £? funding. Please don’t just say “You’ve all done very well”. HOW did they do well? WHAT struck you during the pitch? Any individual stand out or did well? Ask some questions. Save your decisions as a panel until the end. Make notes.


Once all teams have pitched, VIP panel will need to “retire” to consider their decision. They can only pick one team as the winners – no “*you’re all winners so well done*”!

Closing remarks – please thank all who have taken part, positive comments and any other observations.

Trainer notes: having an actual prize or “takeaway” (as there is no real £500) would be a great idea if possible!


Don’t forget – social media pics



 **Introduction into Policing**
Topic: Social Action

What now....?

What next....!

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Trainer brings course to a close. Reflect on Slide 3 and check in if we have achieved the objectives we set. Ask the cadets “What now, what next?”. What will their next steps be when they get back to unit, how will they engage peers, other leaders, colleagues etc. Thanks for attendance, final questions and feedback. DISMISSAL.