



**Disproportionate
Minority Contact
Curriculum for
Cadets in the
Police Academy**

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Module 3 & 3A DMC Curriculum

How are the modules organized?

Each module includes a cover page, which outlines the goals & objectives of the workshop, the materials needed, even suggestions for setting up the room; and additional details to help set the facilitator up for a successful workshop.

At the end of each section you'll find additional resources & readings that you can peruse at your leisure before you conduct this workshop. These resources provide a little more depth that may help you feel more comfortable delivering this content.

NOTE: Throughout the module there are tips for facilitators regarding timing, possible responses they may expect from the participants and more.

Implementation Suggestions

Defining Vocabulary: Take the time to define words like 'hypermasculinity' and adolescence with the group etc. even if you think participants may know what the words mean. You can make an ongoing list of terms participants are learning or even have them posted on flip chart paper that you can refer to throughout the workshop.

Number of Participants: Most activities are structured for whole group facilitation. Pair share and small group activities (no more than 10 students in a group) are usually the best methods to engage larger groups so everyone has a chance to actively participate. Highly interactive activities such as role-plays usually take more time and require strong facilitation. Adapt the activities to suit your facilitation style, but be sure that any changes still include the same outcomes for the sessions.

Time: Each workshop is designed to last up to 90 minutes. Suggested times for each activity within the workshop are included. You may find that you move quickly through one activity, so it takes less time than planned. You may find that participants have a lot to say about a particular topic and the conversation is generating enthusiasm within the group. It's OK to modify the activities based on the group's needs.

Read on for tips for adjusting for too much or not enough time.

If you need to stretch out the timing do this: 

- Encourage participants; ask participants to explain their responses further or give an example.
- Ask open-ended questions.
- Turn something into a debate or an “agree/disagree” activity where they are moving and they are responding to prompts/questions.
- Have people write down their answers/response or thoughts; then pair with a partner and share, then find another set of partners and share, then share with the group.
- Ask participants to role-play (this ALWAYS take more time than you realize).

If you need to move things along do this: 

- Ask closed questions
- Ask participants to save questions to the end
- Have participants write their questions down and read them at the end; if you've already answers one in the course of the workshop, move on to the next question.
- Ask people to show you by raising their hand if they agree / disagree with your statement (without asking them to explain/share).
- Reduce the amount of times people get up and move around; getting up and getting into a group can eat up time.
- Use a ‘mini lecture’ technique to get out the most important information.

Breaks: *Since time is limited, there aren't any breaks in the workshop.*

Standards of Practice

Before the Workshop

- Arrive at least 30 minutes early. This is to set up, take care of last minute details. It is not the time to look at the workshop for the first time. Use this time to review and make any last minute adjustments.
- Practice/review at least two times before the presentation (not the day of). If you are co-facilitating, try to meet with or talk to your co-facilitator in advance to discuss the role each of you will take, concerns you have, suggestions for modification, etc.
- Make sure to have a contact person's name/number at the site where you are presenting, as well as your co-facilitator's phone number (and an alternate person, too)
 - Confirm start/end time
 - Total number of participants
 - Location (room number)
- Bring supplies (painter's tape, markers, flip chart), enough copies of the handouts, etc.

After the Workshop

- Debrief with your co-facilitator; what worked, what didn't? Jot down a few things you might do differently the next time you facilitate. Did your ideas about modifying one of the activities work the way you had intended?
- Stay up on your game! Check out the Internet for information on these topics; attend workshops or conferences to learn more. We've also provided a list of resources for you so you can read or watch videos on your own about adolescent development, brain development, youth culture, etc.

Facilitation Suggestions & Tips

Great facilitation is the key to a fantastic session. These facilitation techniques will help your session run smoothly and enhance participants' understanding of the topics discussed.

Asking Questions

Open-Ended Questions: Ask questions that don't have *yes/no* or *right/wrong* answers. Open-ended questions ask students to explore their thoughts and don't lead to specific answers. For example (open-ended) "What career are you interested in?" Vs. (closed) "Do you want to be a lawyer?"

Follow-Up Questions: Help participants explore and expand their ideas and feelings by asking follow-up questions. Follow-up questions can prompt young people to tell personal stories, compare and connect ideas, or simply say more about the topic. Sample follow-up questions might include: "What makes you say that?" "How did you come to that solution?" "How do you feel about what he or she said?"

Stacking: When several participants wish to speak at the same time, stack them by calling on one participant, saying who will speak next, and who will speak after that. When participants know that their desire to participate has been acknowledged, they can relax and listen while they wait for their turn. For example, "John, then we'll hear from Susan, then Jamila."

Wait Time: After asking a question of the group, wait three to five seconds before accepting answers. This eliminates competition to be first with an answer and allows students to absorb the question and consider responses. For those times when students are reluctant to speak, waiting patiently is more useful than filling the silence with the sound of your own voice.

Types of Activities

Brainstorming: The purpose of brainstorming is to generate ideas. Everything should be written. Nothing should be edited. In a brainstorming activity, it's important to try to capture and write things as the young people say them. Use paraphrasing (restating what you heard in your own words) to clarify or if you feel you need to modify what was said. Most importantly, do not make judgment statements such as, "Good idea" or "Really? Does that fit?"

