

AUSTIN POLICE ACADEMY

Lesson Plan Cover Sheet

NAME OF SUBJECT/TOPIC: Cultural Awareness – Community Immersion Project

TCOLE COURSE NUMBER/CHAPTER: 3939

TIME ALLOTTED: 8 hours

NUMBER OF STUDENTS: Open

INSTRUCTOR(S): SPO Ashley Edwards #6327
SPO Meson Woo #5989
SPO Clinton Friday #5341

PHONE: 512 974-8113
512 974-8234
512 974-4290

EMAIL: Ashley.Edwards@austintexas.gov
Meson.Woo@austintexas.gov
Clinton.Friday@austintexas.gov

INSTRUCTOR QUALIFICATIONS: Austin Police Cadet Instructor, TCOLE Instructor

LESSON PLAN PREPARATION, REVIEW, AND APPROVAL:

Prepared by: M. Burgeson #5325

Date: January 29, 2014

Reviewed by: Sgt. Henderson, R. #3441

Date: June 30, 2014

Approved by: Lt. Michalewicz, J. #3770

Date: July 1, 2014

CERTIFICATION GRANTED AT COMPLETION: N/A

INSTRUCTIONAL METHODS:

Lecture: <input checked="" type="checkbox"/>	Student Handouts: <input checked="" type="checkbox"/>	PowerPoint: <input checked="" type="checkbox"/>	Guided Discussion: <input type="checkbox"/>	Video: <input checked="" type="checkbox"/>
Role Play: <input type="checkbox"/>	Student Presentation: <input checked="" type="checkbox"/>	Other (describe):		

EXAMINATION METHODS:

Written Exam: <input type="checkbox"/>	Practical Exam: <input type="checkbox"/>	Oral Exam: <input type="checkbox"/>	Student Presentation: <input checked="" type="checkbox"/>
Other (describe): Question / Answer session after each cadet presentation, a 1 page critique is required after each presentation.			

EQUIPMENT NEEDED:

Computer: <input checked="" type="checkbox"/>	LCD Projector: <input checked="" type="checkbox"/>	VCR/TV: <input type="checkbox"/>	DVD/TV: <input type="checkbox"/>
White Board: <input type="checkbox"/>	Easel/Chart: <input type="checkbox"/>	Internet Access: <input checked="" type="checkbox"/>	Multimedia: <input checked="" type="checkbox"/>
Other (describe):			

LOCATION OF MEDIA: CIP folder under each specific class' lesson plans.

COURSE PREREQUISITES: N/A

REQUIRED STUDENT MATERIALS: Pen, critique

REFERENCE MATERIALS: N/A

COURSE GOAL: To better understand the unique attributes of our diverse community as related to how certain culturally diverse groups interact with the Austin Police Department.

Cultural Awareness – Community Immersion Project: 3939

I. INTRODUCTION STAGE

Introduce self and reason for the CIP. Play the CIP video demo located on the groups drive. Talk about how this is the Cadet's first interaction with the community as a member of the department. Discuss professionalism.

Objectives:

To better understand the unique attributes of our diverse community as related to how these culturally diverse groups interact with the Austin Police Department.

To enhance critical thinking and self reflection regarding culturally diverse community groups in Austin, TX.

To understand what certain culturally diverse groups in Austin expect from the Austin Police Department, know what they feel the police department is doing well, and know where the police department has potential for improvement.

To learn about certain culturally diverse groups in Austin as a whole – not related to the police department. (I.E. – History, demographics, stereotypes, etc...)

II. PRESENTATION STAGE

Immersion...Defined

- : the act of immersing or the state of being immersed: as a: baptism by complete submersion of the person in water
- b: absorbing involvement <immersion in politics> c: instruction based on extensive exposure to surroundings or conditions that are native or pertinent to the object of study;
- State of being deeply engaged or involved; absorption.

Objectives

- Learn About Austin's Culture
- Experience Austin's Culture
- Teach Us About Austin's Culture
- Learn "Everybody Has Value"

For police officers, the dilemma of right and wrong cannot be relegated to policy. Historically police have trained recruits in community, ethics and expectations in a black and white arena with no shades of gray.

This approach leaves officers ill prepared to deal with the myriad of issues that they will face daily with regard to force, discretion, loyalty, morals, integrity, empathy, as well as personal and professional relationships.

