EL/Civics Lesson Plan

Legal System Presentation by Local Police Officer

Program Name The Miami Valley Literacy Council

Staff Responsible for Lesson Katie Kersh

| Date(s) Used | 05/02/2010 |
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| Civics Category | I. Rights and Responsibilities of Citizenship |
| Civics Objective | #7: Government and Law—Law |
| Time Frame to Complete Lesson | 1-2 hours |
| EFL(s) | 3-6 (Can be lower if organization can provide translators) |
| Standard(s)/Components of Performance | Listen actively Speak so others can understand Convey ideas in writing |
| Benchmark(s) | L 3.1, 4.1, 5.1, 4.2, 3.3, 4.3, 5.3, 3.4, 4.4, 3.5, 4.5, 6.5 S 3.1, 4.1, 5.1, 6.1, 4.2, 3.3, 4.3, 5.3, 6.3, 3.4, 4.4, 5.4, 6.4, 3.5, 4.5, 5.5 W 4.1, 3.2, 4.2, 2.3, 3.3, 4.3, 3.4, 4.4, 3.6, 4.6 |
| Materials | Locate the number for the local police force on the internet. Contact the local sheriff's department to schedule a presentation where students will listen to and ask questions of a police officer (organizations such as Catholic Social Services, YWCA and Habitat for Humanity may be able to assist with this process). |
| Activities | Communicate with the officer beforehand to review helpful subjects for students. Subjects may include: jurisdiction, how to act when stopped by a police officer while driving, when to contact 9-1-1 and when to contact the local police, how to report a crime, and the general role of the police in American society. |
| | The day before the presentation, have students write two or three questions to ask during the presentation. Split students into small groups to peer edit the grammar and pronunciation in the questions. |
| | The day of the presentation, have students ask questions and write down 2 new things that they learned from the |

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| | Optional: In the next class, split students into pairs. Ask students to create and perform a role-play that involves a citizen's interaction with a police officer. |
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| Assessment/ | Students are assessed based on their written questions, facts |
| Evidence | from the presentation and role-plays. |
| Reflection | It is important to be cognizant of the fact that many students come from cultures where the police are feared and sometimes seen as threatening. Students may therefore initially feel very uncomfortable when the officer enters the room. Pre-written questions from the students will help to open lines of communication that will eventually create a more relaxed atmosphere. |