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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 1 |
| **Lesson/Unit Title** | Code of Ethics |
| **TEKS Student Expectations** | 130.336. (c) **Knowledge and Skills**  (5) The student understands ethical behavior standards required for law enforcement personnel.  (A) The student is expected to explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement  (B) The student is expected to evaluate individual ethical behavior standards  (C) The student is expected to analyze legal and ethical behavior standards protecting citizens constitutional rights  (D) The student is expected to demonstrate strategies to enhance public trust and  (E) The student is expected to explain the mission of law enforcement in protecting a democratic society. |
| **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   * Define terms associated with ethics * Discuss where ethics come from and why they are important in society * Analyze the types of corrupt officers and the police subculture * Assess how to make an ethical decision * Examine ways to reduce corruption in law enforcement * Role play an officer forced to make an ethical decision |
| **Rationale** | A law enforcement officer must know what it means to have ethics. They must understand the consequences of unethical behavior and how it can affect society as a whole. |
| **Duration of Lesson** |  |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**  Code of Ethics computer-based presentation  Discussion Rubric  Research Rubric  Role Play Rubric  Writing Rubric  **Equipment** |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have the students write down their personal code of ethics – the one that they live by daily, or when decisions must be made. It can include how they decide to treat others or their limits in questionable situations. Use the Writing Rubric to assess the students’ work.  When the writing exercise is complete lead the students in a discussion. Use the following questions and the Discussion Rubric:  • What does it mean when someone is referred to as ethical?  • Why is it important for a police officer to have ethics?  • Who is affected by unethical officers and how?  • Is breaking the law to catch a criminal a “good” act?  • Does the “good” end of crime control justify “bad” means? |
| **Direct Instruction \*** | 1. Police and society    1. The mission of law enforcement in protecting a democratic society:   1. To fight crime  2. To serve and protect  3. To promote public safety  4. To enforce the law  5. To provide “due process” and “equal protection” for all   * 1. The police work for the citizens of the community who employ them   2. Police officers have a duty to protect the community, even to the point of death   3. Police officers have tremendous power in our society:      1. The power to arrest      2. The power to mediate or to charge      3. The power to use force      4. The power of life and death   4. Police Authority      1. Entitlement to an unquestioned obedience that derives from fulfilling a specific role      2. The officer has power simply because he or she is a police officer.   5. Police Power      1. Power is the means to dominate others.      2. The term “power” implies that there might be resistance to overcome. If there is resistance, it will be crushed.   6. According to Social Contract Theory      1. Each person gives up complete freedom in exchange for the guaranteed protection of society from others.      2. Police power is part of this quid pro quo.      3. Police power exists to provide protection.      4. Since police power may also violate protection if abused, it is limited to what is necessary for protection.  1. The role of the U.S. Constitution in police work    1. The United States Constitution offers protections to citizens from unreasonable intrusions in their life by law enforcement.    2. Police officials must have exceptions to violate these protections and these exceptions must be proven in court:       1. Reasonable suspicion       2. Probable cause       3. Warrant signed by a judge    3. Rules and laws in relation to police officials and the U.S. Constitution are defined in court cases; their application to law enforcement is ever changing.    4. This separation of powers in the criminal justice field maintains the integrity of the system while protecting innocent people from corrupt officers. 2. Ethics in law enforcement    1. Ethics – a code of values which guides our choices and determines the purposes and courses of our lives       1. The importance of ethics in law enforcement       2. Career survival       3. Media coverage       4. Community view of agency       5. In-house dissension       6. Personal stress       7. Innocent people can suffer    2. The origins of ethics       1. Upbringing       2. School       3. Religion       4. Friends       5. Society as a whole 3. Threats to ethical conduct    1. Corruption       1. Exploiting one’s position for personal gain at the expense of those one is authorized to serve.       2. Police corruption is a worldwide problem.    2. Noble Cause Corruption       1. Involves officers employing unethical means to catch criminals because “it’s the right thing to do.”       2. Perceived by officers as a fulfillment of their profound moral commitment to make the world a safer place to live.    3. Discrimination       1. Occurs when a discretionary decision maker treats a group or individual differently from others for no justifiable reason       2. Individual prejudices and perceptions of groups may influence an officer’s decisions.       3. Everyone has prejudice; we just need to identify what it is and not act on it.    4. Graft – exploitation of one’s role by accepting bribes or protection money    5. Excessive Force – occurs when an officer goes beyond what is necessary for arrest, or has no lawful reason to use force at all but does    6. Racial Profiling – stopping an individual based solely on racial characteristics 4. Other possible ethical issues in law enforcement    1. Duty       1. The responsibilities attached to a specific role       2. It is important for an officer to properly understand their role in society so citizens’ constitutional rights are not violated.    