

When I Grow Up...



I Want To Be A
Police Officer

Teacher's Guide

WHEN I GROW UP...

I Want To Be A Police Officer

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When I Grow Up... I Want To Be A Police Officer **Grades 1-4**

Viewing Time: 14 minutes

INTRODUCTION

Teaching young children about specific careers benefits them in several ways. First, it unravels the mystery of what adults do during the day. Second, it increases their awareness of how communities function. Third, perhaps most importantly, it helps them make the connection between what they are studying in school and their dreams for the future. The ultimate purpose of this program is to help motivate children to do well in school, to make the connection between present actions and future results, and to illustrate how the members of a community work together to create a productive society.

SUMMARY OF THE VIDEO

When I Grow Up... I Want To Be A Police Officer explores the careers of police officers beyond the normal association of blue uniforms and shiny badges that children usually have. Through narration, interviews, and dramatization, students get an inside look at the careers of police officers and quickly find out that making arrests is only a small part of an officer's job.

After taking a tour of the police department and learning about other jobs in law enforcement, a young girl talks with an officer about careers in law enforcement. Using an unsolved case as an example - the "Bowling Ball Bandit" case - the officer explains how skills like reading, writing, and communication are an essential part of an officer's everyday job.

While discussing research skills - who, what, where, when, and how - the young girl becomes involved with the case and by applying what she had previously

discussed with Officer Andrea plays a significant role in the investigation.

TEACHER PREPARATION

View the videotape and review this teacher's guide and blackline masters. Duplicate in sufficient quantities the blackline masters you intend to use.

The presentation and activities are intended to inspire discussion about different skills needed to become a police officer. The environment of your facility will impact how you choose to present the program; feel free to tailor any part of it to the needs and perspective of your students.

Even though this program concentrates on the different skills and requirements necessary to being and becoming a police officer, all police departments are unique. As part of the lesson, you may want to take the time to familiarize yourself with your community police department and ask their opinions about what skills and requirements are needed to become police officers. This is also the opportune time to ask them for additional information concerning safety issues targeting the age group of your students, and to elicit their involvement in the presentation of this lesson.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the video and review this guide and the accompanying blackline master activities in order to familiarize yourself with the content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

PRE-TEST

Prior to students viewing the video, distribute **Blackline Master #1: Pre-Test**. After the pre-test is complete, correct the test in class to assess what the students know about the careers of teachers. The results of this assessment tool may be contrasted with those of **Blackline Master #6: Post-Test**, to be administered after the lesson is complete, in order to gauge student comprehension of the objectives.

STUDENT PREPARATION

Ask the class to show, with a raise of hands, who has ever seen police officers around the community. How do we know who they are? What do they wear? What do they drive? Where do they work? And for whom do they work? Explain to the class that police officers work for the community; and they are there to protect people and property in the community.

Ask the children what skills a police officer might need to help people in the community stay safe. Is it important for them to have good writing skills? Should they know a lot about science? How might science help a firefighter? How about math? Does it matter if they get along well with people?

Tell the class they are about to watch a program that will help them answer all of these questions. Remind them that the skills they are learning right now in school will help them in whatever career they choose, including that of a police officer.

STUDENT OBJECTIVES

After viewing the video and participating in the follow-up activities, students should be able to:

- * Identify several skills a person needs to become a police officer.
- * Explain why observational skills are so important.
- * Provide examples of some skills they are learning in school that police officers use in their jobs everyday.
- * Define "communication."
- * List different ways they use communication skills in school everyday.
- * Describe what "civil employee" means.
- * List examples of how science is an important part of police work.
- * Explain why it's important to walk to school in groups.
- * Describe why communication skills are so important to police officers.
- * List examples of what they can do now to start preparing for a career as a police officer.

VIEW THE VIDEO

Viewing time: 14 minutes

FOLLOW-UP ACTIVITIES

DISCUSSION QUESTIONS

Use the following discussion questions to prompt further examination after viewing the video presentation.

1. What are some skills you are learning in school that police officers use on the job everyday?
(Skills include reading, writing, math, science, communication, and teamwork.)
2. What does "communication" mean?
(Communication means to make known or exchange information with others.)
3. Why are communication skills so important?
(Communication skills are important because police

officers have to be able to provide accurate information to one another about the emergency scene: what happened, who is involved, where is the location, when did the crime happen, why did the crime happen, etc.)

