

Friends with LEO

Curriculum Kit

Introduction

Objectives

- Officer will introduce himself/herself to the students and begin to build a relationship within the classroom.

Introduction Total Time: 10 minutes

- Play meetLEO video (5 minutes)
- Explanation of the overall program by the officers (5 minutes)
 - Officer explains how they cannot do their job alone and need help from students and community members
 - Ask students for ideas in which they could help officers
- Give a road map for the day including:
 - Lots of fun discussion
 - Games on students' computers
 - Team work
- The main goal is to get students excited for the lesson



<https://www.youtube.com/watch?v=2AgjtCvrxM8>

Lesson One

Communication

Objectives

- Students will learn how to effectively evaluate information and draw conclusions based on evidence and facts.
- Students will learn the importance of context and background information when making decisions.

Activities

1. What is a rumor? Personal Experiences (10 minutes)
 - Students will be asked what a rumor is
 - Have a few students share their opinion with the class
 - Students will share situations in which they have judged based on surface level facts
 - Discuss why the lack of knowledge caused an issue with parents, teachers, and friends
 - Explain the importance of context and background information before coming to conclusions and making judgments
2. Prediction Situations (15 minutes)
 - Students will be paired and shown the “end” of a situation
 - Allow 3-5 minutes for students to guess the background of the situation
 - Have a few students share and explain why they came to these conclusions
 - Officer will explain the background of the situation and students will evaluate their predictions
 - Class will discuss the proper method for evaluating situations



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Corresponding Poster for Lesson 1

Teachers Note
Inferences and conclusions give you a powerful tool for understanding people and the decisions they make. An inference is an assumed fact, based on information you have at your disposal. A drawn conclusion is an assumption developed as a next logical step for the given information. You can employ inferences and conclusions together to increase the accuracy of your conclusions and learn to better understand the people around you.

Activities continued,

3. Clue (25 minutes)

- Students will get into groups of 3 or 4
 - Each group will receive a piece of paper with a scenario on it
 - Every group will have the same scenario but each page will include different aspects of the story
- Students will draw conclusions on what the punishment/consequence should be for the situation
 - Groups will deliberate and share what they chose
 - Each group will read their scenario to the class and discuss the actions they believe should be taken
 - Officer will read the full story to the class and discuss the proper consequences
 - » Students will be able to ask questions they may have about the situation

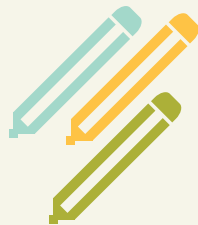
4. Q and A Session (5 minutes)

- This will allow students to ask Officer questions about what they have learned from today's lesson
 - Officer will pose key questions for learning that students did not bring up
 - Students can put unanswered questions in the question box for future sessions

Materials Needed



Question Box



Markers



Flip Chart Paper

Lesson Two

Stereotyping

Objectives

- Students will recognize common stereotyping and learn how to combat assumptions in their experiences.
- Students will learn about criminal profiling and why it is involved in law enforcement.
- Students will utilize an interactive app platform to draw conclusions about common stereotyping and the importance of information to decisions.

Activities

1. Discussion (15 minutes)

- Students will get into pairs to create definitions of racism
 - Officer will ask students:
 - »Is this different than stereotyping?
 - »What ethnicities come to mind when you think of racism?
 - Class will discuss opinions and acknowledge trends in their responses

2. App (15 minutes)

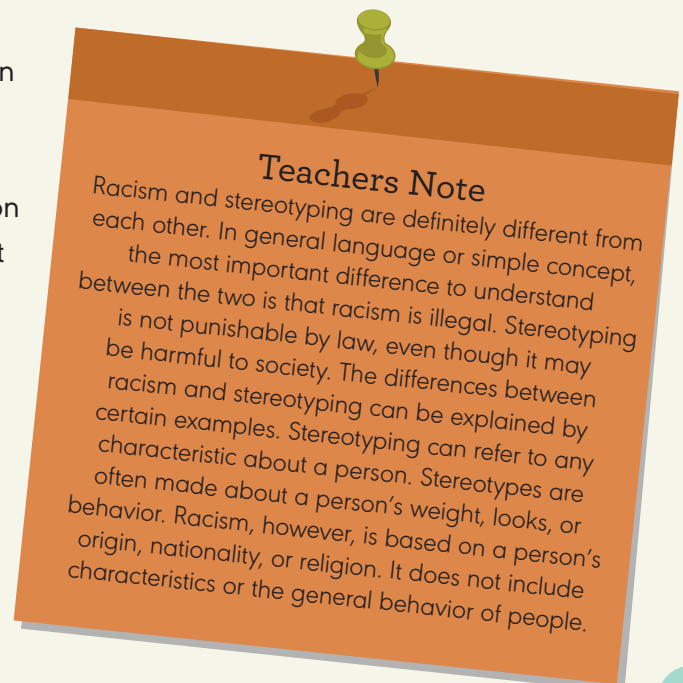
- Students will play the “Who Am I?” app individually
 - Situations will be presented to each student through the app
 - Based on what they read they will choose between three pictures displayed on the screen
 - »Various characters are included involving differing cultures, races, and attire
 - Based on students’ selections, more information will be given about who they chose and why it is correct or incorrect
 - »If they choose incorrectly, they will be shown the correct answer and explanation
 - Once finished, the situations will be review via PowerPoint
 - »Officer will ask students how they decided which character was the correct answer to show they may have judged based on clothing, potential race, etc.



