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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** | Cultural Diversity |
| **TEKS Student Expectations** | 130.336. (c) **Knowledge** (3) The student uses verbal and nonverbal communication skills necessary for law enforcement(D) The student is expected to recognize diversity in culture |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The students will be able to:* Analyze diversity in culture.
* Distinguish between cultures and subcultures.
* Identify theories of prejudice and discrimination.
* Write a research paper about an aspect of their own culture.
* Analyze race-related issues in law enforcement
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| **Rationale** | Police officers encounter people from many different cultures in a widevariety of circumstances. In order to truly protect and serve everyone,officers must be well-trained to communicate effectively with people from all cultures without being driven by their own biases. |
| **Duration of Lesson** | 4 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Cultural Diversity Key Terms****Cognitive dissonance**: thoughts (social/moral) that sharply conflict with each other**Contracultures**: social groups that have developed values and models of behaviors that are in continual conflict with the prevailing culture**Counterculture**: made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture**Cultural relativity**: a belief that no culture can be judged by the standards of another and that every culture must be approached on its own terms**Cultural sensitivity**: the ability to be open to learning about and accepting different cultural groups**Culture**: an integrated pattern of learned human behavior traits including thoughts, communication, actions, beliefs, values; the institutions of an ethnic, religious, or social group; a body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group**Discrimination**: to make a difference in treatment on a basis other than individual character**Ethnocentrism**: to judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true, universal way and the other culture’s in a negative way**Heterosexism**: a belief in the inherent superiority of heterosexuality over all other patterns, and thereby the right to dominance**Implicit Biases**: unconscious biases that affect our decision-making; everyone has them**Internalized oppression**: a subconscious belief in negative stereotypes about a group that results in an attempt to fulfill those stereotypes, and a projection of those stereotypes onto the members of that group**Multiculturalism**: the recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class**Prejudice**: an attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason**Race**: is not biological, but it is a powerful social idea that oppresses some groups while benefiting others**Racism**: a belief that racial differences produce an inherent superiority in a particular race**Sexism**: the belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance**Social distance**: the desired distance that a group sets on contact with other groups. Social distance begins when certain traits are identified as “good” or “bad” and then are linked with stereotypes or particular groups**Stereotypes**: a generalization of characteristics that is applied to all members of a cultural group**Subcultures**: small groups of people within a society whose values differ from those of the majority |
| **Materials/Specialized Equipment Needed** | **Materials*** Acknowledging Your Cultural Heritage worksheet
* Cultural Diversity Key Terms handout
* Cultural Biases Reflection worksheet
* White board, large sheets of paper, or chalk board
* Computer with projector, Internet access, and screen
* Computers with Internet access
* Discussion Rubric
* Individual Work Rubric
* Role Play Rubric
* Research Rubric
* Writing Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Give each student the handouts Cultural Biases Reflection and Acknowledging Your Cultural Heritage to fill out as a self-assessment. Do not use it for a grade. Instead, use it as a discussion or a journal-writing tool to assess the impact cultural diversity has had on the students. Use the Individual Work Rubric for assessment. |  |
| **Direct Instruction \*** |

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| I. Cultural Diversity – differences in age, ethnic heritage, gender, |
| physical abilities/qualities, and sexual orientation |
| A. Key Terms |
| 1. Culture: an integrated pattern of learned human behavior traits |
|  | including |  |  | thoughts, communication, actions, beliefs, values; the |
|  | institutions of an ethnic, religious, or social group; a body of |
|  | learned beliefs, traditions, principles, and guides for behavior |
|  | that are shared among members of a particular group |
| 2. Ethnicity: sharing a strong sense of identity with a particular |
|  | religious, | racial, or social group |
| 3. Race: is not biological, but it is a powerful social idea that |
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|  | oppresses some groups while benefiting others |
| 4. Cultural sensitivity: the ability to be open to learning about and |
|  | to be accepting of | different cultural groups |
| 5. Racism: a belief that racial differences produce an inherent |
|  | superiority | in a particular race |
| 6. Stereotype: a generalization of characteristics that is applied to |
|  | all members | of a cultural group |
| 7. Internalized oppression: a subconscious belief in negative |
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|  | stereotypes about a group that results in an attempt to fulfill |
|  | those stereotypes and a projection of those stereotypes onto |
|  | members of that group |

* + 1. Heterosexism: a belief in the inherent superiority of heterosexuality over all other patterns, and thereby the right to dominance
		2. Discrimination: to make a difference in treatment on a basis other than individual character
		3. Prejudice: an attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason
		4. Multiculturalism: the recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class
		5. Sexism: the belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance
		6. Ethnocentrism: to judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true, universal way and the other cultures in a negative way

II. Dimensions of Culture* 1. Primary Dimensions – cannot be changed
		1. Age
		2. Gender
		3. Physical abilities/qualities
		4. Race
		5. Sexual orientation
	2. Secondary Dimensions – can be altered
		1. Educational background
		2. Geographic location
		3. Income
		4. Marital status
		5. Parental status
		6. Religious beliefs
		7. Work experience
1. Theories of Prejudice
	1. Cultural Transmission Theory
		1. Stereotypes and social distance
			1. Children are taught stereotypes
			2. Social distance: the desired distance that a group sets on contact with other groups. Social distance begins when certain traits are identified as “good” or “bad” and then are linked with stereotypes or particular groups
	2. Personality Theory
		1. Frustration and aggression
			1. Asserts that social frustration caused by struggles for power within society causes aggression by members of one social group against members of another group
		2. Cognitive dissonance: thoughts (social/moral) that sharply conflict with each other