Think, Pair, Share: This strategy can be used when you want youth think about their answers. They may even write answers first, then pair with another person and share their answers. You can also have the pairs find another pair to double their group, and then share with each other.

Role-Play and Skits: During role-plays and skits, youth either act out a given scenario or come up with their own scenarios based on prompts, questions, or ideas. Sometimes, these can take longer than expected. Let participants know how long they have to prepare the skit and how long the actual skit should last.

Agree/Disagree: Use this activity to generate debate. You can also use it to gauge how much a group knows about a topic. In this activity, participants move from one side of the room to the other, depending on whether they agree or disagree with a statement. They start in the middle of the room and come back to the middle between statements.

Graffiti Wall: In this strategy, participants either work independently, in pairs, or small groups to write their ideas on flip chart paper. This can be useful for brainstorming and for capturing ideas. You can also use this Graffiti Wall to find out much a group knows about a topic.

Gallery Walk or Walk About: This can work as an extension of a Graffiti Wall activity during which participants walk around the room looking at what other people or groups have written or drawn. This can be a way to generate additional ideas, and can provide an opportunity to provide feedback.

Tips for Modifying Activities

Over time, you will get to know your group and their preferred learning styles. The activities in the workshops can often be modified with just a little work. Here are some common strategies used in the workshops. Try some of these tips to modify activities to address multiple learning styles.

Relay Races (such as the A-Z activity): A little healthy competition may go a long way. If you find that participants have been sitting, getting them up and moving might help them stay actively engaged.

Turn Something into a Debate: Young people generally like to talk to each other. Use this to create healthy dialogue. Have participants take sides on an issue, and

debate with their peers. Alternately, have young people represent the other side of the issue to make the activity more challenging.

Get Participants Moving: If you find that energy is low, you can ramp up participants' energy with a quick activity. You can do this a few ways. Stop and encourage young people to get up and stretch. After they've stretched, tell them to walk around and find at least three other people to give a high five to go. Or, identify three to five things in the room (they should be apart from each other) that participants should touch by the time you count down from 10.

Read Aloud: If you have a lot of material to read, consider breaking the reading into smaller parts and having a participant or group be responsible for understanding that section. When they've finished reading, each participant or group should report what they learned about the reading. This is sometimes called *jigsaw* style. When they've finished reading, each participant or group will report what they learned about what they read.

FACILITATOR TIP: *If you use jigsaw style, be sure to have youth report sequentially in the order of the reading. Otherwise, it will be confusing for them. You may want to consider having some questions for them to respond to. You can use as a way to pull the reading together and to make sure nothing gets lost.*

Breaking Participants into Small Groups/Working with Your Space

There will be times when you will need to break participants into smaller groups. This can take more time than you think. Use the following strategies to break youth into groups in ways that maximize time and space and increase and manage student input and participation.

Classroom with Tables: If participants are already at tables, there is no need to break them into other groups. Each table can be a group. Make sure that youth interact with people they would not ordinarily interact with. Break participants into groups before the start of the session in one of the following ways:

- Have participants count off from one to the number of groups you want. (If you have 60 participants and want six groups, have young people count off from one to six.). Then, instruct all ones to meet at table one, all twos to meet and table two, etc.
- Determine groups prior to the start of the series based on knowledge of young people.

- Have participants get into groups based on a theme or topic. For example, everyone who likes apples best is in one group, everyone who likes oranges best is another group, etc.

FACILITATOR TIP: *Alternately, after youth have been assigned a group, consider keeping them in the same group for a period of time. This may allow participants to develop relationships with their peers, and to notice and build upon each other's strengths. To ensure full participation in groups, you may have participants choose roles such as timekeeper, recorder, or reporter.*

Auditorium: Have participants work in groups of four. Pairs can face each other. If there is space on the stage or in front of the stage, participants can work in groups of four to eight and sit on the floor.

Lunchroom/Cafeteria: Combine classroom and auditorium options, depending on the types of tables and chairs and room set up. If the lunchroom has long tables, have young people face each other. Have groups move to opposite ends of the tables to create space between them.

Troubleshooting Participation

Strong facilitation skills include your ability to troubleshoot when the group is getting off-track, and help participants move back to the topic. The chart below provides some ideas about what to do in these situations.

PROBLEM	ASK YOURSELF . . .	TRY . . .
Everyone is talking	<ul style="list-style-type: none"> • Are participants very interested in the topic? • Are participants not interested in the topic? • Did participants hear the topic? 	<ul style="list-style-type: none"> ✓ Ask participants to tell their ideas to partners. ✓ Rephrase the question, add something of interest to the topic, or drop it. ✓ Get participants' attention, review the ground rules, and repeat the question.
No one is talking	<ul style="list-style-type: none"> • Do participants understand? • Are participants interested? • Do participants need to think to formulate their ideas? • Are participants comfortable? 	<ul style="list-style-type: none"> ✓ Rephrase the question and provide more information. ✓ Clarify the topic or question and challenge participants to consider it. ✓ Wait! Give participants time to think. You may also invite participants to discuss the question with partners or write individually about it. ✓ If it is appropriate, break from the plan and help participants get to know you and each other better by playing icebreaker games.
Shocking or funny statements	<ul style="list-style-type: none"> • Are participants trying to get attention? Are students trying to cover up for feeling embarrassed? • Are participants unable to express themselves clearly? 	<ul style="list-style-type: none"> ✓ Deal with this directly. Keep your sense of humor! Sometimes you may decide to have a private talk with individuals, particularly if this is a pattern. ✓ Rephrase the statement or ask the participant to rephrase it.
Someone too disruptive to stay in the group	<ul style="list-style-type: none"> • How can I stop the behavior and not build resentment? • How can I help the participant take responsibility for his or her own behavior? 	<ul style="list-style-type: none"> ✓ Speak to the participant in front of the group. Let him or her know the impact of his or her actions. ✓ Redirect the participant by giving him or her a leadership role. ✓ Ask the participant to leave the group until he or she is able to return without being disruptive.

