

Talking with the Police
An English Language and Civics Workbook
for English Language Learners

Teacher's Guide

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003369

OTAN activities are funded by contract #2000 of the Federal P.L. 105-220, Section 223, from the Adult Education Office, California Department of Education. However, the content does not necessarily reflect the position of that department or of the U.S. Department of Education.

Talking with the Police

*An English Language and Civics
Workbook for English Language
Learners*

Teacher's Guide

Written by
Cathay O. Reta and Martha A. Lane

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The development of this product was supported by federal funds for adult education and literacy services under the Workforce Investment Act, Title II, Adult Education and Family Literacy Act, through a grant from the from the California Department of Education, Adult Education Office. However, the content does not necessarily reflect the position of the California Department of Education or the United States Department of Education.

It was developed by the

Bruggemeyer Memorial Library
LAMP (Literacy for All of Monterey Park) Program
318 South Ramona Avenue
Monterey Park, California 91754

Suggestions for Using These Materials

“Talking with the Police” was developed in response to requests from English-as-a-Second-Language learners who want to learn how to talk to the police and to understand basic law enforcement procedures in the United States. The topics selected for inclusion in the workbook are based on the interests and questions from learners in our first class on the topic. You may decide to work through all of the lessons in the workbook, or pick and choose which ones are of interest to your learners. Lessons are not sequential and it is not necessary to teach them in any particular order.

While the lessons primarily target the High Beginning/Low Intermediate learner, they can be adapted to any level. Learners with higher skill levels have shown interest in the workbook because of their interest in the subject matter introduced. Expansion lessons can be developed to build on topics covered in the workbook, and can also lead to additional themes for instruction.

Include Your Law Enforcement Agency

It is highly recommended that you coordinate your offering of these classes with your local law enforcement agency. Throughout the class your learners will ask many questions that reach beyond what can possibly be covered in this workbook, and beyond your knowledge of the law and standard procedures. Learners can be encouraged to seek out the answers themselves by contacting their police departments, going to their libraries, or doing a search on the Internet. Also, the best possible scenario is that your classes will include visits by law enforcement officers to answer questions the learners generate, and to interact with the learners. If this is not possible, then you will want to find a resource where you can get information to your classes’ questions.

A very helpful feature is for learners to role play the conversations with real officers. Some learners tend to really become tongue-tied or become especially quiet when a police officer first comes to the class. As the officer continues to visit the class and interact with learners, they will become more comfortable. This not only helps them to practice their English, but perhaps to also overcome their fears about talking with the police.

We also recommend that you arrange for a tour of your local police station. Most law enforcement agencies are pleased to accommodate such a request to provide this experience for their community. If possible, perhaps one or two of your more advanced English speakers could participate in a ride-along with an officer and then share that experience with the class.

Review the Lesson Notes

The lesson notes in this Teacher’s Guide include information about law enforcement practices that are not listed in the workbook. These notes are to help you gather information that is pertinent to the lesson. Again, you are encouraged to involve your local law enforcement agency in the program.

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Basic Steps for Teaching a *Talking with the Police* Lesson

How to Teach Theme Pictures

Purpose and General Instructions

The Theme Picture is one or more pictures on the opening page of a lesson. It gives you an opportunity to observe what various learners may or may not know in English, while also giving them an opportunity to "warm up" in English.



The Teaching Steps

1. Ask learners to study the picture. Do not rush them. Give them time to think about what is happening in the picture, as well as time to think of what English words they can use to describe what they see.

2. Ask learners to tell you what they see. Ask them to do this in "English only." Accept single words and phrases. As learners talk, list their responses on the board, being sure to print clearly and spell correctly. If you can't understand what they're saying, have them show you in the picture. Everything you put on the board must be in correct English. For example, if a learner says, "a cars," you write "a car." Put whatever article goes with each noun, whether or not the learners gave it to you: a man, an open door. During the first few classes, especially, learners may be shy or feel they need to be called upon before they contribute. Encourage them to just speak out their observations.

a car
a man
a policeman
trees
a light
getting a ticket
a car door open

3. Teach key vocabulary words from the theme picture. Point to something in the picture and ask a question that will elicit the desired vocabulary word. If no one knows the answer, teach the new word or concept in your usual way. After you have introduced a new word or concept, add it to the list.

4. Read the list back to the learners, having them repeat each item after you several times. Have them repeat the words in unison, after your model. If learners wish to copy your list from the board or overhead, give them time to do it now.

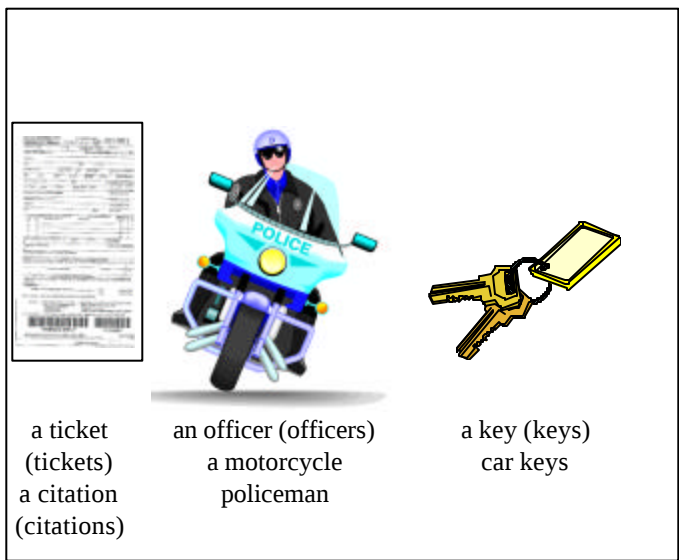
5. Ask if there are any questions before going on to the next part of the lesson.

How to Teach Vocabulary Words

Purpose and General Instructions

The purpose of this segment is to introduce essential concepts, words and phrases. Whenever possible, teach new words in groups or categories that "make sense" in English. For example, teach these together: *a man, a woman, a girl, a boy*. You can also use games such as *Concentration* as a reinforcement activity. Masters to copy are located at the end of this guide.

NOTE: Be sure to teach all of the vocabulary words on every *Vocabulary* page.



The Teaching Steps

1. Say the new word and the article or phrase that goes with it several times, while indicating the object or action. (If possible, bring in the actual object, or several different pictures of the object or action.) Learners just watch and listen. For example, say: *a ticket. a ticket. a ticket.* Be sure to use your natural speaking voice, tone, and speed.

2. Say just the word and the article that goes with it (or just the phrase) several more times, as you indicate the object, do the action, or point to the appropriate picture on the *Vocabulary page*. But now learners repeat the phrase after you (in unison) each time. You want learners to be understood, so it's okay to do a bit of pronunciation correction now. However, save pronunciation drilling for later.

3. Say the new word in a simple sentence several times. Have learners repeat the entire sentence after you each time. For example: *This is a ticket.* Have them repeat in unison at first, then individually.

4. Check the learners' comprehension by asking direct questions. For example, *Is this a ticket or a key?* Learners answer as they're able (word, phrase or sentence).

5. After all words have been introduced with actual objects or actions, help learners to read all the words on the *Vocabulary page* one more time. Be sure they read both the singular and plural forms of each word.

How to Teach a Reading and Writing Exercise

Purpose and General Instructions

There are a number of reading and writing exercises which relate to the topic in each lesson. The purpose of these exercises is to provide some activity for learners to gain more practice with the topic. Some lessons have more exercises

Each lesson introduces key concepts in a gray box. This information is considered critical to the learners' understanding of the topic. Therefore, it is translated into other languages in the appendix of the workbook. You may want to refer learners to the appendix to facilitate accurate understanding.

The Teaching Steps

- 1. Read the gray box information, or passage of text, to the class.** Ask the class to follow along in their books as you read.
- 2. Ask simple questions to test learners' comprehension.** Let them answer in unison or by volunteering. If possible, do not ask the same questions they will see in the following parts of the lesson.
- 3. Ask learners to read the first paragraph in unison.** You are the lead voice: keep the pace as natural a speed as possible.
- 4. Do each of the remaining paragraphs in the same way.**
- 5. Review any written questions that follow.** Give learners time to write the answers or complete the writing activities on their own. Ask them to share their answers in pairs or small groups. Finally, invite them to volunteer answers or review with the entire group as you usually would.