C. Group Identification Theory* 1. Ethnocentrism causes people to gather in groups that view outside groups as different and inferior
		1. Strong communities through familial and social ties based on intimacy
		2. Ethnocentrism causes prejudice

IV. Theories of Discrimination* 1. How can discrimination cause prejudice?
		1. Children learn to discriminate before they learn to be prejudiced
		2. Preexisting discrimination can create a “vicious circle” of discrimination
	2. Situational Pressure Theory
		1. People’s actions under pressure in particular situations do not always match their professed beliefs and attitudes
		2. The gap between belief and action is called *creed/deed* *discrepancy*
	3. Group Gains Theory
		1. Dominant social groups discriminate against subordinate groups because the individual members of the dominant groups enjoy concrete gain as a result
	4. Institutional Structure Theory
		1. A steady decline in the living standards for racial and ethnic minorities
		2. Shame combined with prejudice results in discrimination
		3. Segregated schools and/or neighborhoods emerge
		4. Built into the structure of society

V. Differentiate between Culture and Subculture* 1. Culture: the total of the learned behavioral traits, values, beliefs, language, laws, and technology characteristics of the members of a particular society
	2. Cultural relativity: belief that no culture can be judged by the standards of another and that every culture must be approached on its own terms
	3. Subcultures: small groups of people within a society whose values differ from those of the majority
	4. Counterculture: made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture
	5. Contracultures: social groups that have developed values and models of behaviors that are in continual conflict with the prevailing culture

VI. Implicit Bias and Law EnforcementA. Implicit Biases: are unconscious biases that affect our decision-making; everyone has them* + 1. Are shaped by personal history and cultural influences
		2. General research findings include: (Gove, 2003)
			- 1. Implicit biases are pervasive
				2. People are often unaware of their implicit biases
				3. Implicit biases predict behavior
				4. People have different levels of implicit bias
	1. Well-intentioned officers might act on their implicit biases, but this does not excuse unethical police behavior

B. Equity in Law Enforcement* + 1. Police officers should acknowledge scenarios with the highest risk of manifesting bias, such as
			- 1. Traffic stops
				2. Consent searches
				3. Reasonable suspicion to frisk
		2. Police agencies should
			- 1. Hire a diverse workforce and people who can police without bias
				2. Utilize community policing because it

Facilitates positive interactions between community members and the policeCan promote fair and impartial policing* + - * 1. Have clear policies that inform officers
				2. Have supervisors who are trained in implicit bias
				3. Address biased behavior in police officers or squads
	1. Resources
		+ 1. <http://trustandjustice.org/resources/intervention/implicit-bias>
			2. <http://cpe.psych.ucla.edu/>

*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 \*** | * Myth of race video. Ask the students to write their own definitions of race. Then show them the video, *The myth of race, debunked in 3* *minutes* (available online via a web search). Then discuss as a classhow the video changed their definitions. Use the Discussion Rubric for assessment.
* Video discussion. Use some or all of the following videos for a class discussion about equity in law enforcement.
* How can Ferguson law enforcement break a pattern of bias <http://video.pbs.org/video/2365437095/>
* Law Enforcement Response to Ferguson Protests <http://video.pbs.org/video/2365332025/>
* Center for Policing Equity Pres. Phillip Atiba Goff, Ph.D. <http://video.pbs.org/video/2365446025/>

*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 \*** | * “What is race?” Activity. Have the students spend a minimum of thirty minutes exploring the PBS site: *What is Race?* (<http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm>). Then have the students write a one-page reflection about what they learned. (Note: This activity may be modified to a homework assignment or extended into a discussion.) Use the Individual Work Rubric and the Discussion 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 |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | Cultural Diversity Exam and KeyCultural Diversity Key Terms 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:***Accommodations for Learning Differences**For reinforcement, the students will select an aspect of their identity (e.g. race, sexual orientation, religion, gender, etc.), and write an essay (2-page minimum) about its importance to their selves and/or the impact it has on their lives. Use the Writing Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | North Texas Council of Governments (Cultural Sensitivity Course)http://www.nctcog.org/Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) http://www.tcleose.state.tx.us/Arlington Police Academyhttp://www.arlingtonpd.org/index.asp?nextpg=academy/default.htm0887441858, *Nature of Communication Disorders in Culturally and* *Linguistically Diverse Populations*, O.L. Taylor, San Diego, CA:College-Hill Press, 1986PBS: Race the Power of an Illusionhttp://www.pbs.org/race/001\_WhatIsRace/001\_00-home.htmGove, T. G. (2011, October). Implicit bias and law enforcement. *The* *Police Chief*, *78*, 44-56.How can Ferguson law enforcement break a pattern of bias http://video.pbs.org/video/2365437095/Law Enforcement Response to Ferguson Protests http://video.pbs.org/video/2365332025/Center for Policing Equity Pres. Phillip Atiba Goff, Ph.D.http://video.pbs.org/video/2365446025/*The myth of race, debunked in 3 minutes* video (available online via aweb search) |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Social Studies Standards**I. Interrelated Disciplines and SkillsE. Change and continuity of social groups, civic organizations, institutions, and their interaction1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.1. Identify and evaluate the sources and consequences of social conflict.
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| **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) | The students will select a person wrongly killed by police during a stop. Then the students will research the officer, the victim, and the situation and write a paper summarizing their research. Their paper must include a section analyzing and describing how the officer could/should have acted differently in order to save the victim’s life. Use the Research Rubric and/or the Writing 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)