Part of this section is adapted from *Ways We Want Our Class To Be*, a publication of the Developmental Studies Center (Oakland, CA, 1996).



Module 3: Introduction to Adolescent Development

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Name of Workshop: Introduction to Adolescent Development

NOTE: *If you are conducting Modules 3, 3A and 4 on the same day as the Forum and Debrief sessions, you will need to make arrangements in advance for lunch for all participants, panelists and facilitators.*

Summary: *In this session participants will learn about the environmental, physical and biological reasons why teenagers think and behave the way they do. The group will examine youth culture, brain development, concepts of hypervigilance and hypermasculinity, as well as the distinctive characteristics of boys' and girls' coping strategies.*

Why talk about this topic?

There is no doubt that Law Enforcement Officers will encounter young people/teens and young adults in their work. Their interactions with teens will provide unique challenges and opportunities. By taking time to understand the developmental characteristics of teens, Officers may be able to improve the interactions they have with young people, which could lead to more positive outcomes and even seeing the young people as assets and resources in the communities where the Law Enforcement Officers work.

Timeframe: 90 minutes

Audience: Law Enforcement Officers

Remember to take a moment to remind the Officers that whatever protocols they were taught in the Academy should be their first line of action/defense.

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Objectives- participants will be able to:

- *Describe at least three elements that influence (physical, social, cultural) adolescent development*
- *Describe how adolescent development can impact behavior with law enforcement*
- *Distinguish between male and female coping strategies*
- *Define/explain various vocabulary words related to adolescent development*

Room Set Up:

- Preferably tables for small groups (up to 10 ppl per table).
- For ACTIVITY 3 “Agree/Disagree”, you will need people to be able to stand together in the center or front/back of the room and be able to move to the left and the right depending on whether or not they agree/disagree with the statements, so keep that in mind when you set up the room.

Materials need:

- Flipchart
- Markers
- LCD Projector
- Computer
- Speakers

Preparation required:

- ✓ Get room locations/numbers for Module 4 Platoon Groups.
- ✓ Make 2 A-Z charts (See example to the right).
- ✓ Make “AGREE” “DISAGREE” signs (each on a piece of 8x10 paper)

A	L	W
B	M	X
C	N	Y
D	O	Z
E	P	
F	Q	
G	R	
H	S	
I	T	
J	U	
K	V	

Role(s) of the Co-Facilitators:

- Decide in advance how you want to split the tasks
- When one person is the lead, the other person can demonstrate how to participate in the specific activity
- The person who is not in the lead can be monitoring who may need some additional support/assistance

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- The person who is not the lead can be the scribe and write down participant answers, distribute handouts, etc.

Suggestions for Modification based on Time Allotted:

If you only have 60 minutes try this:

- **For Activity 3: Agree/Disagree**, have people stay in their seats and just raise their hand as opposed to getting up and moving around.
- Turn an engaging activity into a mini-lecture; but let this be your last resort.

If you have more than 90 minutes, try this:

- Encourage people to share examples to illustrate a point.
- Have people discuss something with a partner for 2-3 minutes, then share with a different pair for 2-3 minutes and then have them report out 1-2 key ideas that came from their discussion.

Note: At the end of the Debrief sessions, everyone returns to the large room to share the tips they developed. When this activity is finished, an announcement should be made with instructions for lunch and for the afternoon sessions.

- Give instructions for lunch: We would like to continue the conversations you started in the breakout sessions. Therefore we would ask that you pick up your lunch and **go back to the room you were in before lunch**. This is a time for Law Enforcement Officers and youth to chat informally together.
- Tell the group that **after** lunch we will be moving into different groupings. The **Law Enforcement Officers will go with their platoon to their assigned room**. The **youth will all meet together in Room ____**.
- Remind the facilitators of Module 3A – Think About it First! That they need to divide the youth up among the platoon groups for Module 4 and tell them which room to report to after the afternoon break. Facilitators will need to have a list of the rooms for the platoon groups.

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Additional reading:

Defining Adolescence- <http://en.wikipedia.org/wiki/Adolescence>

This is a good source for brain development, cognitive development, risk-taking behavior and more, in a very accessible way.

