



Day in the Life: Police Officer
Grade: K-4

Description:

Students learn about the highly trained people who ensure our safety and keep the peace. By participating in this Passports exploration, students will understand the diverse set of skills police officers need to effectively do their jobs. Engaging in this Passports may also help students dispel some common myths or stereotypes surrounding the career of law enforcement.

Preparation for the Excursion

To ensure the most meaningful learning experience for your students, it is recommended that students engage in activities prior to the excursion. The video resources provide students with a context for the virtual excursion. The additional resources and activities offer opportunities for curricular connections and integration within your larger unit of study. The excursion is intended to complement a comprehensive unit.

Video Link:

Use the following link to view the *Day in the Life of a Police Officer* video:

http://easylink.playstream.com/21_CenturyLearning/occupations/Policeman_K3_256k.rm

Challenge Questions:

To begin the Passports and assess students' prior knowledge ask students to respond to these questions:

- What do you know about police officers?
- Where have you seen police officers?
- Have you ever interacted with a police officer for any reason?
- What are some of the jobs performed by a police officer?
- Do police officers scare you?
- Why do you think all police officers dress the same?

After watching the video ask students to respond to these questions:

- What did you learn that surprised you about police officers?
- What are the skills necessary to be a police officer?
- How do you plan to serve your community?

Responses/Prompts:

The questions are intended to spark thinking about police officers in students' community.

Lessons at a glance:

Students will discuss what kinds of jobs, tools, and vehicles police officers use every day to protect and serve the people of their cities. Students will research and write about the importance of their jobs to the community and how students can make their jobs easier.

Lesson Outcomes:

The students will:

- Identify police officers by what they wear and by some of the different duties they perform on the job.
- Reflect on what a police officer means to them.
- Understand the importance of rules and laws and be able to differentiate the two.
- Understand cause and effect relationships.

Vocabulary:

- cop
- badge
- wreck
- uniform
- crime
- steal
- alarm
- handcuffs
- protect
- academy
- police
- station
- law
- order
- consequences
- enforce
- penalty

Activity:

Activity #1: Rookie Officer Sam Jones

Distribute the Police Story to students and ask them to read the title and think about what the story is about. Then, have students read the story (or, read aloud to younger students). Discuss the facts presented in the story and ask students to share one new fact they learned about police officers from the story. Ask students to respond to Rookie Officer Sam Jones' question, "How can you make my job easier?"

Rookie Officer Sam Jones



My name is Sam Jones. I used to wave to the policeman in our town every day. He stood on the corner and stopped the cars when I crossed the street to go to school. I decided that when I grew up I wanted to be a police officer, too.

When I finished high school I went to college for two years. I went to a special school called the police academy to learn how to do my job. All police officers go to the academy.

Today I work on the police force in our city. Police officers keep cities safe. We protect you and the things that belong to you from criminals. We help people to remember to obey the laws. If you see a policeman walking on the street or riding in a car, you can be sure that we are looking out for you.

If someone breaks the law, it is my job to try to find out why and to investigate what happened. Sometimes my job can be dangerous. Many officers wear a uniform. It is called a uniform because the clothes we wear look the same. We wear a special badge on our shirts. Sometimes you may see a special patch on our jackets. I like to wear my hat.

How can you make my job easier?

Activity #2

Students will see the similarities between rules and laws and understand that teachers and police officers must enforce rules and law to maintain order.



Ask students if they have certain rules they have to follow at home. Accept all answers. Ask them if they have rules they have to follow at school. List school rules on the board. Ask why they think they have these rules. Ask students if they know what a law is. Accept reasonable answers. Help students realize that laws are rules for all people in a city, state, or country. Have students brainstorm and come up with different rules and laws that they know. Write "Laws" and "Rules" headings on the board or chart paper. Ask students to write a sentence about following a rule or law in their journal and illustrate it.

Ask students to look at the title of the lesson story. Ask them what they think the story will be about. Read the story aloud to students or have students read the story. After reading, check predictions. Tell students that they have already discussed what laws and rules are, but there are other words in the story they need to understand. Reread the story, picking out the remaining vocabulary words and discussing what each word means. After reading the story, ask students to discuss what happens when people break laws and rules. Explain that breaking a law and getting a consequence has a cause and effect relationship. Tell students that in the situation of a person speeding and getting a ticket from the story, the cause is that the person speeds and the effect is that the person gets a ticket.

After discussing the relationship between cause and effect, ask students to complete the Cause and Effect worksheet.

Law and Order

Rules, rules, and more rules. Why do there have to be rules? Did you ever just wish you could just spend one day in school and not have to follow any rules? Just think about it. You could talk to your friends while your teacher is teaching a math lesson. What fun! Well, you might not make a good grade on the test since you didn't listen and don't know what to do, but at least you didn't have to follow a silly rule. You could hit the boy who sits next to you at anytime, just because you don't like him. You wouldn't even get in trouble because you didn't break a rule. Then he could hit you back. Ouch! Maybe not having rules is not such a good idea after all.

Laws are like rules. We have laws to keep order. Without laws, people could do anything they wanted. They could drive their car as fast as they wanted. They could walk into any store and take things without paying for them. Just as teachers make sure their students follow school rules, police officers make sure people obey the laws. Just like there are consequences in school for breaking rules, there are consequences for breaking laws. It is the job of police officers to enforce the laws. If someone chooses to drive too fast, a police officer will stop that person and give him or her a ticket. The person may then have to pay money as a penalty. If a person chooses to walk into a store and take something without paying, he or she could be arrested.



Law and order go together.
You can't have one without the other.

Name: _____

Cause and Effect

Directions: Read the two sentences. Put a C by the sentence that is the cause and an E by the sentence that is the effect. Remember the event that happened first is the cause.

1. _____ The man stole the car.
 _____ The police officer arrested the man.

2. _____ The little girl could not find her mother.
 _____ The police officer helped the girl.

3. _____ The man got a ticket.
 _____ The man drove too fast.

4. _____ The woman went to jail.
 _____ The woman took a pair of jeans without paying.

5. _____ The two boys were fighting.
 _____ The police officer broke up the fight.

6. _____ The children had to clean the mess.
 _____ A group of children painted on the school wall.

7. _____ The girl called 911.
 _____ A police officer came to the girl's house.

8. _____ A police officer had to help the people get out of the cars.
 _____ Two cars crashed.

Activity #3: Write a new law

After understanding the importance of laws, break students into groups and have them write a new law. Suggest students follow this process:

1. Brainstorm some ideas for new laws.
2. Debate and vote to narrow the list down to one idea.
3. Write your new law. Be as precise as you can to make the law understandable to anyone who reads it.
4. Decide upon and write a consequence for those who break the law.