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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Law Enforcement II |
| **Lesson/Unit Title** | Interpersonal Skills |
| **TEKS Student Expectations** | **130.337. (c) Knowledge and Skills**  (2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement.  (A) The student is expected to demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection  (B) The student is expected to apply interpersonal communication skills  (C) The student is expected to apply writing skills to facilitate effective field note taking and report writing such as police incident reports |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Use communication skills to evaluate body language, gestures, verbal tone, and inflection * Use interpersonal communication skills * Use writing skills to facilitate effective field note taking and report writing, such as police incident reports |
| **Rationale** | Every individual will have to communicate with others on a daily basis throughout his or her lifetime. It is important for the student to understand the important role that communication plays in Law Enforcement. |
| **Duration of Lesson** | 6 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Please see vocabulary in the “key points” outline that follows. |
| **Materials/Specialized Equipment Needed** | **Materials**   * Interpersonal Communication Scenarios handout * Random household items and a box with lid * Object for descriptive writing activity * Role Play Rubric * Writing Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Select an item for the students to describe, such as a stuffed animal. Place the item at the front of the room or display it for the students to see. Give them a set amount of time and have them write a description of the object. Once they have written their description, ask for a volunteer. Have the volunteer come to the board. Ask for someone who thinks they have a good description of the object. Have the first volunteer literally draw the object that the other student is describing. Remind the person drawing that they are to assume that they do not know what the object looks like. They can only draw based on the description given. Allow several students to draw and give descriptions. The Writing Rubric may be used. |
| **Direct Instruction \*** | |  |  | | --- | --- | | **Key Points** | | |  | Goals of communication  A. Increased officer safety  B. Enhanced professionalism  1. Fewer complaints  2. Less vicarious liability  3. Less personal stress  Role and voice  A. Communication is both intentional and unintentional  B. Content – 7-10% of the message content will change a listener’s  behavior  C. Voice – 33-40% of voice will change a listener’s behavior. When a  person’s role and voice conflict, people believe the voice  D. Body language – 50-60% of body language changes a listener’s  behavior |  1. Delivery system    1. 93% of your success in communication depends on the delivery system used.    2. Tone is extremely important    3. Tone = Attitude   IV. Models of Communication  A. Encoding – the process of putting a message into the form in which it is to be communicated  B. Decoding – the process the receiver goes through while trying to interpret the exact meaning of a message  C. Frame of Reference – background and experience used to decode messages. Each person’s frame of reference is different based on his or her education, race, sex, culture, personal experiences, family background, attitude, and personality  D. Code – a symbol that carries the message   * 1. Language (verbal code) – spoken or written words used to communicate thoughts and emotions   2. Paralanguage (vocal code) – vocal elements that go along with spoken language, including tone, pitch, rate, volume, and emphasis   3. Nonverbal (visual code) – intentional and unintentional means, other than writing or speaking, with which a person sends a message, including facial expression, eye contact, gestures, appearance, posture, size, and location  1. Kinetic Communication    1. Communication is 65% body language, 7% verbal content, 12% voice quality and 16% miscellaneous symptoms    2. People can control the intentional signals of communication more easily than the non-verbal signals 2. Channels of communication – the method used to deliver a message    1. Importance of the message – really important messages usually require face-to-face communication    2. Needs and abilities of the receiver – some respond well to written communication, whereas others do better with face-to-face communications    3. The amount and speed of feedback required – complicated messages, and those requiring immediate feedback, are best delivered face-to-face    4. Necessity of a permanent record – written communication can be used to verify a conversation    5. Cost of the channel – the methods of delivery cost more or less depending on the method chosen. Written communication is often less expensive than the cost to transport employees for a personal meeting    6. The level of formality or informality desired – written communication is often considered to be less formal than memos or newsletters 3. Feedback – can be both visual and verbal responses to a message.   