A Reference for Professionals: Developing Adolescents, by the American Psychological Association (2002):

<http://www.apa.org/pi/families/resources/develop.pdf>

Bullies with a Badge, Philadelphia Daily News (10.13.13)

<http://mobile.philly.com/news/?wss=/philly/news/homepage/&id=227473091>

Beautiful Brains, National Geographic (10.2011), by David Dobbs

<http://ngm.nationalgeographic.com/print/2011/10/teenage-brains/dobbs-text>

Agenda Module 3: Introduction to Adolescent Development

Timing	Activity	Notes	Materials
<p>5 min</p> <p><i>mini-lecture</i></p> <p><i>large group sharing</i></p>	<p>ACTIVITY 1: Welcome & Introductions</p> <ol style="list-style-type: none"> Greet the group and welcome them to the workshop. Introduce yourself and let participants know that this workshop about adolescent development was designed for them, and they are encouraged to speak freely. Remind participants the workshop is just 90 minutes (or 60 minutes depending on your timeframe), which is not a lot of time to cover such a broad topic. Tell them that you will use the terms “teen”, “adolescent” and “young person/people” interchangeably through out the workshop all to refer to youth ages 14-21. Some institutions define adolescence as the period of development all the way though age 25, others, describe early adolescence: 13-16 and older adolescence 17-21. Let them know the young people are in their own workshop, also learning about adolescent development and how their teen brain functions. Ask the officers to introduce themselves and ask them to share one thing they heard from the youth at the forum they want a police officer to know about them or how they want police officers to see them. ASK: “How many of you have had an interaction with a young person or teen that has left you feeling frustrated or confused about what just happened?” 	<p><i>You may want to find a moment to remind the Officers that whatever protocols they were taught in the Academy should be their first line of action/defense.</i></p> <p><i>You might want to define adolescence (the period of development) vs. adolescent (the person). If it feels appropriate-point out that some people in the room (or their colleagues) may be in this age range. Ask them to think about how they can use this to their advantage when dealing with young people.</i></p> <p> <i>This sometimes takes more time than you imagine-so try to keep this moving.</i></p> <p><i>Feel free to jot down, or have your co-facilitator jot down some of their answers on a piece of flip chart paper.</i></p>	<ul style="list-style-type: none"> PPT slides

Timing	Activity	Notes	Materials
	<p>ACTIVITY 1: Welcome & Introductions continued</p> <p>7. EXPLAIN: It is not at all unusual to be frustrated or confused by teens' behavior; it can even be confusing for them sometimes. That's all because of the fact that their brain is still developing and their hormones are working overtime!</p> <p>8. Tell them we are going to provide a BROAD overview of adolescent development, in an effort to help them understand why teens sometimes do the things they do in the hopes that this understanding may change or improve the types of interactions they have with them.</p> <p>9. Draw their attention to the Objectives for the workshop and review them out loud.</p> <p>Ask if anyone has any questions.</p>		<ul style="list-style-type: none"> • PPT slide (#4) with workshop objectives

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Timing	Activity	Notes	Materials
<p>10 min</p> <p><i>mini group around activity</i></p> <p><i>large group share back</i></p>	<p>ACTIVITY 2: Adolescence A-Z</p> <ol style="list-style-type: none"> 1. SAY: Since we don't have a lot of time, I want us to get going right away with our discussion about teens and their development. For this next piece, I need six volunteers. 2. SAY: When I tell you, I'll need three people to come stand single file in front of one chart paper that has the alphabet on it, and the other three people to stand in a single file line in front of the other piece of paper with the alphabet on it. 3. Explain that you will say a word or phrase and participants must fill out the alphabet with as many words they can think of that go with the word or phrase you say. For example, if you said, "Summer," they might say, "sand" for S or "ocean" for O. Explain, in this competitive race, groups do not have to fill out the paper in alphabetical order. Tell teams that they will have three minutes to complete the activity. Ask if there are questions. 4. Using a light tone, tell the remaining participants that they don't get to just sit their while the others do they work. They can 'tag' or 'tap' someone gently on the shoulder and take their place in line if they see an empty letter and have a word they want to fill in. 5. Ask if anyone has any questions? 6. Tell teams that the theme is "Teens". Set a timer for three minutes. Tell the teams to begin. 	<p> <i>You only have 1-2 min to explain the game, 3 to play and then 6-7 to debrief, so watch your timing here!</i></p>	<ul style="list-style-type: none"> • PPT slide (#5) • 2 Pre-made A-Z charts

