**COPWATCH TRAINING PROGRAM**

TRAINER GUIDE

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# DISCLAIMERS

This training guide has been prepared by the National Justice Project as part of their CopWatch project.

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# HOW TO USE THIS GUIDE

This Trainer Guide has been developed to assist any person to deliver the CopWatch Community Education & Training Program. You don’t need to have any previous knowledge or expertise in any of this material. This Guide, together with the PowerPoint presentation and Fact Sheets, is designed to provide all the background information needed for delivering training.

We recommend that you familiarise yourself with the contents of this Trainer Guide, the PowerPoint presentation slides and notes, the Fact Sheet/s relevant to your location and the CopWatch mobile application and website.

The training materials are designed to be edited by you to suit your location, community and individual training needs. Once you are familiar with these materials, we recommend adapting the content as needed. More detail on this process is provided below at the sections on [Using the PowerPoint Presentation](#_USING_THE_POWERPOINT) and [Ideas & Tips for Training Events & Activities.](#_IDEAS_&_TIPS)

If it’s impractical or not possible to deliver the training digitally using a screen/projector, you may wish to opt for a more simplified and informal presentation using printed or digital copies of this Guide and the PowerPoint presentation to guide you.

The training can also be delivered remotely online.

## RESOURCES PROVIDED BY COPWATCH

The CopWatch Education & Training Program includes the following resources available for download on the CopWatch website ([www.copwatch.org.au/legal-help](https://www.copwatch.org.au/legal-help)):

* **This Trainer Guide** includes practical information on using, editing and printing the PowerPoint slides/notes, ideas/tips for training activities and holding events, links to useful resources on the CopWatch website, a template training agenda/run sheet and a list of key support services.
* **The Community Training PowerPoint presentation** is downloadable for use by any community wishing to hold an event. The presentation can be edited to suit the needs and location of your community.
* **The Know Your Rights & Responsibilities Fact Sheets** provide a summary of the key information around filming and dealing with police in each state/territory, as well as a list of key support and legal contacts. They are designed to be printed as double-sided booklets and folded.

The **CopWatch website** can also be used as an interactive way to deliver the training and as a refresher or resource for further information. It includes:

* [Home Page](https://www.copwatch.org.au/): Links to the CopWatch app download for iOS (Apple) and Android (Google Play).
* [Using CopWatch](https://www.copwatch.org.au/copwatch-functionality): Step-by-step instructions on downloading, setting up and using the CopWatch app.
* [Your Rights & Responsibilities](https://www.copwatch.org.au/rights): General rights and responsibilities when filming and dealing with police.
* [Making a Complaint](https://www.copwatch.org.au/complaint): State/territory specific complaints pathways and contacts for reporting police misconduct.
* [Help & Resources](https://www.copwatch.org.au/legal-help): Support/legal services in each state/territory and other helpful resources and links.
* [Privacy Policy](https://www.copwatch.org.au/privacy): Detailed information about how CopWatch protects your privacy and personal information.

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| **Important note:** Before delivering training, we strongly recommend checking for updates to the rules around filming and dealing with police in your state/territory. |

## RESOURCES PROVIDED BY THE EVENT HOST

A community training event can be scaled up or scaled down, depending on the needs and available resources of your community. The basic requirements for presenting the training are:

* A place to gather.
* A person prepared to present the information.
* A digital or printed copy of this guide and the accompanying PowerPoint presentation and speaker notes.

Additional resources which would be useful, if available, include:

* A **computer** and large **screen/projector** for presenting the PowerPoint presentation, watching any video footage and navigating the CopWatch website.
* A **printer** for printing the Know Your Rights & Responsibilities Fact Sheet/s for your state/territory. Print one (1) for each participant. (Support may be available for communities/organisations with limited printing capacity/resources, particularly those in regional, rural and remote areas. If you need extra support, please email us at [contact@copwatch.org.au](mailto:contact@copwatch.org.au) to discuss).
* **Internet access**, ideally freely available to ensure participants can access, download and set-up the CopWatch app and access the CopWatch website during training. This may be particularly important if mobile network coverage is limited or unreliable in your local area.
* Publicly available **video footage** of incidents with police can be found online (eg news, YouTube etc.). Video footage can be a useful tool to facilitate training activities and group discussions. Where possible, these should be relevant to your community, location and/or participant group. We recommend editing out, or pausing before, any highly distressing content, particularly if children and/or young people are present.
* **Sensitive content warnings** should be provided before playing each video. Warnings should include a brief and general description of what they are about to see so that individuals can decide if they would prefer to step outside. Safe spaces should be available for anyone choosing not to watch the video. As an alternative to presenting video footage, you can also describe the scenario and events taking place in the chosen video and change the details to suit your community and/or training needs.