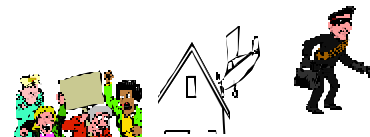
911 -- To Call or Not to Call

Look at each picture in the chart. Write what is happening. Should you call 911? If yes, circle the picture.

1

2

3



How to Teach Conversations

Purpose and General Instructions

Each lesson has several conversations. Beginning learners may be able to do only one conversation. More advanced learners may be able to learn two or three. Please always start with the first conversation listed.

Conversation 1

Driver: Hi. How are you?
Officer: Okay. May I see your
license, registration
and insurance, please.
Driver: Sure. They're in my wallet.



NOTE: The conversations usually are ranked from the easiest to the hardest, number 1 being easiest.

The Teaching Steps

1. Say both parts of the conversation several times. (Or play a recorded version several times.) Use role-play or stick figures or pantomime or "whatever works" to convey the meaning of the dialogue and to indicate which person is saying which lines. The learners just watch and listen.

2. Say the entire conversation one line at a time, having learners repeat each line after you at least twice.

3. You take the *Person A* role and have learners take the *Person B* role. At first have learners practice as a group, answering in unison. Then invite individual learners to respond.

4. Switch roles. You may need to whisper the learners' role, to prompt them to start the conversation. Have learners practice in unison at first, then individually.

5. Have learners practice the conversation in a chain drill, while you carefully listen and correct and prompt as needed. (In a chain drill, Learner A begins the conversation and Learner B responds. Then Learner B begins the conversation and Learner C responds, etc.)

6. Give learners opportunities to engage in free conversation, using dialogues similar to the conversations just practiced. (In a free conversation, learners do not have to use the exact words used in the book. They can answer truthfully. They can try out different ways of saying approximately the same thing.)

How to Teach Word Work

Purpose and General Instructions

The Word Work segment is practice on basic English grammar points. Sometimes it is about parts of speech or sentence structure. At other times it might deal with special groups of words demonstrating related meanings or spelling patterns. Usually the exercise is to reinforce what was just taught.

Some Common Abbreviations

Below are some abbreviations used in this lesson. Work with a partner to write the word next to the abbreviation.

- | | | |
|-----|-------|-------|
| 1. | No. | _____ |
| 2. | VIN | _____ |
| 3. | Eff. | _____ |
| 4. | Exp. | _____ |
| 5. | St. | _____ |
| 6. | Blvd. | _____ |
| 7. | CA | _____ |
| 8. | PO BX | _____ |
| 9. | DMV | _____ |
| 10. | N. | _____ |

The Teaching Steps

1. **Read the words being taught and any sample sentences.** Have learners repeat each word, phrase, or sentence after you (in unison) as they follow along in their books.
2. **Give learners time to look up the meanings of new words—or to ask help from classmates in their native languages.** Do not rush this step.
3. **Carefully check all written work.** Correct spelling, punctuation, and how the letters and numbers are formed.

How to Teach Pronunciation

Purpose and General Instructions

The purpose of the *Pronunciation* and the *On the Beat* segments is to help learners sound **more like native English speakers. The words** used in these segments are words introduced in the lesson, or are related to the lesson, or they are very common words. Therefore, do not explain the meaning of words while teaching pronunciation.

Pronunciation Practice

Short e: e

get	men	enforce	every
let	send	evidence	end
red	license	registration	tell
left	when	exit	sell

Many of the phrases from the *On the Beat* segment are from the conversations in the lesson. You may want to teach the *Pronunciation Practice* before teaching the Conversations, or reinforce and review the conversations after *Pronunciation Practice*.) Please use your natural pronunciation, tone of voice,

and speed when teaching this segment. You must sound confident of the sounds (whether you feel that way or not!), so practice saying the sounds and word groups aloud before class. If you are unsure of the pronunciation of a word, please look it up.

NOTE: Say the sound of the letter above a group of words, not its name. Do not use your voice when demonstrating unvoiced sounds. The unvoiced sounds in English include: **f, h, k, p, s, t, x, sh, ch, wh,** and **th**. (There is also a voiced *th* sound.)

The Teaching Steps

1. Say the sound several times while pointing to the letter. (For example, point to the **e** and say *e . e . e*. [Be sure you say the sound of the letter—not its name.] Learners just watch and listen. **Then quickly read the entire list, pointing to each item as you read it** (*get, let, red, left, men, send, license, when, etc.*). Learners just watch and listen.

2. Say the sound and each word several times, having learners repeat each time after you. Be sure to use your normal voice and rate of speed. Repeat each sound and word until learners begin to say it quite well--or until they start to get tired. Have learners practice in unison first; then call on individuals to do an entire group. Give lots of praise and encouragement. Be patient. Do not expect perfection--this is an introduction to the words and sounds. Perfection will come later.

How to Teach On the Beat

Purpose and General Instructions

Accent reduction is the major purpose of this segment. It is essential that you use your natural stress, rhythm and intonation patterns throughout. If you are a native English speaker, you may find clapping the rhythm to be a bit tricky, since your own speech patterns are second nature to you. So be sure to practice all clapping rhythms before class. [It's OK to tap the stress, rather than clap it — or snap your fingers — whatever works best for you and your learners.]

On the Beat

o o O o	O o o o	o O o	o O
registration	glove compartment	insurance	explain
That's a problem.	driver's license	instructions	because
Get them out, please.	Give it to me.	citation	I'm fine.
information	motorcycle	requirements	at home
explanation		I didn't	my purse
California		I promise	I don't

This exercise emphasizes the primary stress on a word. (If the primary stresses are correct, learners will be understood, whether or not their secondary or tertiary stresses are correct.) Each **o** stands for a syllable. The large **O** marks the primary stress. Sometimes a group of words with only one large **O** (syllable) will be listed. In the learner's language, the words in such a list appear likely to have more than one syllable. For example, *five* might be mispronounced as *fi-vê*. Groupings like this will help learners know when to recognize silent vowels.

The Teaching Steps

1. You clap the rhythm of the group being studied. Clap loudly for a big **O** and softly for a small **o**. For example, clap the rhythm **o O o** like this: *clap CLAP clap*. Once you have set the rhythm, have learners join you in clapping the rhythm. Keep clapping without saying anything until everyone is clapping in unison. Then:

2. Say each word in time to the clapping. Have learners repeat each word in unison after you. Repeat each word until learners' rhythm and pronunciation are acceptable. Do not drag; keep up the tempo. (The better the learner, the faster the rhythm can be set--to a point!)

3. Give learners opportunities to "solo" with a group of words, while you and the others keep the rhythm going.

NOTE: This "On the Beat" technique was developed by Martha A. Lane, Adult Literacy Consultant, in the '80s. She based it on the works of Wood (a Canadian linguist) and Carolyn Graham's "jazz chants" technique.

How to Teach an English Idiom

Purpose and General Instructions

Each lesson ends with an idiom that relates to the lesson in some way. Idioms can be confusing to learners as they learn English. This practice helps them to understand that not all phrases are to be taken literally.

An English Idiom

"face the music" -- accept the consequences of what you do



You know you were speeding. Just *face the music* and pay your ticket.