Timing	Activity	Notes	Materials
	<p>ACTIVITY 2: Adolescence A-Z <i>continued</i></p> <p>7. When the three minutes are up, compare the lists. Explore the following questions:</p> <ul style="list-style-type: none"> • What do the lists have in common? • What's different about each list? • What's (still) missing? • Are there more terms that are negative or positive? Why do they think that is? • Are there words on that list that would describe THEM as a teen? <p>8. Ask if they have any final thoughts or comments before you move on?</p> <p>9. EXPLAIN: There are some key things going on for teens as they develop that lead us to think of them in terms of the way we described them on these lists. Let's start at the beginning.</p> <p>10. SAY: First, there is nothing 'normal' about adolescent development or puberty. If you use the word normal to describe this time and someone is 'out of sync' with what is 'normal' they may feel badly and it can affect their self esteem (how they feel about themselves).</p> <p>11. EXPLAIN: There are many things that are TYPICAL about this time and that ALL teens will experience puberty and the things that go along with adolescent development, they may just experience them at different times. And things like culture, poverty, trauma, and the environment can impact that development.</p>	<p><i>In this case "out of sync" could be developing earlier or later than what is 'typical' or expected for that age.</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 2: Adolescence A-Z <i>continued</i></p> <p>12. These changes can come on quickly for some, and more slowly for others. Teen's outward changes during puberty are obvious, but the changes in the brain during the teenage years -- and even into people's 20s are hidden. Nonetheless, they have just as much impact -- and in many situations even more of an impact -- on adolescents' judgment and behavior. So, it's important to understand these developments, in an effort to improve the interactions you have and reduce the risk of escalation during and avoid injuries to yourself and to youth.</p> <p>13. ASK: By a show of hands, how many of you generally think of teens as irrational people who don't think twice about the consequences to their actions?</p> <p>14. SAY: Teens are actually able to demonstrate logic in many situations, teens can demonstrate logic and reasoning in ways similar to adults, and they can think about risks and consequences. And, as you've probably been thinking: Teens often take risks at higher rates than other groups.</p> <p>15. SAY: In this next activity, we are going to explore specific things that are going on for teens, and then we'll discuss WHY they are going on.</p>	<p> <i>This next section should be considered a 'mini lecture' and should take less than 5 min to explain.</i></p>	

Timing	Activity	Notes	• Materials
<p>15 min</p> <p><i>large group move around</i></p> <p><i>large group share back with a little mini-lecturing</i></p>	<p>ACTIVITY 3- Agree or Disagree?</p> <ol style="list-style-type: none"> 1. EXPLAIN: for this next activity, when I tell you, I need everyone to come to the center of the room. I am going to read some statements, and depending on whether or not you agree or disagree with the statement you'll move to the side of the room with the appropriate sign. After you've moved, we'll take a minute or two to discuss the statement before moving on to the next one. REMIND them, we will have to do this activity quickly so be ready to keep moving. 2. Ask if anyone has any questions? Pause, then tell them to move to the center. 3. READ THE FOLLOWING STATEMENT: <ul style="list-style-type: none"> ○ <i>Agree or Disagree-It seems like young people's style (clothing, shoes, hair, etc.) changes every year.</i> 4. Give people a chance to move and then note where people moved and ask for a few people to share why they moved where they did. 5. EXPLAIN: that part of adolescence is a time for exploring identities. They try on different personalities, interests, and ways of behaving all the time to figure out which one will fit best. It is a necessary part of the process of putting together an identity. They are particularly vulnerable when they don't have an opportunity to do this in a safe environment – where such experimentation will not lead to negative and irreversible consequences. So don't be surprised if you meet a teen and they appear friendly one month and a few months later, you barely recognize them – 	<p>POINT TO THE SIGNS SO PEOPLE CAN SEE WHICH SIDE IS WHICH.</p> <p><i>In this activity, you have to really pay attention to where people are moving and actively listen to their comment. Be sure to acknowledge correct or appropriate comments and correct comments that are not accurate.</i></p> <p> <i>You also have to watch the time so not everyone may get to share why they moved to one side or another. Encourage those who have not spoken to speak and call on those people if you are short on time.</i></p> <p><i>To keep things light, you can encourage them to use this time to stretch and get their energy flowing as they move to the center of the room.</i></p>	<ul style="list-style-type: none"> • PPT slide (#6) • AGREE/ DISAGREE Signs • Tape

Timing	Activity	Notes	Materials
	<p>ACTIVITY 3- Agree or Disagree? <i>continued</i></p> <p>e.g., they have a new hair style, different dress, new piercings, new walk and now they act like they don't want to know you – they ignore or avoid you. Remember that for some youth, it is just on the surface – a new image being tried on.</p> <p>6. Ask if people have any brief comments they want to make or if they have any questions.</p> <p>7. Instruct them to move back to the center. And read the next statement.</p> <p>8. READ THE FOLLOWING STATEMENT:</p> <ul style="list-style-type: none"> ○ <i>Agree or Disagree-Teens always test authority.</i> <p>9. Give people a chance to move and then note where people moved and ask for a few people to share why they moved where they did.</p> <p>10. EXPLAIN: As part of finding out who they are, teens are also establishing their <i>independence</i>. They will question authority figures that come their way – teachers, parents, and police officers. When they do this, you need to remember it is not about you. Teens may question adults' values and judgments. When teens don't get their way, they may say, "You just don't understand." They push the limits by stepping over whatever line is drawn – time to come home, time to get to class, or no smoking on school grounds. You say it isn't allowed and by the time you turn the corner they are doing it.</p>		