It often improves productivity and employee satisfaction H. Communication Barriers   * + 1. Noise – interferes, distorts, or blocks communication (internal or external)     2. The environment – the physical setting in which communication occurs        1. Physical environment – the size of the room, brightness of the lights, room temperature, comfort, and arrangement of the chairs        2. Social environment – the relationships of the people present     3. Climate – an organization’s social and work environment     4. Facial Expressions        1. Make up most of nonverbal communication        2. Often difficult to interpret        3. The eyes have the most expressive/profound impact on communication           1. Shows interest and attentiveness           2. Signals whether someone wishes to participate or be left alone           3. Controls flow of communication   V. Four Categories of Body Movements   * 1. Emblems – body movements and gestures that carry a specific meaning. Example: a police officer lifting his hand, palm toward you (indicating for you to stop)   2. Illustrators – intentional movements that add to or take away from a meaning. Example: pointing in a specific direction when giving driving instructions   3. Regulators – control the flow of a communication. Example: eye contact is broken, which could indicate the need to wrap up the discussion   4. Adaptors – habitual gestures and movements used under stress that often contradict the message being sent. Gestures contradict the verbal message   VI. Listening   1. Barriers    1. Physical barriers such as hearing loss, noisy office equipment, and loud conversation    2. Semantic Barriers – a word’s meaning is different based on the frame of reference    3. Personal Barriers such as illness, fatigue, stress, and attitudinal biases    4. Gender Barriers       1. Males          1. Talk more often and longer          2. Communication as a competitive tool          3. Interrupt more often       2. Females       3. Communication is a cooperative tool       4. Discussions through initiating topics       5. Make supportive responses B. Five Stages of Listening    5. Sense – hear what is important to the speaker    6. Interpret – assign meaning to what is seen, heard, and felt    7. Evaluate – determine the speaker’s credibility and the message’s importance    8. Respond – react to speech, usually through nonverbal cues    9. Remember – retain parts of the message in memory   VII. Field Notes – brief notations concerning specific events and circumstances that are recorded while still fresh in the officer’s mind; they are used to prepare a report   1. Uses    1. Report writing       1. Provides the basis for a report       2. Reduces the need to contact the parties involved       3. Greater accuracy relative to time, statements, and events than memory alone    2. Court       1. Notes used in court are subject to scrutiny by the court       2. If placed in evidence, they may not be available until released by the court       3. Non-police information should not be written in the notebook (personal comment or other unrelated info) 2. Information contained in the notebook    1. People’s descriptions, from head to toe    2. Vehicles       1. C– color (top-to-bottom)       2. Y– year model       3. M– make (manufacturer)       4. B– body style (2dr, 4dr)       5. A– and       6. L– license plate       7. S– state (on the license plate)       8. Any other distinguishing marks, damage, stickers, etc.    3. Other Property       1. Manufacturer       2. Model name       3. Model number       4. Serial number       5. Cost/value       6. Color       7. Size       8. Style       9. Purpose, if not obvious    4. Dates and times    5. Exact location of an occurrence    6. Persons involved in the crime scene    7. Other important information       1. Case number       2. Location and chain of evidence/custody       3. Assisting officer activity 3. Type of incident 4. Questions    1. Who?       1. Roles (suspect, victim, etc.)       2. Correct spellings       3. Complete name, home address and phone number, and work address and number       4. Any aliases used       5. Sex and race       6. Occupation, if employed       7. Student/school    2. What?       1. Type of offense committed       2. Type of property involved       3. Means of transportation used, if any       4. Statements made       5. Speech impediments       6. Unusual words or phrases    3. When? (exact time the offense occurred)    4. Where?       1. Exact location the offense occurred       2. Reference points, maps used       3. Type of victims, witnesses, suspects in relation to the crime    5. Why?       1. Motive or cause       2. Revenge       3. Monetary gain       4. Drug addiction       5. Accidental    6. How?       1. The crime occurred       2. The property was obtained       3. The suspect was approached       4. The suspect gained access/entry       5. The suspect left the scene 5. Two systems of note-taking    1. The permanent record must contain all pertinent information because it is subject to review by the court       1. Record the officer’s name and number on the notebook       2. Be neat in recording       3. Keep the pages intact and in sequence       4. Record the day and time in sequence       5. Record notes at the scene follow-up in sequence       6. Keep permanently    2. The temporary record should be thorough and organized even though they will be discarded after the report is written 