# USING THE POWERPOINT PRESENTATION

## EDITING THE POWERPOINT PRESENTATION

The community training PowerPoint presentation can be customised for individual communities depending on your location, the relevant needs of your community, how much time you have for training and the resources available to you. (See the table below for a checklist of slides that may require review before presenting).

* Remove any state/territory specific slides/content not relevant to your location.
* Remove any slides/content not relevant to the training needs or interests of your community/participant group.
* Edit or add any information relevant to your location, community and/or training needs.

For instructions on printing the PowerPoint presentation slides and notes, see below at [Appendix 2](#_APPENDIX_2:_PRINTING).

## SLIDES TO BE REVIEWED & EDITED BEFORE PRESENTING

| **SLIDE SECTION** | **SLIDE HEADING/S** | **ACTION/S TO TAKE** |
| --- | --- | --- |
| Housekeeping & Introductions | Acknowledgement of Country | Edit the slides and slide notes to include the name/s of the Traditional Custodians of the lands you are gathering on/presenting from.  Resources for non-Indigenous communities:   * <https://www.blakworks.com.au/blog/what-do-i-say-for-an-acknowledgement-of-land> * <https://www.welcometocountry.com/blogs/news/acknowledgement-of-country> * <https://www.sbs.com.au/nitv/article/a-guide-on-how-to-acknowledge-country-in-a-meaningful-way/v1595i7in> * <https://www.reconciliation.org.au/reconciliation/acknowledgement-of-country-and-welcome-to-country/> * <https://aiatsis.gov.au/explore/map-indigenous-australia> |
| Using the Copwatch App | * All | Edit slides/content according to the needs of your community/group, time and resources. |

|  |  |  |
| --- | --- | --- |
| **SLIDE SECTION** | **SLIDE HEADING/S** | **ACTION/S TO TAKE** |
| Filming Police | * Filming Police in Private:   + Filming in Private in Your State/Territory | Remove any state/territory specific slides/content not relevant to your location/community.  State/Territory specific information has been colour coded as follows:  A group of colorful text boxes  Description automatically generated |
| Filming Police | * Activity – Filming Police in Public & Private * Activity – Making a Video * Activity – Protecting Your Phone & Videos | You can add your chosen scenarios, discussion points and tips to the slides and/or slide notes. (See suggested [Activities](#_ACTIVITY_IDEAS_&) below). |
| Dealing with Police | * Stopped & Questioned by Police:   + Your Rights   + Police Powers in Your State/Territory:     - Investigations     - Age/DOB     - ID | Remove any state/territory specific slides/content not relevant to your location/community. |
| Dealing with Police | * Activity – Stopped & Questioned by Police | You can add your chosen scenarios, discussion points and tips to the slides and/or slide notes. (See suggested [Activities](#_ACTIVITIES) below). |
| Dealing with Police | * Stopped & Searched by Police:   + Police Searches in Your State/Territory | Remove any state/territory specific slides/content not relevant to your location/community. |
| Dealing with Police | * Activity – Stopped & Searched by Police | You can add your chosen scenarios, discussion points & tips to the slides and/or slide notes. (See suggested [Activities](#_ACTIVITIES) below). |
| Dealing with Police | * Police Misconduct & Making a Complaint   + Making a Complaint in Your State/Territory | Remove any state/territory specific slides/content not relevant to your location/community. |
| Discrimination Complaint Bodies | * All | Remove any state/territory specific slides/content not relevant to your location/community. |
| Legal Services | * All | Remove any state/territory specific slides/content not relevant to your location/community. |
| Support & Other Services | * All | Edit slides/content according to the needs of your community/group. |
| Slide/Speaker Notes | * All | Slide notes provide additional information to assist in answering any questions participants may have.  Notes may need reviewing/editing so that they are relevant to your training preferences and community needs. |

