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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, & Security |
| **Course Name** | Law Enforcement I |
| **Lesson/Unit Title** | Basic Traffic Stops |
| **TEKS Student Expectations** | **130.336. (c)** **Knowledge and Skills**  (15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops.  (A) The student is expected to apply techniques used to assess risk in vehicle stops.  (B) The student is expected to understand and analyze traffic laws contained in the Texas Transportation Code and their applications.  (C) The student is expected to execute a simulated misdemeanor traffic stop using the seven-step violator contact method.  (D) The student is expected to identify the regulations relating to arrest, charging procedures, notices, and promises to appear. |
| **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 an accurate traffic stop * Demonstrate safe and effective mock traffic stops * Evaluate peer traffic stop performance |
| **Rationale** | Traffic stops are a vital part of an officer’s daily responsibilities. They are also the second leading cause of officer deaths in the line of duty. It is necessary for an officer to be able to perform a traffic stop effectively and safely. |
| **Duration of Lesson** | This lesson plan should take 5 to 7 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Fake traffic tickets * Classroom chairs if actual cars are not available * Gun belt * Radios (optional) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Who has ever been pulled over? * How nervous were you? * What do you think the officer was looking for and doing during the encounter? * How was Ted Bundy caught? (He was caught by an officer initiating a traffic stop.) |
| **Direct Instruction \*** | I. Before the Traffic Stop the Officer  A. Observes a violation  B. Responds to a call involving criminal activity and finds the suspect vehicle  C. Has a reasonable suspicion  D. Picks a safe spot to initiate a traffic stop  E. Turns on the lightbar  F. Dispatches information over the radio  1. Location  2. License plate  3. Anything else dispatch may need to know  4. Number of occupants  5. Color and type of car  6. Unusual and/or suspicious activity  G. Positions the vehicle  1. To the left of the violator  2. Turned towards the left  H. Observes the occupants, looking for unusual movement  I. Shines a spotlight into the center of the vehicle or the driver's side mirror, if performing the traffic stop at night  J. Remembers the importance of keeping the element of surprise  K. Uses various approaches when necessary  II. During the Stop the Officer  A. Approaches the violator  1. Moves toward the violator quickly  2. Looks for oncoming traffic before exiting the vehicle  3. Confirms the possession of all essential equipment (flashlight, notepad, pen, etc.)  4. Checks the trunk  5. Stands at an advantageous position (behind or in front)  B. Contacts the violator using the 7 Step Method  1. Greets and shows identification  2. States the violation that was committed  3. Asks for the driver’s identification  4. States an action before it is taken  5. Takes the stated action  6. Explains what the violator must do  7. Leaves  C. Maintains sight of the violator’s hands  D. Looks for weapons or contraband in plain view  E. Obtains  1. Driver's license or identification card  2. Correct information, avoiding the name game  3. Proof of insurance  F. Returns to the patrol vehicle  G. Runs the information  H. Writes the ticket, confirms the warrant, etc.  I. Gives a verbal warning or writes a ticket  1. Returns to the violator and gives a warning or ticket  2. Says, “You are receiving a ticket.”  3. Does not say, “I am giving you a ticket.”  4. Thanks the violator for exhibiting courtesy and cooperation  J. Discovers a warrant and arrests the violator  1. Has dispatch confirm the warrant  2. Requests backup  3. Keeps an eye on the occupants  4. Follows the steps of warrant arrest  a. Approaches the driver and has him or her step out to the back of the vehicle when backup arrives  b. Makes the arrest  c. Releases the vehicle to a third party  d. Leaves the vehicle parked in a secure area  e. Impounds the vehicle if it is a traffic hazard  f. Performs an inventory  g. Takes the violator to jail  III. After the Stop the Officer  A. Clears with a disposition on the radio  1. Verbal warning  2. Ticket  3. En route to jail  IV. Passengers may  A. Give their information if you ask  B. Refuse to give the requested information  C. Exit the vehicle and leave because the driver is the only one detained  V. Other Traffic Stop Scenarios  A. The officer smells  1. Marijuana  a. Have the violator step out of the vehicle and calls for backup immediately  b. Search for marijuana wherever it may be hidden  2. An alcoholic beverage  a. Take the keys out of the ignition if necessary  b. Call for backup  c. Administer Standardized Field Sobriety Tests (SFSTs)  B. The officer sees a gun on the passenger seat  1. Draw his or her weapon  2. Have the occupant exit the vehicle  3. Put the violator in handcuffs  4. Perform a Terry Stop or Frisk  C. The officer observes fervent movement, and then searches the area as a safety precaution  D. The driver jumps out of the vehicle due to extreme emotion (anger, confusion, etc.); the officer has them get back into the vehicle  VI. Examples of Various Driver Reactions  A. Non-responsive  B. Racially motivated  C. Passive  D. Mixed/combination  E. Crying/emotional  F. Verbally Angry  G. Physically Angry  H. Totally Compliant  VII. Expected Reactions of Drivers  A. Nervousness (remember that this does not mean the violator is guilty of anything else)  B. Extreme Nervousness (believe that something else is going on)  C. Disrespectful  D. Making racial accusations  VIII. During Radio Procedures an Officer  A. Identifies him or herself  B. Tells dispatch when he or she is on a traffic stop by using the code “4111 traffic”  C. Waits for dispatch to acknowledge, and then gives the location of the traffic stop  D. Tells dispatch the license plate twice  E. Uses the call letters (attached)  F. Gives any other pertinent information, such as the number of occupants, suspicious movements, or items, etc.  G. Waits for dispatch to respond, and then makes an approach  H. Says “4111 check one” after making initial contact  I. Waits for dispatch to respond  J. Gives dispatch the persons  1. Last name  2. First name  3. Date of birth  4. Sex and Race  K. Waits for dispatch to acknowledge by calling his or her officer number  L. Responds with “Go ahead”  M. Listens for dispatch response  N. Says, “4111 receive”  O. Says, “Go ahead and confirm the warrant,” if dispatch informs the officer that the violator has a warrant, and the officer decides to arrest the violator  P. Says, “4111 is clear traffic with a (ticket or warning or arrest),” after completing the stop and returning to the squad car |
| **Guided Practice \*** | Watch the videos involving traffic stops and critique them using the Basic Traffic Stops Checklist. To find some videos do an Internet search for the following:   * Deputy shot in the face and lives * Texas Officer assaulted on traffic stop video   Note: This material is graphic. Always view videos prior to showing them in class and make sure that they are appropriate for your class according to your school’s policies. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have students practice calling out license plates with a partner. They may alternate roles as officer and dispatcher. When the students are ready, have the students write out the phonetic alphabet from memory. Use the Individual Work Rubric for assessment. * Have each student demonstrate a basic traffic stop while the other students evaluate them in writing. They may use the Basic Traffic Stops Checklist or write down one strong skill and one skill that needs improvement. The peer evaluations may be assessed. Allot time for practice before the evaluation. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Basic Traffic Stops Exam and Key * Basic Traffic Stops Checklist * Discussion Rubric * Individual Work Rubric |
| **References/Resources/**  **Teacher Preparation** | * Texas Commission on Law Enforcement Officers Standards and Education (TCLOESE) Training * Officer’s experience on-the-job * Do an Internet search for the following: * Deputy shot in the face and lives * Texas Officer assaulted on traffic stop video |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) | Students ride out with a police officer, observe how they do a traffic stop and summarize the experience. Use the Individual Work 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)