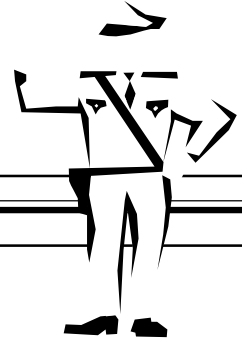


2

POLICE CONFRONTATION



A POLICE OFFICER'S JOB

Worksheet: *None*

1. Ask learners to describe the duties of a police officer. (*It is the police officer's job to protect people, as well as to arrest those who are breaking the law.*) Next, ask why they should help the police. (*When people cooperate with the police, they [the police] are better able to keep our neighborhoods safe and put the bad guys behind bars.*)
2. Have volunteers stand up and share ways in which it benefits them when police do their job.

POLICE CONFRONTATION ROLE-PLAY

Worksheet: *Page 68*

Learner's Workbook: *Page 32*

1. Write the word "confrontation" on the board or a large piece of paper where all can see. Ask participants to tell you the meaning of this word. (*It describes a police officer approaching [or coming up to] people to ask them questions or give them directions to follow.*)
2. Have learners describe situations when the police might confront them. (*You are making too much noise in a public area. You are hanging out with a large, noisy group in the streets. You fit the description of someone who has committed a crime. You did something illegal.*)
3. Ask two volunteers to role-play each situation on worksheet page 68, Learner's Workbook page 32. Discuss as a group why they acted the way they did.

REAL-LIFE EXPERIENCE

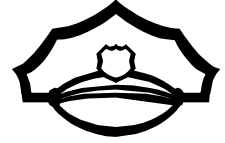
Worksheet: *None*

1. Have learners share any personal experiences they have had with the police.
2. Discuss how any negative experiences could have been made positive. *What could the police have done to make the situation better? What could the learner have done?*
3. Invite those who have had negative experiences with the police to play the role of the officer. Select learners who have not had any negative experiences to play the role of the person being confronted.

POLICE DISCRETION

Worksheet: Page 69

Learner's Workbook: Page 33



1. Write “police discretion” on the board or a large piece of paper where all can see. Inform the group that the police are often required to use his or her own personal judgment in choosing the appropriate action to take with an offender. The officer must use his or her discretion (or best judgment) in deciding whether to arrest the person, bring her to the police station, or just talk things out.
2. Ask learners what type of things might affect the type of action a police officer will use on someone. Write responses on the board or a large piece of paper where all can see. Then, have volunteers read worksheet page 69, Learner’s Workbook page 33. *How many did learners guess right? Did they miss any?* Discuss as a group.

RULES FOR POLICE CONFRONTATION; DEALING WITH THE POLICE

Worksheet: Pages 70 and 71

Learner's Workbook: Pages 34 and 35

1. Ask learners what they should do if a police officer approaches or confronts them. Inform them that confrontation can be good or bad, depending upon how they behave or act. Ask what can happen if they do not cooperate with the police or follow directions the first time they are given. *(The police can place them in handcuffs, use physical restraint or take them to jail.)* Explain a police officer’s job is very stressful and officers do not have a lot of patience for people who do not cooperate. Also when they do not cooperate, they are wasting the police officer’s time, which could be used to catch criminals and protect our neighborhoods.
2. Have volunteers read worksheet page 70, Learner’s Workbook page 34.
3. Direct learners to complete worksheet page 71, Learner’s Workbook page 35. Discuss answers as a group. *(Answers are on page 109 of this Manual.)*

BE WISE...KNOW THE LAW

Worksheet: Page 72

Learner's Workbook: Page 36

1. Explain to learners, although it happens rarely, people can be treated unfairly by the police. Ask what they should do if this happens. *(Do not argue, remain quiet, and only talk when they are asked a question, stand still and avoid quick movements, and make sure they get the officer's name or badge number. If they can't get this information, they can try to get either the officer's squad car or license tag number. When they get home, they should tell their parents or an adult exactly what happened. They may then go with their parents or an adult to the police station and give a report to a supervisor about what happened. If they are still unhappy with the results, they may take further action by reporting the incident to the police department's Internal Affairs Bureau.)*
2. Ask volunteers to read each of the statements on worksheet page 72, Learner’s Workbook page 36 out loud. Have them circle either “yes” or “no.” Discuss answers as a group. *(Answers on page 109 of this Manual.)*