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# IDEAS & TIPS FOR TRAINING EVENTS & ACTIVITIES

## IDEAS & TIPS FOR TRAINING EVENTS

The table below provides ideas and tips for training events. These are optional and you may need to make some adjustments depending on your participant group, the length of your training event and the space and resources available to you.

| Guest speakers | * Invite community Elders, leaders, other respected people from your community to speak about their experiences and get involved in the training. |
| --- | --- |
| Breaks & snacks | * Provide regular short breaks to encourage participants to move around and engage with each other. * For longer training sessions, provide water, tea/coffee and/or snacks. Or let participants know to bring their own ahead of time. |
| Stationary | * Use a whiteboard/chalkboard or butcher paper, or whatever is available, to jot down ideas and key points arising from discussions/activities. (Don’t forget chalk, markers, pens!) * Brightly coloured masking tape for split the room activities. |
| Tech support | * Audio-visuals (AV) such as a laptop/tablet and projector for presentation slides and CopWatch website. (Don’t forget the connector cables!) * Wi-Fi password for anyone needing to download the app, particularly if mobile network coverage is limited or unreliable in the local area. |
| Location/space | * Provide a variety of seating options (eg tables, chairs, cushions, floor blankets). * Allow enough open floor space for split the room and role play activities. |
| Printed handouts | * Hand out the Know Your Rights Factsheet/s to participants at the start of the training, particularly for young people and anyone whose first language isn’t English. The goal is to help them learn as much as possible and get the most out of the training, rather than testing them. * You may need to print more than one Fact Sheet if your community is located on the border between two or more states/territories. |

## TIPS FOR ACTIVITIES

### General tips/suggestions:

* Depending on the group and activity, you may need to be more (or less) engaged with some of the below activities. For example, allocating roles, giving prompts and asking questions (as appropriate), setting time limits etc.
* Allow each person the opportunity to participate as much or as little as they feel comfortable.
* Allow participants to interact with each other and ask questions.
* Allocate enough time and don’t rush the activities. If time is limited, we recommend adjusting the training to include only the key information and activities that are most relevant to your community/participant group.
* Consider the age ranges, cultural backgrounds and lived experiences of participants, as well as the context/purpose of the training when selecting activities, drafting/editing scenarios and allocating roles.
* Real life events are a good way to keep people engaged with the training and activities.
* We recommend including a recap activity at the end of each key training section (if possible, depending on available time and size of group/s). (See the table of suggested [Activities](#_ACTIVITIES) below).

### Using videos of real-life events:

* Real life events are a good way to keep people engaged with the training and activities.
* Find videos (or use a description of real-life incidents) that are relevant and suitable for your community/participant group and the context/purpose of the training.
* We recommend using publicly available videos that can be found online via news websites, YouTube etc.
* We strongly recommend that you edit out or skip any highly confronting content to reduce potential harms and/or re-traumatisation. Include content warnings before playing each video and let participants know they can step outside if they do not wish to watch the video. On their return, provide a brief and softened/non-graphic summary of the incident so that they are not excluded from participating in the activity.

### Consent for filming during training:

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| **Important note:** For any activities that involve filming participants during the training (eg Filming Police or using the CopWatch app’s recording function), **you must**:   * Obtain permission from each person in the group **before filming,** **and** * Make sure participants delete any videos from both the app storage and their phone gallery **at the end of the training session**. |

Consent can be tricky, particularly if there are young people in the group. If consent is an issue, we recommend the following alternatives:

* **For roleplays** aimed at practicing filming police safely and legally, participants can hold their phone (camera off) to simulate/pretend recording.
* **For** **activities** relating to using the CopWatch app, participants can film inanimate objects/spaces without people.

### Mandatory reporting:

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| **Important note:** There are mandatory reporting laws for some offences. Before presenting the training, please make sure that you are aware of any mandatory reporting laws in your state/territory. These should be explained in plain English to participants at the start of your training presentation (see notes in the presentation slide under ‘Housekeeping’). |

If, at any point, a participant starts to overshare you should politely interrupt them. Then, before continuing, gently remind the group about the mandatory reporting laws in you state/territory and ask them to be mindful not to share anything that might incriminate them or someone else.