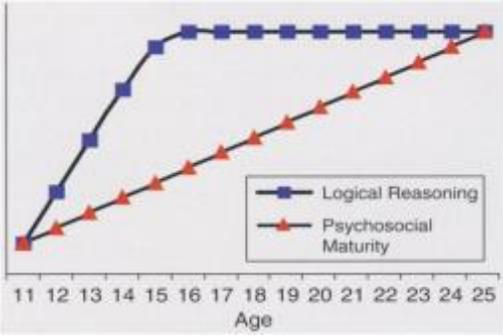
Timing	Activity	Notes	Materials
	<p>ACTIVITY 3- Agree or Disagree? <i>continued</i></p> <p>11. ASK: By a show of hands, does anyone remember a time when they tried to exert their independence by ‘crossing a line’?</p> <p>12. Encourage one or two people to share briefly.</p> <p>13. Instruct them to move back to the center. Read the next statement.</p> <p>14. READ THE FOLLOWING STATEMENT:</p> <ul style="list-style-type: none"> ○ Agree or Disagree-It is very important for teens to have a sense of belonging. <p>15. Give people a chance to move and then note where people moved and ask for a few people to share why they moved where they did.</p> <p>16. EXPLAIN: Young people have a need to belong. While you occasionally see the ‘loner’ (and often that person is on the outside looking in, searching or yearning to belong to a group), most teens use groups and their friendships to help them further develop their own identities. There is also a difference between the behaviors you might see when kids are in a group as opposed to when you encounter them alone. When they are in a group they feel they have to prove themselves. They might act with more risk taking behavior – both verbally and physically. The group is a powerful magnet and acceptance becomes more important than safety, parents, or reason.</p>	<p><i>You can share this story: Someone told me about a cartoon she used to have that depicted three young men, all dresses in baggy pants, sneakers, baseball hats turned backwards, standing in front of a sign that said: School Uniforms Coming Next Year. The bubble over one of the kids’ head read: “Aw man now we’ll lose our individuality”. The point of the cartoon is that they already look exactly the same, not like an individual at all. Because, as we just discussed, what is actually important, especially in early to middle adolescence is feeling a sense of belonging. It is a rare teen who wants to be the outsider (different from a trendsetter).</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 3- Agree or Disagree? <i>continued</i></p> <p>17. Ask if anyone has any questions. Tell them we are going to do two more, so instruct them to move back to the middle.</p> <p>18. READ THE FOLLOWING STATEMENT:</p> <ul style="list-style-type: none"> ○ <i>Agree or Disagree-Teens make decisions easily.</i> <p>19. Give people a chance to move and then note where people moved and ask for a few people to share why they moved where they did.</p> <p>20. EXPLAIN: For many teens, decision-making can be difficult because it means considering long-term consequences, delaying gratification, and controlling impulses. When in they are in emotional or social situations, this can become more difficult.</p> <p>21. ASK: What do you think is generally more important to (most) teens: Saving some money when they get it, or buying a pair of new sneakers/shoes?</p> <p>22. EXPLAIN: Generally, teens are more likely to place an importance on the present/now than on the future. This is because of the slower development of the frontal lobe, as well as the increased sensitivity to dopamine (i.e., neurotransmitter implicated in reinforcement).</p>	<p><i>If people seem to want technical information, you can add: Because the amygdala, the emotion regulation center, is also developing (and at a different pace from the frontal lobe), adolescents are neurologically wired to be driven by emotion rather than judgment, particularly when they need to make quick decisions and are in an emotionally intense situation.</i></p>	

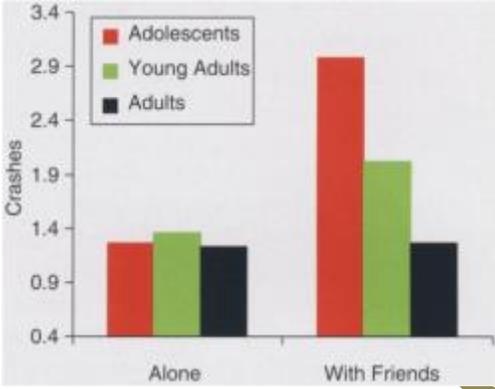
Timing	Activity	Notes	Materials
	<p>ACTIVITY 3- Agree or Disagree? <i>continued</i></p> <p>23. ASK: Have you ever encountered a teenager who has been doing generally well, commit a minor offense? And then you wonder how they could jeopardize their future. Part of the answer may be that they literally could not think about the future and how their actions might have serious consequences because in that moment, they were wired to not focus on it or to give it much (if any) thought.</p> <p>24. Ask if anyone has any questions or brief comments, then direct the group back to their seats.</p> <p>25. Thank them for participating. Explain we are going to take a look at what is going on in the brain that impacts all the things we just discussed.</p>		

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Timing	Activity	Notes	Materials
<p>20 min</p> <p><i>mini lecture</i></p>	<p>ACTIVITY 4: <i>The Adolescent Brain</i></p> <ol style="list-style-type: none"> SAY: Recent research shows us that the adolescent brain is undergoing major changes as it develops during the teen years. EXPLAIN: To better understand the teen brain we are going to watch a brief segment of video from a Frontline program produced by PBS called <i>Inside the Teenage Brain</i>. Choose the wiring of the teenage brain- episode #2 Point out that this episode will feature these key points (show Flipchart or PPT and review). Show the video. When it is done, ASK: did anyone learn anything new? STATE: As we saw in the video, very simply, the brain structurally, is almost fully developed at age 6, but really some of the key development continues on well in one's 20's. We saw in the video, that the teen brain is working to get rid of connections that aren't used and hard-wiring connections that will be used into adulthood. This pruning is not complete until our mid 20's. <p>At the same time, the emotional center of the teen brain is far more active than that of adult – teens experience emotions at 2 times the intensity of adults. They may become overly dramatic in describing things that are upsetting to them. They may say things like "You'll never understand," or "My life is ruined!"</p>	<p><i>Some of this will be mini lecture style, so be sure to refer to the video when possible and/or make connections to comments people made in earlier activities.</i></p> <p><i>If no one says anything, you may want to say what you learned the first time you saw the video, or what you're reminded of each time you see it.</i></p> <p><i>Try to be conversational in style so it doesn't feel too much like a lecture.</i></p>	<ul style="list-style-type: none"> • Computer • Speakers • Video capabilities • PPT slides (#7-10) about key concepts in brain development <p>Brain is not finished developing</p> <p>Pruning of brain connections not over until mid 20's</p> <p>Connection between emotions and reasoning not developed</p> <p>Emotional center far more active</p> <p>Teens don't have adult capacity to organize their thinking</p> <p>Can't weigh consequences</p>