4. Give examples of how police officers use reading, writing, math, and science skills on the job.

(Reading: Police officers read about different crimes that have happened in the community. Patrolmen have to be able to read maps to get to locations as quickly and safely as possible. Writing: At the crime scene, officers have to ask victims questions and then write down their answers. The dispatch officer has to write down all the information from people who call in with emergencies. The police chief writes down everything that happened during the day. Math: Officers have to know how many people were involved with a crime. He or she has to be able to figure out the difference between the speed limit and how fast a car was actually going. Science: The evidence technician gathers clues at the crime scene like finger prints and shoe prints. The lab technicians use microscopes to examine fingerprints.)

5. In an emergency situation, what number should you dial on your phone? Why?

(In an emergency situation you should dial 911 because it goes straight to the emergency dispatcher, who can summons the police or fire department.)

6. What is a "civil employee"?

(A "civil employee" is a person who is hired by the city, county, or state government.)

7. Why are observational skills so important to a police officer?

(Observational skills help you find clues/evidence at the scene of the crime. The more evidence police officers have, the better chance they have to catch the criminal.)

8. What are some important questions when doing research?

(Important questions are Who?, What?, Where?, When?, and How?)

9. When walking home from school, the park, or a friend's house, why is it safer to walk in groups?

(It's safer to walk in groups because there's less chance of someone being able to harm you. If something does happen, someone else from the group can help you or go to get help.)

10. What are some things you can do right now to start preparing to become a police officer?

(A student can prepare to become a police officer by working hard at reading, writing, math, and science; practicing his or her listening skills in class; researching police officer careers at the library and on the Internet; being respectful to other people; and always trying his or her hardest.)

BLACKLINE MASTER ACTIVITIES

(1.) Distribute **Blackline Master #2: Parts of a Police Officer's Job** and **Blackline Master #3: Matching Game**. In Blackline Master #2, students will circle the correct answer to describe parts of a police officer's job. Blackline Master #3 asks students to draw a line from the word description to the matching picture. Both of these worksheets emphasize a police officer's job.

(2.) Distribute **Blackline Master #4: Police Officers' Skills**. Students are asked to circle four or more skills that police officers use in their jobs. This exercise will help reinforce the fundamental skills mentioned throughout the program. Discuss the answers with students and ask for them to give an example of how they use these same skills in school every day.

(3.) Distribute **Blackline Master #5: Who Did It? As** students find their way through the maze. They will also

gather evidence in an attempt to apprehend another bowling ball bandit. The evidence - randomly placed letters - will be written out on the evidence line. Once the evidence is gathered, the students should unscramble the letters to reveal the culprit. This can be done as an individual exercise or as a group. This exercise will act as a reminder to key terms and skills discussed in the program.

(4.) Distribute **Blackline Master #6: Post-Test**. The post-test is comprised of questions from the pre-test, the follow up discussion questions, and the blackline master activities. The results of this assessment tool may be contrasted with the results of **Blackline Master #1: Pre-Test** to gauge student comprehension of the objectives before and after the administration of the lesson.

EXTENDED LEARNING ACTIVITIES

The following activities extend the objectives beyond the bare essentials.

(1.) Arrange a field trip to your local Police Department. Call the Police Department and ask to speak with the chief for details. Most departments are open to visits from schools and other community organizations.

(2.) Invite a police officer to come to the classroom and share his or her experiences. Ask him or her to emphasize what he or she studied in school, and how doing well in subjects like math, science, and reading affects his or her daily job duties.

(3.) Have students make a list of some of the different ways they can be safe in the community (e.g., walk in groups, wear a helmet when riding their bikes, have their address and telephone number written on the inside of their book covers, etc.)