### Roleplay activities:

* Roleplay activities based on real life events are a great way to review and engage with the content, if possible and appropriate.
* As much as possible, these should be relevant to your community and training objectives.
* Roleplays may need to be guided but shouldn’t be overly scripted.
* Particularly for younger groups, trainers should participate in the roleplays. You may need to think about which role is most appropriate for the group/scenario.
* Mix it up! Swap roles around so that participants are not repeating the same roles. This helps minimise repetition/boredom and allows participants the opportunity to experience a broad range of perspectives and to learn from each other.
* Examples of roles may include:
  + Person/s interacting with police (recommend 1-2 people, depending on size of group).
  + Police officers (2-3 people).
  + Friends and family of the person/s interacting with police (2-4 people).
  + Bystanders who are unknown to the person interacting with police (2-4 people).
* To increase engagement, you might consider asking each group to create potential scenarios and play them out in a roleplay or swap scenarios with other groups to play out.
* Have fun with it! Include scenarios where police/person/bystanders do the wrong thing – especially if you have a young group with lots of energy, this can be fun way to get the wiggles out.
* Depending on the size of your group, you may need to allocate participants into smaller groups. We recommend doing this at the start and keeping the same groups throughout the training. This will save time and allow participants to get to know and feel comfortable with each other. Try keeping groups small if possible, so that everyone has an opportunity to participate and to play different roles (eg max 4-6 people, depending on the size of your group).
* For larger groups, you may need to limit the roleplay activities or the number of groups participating in each activity. So that everyone has an opportunity to be involved/contribute, ask observers to take notes and then allow time after each roleplay activity to discuss participant experiences/observations.
* Use a chalk/white board or butcher paper to jot down ideas and key points coming out of roleplays, group discussions etc.

### Split the room activities:

Split the room activities may not be possible due to a lack of space, participant mobility, or other reasons. In these situations, you can simply ask them to put up their hands to indicate their answer. You can make it fun by incorporating different movements. For example: Option A – Jazz hands; Option B – Fist pump.