Timing	Activity	Notes	Materials
	<p>ACTIVITY 4: <i>The Adolescent Brain continued</i></p> <p>Their brains are wired so that it is difficult for them to weigh future consequences of behaviors. Teens tend to exhibit the "it can't happen to me" syndrome also known as a "personal fable." This belief causes teens to take unnecessary risks. The risk-taking happens for two reasons -- 1) the poor decision making (i.e., it can't happen to me), and 2) the heightened sensitivity to dopamine, a neurotransmitter that provides reinforcement and that surges following a high risk/high pleasure activity (think of the surge following a roller coaster ride or sky diving --also huge surges following drug use)</p> <p>6. SAY: Let's look at this image, which shows where logical reasoning and psychosocial maturity area at about an even point at age 11-but then you see it takes until about age 25 for those two things to catch up again, which can account for some of the behaviors we see in teens.</p>  <p>So logical reasoning about abstract and not personally-relevant topics develops pretty quickly during the teen years and, by age 16, teens can be as logical as adults in some situations.</p>		PPT slide (#9)

Timing	Activity	Notes	Materials
	<p>ACTIVITY 4: <i>The Adolescent Brain continued</i></p> <p>7. SAY: However, because psychosocial maturity (i.e., independence, responsibility, emotion regulation, and judgment about personal --and particularly intense or high risk -- decisions) continues to develop through the mid-20s, high-stakes decisions (particularly when made rapidly -- like how to interact with police on the street) are not made with an adult brain. As a result, the decisions often are driven by emotion, real or imagined peer influence, and short-term gain.</p> <p>8. SAY: Remember, during puberty, the socio-emotional network in the brain goes through a major burst of changes. This network in the brain makes young people particularly sensitive to their emotions and to social situations and interactions. At the same time, the network in the brain that controls thinking, planning ahead, decision-making, and self-control, develops gradually, but more slowly, throughout adolescence.</p> <p>During times when emotions are heightened, or in the presence of peers, the social and emotional network often wins and decisions are fueled by this brain network, instead of the more controlled, thoughtful network that can inhibit impulsive and risky behavior.</p> <p>This is important because interactions with police are stressful and lead to high emotions, and therefore, teens are driven by their emotional brains.</p>	<p><i>Key ideas from this section:</i></p> <ul style="list-style-type: none"> • <i>Because of brain development, youth often react from emotions, not reason</i> • <i>Teens planning and decision-making are developing, but more slowly...</i> • <i>Interactions that can be emotional (like being stopped by the police) can cause youth to make decisions driven by emotions.</i> 	

Timing	Activity	Notes	Materials												
	<p>ACTIVITY 4: <i>The Adolescent Brain continued</i></p> <p>This also helps to explain why teens are more difficult to deal with when they are in groups. They may try to look cool in front of their peers and are driven by their social brains.</p> <p>Take a look at this slide:</p>  <table border="1" data-bbox="383 642 878 1031"> <caption>Crashes by Group and Condition</caption> <thead> <tr> <th>Group</th> <th>Alone</th> <th>With Friends</th> </tr> </thead> <tbody> <tr> <td>Adolescents</td> <td>~1.3</td> <td>~3.1</td> </tr> <tr> <td>Young Adults</td> <td>~1.4</td> <td>~2.1</td> </tr> <tr> <td>Adults</td> <td>~1.3</td> <td>~1.3</td> </tr> </tbody> </table> <p>This slide comes from a study looking at risky driving behavior and how the presence of peers affects the likelihood of taking risks. The findings demonstrate that adolescents are incredibly sensitive to peer influence when it comes to risk-taking behavior, supporting the point that you make in the paragraph above here. Adolescents perform similar to adults when alone, but with friends, they take significantly greater risks. Adults perform similarly regardless of whether they are alone or with friends.</p> <p>9. PAUSE for a moment and check in with the group. Asks what folks are thinking, what's going on in their own mind?</p>	Group	Alone	With Friends	Adolescents	~1.3	~3.1	Young Adults	~1.4	~2.1	Adults	~1.3	~1.3	<p><i>Cut this out or limit to one person if short on time</i></p>	<p>PPT slide (#10)</p>
Group	Alone	With Friends													
Adolescents	~1.3	~3.1													
Young Adults	~1.4	~2.1													
Adults	~1.3	~1.3													