2. Discretion – the option to choose between two or more courses of behavior    3. Gratuities – items of value given because of role or position, rather than a personal relationship    4. Police Subculture       1. An unofficial fraternity of police officers that promotes an “us versus them” mentality because they          1. Typically form a homogenous social group          2. Have a uniquely stressful work environment          3. Participate in a basically closed social system       2. Characteristics of Police Subculture          1. Cynical          2. Isolated, alienated          3. Defensive, distrustful          4. Authoritarian, dogmatic          5. More conservative than the general public          6. Value equality less than the general public          7. Value obedience over independence 5. Types of corrupt officers    1. Grass-eaters       1. Passively corrupt       2. Opportunistic ethical violations       3. Take bribes and gratuities       4. Accept unsolicited protection money    2. Meat-eaters       1. Actively corrupt       2. Regular ethical violations       3. Participate in shakedowns       4. Rob drug dealers       5. “Shop" at burglary scenes       6. Engage in criminal activities 6. Police discipline within Internal Affairs    1. An internal discipline system where police investigate themselves    2. This may be a separate division within the department or cases may be given to supervisors to investigate as complaints arise    3. The assigned investigators follow up on reports by citizens and other officers about other officers’ misbehavior or unethical choices.    4. Sometimes a committee is formed that will make a recommendation to the chief on what the punishment should be for the officer found guilty of unethical behavior. 7. Ethical decision-making in law enforcement    1. Every decision made should be assessed through application of the following questions:       1. Is it legal?       2. Is it fair to all concerned?       3. How will the decision make me feel about myself?    2. Other standards       1. The Bell – are there warnings in your head?       2. The Book – are there any codes being violated? (penal code, CCP, SOPs)       3. The Candle – will the decision withstand public scrutiny? 8. Enhancing public trust in police    1. Methods to enhance the public’s trust in law enforcement       1. A tough hiring process with high qualifications helps weed out the potential bad future employees from the good.       2. Qualifications include          1. Clean or limited criminal record          2. Good work history          3. Lack of or limited history of drug abuse          4. At least some college education or military experience       3. A good hiring process includes          1. Extensive background investigation          2. Polygraph test          3. Oral review board          4. Psychological examination          5. Physical examination    2. Good training brings ethical issues to light and reminds officers of what to be aware of. This can happen in       1. Police academy       2. Field training       3. In-service training    3. Other ways to reduce corruption       1. Increase pay       2. Eliminate unenforceable laws       3. Establish civilian review boards       4. Improve leadership       5. Set realistic goals and objectives       6. Provide a written code of ethics       7. Provide a whistle blowing procedure that ensures fair treatment for all parties       8. Rotate assignments    4. Civilian review/complaint model discipline approach       1. An independent civilian agency audits complaints and investigations.       2. Police still investigate and conduct the discipline proceeding.       3. This can provide more transparency and trust with the department and the public. 9. Police and Ethics Conclusion – nearly every decision a law enforcement officer makes is an ethical one and can have long-lasting consequences in society, for good or bad.   *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 \*** | Code of Ethics Role Play: have the students imagine they are officers at the local police department, and then create an ethical dilemma scenario. This could be in the form of another officer doing something illegal or the officer being in a situation where a tough legal decision must be made. An example is a domestic disturbance in which, according to the law, someone must be arrested, even though it may have profound effects on the family and their finances. After each student writes his or her scenario, have the students trade scenarios to role play an officer in each other’s scenario. Have the student playing the officer decide based on the Code of Ethics studied including the U.S. Constitution. Use the Role Play 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 \*** | *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 \*** | Code of Ethics Exam and Key  Code of Ethics Open-note Quiz 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** | 020547893X, Fagin, James. Criminal Justice: Prentice Hall, 2007.  Texas Commission on Law Enforcement Officers Standards and Education (TCLOESE) Training  Officer’s experience on-the-job |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Social Studies Standards**  I. Interrelated Disciplines and Skills  F. Problem-solving and decision-making skills   1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 2. Analyze ethical issues in historical, cultural, and social contexts. |
| **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 reinforcement, the students will choose a police agency they are interested and research what the hiring requirements are. Use the Research Rubric for assessment.  For enrichment, students will research stories in the news about corrupt police officers. Use the Research 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)