## ACTIVITY IDEAS & TIPS

| **SLIDE** | **ACTIVITY** | **CONTENT** | **ANSWERS, DISCUSSION POINTS & TIPS** |
| --- | --- | --- | --- |
| **HOUSEKEEPING & INTRODUCTIONS**   * Introductions | Ice breaker activity | Going around the room, tell us a little bit about yourselves. I can start if you like.   * Your name * Where you’re from * What you want to get out of today  (or why you are here) * Something you’re looking forward to  (or something you did on the weekend) | * We recommend that trainers answer the icebreaker questions first. This will allow the group to get to know you a little bit and can help open up the conversation and avoid any awkward silences. |
| **HOUSEKEEPING & INTRODUCTIONS**   * Introductions | General activity – Perceptions of police | * Call out the first thing that comes to mind when thinking about interactions with police in your community. | * We recommend doing this activity twice – once at the start of the training, then again at the very end of the training – and comparing notes at the end to see if there are any differences in participant reactions and perspectives. * The goal of this activity is to get participants to call out the very first thing that comes to mind, without thinking too much about it. * Note participant responses on the chalk/whiteboard, butcher paper or a piece of paper/notebook. You can ask for a volunteer to help you. * If you are using a chalk/whiteboard, you may need to take a photo after the first round of responses in case you need to erase the board for later activities. * For larger groups, you can ask participants to write their answers down on a piece of paper and either go around the room or pin/stick them up on the board. * This activity can also be good way to gauge the experiences and vibe of the group at the start of the training in case you need to consider making any adjustments to the training. * This activity can also be used as an alternative ice-breaker for larger groups. |
| **USING THE COPWATCH APP**   * App download * App set-up * Using the app | Interactive activity for:   * App download * App set-up * Using the app | If you choose, you can download and set-up the app at the same time while we run through each stage of the training for:   * App download * App set-up:   + Name   + Contacts   + Permissions * App functionality:   + Sending alerts   + Making a video   + Managing your info and videos | * Make it interactive! * Participants can go through each of the steps for setting up and using the app with you on their phones. * Don’t forget to ask participants to download the app, either prior to or on arrival at training, depending on Wi-Fi access at the training site. * Allow time for questions and helping participants as needed. * Consider having a co-trainer or allocating a volunteer to help participants individually. You can also encourage participants to help each other. * Feel free to pass on any questions or feedback on the app via email to [contact@copwatch.org.au](mailto:contact@copwatch.org.au). |
| **FILMING POLICE**   * Filming in Public & Private | Split the room activity | **ACTIVITY**  Which of these is public or private?   * At school/university * At a protest * On the bus/train * At the bowling alley * At the shops * At the park * In your mate’s backyard * At work | * Ask participants to split the room for each of the locations/settings (eg stand on the right side of the room if you think the answer is public, or on the left for private). * You don’t have to do all these examples. Select those most relevant for your group (considering community, age, experience, background) or add your own.   **ANSWERS TO THE ACTIVITY QUESTION**   * At school/university: Private * At a protest: Public * On the bus/train: Public * At the bowling alley: Private * At the shops: Private * At the park: Public * In your mate’s backyard: Private * At work: Private |
| **FILMING POLICE**   * Filming in Public & Private | Discussion | When someone makes you frustrated or angry what are some things you do to stay calm? | * There are no right or wrong answers here. * Encourage participants to share their coping mechanisms, positive de-escalation and self-care techniques (eg taking deep breaths, walking away). |
| **FILMING POLICE**   * Filming in Public | * Split the room * Follow up discussion | **ACTIVITY**  Is it legal to film police in public?   * Option A: Yes * Option B: No   **DISCUSSION**   * What are some of the important exceptions? | **ANSWER**  Option A: Yes   * BUT there are very important exceptions (see below).   **DISCUSSION**  **Important exceptions:**   * You have a legal right to film police if:   + It is in a **public** place,and   + You are **not interfering** with police duties. * BUT some things are **against the law** to film even in public, including eg:   + Military sites, acts of stalking or upskirting.   + Where there is an expectation of privacy (eg bathrooms, change rooms). * Police cannot tell you to stop filming and you do not have to stop filming just because they ask/tell you to stop. * BUT recording phone conversations with police is generally against the law. |
| **FILMING POLICE**   * Filming in Public | * Split the room OR roleplay * Follow-up discussion | **SCENARIO**  You are leaving a café with friends and walking back to your car when you see police officers arresting someone. The police officers are becoming aggressive and violent and the situation is escalating. You are filming the incident on your phone from a safe distance and police tell you stop filming, saying that you are not allowed to film.  **ACTIVITY 1**  Are you legally allowed to film police in this situation?   * Option A: Yes. * Option B: No.   **ACTIVITY 2**  What would you do if the police tell you to stop filming?   * Option A: Stop filming and step back. * Option B: Step back but keep filming.   **DISCUSSION**   * Can you tell us the reasons why you made that choice? * What types of things can you do or say to de-escalate and keep yourself and those around you safe in these situations? | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **ANSWER 1**  Option A: Yes  **ANSWER 2**  Both Option A and B are correct.  There are no right or wrong answers here, legally speaking. But because this particular incident is charged and police are behaving aggressively, you should encourage reasonings that demonstrate how de-escalation techniques and less reactive choices can help defuse the situation and keep them safe from police – this includes staying physically safe from police use of force, as well as avoiding arrest, charges and/or fines.  **DISCUSSION**  De-escalation techniques may include things like:   * If you feel unsafe, stop filming and step back. * If you feel safe, keep filming while calmly/politely explaining to police that:   + You have a legal right to film in public   + You are not interfering with police duties, and   + You are taking steps back. * As long as they are in public, they are not interfering with police duties and the recording is not illegal, alternative responses like “I would pretend I stopped recording and step back but keep filming in secret” are okay too. * Because the person is filming in public, is not interfering with police duties and the recording is not illegal, they do not need permission from police to continue filming. However, you may want to highlight the importance of staying safe, for example by encouraging them to stand back or stop/pause filming if the situation escalates further and they feel unsafe. * If appropriate, you may also want to highlight other legal nuances and issues that may arise (eg rules around police having legal access to a person’s phone/video if it contains evidence of a crime). * These points may also arise organically from the group during discussions. Read the room and use prompts as needed. |
