



Talking to the Police

Lesson: What Happens When a Crime is Committed?

CLB 7-8 Instructional Package



Talking to Police



CLB Outcomes

CLB 7-I: Interacting with Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

CLB 8-IV: Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

CLB 8-III Getting Things Done

Complete an extended range of forms, including extended application forms and workplace forms with pre-set formats.

Content Outcomes

- Understand the legal and social conventions of interacting with the police, including expectations regarding witnesses of crime
- Identify the roles and processes involved in going to court as a witness

Resources

- People's Law School (PLS) Fact Sheet, [Talking to the Police](#) (also available in hardcopy, published 2014)
- PLS worksheets "Talking to the Police: What Happens When a Crime is Committed"
- Computer Lab (optional)

External Resources and Referrals

- For more information on policing in BC, visit the Ministry of Justice at <http://www.pssg.gov.bc.ca/policeservices/>.
- Invite a police officer to visit your school or visit a Community Policing Centre

Assessment Plan and Tools

- Self-assessment checklist

Talking to Police



Sample Lesson Plan

Time	Tasks	Expected Outcome	Resources
15'	Warm up <ul style="list-style-type: none"> In pairs or small groups, students discuss the pictures Go over vocabulary, if needed Assess level of knowledge of/ interest in policing in BC 	Generate interest Activate prior knowledge	PLS Worksheet: Get Ready!
15'	Predict and read <ul style="list-style-type: none"> Copy and cut cards Students put the cards in categories Students confirm their predictions by reading the PLS Fact Sheet Students discuss scenarios of interacting with police 	Identify basic phrases used by the police and public when interacting with each other	PLS Worksheet: Predict! PLS Talking to the Police Fact Sheet
15'	Read for details <ul style="list-style-type: none"> If needed, model summarizing concisely This activity can be done as a jigsaw (assign the sections to different students who summarize and share their information) 	Understand extended descriptions	PLS Worksheet: Summarize it! PLS Talking to the Police Fact Sheet
30'	Extended role play <ul style="list-style-type: none"> In small groups, students script and plan a dramatization of a scene from the PLS booklet Monitor, coach, and support students in their preparations 	Work as a team Practice interacting in formal and less routine situations	PLS Worksheet: Act it Out!
20'	Fill it out <ul style="list-style-type: none"> Discuss police misconduct; review booklet for examples of what limits there are on police behavior Students identify assessment criteria for the task Students fill in a sample form from the Office of the Police Complaint Commissioner (PDF or online) Students assess their own and a peers achievement of the task 	Complete an extended form which includes answers of up to a paragraph long	PLS Worksheet: Fill it Out! Computer lab (optional)

Talking to Police



Time	Tasks	Expected Outcome	Resources
10'	Discussion <ul style="list-style-type: none"> Students talk about the relationship between the police and the public in small groups, including cross-cultural analysis 	Think critically Express opinions	PLS Worksheet: Think about it!
20'	Research <ul style="list-style-type: none"> Individually or in pairs, students research a topic of interest related to policing Students share their information with the class 	Find out more about policing in BC	PLS Worksheet: Find out More! computer lab
TBD	Field Trip or Guest Speaker <ul style="list-style-type: none"> Visit a Community Policing Centre Invite a representative from your Community Policing Centre to come to your school Contact a School Liaison Officer to talk about the work they do in your local high school 	Meet a police officer	PLS Worksheet: Connect!
10'	Self-Assessment <ul style="list-style-type: none"> Allow students to fill out self-assessment form independently 	Self-assessment	PLS Worksheet: What did you learn?

Talking to Police

Get Ready!

Look at the pictures¹ below.

What is happening?

What do you think the people are saying?

What is going to happen next?



¹Image by Shutterstock.com/Nadiia Gerbish

Talking to Police



Predict!

Copy and cut these into strips. Get your students to categorize them into things a police officer or a member of the public might say.

Police Officer	Member of the Public	Neither / Never
Can I see your driver's license and registration, please?	Do you have a warrant to enter my home?	Here's fifty bucks if you let me go this time.
The crown counsel will send you a subpoena, which will explain when you need to go to court.	Can I get out of the car?	Both / Either
Did you see or hear anything?	I don't speak English very well. Can I write it in my language?	I'll have a large double double.
Why didn't you pull over when I put on my flashing lights?	That's him. That's a picture of the guy that robbed me.	Please sit down.