The Teaching Steps

- 1. Read the phrase and its meaning to the learners.** Ask the learners to repeat the phrase after you. Repeat several times.
- 2. Discuss the meaning of the phrase with the learners.** Give the learners time to discuss the meaning with each other and to help more beginning learners in their native languages.
- 3. Read the sentence(s) using the phrase.** Ask the learners to repeat the sentence(s) after you.
- 4. With learners, brainstorm other sentences in which the phrase could be used.** Invite learners to write them down.
- 5. Finally, ask learners to share any idioms or phrases from their native languages that mean the same as the English idiom.**

Lesson Notes

Lesson 1: Meet the Police

Behind the Scenes

A source of confusion for many newcomers to the United States, or those with limited English abilities, is how to recognize a law enforcement officer. Oftentimes they mistakenly think that security guards are police officers. They may not understand that someone who is not in uniform can also be an officer. A key point of this lesson is that officers cannot be recognized just by the uniform they wear. Some wear regular clothing. Sometimes officers arrive at homes to investigate a crime, or to respond to a 9-1-1 call, and are refused entry by the residents who are afraid and do not understand what to do. At other times, people have been robbed and harmed by criminals posing as police officers to enter their home. This lesson is to help learners to know how to verify if someone is a law enforcement officer, and to gain confidence in interacting with officers.

In some classes the learners expressed interest in knowing the hierarchy of the law enforcement system and how officers are ranked. You may want to refer to the “Chain of Command” chart in Lesson 9 while teaching Lesson 1 if the learners raise this question.

Some learners have been interested in knowing what law enforcement officers are paid. Although it is their tax money that pays them, you obviously do not want to ask the police officers to answer this to the class. Rather, this is an excellent opportunity to refer them to their local library. A reference librarian can help them to locate that type of information where it will be cited as a range of salaries. Most likely they will refer learners to “The Occupational Outlook Handbook” from the U.S. Department of Labor Bureau and Labor Statistics, or similar material.

It is also important for learners to realize that safety is the primary concern of police officers. When officers approach an individual. . . whether in a car, or on the street, or anywhere, . . . they do not know if the person will be violent. Therefore, everyone is approached with caution. For this reason, officers sometimes appear to be rude or “standoffish.” After they get to know the person and are assured that he or she is not a threat, they may relax a little more and then extend a hand in greeting.

Objectives:

After completing this lesson learners should be able to:

- converse with an officer to verify his name, badge number and station;
- call a police station to verify an officer is who he says he is

An **Observation Checklist** for a Role Play is included in the back of this Teacher’s Guide for your use to assess learners’ ability to accomplish these objectives.

Theme Picture: The theme picture shows different officers, some in uniform and some not. Learners need to know that some people may wear official uniforms, but they are not police officers, such as security guards. You can verify the identity of an officer by seeing their I.D. card and badge; or better yet, by calling the station to confirm that they are officers.

Talking About Police Officers: There are many terms used to refer to police officers. The workbook lists some of the more common (and more friendly) terms. The term “5-0” is a term used by some teens, based on the old television series “Hawaii 5-0.” You may want to brainstorm various terms with your class to see what other terms they have heard or with which they are familiar.

Writing Practice: In this segment, learners are encouraged to use the Internet to look up information on their city’s law enforcement department. To get them started, bring in a sample of pages you download from the Internet on a local law enforcement department.

Note: More advanced learners may have a better understanding of the different levels of law enforcement, such as the difference between sheriff and police officer. The chart, “Law Enforcement in the United States,” will facilitate this. Less advanced learners may find the chart confusing and you may not want to use it.

Lesson 2: Traffic Stops

Behind the Scenes

Seeing the red lights of a patrol car in your rear view mirror rattles most people, even if they understand English and are familiar with American laws; the anxiety is even greater when they do not. Learners often ask what they are supposed to do when stopped for a traffic violation. Thus, this lesson was developed.

Police officers report that sometimes drivers will stop right in the middle of the road, unaware that they need to pull over to the right side of the road, out of traffic. Also, they do not know whether to stay in the car or to get out. As seen in Lesson 1, the officer does not know the driver and first needs to be assured that there is no threat of violence. For that reason, drivers should stay in the car and keep their hands on the wheel where they can be seen until the officer asks for the three documents listed in the lesson. In fact, prior to reaching into the glove compartment for the registration, it is a good idea for the driver to tell the officer that this is what they are reaching for.

Learners may have many questions about driving laws – what is legal and what is illegal. You may want to devote more time to some of their questions and how to find the answers (DMV handbook, Internet, call the police department or a driving school, etc.)

Some learners may not drive. You can still apply this lesson to them by addressing jaywalking as a violation of the law, and something for which they may get a ticket.

Objectives:

After completing this lesson learners should be able to:

- know how to pull over for a traffic stop and keep hands on the wheel until the officer approaches;
- identify and deliver the three documents that will be requested in a traffic stop (driver's license, vehicle registration, and proof of insurance).

An **Observation Checklist** for a Role Play is included in the back of this Teacher's Guide for your use to assess learners' ability to accomplish these objectives.

Lesson 3: A Traffic Accident

Behind the Scenes

If traffic stops are a source of anxiety for learners, accidents are even more so. They are frightening. This lesson lays out the procedures for handling and reporting accidents. It also touches on when 911 should be called (the subject of Lesson 4).

A tip for drivers which is not addressed in the lesson is to encourage learners to always note who is the driver of the other car when they are involved in accidents. Police report that often people will quickly get out of their cars before anyone can see who the real driver is, and then report that the passenger was driving (to protect an unlicensed driver).

Objectives:

After completing this lesson learners should be able to:

- give a brief description of an accident

Lesson 4: Calling 911

Behind the Scenes

The use of 911 emergency calls is one of the most helpful life-saving devices available in the United States. It is also one of the most misunderstood by new arrivals or individuals with limited English speaking skills. Police report that they daily receive many 911 calls which are not of emergency nature. They range from someone trying to arrange a ride to the doctor (for non-life threatening appointments) to a misdial from someone trying to reach 411 for Information or 011 for long distance operator. This lesson includes some discussions about what is and what is not an emergency.

There is no answer key for the activities on pages 34 and 35. Think of these activities as a springboard for discussion. Some questions have clear cut answers; others do not. For instance, “You are vomiting blood. Is this an emergency?” This may be a good opportunity to discuss the difference between vomiting blood and spitting up blood. If it is an emergency, does the person need to call 911, or do they have a family member or friend who can drive them to the hospital? This may also lead into discussion about if they have to pay for the ambulance if they are taken to the hospital after calling 911.

Policies for responding to these “mistakes” may vary from one police station to another. In some cities, such as in Monterey Park, every 911 call receives a response. Even if upon arrival at the home the police are told that it was a mistake and there is no problem, they will still enter the house to make sure that everything is okay. In the past, there have been incidents where someone being robbed called 911, but when the police arrived the robber answered the door and said that everything was okay (while the home owners were tied up and gagged in another room), and the police had left.

It is also important to point out to learners that if they are being harmed or robbed and need emergency help, they should dial 911 and leave the phone off of the hook – even if they cannot say anything. The police will respond.

Objectives:

After completing this lesson learners should be able to

- distinguish when to call 911 and when to call the regular business line of the police department; and,
- make a 911 call to report an emergency.

Note: The pre and post tests for the series include a section on what is and what is not an emergency.

Lesson 5: Reporting a Crime

Behind the Scenes

Learners report they are often afraid of reporting crimes against them, or crimes that they witness, because they are afraid. Sometimes they are afraid that they will get in trouble with the Immigration and Naturalization Service (INS) if their name goes on a police report. Information from law enforcement agencies are not shared with the INS. The only time that the INS receives reports about someone involved in a crime is if that person is accused of a crime and the case goes to court. The local police department and the INS are two different agencies. They do not routinely share information.

Objectives:

After completing this lesson learners should be able to:

- give a brief description of an individual
- know how to report a crime

An **Observation Checklist** for a Role Play is included in the back of this Teacher's Guide for your use to assess learners' ability to accomplish these objectives.

Lesson 6: Preventing Crimes

Behind the Scenes

Neighborhood Watch is an excellent program to help people take care of their neighborhoods and to protect themselves. Ask the class to find out if there are neighborhood watch programs where they live. If there isn't one, discuss if they would like to start one. Invite a guest speaker from the police department to come to the class and discuss how they can improve safety in their homes.

In this lesson, the segment on identifying what is "suspicious activity" does not have an answer key. The answer for most of the statements is "It depends." Think of it as a springboard for discussion, for learners to practice defending their statements and questioning one another – using their English skills.