6. Advantages of field note-taking    1. Provides recall at a later time and date    2. Enables the officer to separate the details of the offense    3. Not totally dependent on memory    4. Provides details when preparing a report and testifying in court 7. Rules for note-taking    1. Restrict notes to important facts and information       1. People involved       2. Property       3. Vehicle used       4. Details of the occurrence    2. Alternate between listening and writing    3. Impossible to listen well while writing    4. Ask a question then take another look    5. Check notes for accuracy and completeness of details   VIII.Report Writing  A. Characteristics of a good report:   * 1. Accurate – contains important information/facts, not opinion   2. Concise and explicit   3. Complete – elements of offense and all facts included   4. Clear – simple language, explains clearly   5. Legible – neat and readable   6. Objective – both positive and negative information recorded   7. Grammatically correct – proper sentence structure and punctuation used   8. Correct spelling – adds to credibility and easy to read  1. Organizing Reports    1. Gather information    2. Analyze the facts    3. Organize the information (chronologically, categorically, or both) 2. Elements of a Report    1. Verify that the offense or incident occurred    2. Identify leads and solvability factors    3. Communicate the circumstances of the crime or incident    4. Identify the investigative tasks completed and those yet to be completed    5. Determine if the victim wants to prosecute 3. Types of Reports    1. Incident Report or Offense Report    2. Miscellaneous Incident Report (non-criminal or minor offenses)    3. Arrest Report – booking report after a suspect is arrested    4. Supplemental Report – add to the original report    5. Field Interview Card – assists in developing intelligence on someone   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | **Activities**   1. Interpersonal Communications Role Play Scenarios. Assign two students to each scenario (see the Interpersonal Communication Scenarios handout below). Have the students consider their responses for homework. In class, give each student five minutes to respond to the scenario. The focus is on communication skills. Other students in the class will provide suggestions and discussion on skill improvement. Use the Role Play Rubric for assessment. 2. Report Writing Box. Select a medium-sized box that has a lid (the box cannot be transparent). Pick about ten household items, or items that might be present at a particular crime scene, such as a medication bottle, toothpaste, gum, a knife, scrap paper with a note on it, etc. Allow one row of students (at a time) to come up to the front of the room and stand around the box. Uncover the box and give them one minute to look at the items in the box. Do not allow any talking or note-taking during this exercise. Have the students observe only for the allotted time and then return to their seats. Then students must write a record describing the items.   Allow all students to come up to the box, one small group at a time, for the second round of viewing, allowing only 30 seconds. Ask for a volunteer that thinks he or she has recorded all ten items correctly and in detail. Call on several volunteers. You may have some students who draw what they have seen and label the drawing. Remind students that they may not have long to review a crime scene before it is destroyed, so they need to be as observant as possible, including being incredibly detailed. Use the Writing Rubric for assessment.  **Accommodations for Learning Differences**  For reinforcement, show the students a law enforcement related video clip and have them take notes over what they just watched. Discuss with the students the items that should be included in their notes. Use the Writing Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Please see Interpersonal Communication Scenarios below  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | **Assessments**  Interpersonal Communication Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | **Resources**  Arlington Police Academy training/TCLEOSE standards  Hamilton, Cheryl. *Communicating for Results*. Wadsworth, Thomson Learning. U.S., 2001 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English Language Arts**   1. Writing   A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.   * + 1. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.  1. Speaking   B. Develop effective speaking styles for both group and one-on-one situations.   * + 1. Participate actively and effectively in one-on-one oral communication situations.     2. Participate actively and effectively in group discussions.   IV. Listening  B. Listen effectively in informal and formal situations   1. Listen actively and effectively in one-on-one communication situations.   **Social Studies**  V. Effective Communication  A. Clear and coherent oral and written communication   1. Use appropriate oral communication techniques depending on the context or nature of the interaction. 2. Use conventions of standard written English. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, have the students write an offense report based on the sample scenario included with the lesson. Use the Writing Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)