With your group, talk about each statement. In what context might someone say it? Think of a situation that would make sense. Where? When? Who? Why? Are any of these statements typically Canadian? How so?

Read!

Students can confirm their predictions by scanning the PLS [Talking to the Police](#) Fact Sheet for information.

Talking to Police



Summarize it!

To make information easier to understand, we usually organize it into sections and give each section a descriptive title. Below are the titles of the sections in the PLS Fact Sheet [Talking to the Police](#). Work with your classmates to summarize each section as concisely as possible.

What is Criminal Law?	What to Do if the Police Stop Your Car	Role of Police in Canada
What if a Crime Happens to You?	What If You See a Crime Happening?	Police at Your House
A Witness in Court	Identification	Innocent Until Proven Guilty
Arrest	Going to Court	Living with a Criminal Record
Help for Victims and Witnesses		

Act it Out!

Role play the scenarios described in the fact sheet. If you prefer, you can write your own scenarios. In small groups, prepare a dramatic re-enactment of the scenarios. Consider the following elements:

Characters – who is in the scene? who will play each role?

Setting/Scenery – where does the scene take place? how can you represent that place using what is available to you in your classroom?

Props – are there any objects that you could use to make your acting more realistic? a notebook for police officers? a book to represent a holy book for taking an oath?

Costumes – are there any cheap and easy costume pieces you could bring to class?

Dialogue – write a script for your scenario, practice it until you have it memorized

Action – script out the actions, practice using the space and making the actions while you deliver the lines

Performance – can you invite another class to be your audience? can you film your production?

Scene 1: Police officers interview Ying Yee in her store after she has been robbed.

Scene 2: Ying Yee identifies the man who robbed her at the police station.

Scene 3: Ying Yee meets with the Crown Counsel at the court house.

Scene 4: Opening scene of the court case. Ying Yee takes an oath to tell the truth.

Scene 5: The Crown Counsel and the defence lawyer ask Ying Yee about the day of the robbery.

Scene 6: Police officers arrest Jim as he is fleeing the scene of a robbery.

Fill it Out!

Practice filling out extended forms.

In Canada, if a police officer hits you or calls you bad names, you can complain.²



Before you begin

1. What information do you think you will be asked to provide on the form?
 - your details?
 - details of the incident?
2. Imagine a scenario that you can use as your “practice” complaint. Hint: Keep it simple and non-violent.
3. To “complete a form” is a language competency (i.e. something you need to be able to do in English). How would you define successful achievement of this competency?
 - fills in all the required information
 - spells correctly
 - uses correct punctuation, capitalization, dates, numbers, and abbreviations
 - other?

Practice filling out a form

To make a complaint about police in BC, go to the Office of the Police Complaint Commissioner at www.opcc.bc.ca/ and click on [File a Complaint](#). From there, you can practice filling out the online form (but do not click the “Submit” button), or if you prefer, you can download and print the PDF version of the form.

After you have finished: Compare your form with a partner. Did they fill out the form successfully? How could you or your partner done better on this task?

²Image of form downloaded from Microsoft clip art.

Talk about it!

- How does talking to the police in BC compare to talking to police in your country of origin? Is there any difference in people's attitude towards the police?
- Are the rules governing police behaviour tougher here or there?
- Does the average law-abiding citizen interact with the police very often? In BC? In your country of origin?
- If you witness a crime, would you contact police? Why or why not?
- Have you heard about any situations of police misconduct recently? What impact do those cases have on society?

Find out More!

Use a computer at school or at home to research a policing topic of your choice. Share your information with your classmates.

- The history of the RCMP
- Municipal and provincial police forces
- Recruitment criteria for the RCMP
- Community Policing Centres
- Auxiliary Reserve Police
- Crime Stoppers
- School Liaison Officers

Connect!

Prepare a list of questions and then make arrangements to meet a police officer:

- Visit a Community Policing Centre.
- Invite a representative from your Community Policing Centre to come to your school.
- Contact a School Liaison Officer to talk about the work they do in your local high school.

Talking to Police



What did you learn?

Fill this out on your own.

	Yes, I can do this on my own.	I need to review this.	I can't do this yet.
I can identify some of the rules and expectations of talking to the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the roles, procedures and expectations of going to court as a witness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get information from this kind of informational text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill in an extended form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can interact with people in unusual and formal situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What else did you learn today? What other questions do you have about policing in BC?

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