Objectives:

After completing this lesson learners should be able to:

- identify suspicious activities in their areas;
- assess their home for safety and crime prevention strategies; and,
- determine if there is a Neighborhood Watch Program in their neighborhood.

Lesson 7: Domestic Violence

Behind the Scenes

Domestic violence is often misunderstood. It relates to an attempt to control and have power over someone else in a relationship. The term applies only to marital or boyfriend/girlfriend relationships, and relationships between parents and children. Many learners report that in the countries where they grew up, the police are not involved in domestic affairs such as this. The thought that someone could be arrested and jailed for domestic violence is foreign to many.

For many years, law enforcement officers would use their discretion in whether or not to make an arrest when they were called out to a domestic dispute. However, recent legislative action in California, as well as in some other states, now mandates that law enforcement officers must make an arrest in any situation in which they see reasonable evidence of abuse, even if the spouse does not want to press charges.

Objectives:

After completing this lesson learners should be able to:

- know what is and what is not domestic violence; and,
- discuss what they would do to help a victim of domestic violence

Lesson 8: Accused of a Crime

Behind the Scenes

Learners are introduced to the Miranda Rights in this lesson. It is important to know also that these rights apply only when an individual is arrested for a crime and is about to be questioned about it. While police are conducting an investigation and questioning people they are not required to offer this information. This is done only after some is formally arrested and is being questioned.

In 1963, **Ernesto Miranda** was arrested in Phoenix, Arizona for armed robbery, and for kidnapping and raping a slightly retarded 18-year-old woman. He already had a record for armed robbery, and a juvenile record which included attempted rape, assault, and burglary. While in police custody he signed a written confession to the crime. He later asserted that he did not know that he did not have to testify against himself (5th amendment right) or that he could get legal counsel at no cost (6th amendment right). He filed an appeal and won. In 1966 the court established that the accused have the right to remain silent and that prosecutors may not use statements made by defendants while in police custody unless the police have advised them of their rights. This became known as the **Miranda Rights**.

By the way, the case was later re-tried. Miranda was convicted on the basis of other evidence, served 11 years, and was paroled in 1972. He died in 1976 at the age of 34, after being stabbed in a bar fight. A suspect was arrested but chose to exercise his right to remain silent. There was not enough evidence to convict him, so he was released.

As ESL teachers know, learners will often respond “Yes” when asked, “Do you understand?” . . . *even when they don’t*. This is one time when it is imperative that they do not say “yes” unless they truly do understand.

Note: With more advanced learners you may want to review the Bill of Rights in connection with this lesson. The Miranda Rights are not constitutional rights, but are based on them – particularly the 5th and 6th amendments.

Objectives:

After completing this lesson learners should be able to:

- identify the wording of the Miranda rights; and,
- know how to exercise their Miranda rights

Note: The Talking with the Police pre and post tests include a section on the Miranda rights.

Lesson 9: Filing a Complaint

Behind the Scenes

Most law enforcement officers enjoy their work and are in it to help people, “to serve and to protect.” As in any profession, they may sometimes have a bad day and act a little grumpy, or they may even be rude to the public. If citizens feel that they are treated badly by an officer, they have the right to make a complaint to the officer’s supervisor, just as in any place of business the public has the right to complain about poor service or treatment. Anyone can make a complaint by calling, writing or stopping by the police department and speaking with a supervisor. This is considered an informal complaint.

If an individual feels that he or she has been treated inappropriately and would like to make a formal complaint, they must do so in writing. This lesson deals with filing a **formal complaint** which requires signing a statement about a specific incident.

This lesson also includes a “Chain of Command” chart to introduce learners to the various titles of law enforcement officers (Sergeant, Lieutenant, Captain, Chief of Police, etc.) Formal complaints should be filed with someone in the office of Sergeant or higher.

Objectives:

After completing this lesson learners should be able to:

- verbally express basic emotion (*I’m happy, I’m angry*, etc.); and,
- request to see a supervisor to file a complaint

Review and Reinforcement Activities

Master Copies

Vocabulary Concentration

(Lessons 2, 3, 4, 6, 8)

Directions:

Use the pictures and vocabulary words to play concentration. Copy and cut out the pictures/words. Make enough sets for learners to work in groups of 4-6. In each group, mix up cut out cards and place them face down. Each learner takes a turn turning over two cards, trying to match the written word with the correct picture. The learner should turn the cards completely over so that all of the group can see what is on the card. If the two cards are a match, they remain face up and that learner gets a point. If the two cards are not a match, then they are returned face down and the next learner gets a turn.

Role Play Props

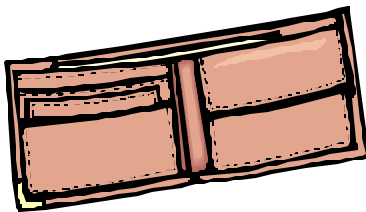
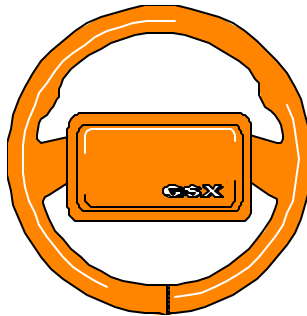
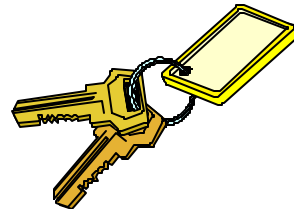
(Lessons 1 and 2)

Suspect Description Form

(Lesson 5)

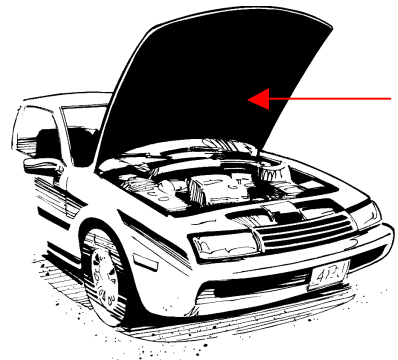
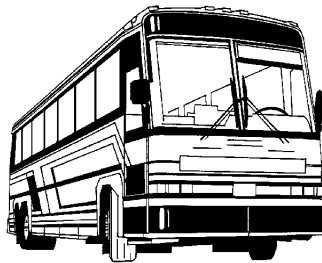
Crossword Puzzles and Word Finds

(Lessons 2, 3, 4, 5, 6, 7 and 8)

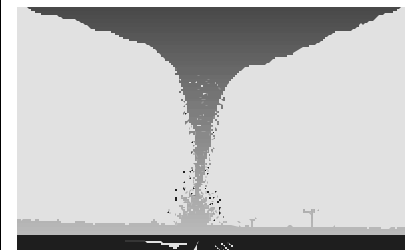
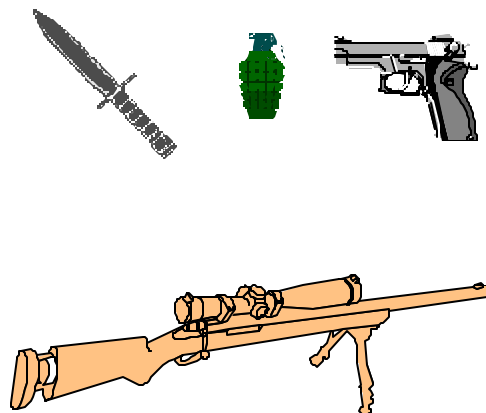
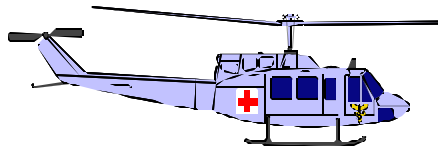
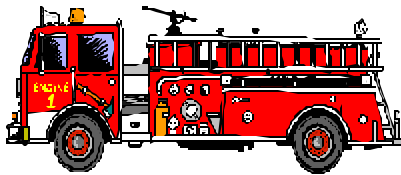
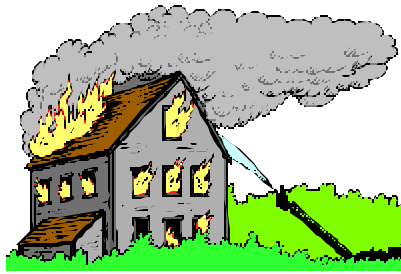