ANSWER KEY

Blackline Master #1: Pre-Test

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. F

Blackline Master #2: Parts of a Police Officer's Job

1. a. serve and protect the community
2. c. civil employees
3. c. who are hired by the community
4. c. science
5. a. people obey the law

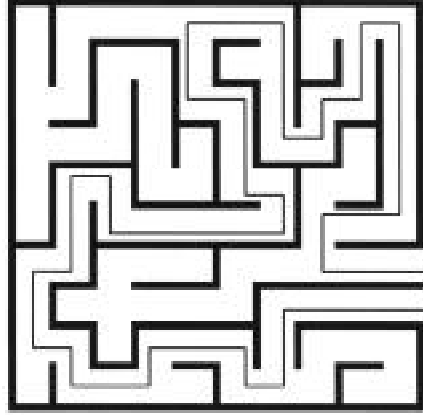
Blackline Master #3: Matching Game

1. C
2. A
3. D
4. B
5. E

Blackline Master #4: Police Officers' Skills

1. listening
3. writing
5. problem solving
6. science
8. reading
10. communication
12. teamwork

Blackline Master #5: Who Did It?



R U B L T E
(Evidence Line)

The
B U T L E R
did it!

Blackline Master #6: Post-Test

1. Math, science, reading, writing, communication, organization, teamwork
2. a. 911
3. c. to make known or exchange information
4. a. Observational
5. True; Communication skills are important to police officers.
6. False; Police officers never ask who, what, where, when, and how to gather information at the crime scene.
7. True; Police officers serve and protect the community.
8. True; It's safer to walk in groups than alone.
9. I use communication skills in the classroom by raising my hand when I have a question, answering a question asked in class, and explaining an assignment to a friend.
10. I can start preparing now by trying my hardest in all of my subjects, by working on my communication skills, obeying the laws in my community, by doing research on police officers at the library.

WHEN I GROW UP... I WANT TO BE A POLICE OFFICER
Script of Narration

Dispatch Officer: 911, where's the emergency?

Officer: 172 main street we'll be in route.

Narration: Have you ever wondered what it would be like to be a police officer?

Officer Wiggins: I really enjoy my job as a police officer. I get to talk with people everyday. I get to talk with kids. I get to help people out. I enjoy my job a lot being a police officer, it a lot about helping people.

Narration: Police officers are Civil Employees. That means they are hired, trained, and paid by the community.

Officer Wiggins: Part of my job is to serve and protect the community and I take a lot of pride in that. I like to do what I can to make people feel safe.

Narration: Another part of a police officer's job is to make sure everyone obeys the law. Laws are rules made by the community. One of our laws says that you must always stop at this sign.

Officer Wiggins: Every once in awhile we do have to arrest people. We do have to write tickets, but most of the time what we do is we get to help people.

Narration: A police officer starts their job everyday from this building, the police department. Also called the police station. It's important for you to know where this building is located in your community incase you ever need help.

Officer: Officer Wiggins.

Officer Wiggins: Yes.

Officer: The Chief has a special assignment for you. We have a future officer candidate who wants to get an early start on a career in law enforcement and we were wondering if you could take care of this for us.

Officer Wiggins: Sure.

Officer: Officer Wiggins, this is future officer candidate Carly.

Carly: My name is Carly and I'm nine years old. The reason I want to be a police officer is because I like helping people and I want to make sure no one breaks the law so it will be safer for everyone. The reason I'm here is because I want to learn things that will help me become a police officer when I grow up.

Officer Wiggins: Hi, you must be Carly. I'm Officer Wiggins, it's nice to meet you. I understand you want to get a head start on becoming a police officer.

Carly: I sure do.

Officer Wiggins: Great. Why don't we start with me showing and telling you a little bit about my job. Why don't we take a tour around the station.

Narration: There are many different rooms where police officers work in the police station. In the crime lab, specially trained people use different tools to help them solve crimes. In the records room, officers work with computers and sort files. And in the dispatch center, a dispatch officer uses a radio to send messages to other officers and send them to areas where someone needs help.

Officer Wiggins: And over here, this is my office. So Carly, any questions so far?

Carly: What's it like being a police officer?

Officer Wiggins: Usually the day starts off with me getting dressed first thing in the morning. It's very important that I get to work on time and have a neat and clean uniform with everything in place. After I get my uniform together and check out my equipment what I do is get into my squad car and start driving throughout the day.

Narration: Just like it's safer for you and your friends to walk together in a group it's also safer for police officers to work together, that way if someone gets in trouble, another person is there to help.

Carly: What skills did you learn in grade school that helped you become a police officer?

Officer Wiggins: Pretty much everything I learned in grade school was very important for becoming a police officer. I learned a lot of - there's spelling involved, there's reading involved, your listening skills and communication skills are very important.

