Community-Oriented Policing

Media Type: Video
Duration: 23 minutes

Goal: To examine concepts and programs involved in community-oriented policing.

Description: This presentation will explore community-oriented policing and describes various strategies and programs which contribute to community-oriented policing as a philosophy. It evaluates the roles of various officers such as school resource officers, neighborhood service officers and public information officers. In addition, the history and benefits of community-oriented policing are discussed.

Objectives:
1. To define community-oriented policing.
2. To explore the development of community-oriented policing.
3. To describe the goals and benefits of community-oriented policing.
4. To explore strategies, programs and officers which contribute to community-oriented policing.
5. To discuss the skills needed to be a successful community-oriented police officer.

Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

| Speaking & Listening Standards		
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Community-Oriented Policing

College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
		Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Law, Public Safety, Corrections & Security Career Cluster (LW)

Cluster	Standard
	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
Law Enforcement Services Career Pathway (LW-ENF)	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
	Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

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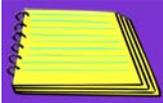
Lesson Plan

Class 1: Begin class by passing out the *Community - Oriented Policing Vocabulary Handout* and *Worksheet* for students to reference during the presentation. Show *Community-Oriented Policing - The Basics.* Follow the segment with its *Assessment.* Introduce the *How I See It Project* and have students begin working.

8 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet.* Show the *Strategies & Tactics* segment of the presentation. Administer the segment *Assessment.* Have students complete the *Roles of Officers Activity.*

15 min.

Class 3: Administer the *Final Assessment.* Introduce the *Policing & Crime in My Community Project* and have students begin working.

Class 4: Have students continue working on *Projects.*

Class 5: Have students continue working on *Projects.*

Class 6: Have students present their *Policing & Crime in My Community Project.*

Lesson Links

U.S. Department of Justice: Community Oriented Policing Services
- https://cops.usdoj.gov/

Career & Technical Student Organizations

SkillsUSA
- Criminal Justice

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.
- iCEV50613, Dennis Lane, Retired Police Officer, City of Raleigh Police Department
- iCEV50507, James Perkins, Police Officer, Hoover Dam Police Department

Community-Oriented Policing

Lab Activity

Roles of Officers
Directions:
Students will perform the necessary research to define various types of officers and describe their roles in developing positive community relationships. They should include general responsibilities of each and how those actions contribute to community-oriented policing. An *Answer Key* has been provided.

Projects

How I See It
Directions:
Students will write a two-page essay describing what community-oriented policing means to them. They should discuss what they believe the philosophy is, concepts and strategies which influence its successful implementation, possible risks of implementation and skills and traits needed for officers to be effective in a community-oriented policing system. In addition, they should include real-life examples of policing they have seen or heard about which either contributed to or detracted from community-oriented policing.

Policing & Crime in My Community
Directions:
Working in groups of three or four, students will research policing programs in their community and judge how community-oriented they are. In addition, they should research crime statistics in their community. Then they should create a brief presentation explaining whether they believe the policing methods in their community build positive relationships or not, and how they believe that affects the crime rates. They should create a visual aid of some kind to be used in the presentation.

CEV