PERSONAL AUTOMOBILE INSURANCE ID:		
POLICY NUMBER:	124 05	EFF. DATE: 1
INSURED(S):		
HAPPY MONSTER 9999 N. ORANGE AVE MONTEREY PARK CA 91754		
Meets the Requirements of		
YEAR:	1990	MAKE: VOYAGER SE VIN
CLAIMS SERVICE PHONE: (80		

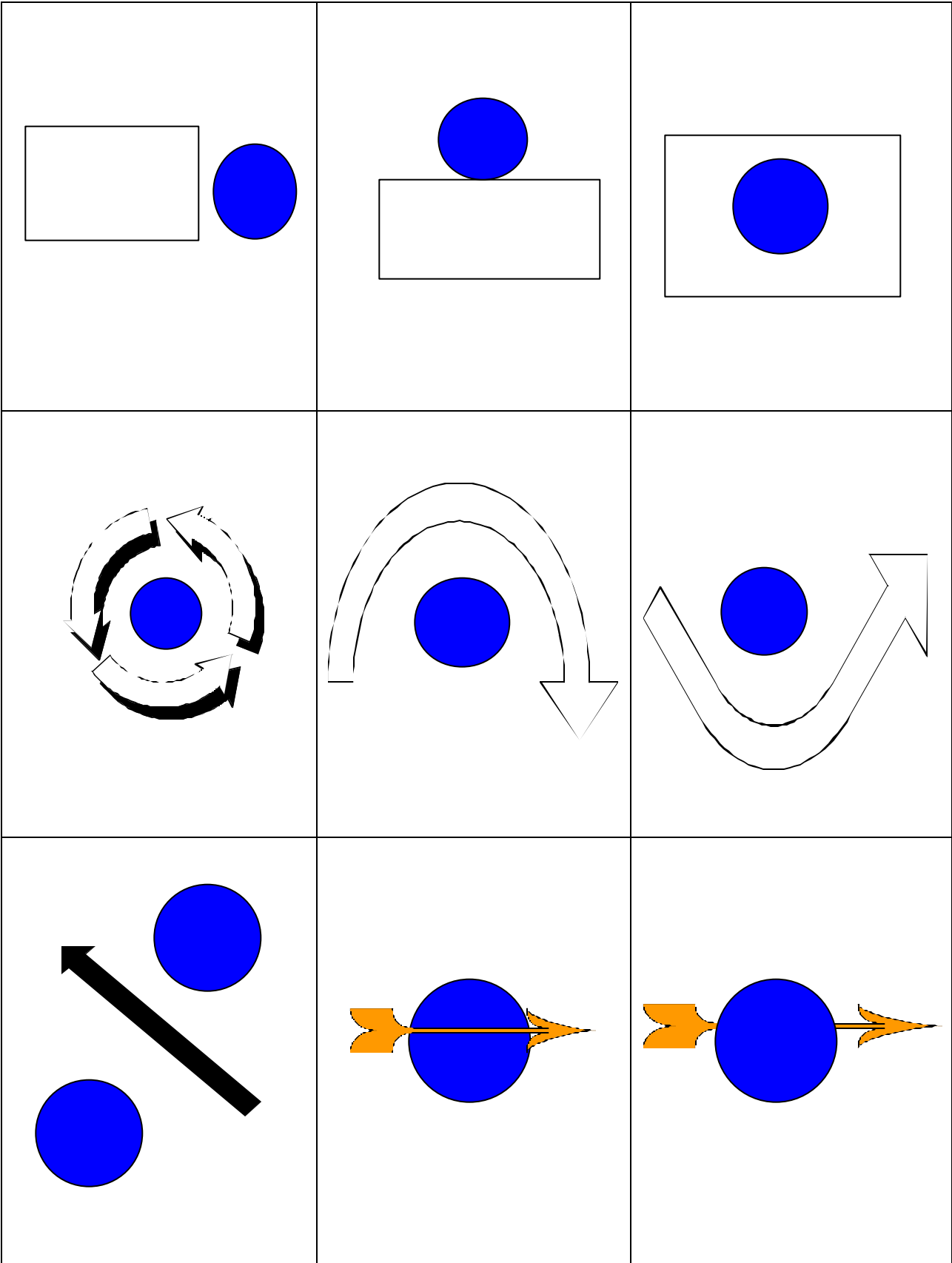
a ticket a citation	an officer a motorcycle policeman	keys
a glove compartment	a steering wheel	a purse
a wallet	a driver's license	an insurance card



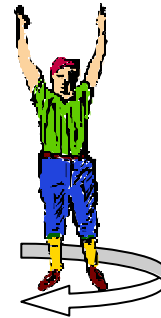
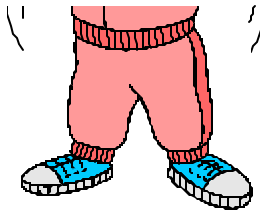
a truck	a tow truck	an accident
a van	a bus	engine trouble
a 4-door sedan	an antique car	a tire



fire	police	an ambulance
a fire truck	a helicopter	a paramedic
a flood	a weapon	a tornado



by, beside, near	on, on top of	in, inside
around	over	under
between	in front of	through



put your hands in the air Put ‘em up.	hands behind your back	hands behind your head
Spread your legs apart	Get down on the ground	Turn around slowly
a line-up	handcuffs	a patrol car



REGISTRATION VALID FROM		TYPE	LICENSE NUMBER
10/16/2000 TO 10/16/2001		11	3HAD313
VEHICLE IDENTIFICATION			
2MEBP95F0FX661476			
DATE FIRST SOLD			
00/00/1985			
CLASS			
MERC			
DATE ISSUED			
10/25/2000			
TYPE			
120			
G			
WEIGHT			
1997			
1985			
TOTAL FEES PAID			
\$70			
DONUT DON K			
12214 SOUTHWOOD BLVD.			
LOS ANGELES CA 90099-9909			
F/A FCULTY			
PO BX 333991			
LOS ANGELES			
90030			
199101329995438			
K9876663			
STATE OF CALIFORNIA			
DEPARTMENT OF MOTOR VEHICLES			
VALIDATED REGISTRATION CARD			
READ REVERSE SIDE - IMPORTANT INSTRUCTIONS			

INSURANCE IDENTIFICATION CARD		CARRY IN VEHICLE AS EVIDENCE OF INSURANCE	
Policy No.:	382 123 10	Eff. Date:	12/15/01
Insured(s):	Happy Monster	Exp. Date:	6/15/02
	12345 Main Street		ABC Insurance
	Monterey Park CA 19754		Company
			(800) 123-4567
			2301 N. 7 th St.
			Los Angeles CA 90022
YEAR: 1997 MAKE: Voyager SE VIN: 1P8GN49R2			
Claims Service Phone: (800) 321-9875		In case of accident call Claims Number	