Narration: Do you know what communication means? Communication means to make known or exchange information with others. When someone in the community needs emergency help, he or she dials 911. The call is answered by the dispatch officer.

Dispatch Officer: 911, where's the emergency.

Officer Wiggins: After the dispatcher gets the information from the caller - like the address and where the crime was committed - he gives us that information over the radio.

Officer: Adam eleven, 10-4. That's a burglary at 172 main street. We'll be in route.

Officer Wiggins: Once we arrive at the scene of the crime another skill that I learned in grade school comes into play and that's writing.

Brunswik: My bowling ball, someone stole my bowling ball!

Officer Wiggins: A lot of a police officer's job is listening and writing.

Brunswik: It was my prize bowling ball. It helped my win these championships. It was right here on the mantle.

Officer Wiggins: Now I have to ask this person questions and write down every thing he tells me. I want to make sure I find out who, what, where, when, and how.

Carly: Did that crime really happen?

Officer Wiggins: Yes it did. As a matter of fact I have some evidence from the crime scene that I'm going to be taking down to the crime lab.

Narration: Evidence helps police officers prove who committed the crime. Evidence could be a fingerprint, a foot print, or even a piece of clothing.

Narration: Besides having good writing and listening skills, it's also important for police officers to have strong observational skills. That means to see, watch, or notice something. At each crime scene, it's necessary for police officers to notice evidence left behind by the criminal. The more evidence police officers find the better chance they have to catch the criminal.

Officer Wiggins: Carly when I show up at the scene, what questions do you think I'll ask?

Carly: Who's the owner of this house.

Brunswik: Me, I'm Brunswik B. Ebonite.

Carly: What happened?

Brunswik: I've been robbed.

Cary: When did it happen?

Brunswik: I got home from work and I was just about to walk up the stairs when this person running down the stairs bumped into me. I didn't pay much attention to him and I continued walking. When I got to the top of the stairs I realized my door was broken open. I turned around and the thief had gotten caught up on the banister. He quickly freed himself and ran out the door. When I turned and looked in - that's when I first saw it was gone... my prize bowling ball!

Carly: Where did you keep your prize bowling ball?

Brunswik: Right there on the mantle on the fireplace. I have pictures here. That's me when I first got him. And that's us bowling together. And there's the two of us making snow angels. I used to keep him right there, on the mantle on the fireplace.

Officer Wiggins, we got some new information on the Ebonite case. They're bringing three suspects in to the police station right now. I'll see you downstairs in the basement in a few minutes.

Officer: First hold your numbers up to your chests and wait for my instructions. Gentlemen, turn to your left. Face forward.

Brunswik: It's no use it happened so fast I don't recognize any of them. I'm sorry, it all happened so fast.

Officer: Ok, let's try this again. Face forward. Turn to the right.

Carly: Officer Andrea can I see the piece of cloth?

Officer Wiggins: Sure.

Carly: This piece of cloth looks like the piece missing from that guy's sweatshirt.

Brunswik: Wait a minute, she's right! That's the culprit! That's the guy who stole my bowling ball, number two!

Officer: Number two step forward.

Narration: Evidence is closely looked at by specially trained people called lab technicians. Lab technicians use a lot of the same equipment you probably use in science class. Magnifying glasses and microscopes play a big part in helping police officers solve crimes.

Officer: Well, Officer Wiggins, with the evidence we recovered at the scene, the piece of sweatshirt, the fingerprint match, the footprint at the scene, the positive identification in the lineup we've got our man. We've got the bowling ball bandit. Case closed. Good job Carly.

Officer Wiggins: Well, Carly, I have to say congratulations are in order. You did a very good job today working on the bowling ball caper. So tell me, what do you think it takes to become a good police officer?

Carly: Everything. I think you need to know how to write well. Listen well. Communicate well with others. And I think you also need to know how to read well.

Officer Wiggins: I think you're on your way to becoming an excellent police officer.

Narration: What are some things you can do right now, to start getting ready for a career you want someday?

Brunswik: Look Carly, I got my bowling ball back. Yahoo!

Narration: By doing your very best in school now, will give you a better chance at doing well in your career in the future.

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Officer: Cary, on behalf of the police department I would like to thank you for all of your help. I would like to make you an honorary junior police officer, congratulations Carly.

Narration: What do you want to be when you grow up?





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