Police officers share their respective community's values. They cannot come to know these values by driving through neighborhoods from call to call. They must be open to appreciating the value in everyone they meet...

Public Service; "Selflessness, and going beyond what is easy to do *for others*"

"One good officer can't change the world, but they can *be the world* to someone everyday"

- You never get a second chance to make a first impression

- It reflects on over 1,700 other officers and our Community as a whole
- Easier to mistreat someone who has no value to you
- Loss of Social Capitol
- Loss of Public Trust
- Why do you want to serve the Austin Community?
- What can all cultures in Austin expect from you over the next 23 years?
- What are you personally willing to do to make it happen?
- As a police officer, you will be responding to calls whether it's family disturbance or simply making a traffic stop. There are different ways to approach people depending on what culture they associate themselves with.
- Of course, always remain professional.
- If you are not equipped and prepared of having an understanding of the different kind of cultures, how will you perform your job effectively?
- Identify diverse groups unique to Austin
 - African American
 - Asian
 - College
 - Elderly
 - Gay Lesbian Transgender Bi-Sexual
 - Hispanic
 - Homeless
 - Mental Health
 - Middle Eastern
 - Physically Disabled
 - Deaf
- Group assignments are based on class size
- Research in the Community
- Group presentations
- College level group paper
- Research and present a complete picture of your culture in your power point and paper
- Must meet *key learning objectives*
- Must meet and interview TWO persons who are members and who play a strong role in your culture
- Must conduct at least 4 "on the street interviews"
- Comprehensive demographics specific to Austin.
- What is unique about this culture as it is in Austin?
- What are the generational differences of this culture, as it exists in Austin?
- What are the positive / negative stereotypes related to this culture?
- What are the political / social issues related to this culture specifically in Austin?
- What are the support / resource groups for this culture in Austin?
- What is the history of this culture in Austin?
- What does the Austin Police Department do well with respect to this culture?
- What can the Police Department improve on with respect to this culture and how?
- What is important for Austin Police officers to know about this culture from their perspective?
- What do members of this culture expect from you as an Austin Police Officer over the next 23 years?

Counts as TWO MAJOR EXAMS!!!

- Group college level paper counts as one major exam score
- Group presentations count as one major exam score (includes video)

One Hour Presentation

- Teach your classmates and the community about your assigned community group
- Video (15-20 Min.) May be presented all at once or broken up.

Rules of the road

- The culture as it is in Austin
- Teach us as if we have never experienced the culture

- Group participation
- Be creative
- Do all interviews in professional attire
- Be safe
- The entire Austin Community
- Cannot utilize APD personnel / with the exception of the APD “Office of Community Liaison”
- Training Academy computer lab
- Available classrooms to practice PowerPoint / AV / presentations

Project Tips

- Camcorders & Microphones are available for your use (must be signed out)
- Do not overwhelm your audience with loud music in the background by preventing us to hear your presentation.
- Interview your subjects in a quiet setting if possible, background noise can be annoying and will lose your audience.
- Avoid using RED & ORANGE for background colors in your power point presentation.
- Remember, this presentation will be graded and points will be deducted if it does not meet the objectives.
- Most importantly, stay within your time frame.
- Must be 8-10 pages (not including annotated bibliography)
- Paper must be written as a group (one member can't be responsible for the entire paper)
- Double spaced, Size 12 font, Times New Roman
- Due the day before presentations
- Paper must document 2 community leaders and 4 street interviews. The interviews must be documented in the work cited as well as body of the paper.

Will be graded on the following elements:

- Demographics (Nationally, Culturally specific, Austin)
- History of the culture *In Austin*
- Generational Differences
- Stereotypes / Support and Resources
- Unique Qualities
- Political Issues
- Social Issues
- What are these cultures expectations of you?
- Describe the group experience
- Presentation Overall:
- Power Point slides good structure
- Legible to audience
- Transitions across speakers
- Contains Intro/Body/Conclusion
- Professional quality
- Framed nationally
- Austin specific numbers
- Culture specific numbers
- History of the culture
- Generational differences
- Stereotypes
- Political & social issues
- Support & resource groups
- Unique qualities
- Must contained at least TWO community leaders & FOUR “street” interviews
- What does APD do well with this culture?
- APD improvements?
- Expectations of APD?
- Asked thoughtful questions & conducted interviews in a respectful manner?