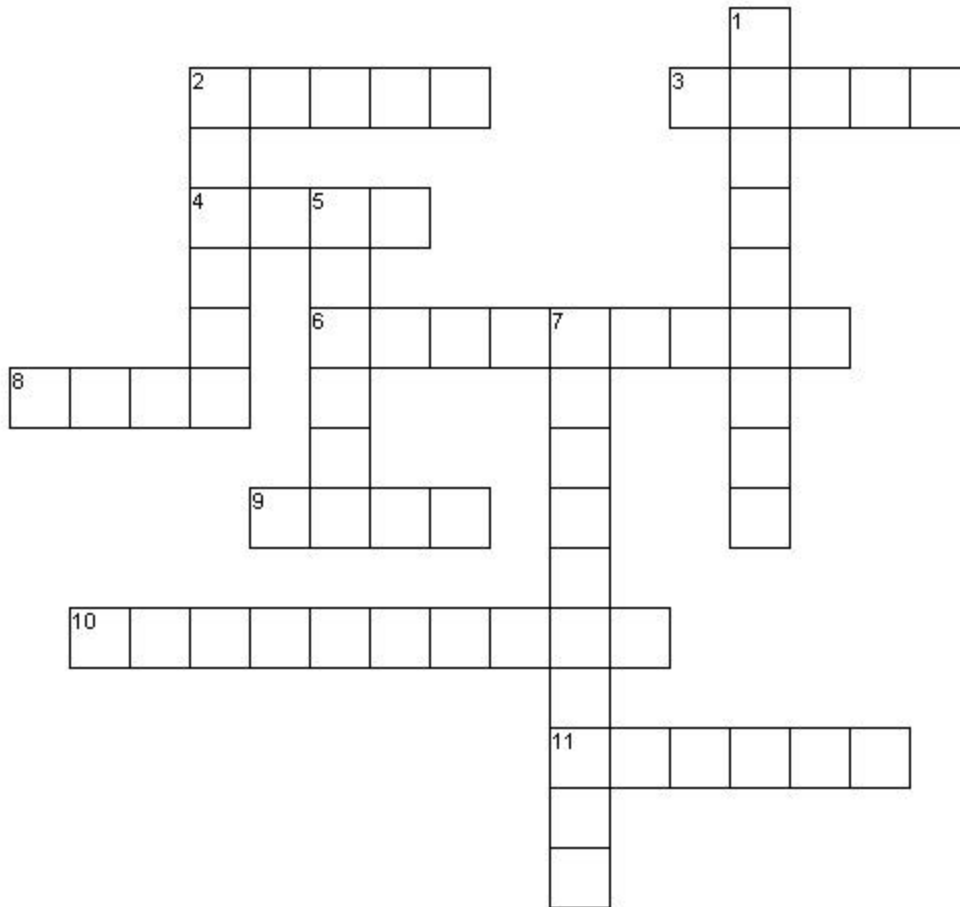
SUSPECT DESCRIPTION

Fill out as best you can

Sex	Race	Age	Height	Weight	Weapon Type
Hair				Hat (color, type)	
Glasses type				Tie	
Complexion				Shirt	
Scars/marks				Coat	
Tattoos				Trousers	
				Shoes	
Auto License, make, color				Direction of escape	

Talking with the Police

Lesson 2



Across

- 2. S.
- 3. N.
- 4. Rd.
- 6. Eff.
- 8. E.
- 9. W.
- 10. Exp.
- 11. No.

Down

- 1. Blvd.
- 2. St.
- 5. Ave.
- 7. CA

Talking with the Police

Lesson 3, Word Search

W T R X E X C R O P C M U B P
F X N E Y T D E U U N Z Z G E
N H L E G X U P V R R U A W D
I A R L E I F O E D C R Q Z E
T X M F I A S R H R M E Z C S
N H X E U C G T O B B M O E T
E M F L C F E W R D I L K O R
D F T K Y I A N E A L T D Z I
I M Z S M G L L S I T D J O A
C J Y R T M A O S E R I Q X N
C N N J X T Y I P E S C O C R
A K P X O K O C D R M H U N G
G O K T N N E C N A R U S N I
W I T N E S S I B Z W K K F H
U Q U I W I G N X K O D I P Z

ACCIDENT
COLLISION
FAULT
INSURANCE
LICENSE
PEDESTRIAN
POLICEMAN
REGISTRATION
REPORT
TOTALED
WITNESS

Talking with the Police

Lesson 4, Word Search

P	G	S	H	E	B	K	F	B	Y	G	U	R	D	K
W	A	W	U	Z	C	I	H	C	M	X	G	E	I	J
N	X	R	B	O	R	W	N	K	E	A	X	T	S	Y
B	O	I	A	E	I	E	F	O	P	V	V	P	P	D
Q	T	P	M	M	G	C	E	H	V	U	R	O	A	O
L	X	A	A	R	E	I	S	C	I	Z	C	C	T	O
D	N	M	E	E	W	D	Q	N	X	G	U	I	C	L
N	N	M	P	D	W	O	I	L	O	A	R	L	H	F
M	E	I	V	A	O	Y	K	C	D	C	A	E	S	D
O	D	A	N	R	O	T	G	A	S	E	N	H	D	N
C	V	I	A	M	B	U	L	A	N	C	E	U	X	K
V	V	D	N	D	B	D	P	X	Y	G	I	Q	F	F
L	R	F	B	N	W	S	Q	Y	N	A	Z	G	R	L
J	P	M	U	E	N	X	N	K	W	S	O	D	I	R
Z	J	Q	Z	K	D	O	B	C	T	U	H	Y	O	F

AMBULANCE

DISPATCH

EMERGENCY

FIREMAN

FLOOD

HELICOPTER

PARAMEDIC

TORNADO

UNCONSCIOUS

WEAPON

Talking with the Police

Lesson 5

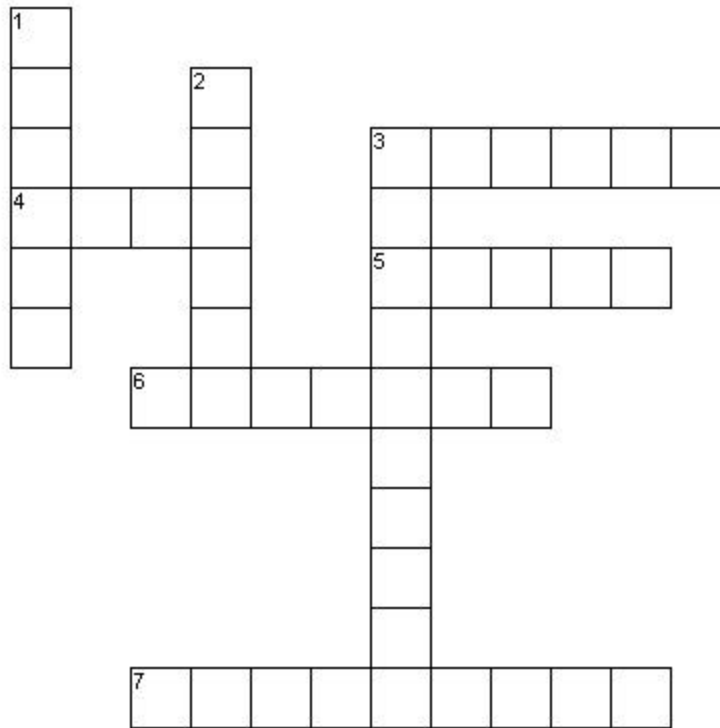
D F E B W V B E X V S H I D N
D E O O T T A T N I H T L E X
Y R R A K J L W B R S O P D C
V Q B R I G D Z I Z F O I Y V
Q S G Q A C B I J G S C Z U A
R Z X Q F C T W D W O O A G I
R V Z C P J S L M E P Z K G K
C B O Q B J D R W D H O A E S
V D P K C E P M G E Y E M N Z
S D Z P L B V Z Q D D O D Z L
R B T A S H O R T R L M U M R
A K M H B K R M U A X L A N P
V E T T W D B P X E N L A L G
F D A W L S K U O B E R X T P
M H F A J T U T P F O P A L J

BALD
BEARDED
FAT
FEMALE
MALE
OLD

SCARRED
SHORT
TALL
TATTOOED
THIN
YOUNG

Talking with the Police

Lesson 6



Across

3. Small bushes, low to the ground
4. What you open to enter a building
5. A _____ detector alerts you to a fire
6. Moving back and forth
7. The tress and plants and look of you yard

