

**Task: Officer Communication and problem solving**

Criminal Justice I Grades 10-11

*Describe the context of your task here. Separate the parts of the task into A, B, C, etc.*

Describe the specific skills required of law enforcement officials in order to effectively communicate with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics.

**Common Core State Standards**

*List the Common Core State Standards (and math practices if applicable) associated with your task.*

(TN CCSS Reading 1, 2, 3)

**Essential Understandings**

*What key insights should students take from participating in this task?*

Students will develop an understanding of the legal rights pertaining to individuals with disabilities, as well as, proper skills required to overcome communication barriers and cultural differences with individuals within the community.

**Possible Solutions/Solution Paths**

*What solutions or solution paths are acceptable in achieving a correct response for this task? Be sure to address all parts of the task.*

Solutions vary depending on the scenario students receive to address, however possible outcomes would be for the student to call for a an officer to translate, utilize written communications for a hearing impaired individual, utilize proper non-verbal skills for de-escalation purposes.

### **Additional Teacher Information**

*Add any additional notes that will help the teacher execute the task including necessary manipulatives, equipment, etc., and possible students' misconceptions that may need to be addressed.*

The teacher will provide the students with information concerning different types of verbal communication skills concerning pitch and tone and non-verbal skills such as posture, stance, and hand placement. The teacher will also demonstrate a walk through scenario with students identifying problems as they arise and provide possible solutions and appropriate ways for the teacher to respond. Drama students will be given defined roles to role play the scenarios students must respond to.

Students will be given a copy of the ADA guidelines for police response. Laptop, projector and power points will be utilized for providing initial non-verbal and verbal communication information.