| **FILMING POLICE**   * Filming in Private | * Split the room OR roleplay * Follow-up discussion | **SCENARIO**  You are at home drinking tea outside on the back porch with friends and family. Police enter your property and come up to you. You pull out your phone to start filming the interaction.  **ACTIVITY**  Which rules for filming apply in this situation?   * Option A: Filming in public * Option B: Filming in private   **DISCUSSION**   * Why? * Do you need to get consent/permission? * Who do you need get consent/permission from? | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **ANSWER**  Option B: Filming in private   * Because your back porch is on private property, there is an expectation of privacy and the rules for filming in private apply. Even if it’s *your* home.   **DISCUSSION**   * As a general rule, you can only film in a private situation if everyone who is there agrees to it. * BUT each state/territory has their own rules for filming in private without permission. [Note: Please refer to the state/territory specific information provided in the community training presentation slides and update these discussion points so that they are relevant to your location/community] |
| **FILMING POLICE**   * Making & Sharing Videos | * Practice filming * Follow-up discussion | **SCENARIO**  [Note: Please see scenarios above/below for ideas. You can also write your own or ask the group to brainstorm a scenario as part of the activity]  **DISCUSSION**   * What was easy to remember or respond to in the moment? What was harder? * What are some of the things you can do to film police safely and legally? | * As a practice activity, one group roleplays a scenario (see above/below for ideas) while the other group practices filming the incident. * Discussion points and examples of key things to look out for and prompt as needed during filming:   + Stand back and keep at a safe distance from police.   + Follow reasonable instructions, like ‘move back’ – you can keep filming.   + Hold your phone sideways (landscape).   + Focus on what police are doing and saying.   + Move slowly and don’t zoom in or out too much.   + Film for as long as possible.   + Record identifying details (eg number plates, badges, street signs etc).   + Don’t talk over what’s happening.   + State the date, time and location directly to the camera. |
| **FILMING POLICE**   * Protecting Your Phone & Videos | * Split the room OR roleplay * Follow-up discussion | **SCENARIO**  You are sitting in a park with your mates when police officers approach you and start hassling you. You have taken out your phone and are filming the interaction. The police officers tell you to unlock your phone and delete the video. They don’t have a warrant.  **ACTIVITY**  In this situation, do police have a legal right to make you unlock your phone or delete the video?   * Option A: Yes * Option B: No   **DISCUSSION**   * Why not? * Police don’t always do the right thing. What are some other ways you can protect your phone and video/s? | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **ANSWER**  Option B: No  **DISCUSSION**   * Police are **never allowed to delete** anything from your phone (videos, images, apps, texts etc) * **Without a warrant** police can’t:   + Take or search your phone unless you give them permission – NEVER give permission!   + Make you unlock your phone   + Make you give them your passcode   + Physically force you to unlock your phone (including fingerprint/facial recognition)   + Demand access to your phone or contents if it is passcode protected * Police **can take** your phone:   + If they have a warrant   + If you’re under arrest   + If they believe you have committed a crime or made an illegal recording   + To preserve evidence (eg if they think you have filmed evidence of a crime)   + BUT this does not give police the right to access your phone’s contents, and you do not have to give them your passcode – they need a special warrant. * To **protect your phone** from police:   + Turn off fingerprint/facial recognition and lock it with a password that’s hard to guess.   + Never unlock your phone for police unless they show you a warrant or digital access order.   + Tell police that you don’t give permission for them to take or go through your phone (but follow their orders to avoid fines/charges and harm).   + If you’re unsure or worried, always speak to a lawyer before unlocking your phone for police. |
| **DEALING WITH POLICE**   * Stopped &Questioned by Police | * Split the room OR roleplay * Follow-up discussion | **SCENARIO – PART 1**  You and your friend have just left the movie theatre and are walking home when police come up and start hassling you for no reason. You are 17 years old and your friend is 18. Police ask you for your name and address.  [See details for Scenario Part 2 below]  **ACTIVITY**  Do you have to give police your name and address?   * Option A: Yes * Option B: No   **DISCUSSION**   * What should you do if they also ask for your age/DOB and/or some form of ID? * Do you have special rights because you are under 18? * What can you do to de-escalate the situation? | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **ANSWER**  Option A: Yes   * In general, when asked you must tell police your name and address, and sometimes your age or date of birth. * You may also need to prove your personal details by showing your ID (eg licence, student, age or other ID card).   **DISCUSSION**   * Don’t refuse, lie or give false information – you can be fined or charged. * Because you’re under 18 you have special rights so it’s a good idea to tell police your age.   + Children under 18 have a legal right to wait for a trusted adult or lawyer before speaking with police.   + Adults over 18 have a legal right to wait for a lawyer before speaking with police. * Examples of de-escalation techniques:   + Try to stay calm, be polite and cooperative.   + If you don’t t know the police officer’s rank, call them 'Officer.’   + Don’t resist, swear etc – this can lead to additional charges or fines. |