Down

1. A glass covered opening in the wall of a building
2. Where you keep your car
3. Something unusual, uncommon

Talking with the Police

Lesson 7

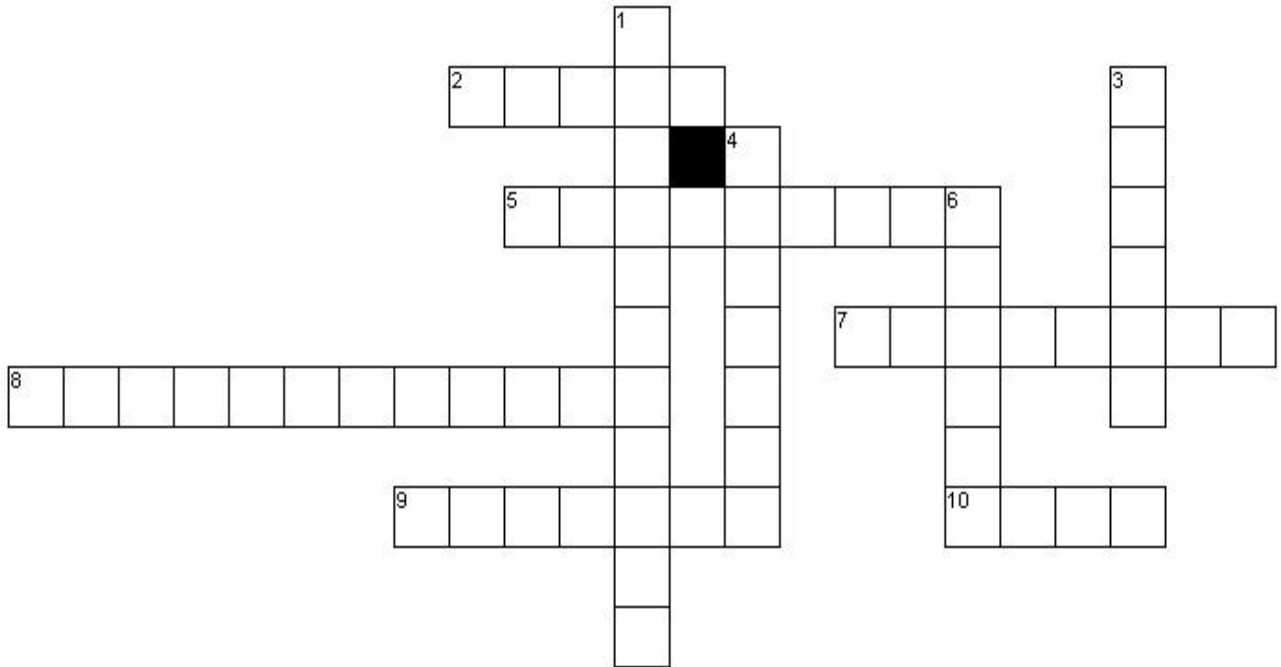
O W S E X D L D D E G W W L E
W V T M T W J O S Z P T V N P
S Q A O S N Z U R Z M D O H K
Z M E T E R B V I T Z R Y D S
C T R I S A V E G F N S L L N
D P H O I S O L A T I O N C M
T O T N P O W E R C Z X C F L
S O M S U Y M O A H J X N B N
I X V E G W F L V G M U Y O T
P R W N S V X S T V X E E F X
R L P R Y T A Y L L I U Y A T
E C N E L O I V J X N K Z P D
T U W L R T D C G R W W F M M
E C T E S X E O W R O Q B C O
C M S I D W H L I U H K W Y R

ABUSE
CONTROL
DOMESTIC
EMOTIONS
ISOLATION

PHYSICAL
POWER
THREATS
VIOLENCE

Talking with the Police

Lesson 8



Across

- 2. to start a fire
- 5. to damage property
- 7. to steal from a house when no one is home
- 8. to kill someone by accident
- 9. to steal from someone or something
- 10. to sexually assault someone

Down

- 1. to make fake money
- 3. to steal a person
- 4. "assault and _____" is to beat someone up
- 6. to kill someone

Talking with the Police

Lesson 9

Words that Express Emotion

I P N P C E D H A D K O O U B
K N B I P N P I I X C U O L T
E B D E Y O N N A G O T Y I R
U A U I M F P X Y R N Q Y A R
M Z A Y F B H P V B F B P O I
S A K N T F L I B K U A P O T
A P D Q U K E U S S S T A E U
D B G Y V F E R E G E Y H G Y
G S R U T I V C E S D X F R J
S I L L Y O S J F N P Q G D B
Q V Q L E T M Z U J T N M O R
A Q X I A D L U J K A T L S N
E H C T Z H Q H W I U E H B M
L P I A I D I T Q Z V O P E X
I C P P T S R T G O N O H K J

AFRAID

ANGRY

ANNOYED

CONFUSED

ECSTATIC

HAPPY

INDIFFERENT

MAD

SAD

SILLY

Talking with the Police

Alternative Assessments

Observation Checklist for Lesson #1 Role Play

Observation Checklist for Lesson #2 Role Play

Observation Checklist for Lesson #5 Role Play

Learner Checklist (for learner self-assessment on what they can and cannot do)

Talking with the Police Pre Test

Talking with the Police Post Test

Observation Checklist

Role Play: Learner A role plays a police officer knocking on the door of Learner B. Learner B asks the “officer” for his/her name and badge number, and then calls the police station to verify the officer’s identity.

[illegible]

Observation Checklist

Role Play: Learner A role plays a police officer pulling over Learner B in a traffic Stop. Learner B should keep hands on the wheel until Learner A asks for his appropriate papers (driver's license, registration, proof of insurance.)

[illegible]

Observation Checklist

Role Play: Learner A robs a purse from Learner B. The teacher role plays a police officer and questions Learner B (and the other learners as witnesses) on the description of the suspect and the facts about what happened.

Learners are also asked to complete the Suspect Description form on the next page.

[illegible]

Talking with the Police Learner Checklist

I can:	Yes	No
1. call my local police department to check on police officer's identity		
2. show my driver's license, proof of insurance, and automobile registration		
3. report an accident		
4. know how to call 911		
5. know when not to call 911		
6. report a crime		
7. describe a suspect		
8. make my neighborhood safe		
9. find a Neighborhood Watch program in my neighborhood		
10. find help for domestic violence		
11. understand my Miranda Rights		
12. talk to a supervisor if I feel I am treated unfairly by the police		

Learner Signature

Date

Teacher's Signature

Date

Talking with the Police

Pre-Test

Name: _____ Date: _____

Teacher: _____ School/Program: _____

I. TRAFFIC STOPS

Look at the traffic citation to answer the following questions.

CITY OF MONTEREY PARK

Notice to Appear

Date of Violation 2/10/02	Time	Day of Week 9 a.m. Sun.	Case No. 0324596
------------------------------	------	----------------------------	---------------------

Name (First, Middle, Last)

Christine Ann Jones

Address (City, State, Zip Code)

1902 Main St., Montebello CA 90640

Driver's Lic. No.

C385846

State

CA

Class

C

Birthdate

8/5/50

Sex

F

Hair

Br

Eyes

Blue

Height

5'4"

Weight

150

Veh. Lic. No.

3C8JK68R62L281888

State

CA

Yr. Of Veh.

1999

Make

Chevy

Model

Camaro

Registered Owner or Lessee

☒ Same as Driver

Location of Violation(s)

Main St/Atlantic Blvd.

City of Occurrence

Alhambra

? Violations not committed in my presence, declared on information and belief. I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date 2/10/02

J. Oliver

39204

Arresting or Issuing Officer Serial No.

WITHOUT ADMITTING GUILT, I PROMISE TO APPEAR
AT THE TIME AND PLACE INDICATED BELOW.

X Signature _____

WHAT TO DO: FOLLOW THE INSTRUCTIONS ON THE REVERSE.

WHERE: ALHAMBRA MUNICIPAL COURT

150 W. Commonwealth Ave.

Alhambra, CA 91801

WHEN: Date: 4/23/02 Time: 10 v AM ☐ PM ☐

1. On what day of the week did the violation happen?

2. By what date must the driver go to court?

3. What is the name of the officer who wrote the ticket?

II. 911 CALLS

Read the following sentences. Answer if 911 should be called.

Do you call 911?

	Yes	No
4. Your house is on fire.		
5. Someone broke into your house yesterday.		
6. Your friend is having a heart attack.		
7. You need a ride to your doctor's office.		
8. You cannot find your car. It is gone.		

III. MIRANDA RIGHTS

Police officers must have a good reason to arrest you. If they do arrest you, you are protected by Miranda rights. The Miranda states:

You have the right to remain silent. Anything you say can be used against you in court. You have the right to talk to a lawyer before and during any questioning. If you cannot afford a lawyer, one will be appointed for you without cost if you wish.