Click to download
the poster



Corresponding Poster for Lesson 2



Activities continued,

3. Conclusion (25 minutes)

- Help students recognize that any of the characters in the app scenarios could have been the right choice
 - Explain that information about the person is needed to truly know which one fits best
- Officer will lead a discussion on criminal profiling used within law enforcement
 - Officer will give examples of situations and outcomes involving many ethnicities and environments
 - Students will recognize that outcomes are solely based on crimes and criminal behavior - not stereotypes

4. Q and A Session (5 minutes)

- This will allow students to ask Officer questions about what they have learned from today's lesson
 - Officer will pose key questions for learning that students did not bring up
 - Students can put unanswered questions in the question box for future sessions

Materials Needed



Question Box



Electronic Devices



Paper



Pencils



Click to play the app



Lesson Three

Outstanding Citizen

Objectives

- Students will explore what it means to be a bystander and will develop strategies on how to effectively react to situations they encounter.
- Students will define ethics and will learn how to make ethical decisions

Activities

1. Conflict Resolution (10 minutes)

- Beach Ball Pass
 - See attachment for directions
 - Modification – students should hold one arm behind their back and try to complete the allotted hits
- After students finish playing the game, Officer will lead discussion about conflicts faced while playing the game and discuss issues about working with people with different capabilities or skill levels

2. Bystander (15 minutes)

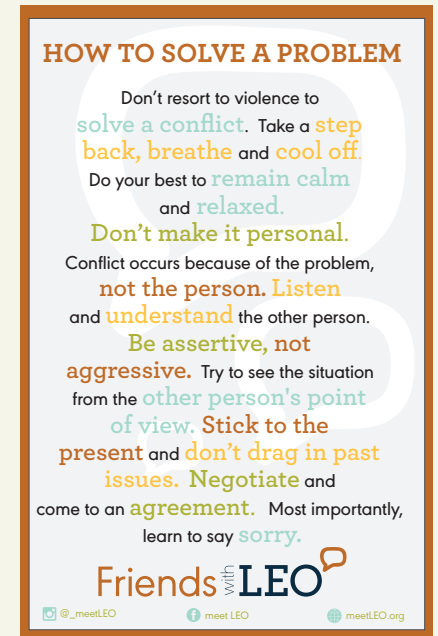
- A few students will share what they already know about bystanders
 - Officer will explain that a bystander is present in more than just school settings
 - Students will see that they are often bystanders in situations with strangers

3. Ethics (30 minutes)

- Officer will discuss with students that not everyone makes ethical decisions
 - Officer will emphasize that students should want to make ethical decisions
- Students will take an ethical scenario quiz on their electronic devices
 - See attachment for directions
 - Results will be displayed and students will discuss which actions are most ethical and why.

4. Q and A Session (5 minutes)

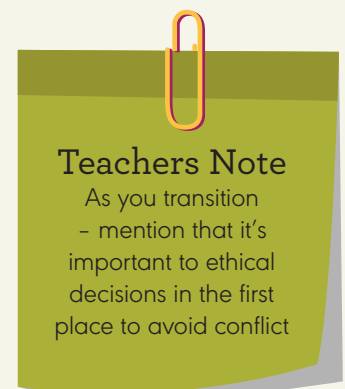
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Click to download
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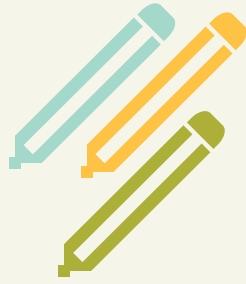
Corresponding Poster for Lesson 3



Materials Needed



Question Box



Markers



Flip Chart
Paper



Electronic
Devices



Projector



Beach Ball



Parking Lot Questions

Objectives

- Students will openly interact with the officer, continuing the personal relationships they have developed with them.
- Questions from the question box will be answered by Officer.