- The paper will have the same requirements as the power point presentation except:
 - * Two community leaders and at least four street interviews must be listed in the bibliography and body of the paper.
- Must submit the following materials before the Final Presentation Day:
 - * Video
 - * Paper
 - * Group Critique
- Memorandum due two weeks from today:
- Each group must submit the following:
 1. Individual responsibilities (I.E. paper, presentation, media, etc...)
 2. Names of all included in group
- The importance of conducting interviews early:
- Cancelled, reschedule, schedule change, etc...
- No duty belts.
- Professional attire / uniform.
- Professional behavior.

Discuss:

Off Campus sign out.

If you're terminated give your information to those who remain.

Wear appropriate attire.

The program is nationally recognized.

You will learn something – going in with a preconceived notion and coming out with the truth.

III. APPLICATION STAGE

The cadet will present their findings in a professional, thoughtful, and thorough manner within the time period of 50 minutes to 1 hour. The cadet will use a PowerPoint presentation to supplement their speaking. The cadet will use a video (as described above) to reflect the community's opinions as they themselves describe it. The cadet group will then entertain questions from the audience on their experience.

IV. EVALUATION STAGE

The audience should feel free to engage the cadet group in thoughtful questions regarding their findings. The audience will then complete a course critique consisting of the following questions:

1. Did this training provide useful information as it relates to your occupation?
2. Did this training increase your awareness of the cultures in Austin?
3. Did this training increase your ability to better relate to the specific cultural group represented?
4. Was the training thoroughly presented in the appropriate manner and venue?
5. Were the presenters adequately prepared, knowledgeable, and professional?
6. Are there any other comments regarding any aspect of this course / training?

The cadet will be graded by the attending instructors on their presentation and video.

The instructors in community and culture will grade the papers. The presentations and papers will have the peer grades factored in.

Community Immersion Program Survey
129th Cadet Class

(Circle all that apply)

1. African American 2. Hispanic 3. Mental Health

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

Scale

- | | | | | | |
|--|---|---|---|---|---|
| 1. The presentation was informative and interesting. | 1 | 2 | 3 | 4 | 5 |
| 2. The presentation provided me a greater understanding of the community culture(s). | 1 | 2 | 3 | 4 | 5 |
| 3. The presentation provided me an appreciation for the other community culture(s). | 1 | 2 | 3 | 4 | 5 |
| 4. I will attend next year's Community Immersion Program. | 1 | 2 | 3 | 4 | 5 |
| 5. The cadet team was thorough and professional. | 1 | 2 | 3 | 4 | 5 |

Overall, what did you like/dislike about the program? _____

What was the highlight or best part of the program? _____

If there could be any changes or improvements, what would it be? _____

Community Immersion Program Survey
129th Cadet Class

(Circle all that apply)

1. African American 2. Hispanic 3. Mental Health

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

Scale

- | | | | | | |
|--|---|---|---|---|---|
| 1. The presentation was informative and interesting. | 1 | 2 | 3 | 4 | 5 |
| 2. The presentation provided me a greater understanding of the community culture(s). | 1 | 2 | 3 | 4 | 5 |
| 3. The presentation provided me an appreciation for the other community culture(s). | 1 | 2 | 3 | 4 | 5 |
| 4. I will attend next year's Community Immersion Program. | 1 | 2 | 3 | 4 | 5 |
| 5. The cadet team was thorough and professional. | 1 | 2 | 3 | 4 | 5 |

Overall, what did you like/dislike about the program? _____

What was the highlight or best part of the program? _____

If there could be any changes or improvements, what would it be? _____

129th Cadet Class Community Immersion Program

Schedule:

Opening Comments:

8:00 A.M. – 8:10 A.M.

African American Community Group: 8:10 A.M. – 9:00 A.M.

Hispanic Community Group: 9:10 A.M. – 10:00 A.M.

Mental Health Community Group: 10:10 A.M. – 11:00 A.M.

Lunch Break: 11:00 A.M. – 12:00 P.M.

LGBT Community Group: 12:10 P.M. – 1:00 P.M.

Asian American Community Group: 1:10 P.M. – 2:00 P.M.