| **SLIDE** | **ACTIVITY** | **CONTENT** | **ANSWERS, DISCUSSION POINTS & TIPS** |
| --- | --- | --- | --- |
| **DEALING WITH POLICE**   * Stopped &Questioned by Police | * Roleplay * Discussion | **SCENARIO – PART 2**  [Scenario Part 1: You and your friend have just left the movie theatre and are walking home when police come up and start hassling you for no reason. You are 17 years old and your friend is 18. Police ask you for your name and address]  Scenario Part 2: The situation escalates and you and your friend are arrested. You are both taken to the police station for questioning.  **DISCUSSION**   * What are your rights? * What should you tell police? | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **DISCUSSION**  You have a right to:   * Ask what the charges are and why you are being arrested. * Ask police for their name and the station they are from. * If police are not in uniform, they must show you their police badge/identity card or other proof of identity. * Other than answering any legally required questions (like your name, address, age/DOB, proof of ID):   + Don’t say anything else   + Don’t answer any other questions, and   + Don’t sign anything until you speak to a lawyer. * Remember, there's no such thing as an ‘off the record’ conversation with police! * You can say something like ‘no comment’ or ‘I have the right to wait until I have a parent/guardian/trusted adult and a lawyer with me’. * Don’t resist arrest, refuse, lie or give false information – you can be fined or charged. |