Activities

1. Allotted time for answering questions from the question box (45-60 minutes)
2. Any extra time can be used as an open floor for last minute questions



Post Activity Initiatives

Objectives

- Students openly interact with the officer, continuing their personal relationship they have developed.
- Students will reflect on the lessons they have learned and write about the new friendships they have formed.

Activities

1. "Today I Met LEO" Worksheets (20-30 minutes- classroom)
 - Students will write about the day, including their favorite part, and thank the officers they met
 - Utilize crayons and colored pencils for this activity
 - Students can take these sheets home and use them as a talking point with parents, family, and other friends



Click to see the worksheet

Ethical Scenarios

Questions to discuss after reading situations:

- What are the possible choices?
- Is there a right or wrong choice?
- What are possible consequences of each choice?
- Who will be affected by each choice?
- Would I feel guilty because of any of the choices?
- Would any of the choices embarrass me if others found out?
- Do I have an obligation or duty to make a certain choice or to report the situation?
- If there are negative consequences for doing the right thing, how can I face them in a strong, positive way?

Scenario 1:

Kenny is walking home from school and he comes across a wallet on the sidewalk. The wallet has \$25 in it, but there's also an ID telling the name and address of the owner. The sidewalk is located right in front of the grocery store parking lot. (*What should Kenny do?*)

- He should go to the address on the ID and return the wallet
- He should keep the \$25 and turn the wallet into the store
- He should leave the wallet where he found it
- **He should turn the wallet in to the grocery store**

Scenario 2:

You're best friend Jamie sits with you at lunch every day. One afternoon he says, "I heard that you found a website where I could watch movies for free! I really want to see the new Batman v. Superman movie. Will you show me the site?"

- You show Jamie the site and watch the movie with him
- Explain that you overheard others talking about the site, but you are not comfortable using it yourself
- **Tell Jamie that you're sorry but you don't want to get in trouble, or for him to get in trouble, so you aren't going to share it with him**
- Tell Jamie that you will text him after school

Scenario 3:

Your older brother is getting ready to go meet up with his friend Tom at the mall. He asks you to lie if your mom asks who he is meeting because she does not like when he hangs out with Tom. He even offers to pay you \$10 for keeping the secret. *(What do you do?)*

- Take the \$10 and don't tell mom
- Take the \$10 and tell mom once he leaves
- o **Don't take the \$10 and tell him you are not going to lie**
- Don't take the \$10 but tell him you will lie for him if he lies for you next time

Scenario 4:

Laura sits next to you in class on Tuesday and asks you to help her find a bad picture of Tasha to post on Instagram. She says that she snapchatted an ugly picture to her yesterday and then saw it posted on Tasha's Instagram this morning and wanted to get back at her. *(What do you say?)*

- Help Laura find a bad picture of Tasha
- Trick Tasha into sending you a bad picture and give it to Laura
- Confront Tasha about posting the picture of Laura
- o **Tell Laura that you'd rather not get in the middle of it, and that you don't think posting an embarrassing picture of Tasha is the right thing to do**



Other Scenarios

Sarah is visiting her friend Rana's house. Rana's family has a pool, and Rana suggests that they go swimming. Sarah's mother has told her not to swim if no adults are there to supervise. Rana's parents are away. Sarah wants to swim with Rana. What should Sarah do?

Logan receives an e-mail from Jerry. In the e-mail, Jerry tells Logan to do his science homework for him. Jerry says he will make fun of Logan in front of their class if Logan doesn't do it. Logan doesn't want to help Jerry cheat, but he also doesn't want to be embarrassed. What should Logan do?

Julisa's mom surprises her with a sweater that she knit herself. It took Julisa's mom weeks to make it. Julisa appreciates her mom's effort, but she thinks the sweater is ugly. Julisa doesn't want to wear the sweater, but she also doesn't want to hurt her mom's feelings. What should Julisa do?

Khaleel is on a debate team. His friend Tania is on an opposing team. The two teams will soon face off. Tania sits next to Khaleel in class, and he realizes that he can see her debate notes. Khaleel knows that cheating is wrong, but the information in her notes could help his team win. What should Khaleel do?

Patricia is on the playground when she sees a group of older boys threatening Jonathan, a new boy at school. One of the boys tells Patricia to watch as he trips Jonathan. Other kids on the playground laugh and point as Jonathan falls to the ground. Patricia feels bad for Jonathan, but she doesn't want the older boys to bother her. What should Patricia do?