Read the Miranda Rights. Read the following statements. Write T if the statement is true. Write F if the statement is false.

9. ____ You do not have to talk to the police about the crime.
10. ____ The police cannot use anything you say if your lawyer was not present.
11. ____ You have to pay for your lawyer.
12. ____ Your lawyer cannot see you until after you talk to the police.
13. ____ The Miranda rights protect you.

IV. FILING A COMPLAINT

Read the following complaint. Answer the questions.

POLICE DEPARTMENT Personnel Complaint

Date/Time: 10/02/02 Complaint Number: A493602

Complainant's Name: Mary June Womart

Address: 123 Eighth Street, Montebello California 90640

Home Phone: (323) 269-0001 Work Phone: n/a Pager: _____

Officer(s) Involved: Rudy Washington

Details of Allegation: Officer Washington was very rude and mean when he stopped my car. He said he should keep my license because I don't know how to drive.

You have the right to make a complaint against a police officer for any improper conduct. California law requires this agency to have a procedure to investigate citizens' complaints. You have a right to a written description of this procedure. Citizen complaints must be retained by this agency for at least five years. It is against the law to make a complaint that you know to be false. If you make a complaint against an officer knowing that it is false, you can be prosecuted on a misdemeanor charge.

I have read and understand the above statement.

Mary Jane Womart Lt. John Lee
Complainant Signature Witness/Accepting Officer Signature

14. What is the name of the person making the complaint?

15. What is name of the person the complaint is against?

16. What is the name of the officer who is receiving/listening to the complaint?

V. STUDENT SELF-ASSESSMENT

Please circle the number to show how much you feel that you know about the topic.

Topic	I Know									
	A Little					A Lot				
1. How to recognize a law enforcement officer	1	2	3	4	5	6	7	8	9	10
2. What to do when a police officer stops you	1	2	3	4	5	6	7	8	9	10
3. How to report a traffic accident	1	2	3	4	5	6	7	8	9	10
4. How and when to call 911	1	2	3	4	5	6	7	8	9	10
5. How to report a crime	1	2	3	4	5	6	7	8	9	10
6. How to help prevent crimes	1	2	3	4	5	6	7	8	9	10
7. What to do about domestic violence	1	2	3	4	5	6	7	8	9	10
8. What to do if you are arrested	1	2	3	4	5	6	7	8	9	10
9. What to do if a police officer is rude to you	1	2	3	4	5	6	7	8	9	10
10. How to get information about laws	1	2	3	4	5	6	7	8	9	10

.....

11. What do you want to learn in this class?

Talking with the Police

Post-Test

Name: _____ Date: _____

Teacher: _____ School/Program: _____

I. TRAFFIC STOPS

Look at the traffic citation on the next page to answer the questions.

CITY OF MONTEREY PARK									
Notice to Appear									
Date of Violation		Time		Day of Week		Case No.			
2/10/02		9 a.m.		Sun.		0324596			
Name (First, Middle, Last)									
Christine Ann Jones									
Address (City, State, Zip Code)									
1902 Main St., Montebello CA 90640									
Driver's Lic. No.			State	Class	Birthdate				
C385846			CA	C	8/5/50				
Sex	Hair	Eyes	Height	Weight					
F	Br	Blue	5'4"	150					
Veh. Lic. No.				State					
3C8JK68R62L281888				CA					
Yr. Of Veh.		Make	Model						
1999		Chevy	Camaro						
Registered Owner or Lessee					☒	Same as Driver			
Location of Violation(s)				City of Occurrence					
Main St/Atlantic Blvd.				Alhambra					
? Violations not committed in my presence, declared on information and belief. I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.									
Date		2/10/02		J. Oliver		39204			
Arresting or Issuing Officer Serial No.									
WITHOUT ADMITTING GUILT, I PROMISE TO APPEAR AT THE TIME AND PLACE INDICATED BELOW.									
X Signature _____									
WHAT TO DO: FOLLOW THE INSTRUCTIONS ON THE REVERSE.									
WHERE: ALHAMBRA MUNICIPAL COURT									
150 W. Commonwealth Ave.									
Alhambra, CA 91801									
WHEN: Date: 4/23/02 Time: 10 v AM ☐ PM ☐									

1. Where did the violation happen?

2. To which court must the driver go?

3. Write your name on the ticket where the driver must sign.

II. 911 CALLS

Read the following sentences. If 911 should be called, check **Yes**. If not, check **No**.

	Yes	No
4. Someone drove a truck into your house.		
5. A car has been parked in front of your house for two weeks.		
6. Your neighbor's house is on fire.		
7. Your neighbor is making too much noise.		
8. Your dog is lost.		

III. THE MIRANDA RIGHTS

You have the right to remain silent. Anything you say can be used against you in court. You have the right to talk to a lawyer before and during any questioning. If you cannot afford a lawyer, one will be appointed for you without cost if you wish.

Read the following sentences about the Miranda Rights. Write T if the sentence is true. Write F if it is false.

9. _____ The police cannot ask you questions about a crime without your lawyer present.
10. _____ The court will give you a lawyer for free if you need one.
11. _____ You do not have to answer questions about a crime.
12. _____ Your lawyer cannot talk to you until after you talk to the police.
13. _____ The police can use anything you tell them.

IV. FILING A COMPLAINT

Read the following complaint. Answer the questions.

POLICE DEPARTMENT Personnel Complaint			
Date/Time: <u>Nov. 28, 2001</u>	Complaint Number: <u>G936804</u>		
Complainant's Name: <u>John Dennison</u>			
Address: <u>9822 Jefferson Avenue, Los Angeles, CA 9002</u>			
Home Phone: <u>(323) 728-4001</u>	Work Phone: <u>(626) 307-4122</u> Pager: <u>none</u>		
Officer(s) Involved: <u>Jerry Chen and Marian Sands</u>			
Details of Allegation: <u>They were hiding in a driveway when they caught me speeding. I did not see them until later. When they stopped me they were mad and they yelled at me and kicked me after I laid on the ground.</u>			
You have the right to make a complaint against a police officer for any improper conduct. California law requires this agency to have a procedure to investigate citizens' complaints. You have a right to a written description of this procedure. Citizen complaints must be retained by this agency for at least five years. It is against the law to make a complaint that you know to be false. If you make a complaint against an officer knowing that it is false, you can be prosecuted on a misdemeanor charge. I have read and understand the above statement. <table style="width: 100%;"><tr><td style="width: 50%; text-align: center;"><u>John Dennison</u> Complainant Signature</td><td style="width: 50%; text-align: center;"><u>Sgt. Patricia McMullen</u> Witness/Accepting Officer Signature</td></tr></table>		<u>John Dennison</u> Complainant Signature	<u>Sgt. Patricia McMullen</u> Witness/Accepting Officer Signature
<u>John Dennison</u> Complainant Signature	<u>Sgt. Patricia McMullen</u> Witness/Accepting Officer Signature		

14. Who is filing the complaint? _____

15. Who is the complaint against? _____

16. Why is a complaint being made? _____

V. Student Self-Assessment

Please circle the number to show how much you feel that you know about the topic after finishing the class.

Topic	I Know									
	A Little					A Lot				
1. How to recognize a law enforcement officer	1	2	3	4	5	6	7	8	9	10
2. What to do when a police officer stops you	1	2	3	4	5	6	7	8	9	10
3. How to report a traffic accident	1	2	3	4	5	6	7	8	9	10
4. How and when to call 911	1	2	3	4	5	6	7	8	9	10
5. How to report a crime	1	2	3	4	5	6	7	8	9	10
6. How to help prevent crimes	1	2	3	4	5	6	7	8	9	10
7. What to do about domestic violence	1	2	3	4	5	6	7	8	9	10
8. What to do if you are arrested	1	2	3	4	5	6	7	8	9	10
9. What to do if a police officer is rude to you	1	2	3	4	5	6	7	8	9	10
10. How to get information about laws	1	2	3	4	5	6	7	8	9	10

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11. What did you learn in this class?