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| **SLIDE** | **ACTIVITY** | **CONTENT** | **ANSWERS, DISCUSSION POINTS & TIPS** |
| **DEALING WITH POLICE**   * Stopped&Searched by Police | Split the room activity | **ACTIVITY 1**  Can police search you without a warrant?   * Option A: Yes * Option B: No   **ACTIVITY 2**  Are there any situations where you should give permission for police to search you?   * Option A: Yes * Option B: No | **Important note:** Please refer to the state/territory specific information in the presentation slides and edit this section as needed according to your location/ community.  **ANSWER 1**  Option A: Yes   * Generally, if the police **don’t arrest** you and they **don’t have a warrant**, they can still search you if you give consent, or if they think you are in possession of:   + Weapons (guns, knives)   + Illegal drugs   + Stolen items   + Evidence of a crime.   **ANSWER 2**  Option B: No   * **Never** consent/give permission for police to search you, **but** always cooperate to avoid fines, charges and/or use of force. |

# APPENDIX 1: EXAMPLE TRAINING AGENDA/RUN SHEET

**Note:** This example training agenda/run sheet is a template which can be adjusted to meet your training needs and the needs/interests of your community/participant group.

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| **EXAMPLE TRAINING AGENDA/RUN SHEET – APPROX. 1.5 – 2 HOURS** | |
| 5-10 min | **ACKNOWLEDGEMENT OF COUNTRY/WELCOME TO COUNTRY** |
| 5-10 min | **HOUSEKEEPING & INTRODUCTIONS**   * Content Warning * Training Agenda/Overview * Housekeeping * Introductions/Icebreaker Activity |
| 3 min | **ABOUT COPWATCH**   * About the CopWatch app, website & community training program * Why CopWatch was created and who can use it |
| 15-20 min | **USING THE COPWATCH APP**   * App download and set-up * Using CopWatch to send alerts * Managing your info and videos * Protecting your videos   *Allow time for participants to download and set-up the app during the session. Answer any questions and provide assistance as needed.* |
| 15-20 min | **FILMING POLICE**  **This section covers how to safely and legally film police and managing and protecting your phone and videos from police.**   * Filming in Public   + Activity * Filming in Private   + Activity * Making & Sharing Videos – tips and warnings!   + Activity * Protecting Your Phone & Videos   + Activity   *If time is short, focus on content relating to how to safely and legally film police.* |
| 10-15 min | **DEALING WITH POLICE**  **This section covers individual rights and police powers when stopped, searched and questioned by police, as well as how to make a complaint against police.**   * Stopped & Questioned by Police   + Activity * Stopped & Searched by Police   + Activity * Police Misconduct & Making a Complaint   *If time is short, focus on content most relevant to the needs or interested of your community/group.* |
| 10-15 min | **Q&A** |
| 5 min | **WRAP UP & THANK YOU**  **Important reminders:**   * Remind participants to **delete any videos of other participants** taken during training from both their **app video storage and phone’s gallery** (if relevant). * Remind participants that anything shared during training should **remain private and confidential**.   *If you have capacity, you may wish to ask participants if they would like a copy of the training slides emailed to them following the training.* |
| 2 min | **KEY CONTACTS**   * Discrimination Complaint Bodies * Legal Services * Support & Other Services   *Allow time for participants to take notes if needed.*  *Reminder: Key services are also included in the Know your Rights & Responsibilities Fact Sheets. Additional services and resources can also be found on the CopWatch website at:* [*https://www.copwatch.org.au/legal-help*](https://www.copwatch.org.au/legal-help) |

# APPENDIX 2: PRINTING THE POWEPOINTS SLIDES & NOTES

PowerPoint slides can be printed in a number of different layouts and formats to suit the presenter’s needs and preferences.

### Printing Slides with Speaker Notes (Recommended)

*The following instruction are similar for both PC and Mac users.*

1. Click **File** > **Print**.
2. Under **Printer**, choose the printer you want.
3. Under **Settings**, next to **Full Page Slides**, select the down arrow and under **Print Layout**, select **Notes Pages**.
4. Click **Print**.

To print the notes pages without the slide, you will need to delete the slide thumbnail from each of the notes pages by clicking on each notes page individually, selecting the slide thumbnail and pressing the Delete key on your keyboard. You can then print by following the instructions above.

Note: This action doesn’t delete the slides from your presentation; it just deletes the slide thumbnails from your notes pages.

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| For more information on how to print speaker notes:  <https://support.microsoft.com/en-au/office/print-speaker-notes-c7231a54-4ac8-4479-9199-6005a40efa2a> |

### Export speaker notes so you can print them in Word (PC only)

*The following instructions are for PowerPoint for PC users only. (Not available in PowerPoint for Mac)*

You can open a copy of your notes pages in Word to edit as you wish in that app, including printing them.

1. With your presentation open, select **File** > **Export**.
2. On the **Export** panel, select **Create Handouts**.
3. On the **Create handouts in Word** panel, click **Create Handouts**.  
   The Send to Microsoft Word dialog box appears.
4. To export, select one of these page layout options in the **Send to Microsoft Word** dialog box:
   * **Notes next to slides**
   * **Notes below slides**
5. Select the **Paste** option at the bottom of the dialog box and then click **OK**.

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| For more information on how to edit or print PowerPoint handouts in Word:  <https://support.microsoft.com/en-au/office/edit-or-print-powerpoint-handouts-in-word-09256fc0-3b3e-4a43-9c83-3cfde594fed4> |

# APPENDIX 3: KEY SUPPORT SERVICES

**13YARN** –24/7 crisis support for First Nations people

13 92 76

<https://www.13yarn.org.au/>

**Brother to Brother** – 24/7 crisis line for First Nations men

1800 435 799

<https://www.dardimunwurro.com.au/brother-to-brother/>

**Lifeline** – 24/7 crisis support

13 11 14

<https://www.lifeline.org.au/>

**Kids Helpline** –24/7 crisis line for young people aged 5-25 years

1800 55 1800

<https://kidshelpline.com.au/>

**Beyond Blue** – 24/7 advice & support

1300 22 4636

<https://www.beyondblue.org.au/>

**QLife** – phone or webchat peer support for LGBTQIA+ people. 3pm-midnight

1800 184 527

<https://qlife.org.au/>

**1800RESPECT** – 24/7 national sexual assault & family violence counselling service

1800 737 732

<https://www.1800respect.org.au/>

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| For more services, including state/territory specific legal services and discrimination complaint bodies visit: <https://www.copwatch.org.au/legal-help> |