Xavier's teacher introduces Eric, a new student, to the class. Eric is from another country. His clothes and way of speaking are different from the rest of his new classmates. At lunch, Eric sits alone. Xavier notices that. But many of Xavier's classmates think Eric is weird because of his clothes and the way he talks. What should Xavier do?

Maurice is at the mall when he sees his best friend, Veronica, steal candy from one of the stores. Veronica offers to split the candy with Maurice if he promises not to tell anyone. Maurice loves candy, but he knows that stealing is wrong. What should Maurice do?

Pre Test/Post Test

1) My knowledge of what criminal profiling is:

Low 1 2 3 4 5 6 7 8 9 High

2) My knowledge of ethics and ethical decision making is:

Low 1 2 3 4 5 6 7 8 9 High

3) My knowledge of what a police officer's daily routine is:

Low 1 2 3 4 5 6 7 8 9 High

4) How important is background information/context in the decisions you make:

Low 1 2 3 4 5 6 7 8 9 High

5) You see teenagers put a video game in their backpack or purse without paying for it. What is the likelihood you would tell an adult (Parent, Grandparent, Brother/Sister, Store Clerk)

Low 1 2 3 4 5 6 7 8 9 High

6) I believe police officers make decisions based on the color of someone's skin:

Low 1 2 3 4 5 6 7 8 9 High

7) What ethnicities come to mind when you think of racism? - List all that come to mind



Clue

Scott and Alex had just gotten done eating lunch on Saturday and they decided to go over to the park and play some basketball. As they were playing, Scott and Alex heard two men yelling at each other. They stopped and looked over when they heard the commotion. As they watched, they saw one man (man A) calling the other man (man B) terrible names for no apparent reason. Man A was a much bigger than man B and Scott and Alex could hear man B asking man A to please stop. Man A did not stop and quickly the yelling turned into fighting. As the fight was going on, Scott and Alex noticed a young boy crying in the background. The young boy was a fourth grader named Ben at their school and one of the men (man A) in the fight was his older brother Mike. When Scott and Alex saw this they decided to call the police, but before the police arrived man A beat up on man B pretty bad and man A grabbed his brother and left before the police showed up.

On one Saturday afternoon Ben asked his older brother Mike if he would take him to the park and fly a kite. Ben's older brother agreed and off they went to the park. Once Ben got his kite up and flying his older brother left him alone for five minutes as he went to the gas station across the street to grab some drinks for the two of them. When he got back he saw Ben crying on the ground and his kite was nowhere to be found. He asked his little brother what had happened and Ben told him that some man came up to him, called him names, shoved him down, stole his kite and purposely got it stuck in the tallest tree in the park. Mike became very angry and told Ben to point him out. Ben was afraid to tell his brother because he knew Mike had a short temper and Ben was afraid things may get out of hand. Once Ben pointed out the man to his brother, Mike stormed directly over and started yelling at him.

Todd was bored at his house on Saturday and decided to go to the park. Todd was known as the neighborhood trouble maker and he was constantly getting into trouble. As he got to the park he noticed Ben flying a kite by himself. Todd thought to himself that this would be a good opportunity to start some trouble. He went over to Ben and started to pick on him, he called him names, shoved him down, and took his kite. Todd had no use for the kite so he thought it would be funny if he got it stuck in the tallest tree in the park. After he got the kite stuck Todd decided to go home, but as he was leaving he heard Ben's older brother yelling at him. Todd turned around and saw Ben's brother storming over to him and Todd knew he was in trouble.

The police arrive to the scene after receiving a call about two males fighting. When the police arrived only one of the men was still present at the scene. The police started to question the man about the fight. The man's name was Todd and he started to tell the police what had happened, here is what Todd told the police: I was walking home from the park when I heard someone yelling at me and walking my way. I asked him what was wrong and tried to calm him down but he got right up in my face and continued to yell at me. I became nervous because the man was much larger than me and I asked the man nicely to leave me alone. He did no such thing, the man then threw me to the ground and started to attack me. That's when two boys saw what was going on and called the police. Once the other man realized the police had been called, he grabbed his younger brother and ran away. The police questioned the two boys about the fight and they told the police the same story that Todd did.

It turns out that Mike ran once he knew the cops were coming because he was on probation for another fighting incident. Mike did not take time to think of the consequences of his actions for fighting Todd. Even though Todd was 100% in the wrong, it doesn't give Mike the right to beat up Todd. Mike did not learn from his first mistake and since he got in trouble while he was on probation, Mike will now be going to jail. Even though Mike's heart was in the right place for trying to protect his younger brother, he failed to think of the consequences for his actions.