Timing	Activity	Notes	Materials
<p>20 min</p> <p><i>large group activity</i></p>	<p>ACTIVITY 5: <i>Youth Culture, Us & Them</i></p> <ol style="list-style-type: none"> 1. EXPLAIN that in addition to the brain’s development, things like environment, including when teens are in groups or alone, and culture impact young people’s development and their behavior. 2. Show the PPT slide with the definition of culture <ul style="list-style-type: none"> ○ The arts, customs, and habits that characterized a particular society or nation. ○ The beliefs, behaviors, and material objects that constitute a people’s way of life. ○ Any knowledge passed down from one generation to the next. 3. EXPLAIN we’re going to use these definitions together for the purposes of this discussion. Ask if anyone has anything to add. <p>SAY: Let’s generate a concrete list of things or objects we think about when we define culture. <i>Here some answers could include:</i></p> <ul style="list-style-type: none"> ▪ <i>Clothing</i> ▪ <i>Music</i> ▪ <i>Language</i> ▪ <i>Greetings (handshake)</i> ▪ <i>Food</i> ▪ <i>Values</i> <ol style="list-style-type: none"> 4. ASK: Would you say that youth have their own culture? REMIND THEM OF THE DEFINITION AND REVIEW THE LIST THEY GENERATED. 		<p>Flip chart paper with the following questions: (PUT THEM ON OPPOSITE SIDES OF THE ROOM TO DISTINGUISH THE DIFFERENCE)</p> <p><u>US charts:</u> Music Clothing Values Language Greetings</p> <p><u>THEM charts:</u> Music Clothing Values Language Greetings</p>

Timing	Activity	Notes	Materials
	<p>ACTIVITY 5: Youth Culture, Us & Them continued</p> <p>5. EXPLAIN: Young people most definitely have their own culture! Remember, culture is about habits, objects, arts, etc. that get passed down from and within groups. They may even know an adult who ‘borrows’ from youth culture in the way they dress, the music they listen to, even the way they talk.</p> <p>6. SAY: For this next activity, you’re going to get up and jot down your answers on the flip chart paper I have posted around the room. These charts represent different elements of culture. You are to think back to when you were a teen, let’s say 16 years old, for this activity. And then compare the same statement to TODAY’s 16 year olds.</p> <p>7. SAY: When you get to a chart, if someone has already written something you would have written, just put a dot or a check or a star, some kind of mark next to it, so we know more than one person feels it’s important.</p> <p>8. TELL them you have 3 minutes to jot down your ideas. Listen for my voice so we can get right back into our conversation. After 3 minutes have the group come back. Review the charts. Look for what is similar and what is different. Correct whatever misinformation you may need to.</p> <p>9. ASK the group, what is similar and what is different?</p> <p>10. TELL the group that one of the reasons why youth culture is so important to understand is because it also supports the typical development of teens.</p>	<p> Keep an eye on your timing...</p> <p><i>For clothing they would describe what it was like when they were a teen (e.g., bell-bottom jeans, platform shoes, neon colors, bomber jackets, etc.) For music, they may say: Punk, new wave, the OJay’s, The Rolling Stones, Elvis, etc.</i></p> <p><i>Again, for this activity, you have to really pay attention to what people write and fill in any gaps.</i></p> <p><i>Ultimately, you want to show that these adults also had their own culture when they were a young person so they need keep that in mind when interacting with them.</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 5: Youth Culture, Us & Them continued</p> <p>11. SAY: When we think back to what is important to young people, the very first activity we did, being part of a group was important. ASK: Well, how is someone part of a group through culture? (e.g., listening to the same music as their peers, dressing alike).</p> <p>12. ASK: Why is it important in our work to be aware of youth culture?</p> <p>13. SAY, the last things we are going to discuss today with regard to adolescent development is the impact that trauma and special circumstances have on a teen's development, and therefor their actions and behaviors.</p>	<p><i>Some answers here could be: Their behavior isn't personal; they are exactly where they need to be developmentally, or it could help us deescalate a situation.</i></p>	

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Timing	Activity	Notes	Materials
<p>20 min</p> <p><i>mini lecture</i></p> <p><i>large group discussion</i></p>	<p>ACTIVITY 6: <i>Special Challenges & Trauma</i></p> <ol style="list-style-type: none"> 1. SAY: On top of things like their typical brain development, and elements of youth culture, there are other things that impact how youth behave and therefore impact our interactions with them. Let's start by looking at trauma and it's impact on brain development. 2. SAY: Some of the teens you encounter will have had some challenges early on in their lives that lead them to develop coping skills that sometimes when presented may look like disrespect or even a threat. These coping strategies set them up for trouble with the police. They come off as tough, resistant, surly, and confrontational. They oftentimes don't see police are there to help them. 3. ASK: What are some challenges that young people may face growing up that could cause them to develop a tough exterior and specific coping skills? 4. SAY: Remember, teens often react from an <i>emotional place</i> due to the hormones raging through their body and because of the way the brain is developing. Add to that the things we talked about in the "agree/disagree" activity that are important to teens, including their need to 'show-out' through their cultural norms, like the music they listen to, the clothes they wear, often to get our attention; and add to that they need exert their independence, especially in front of a group, combined with having experienced trauma where they feel the need to protect themselves, which often is represented in their physical posturing, and how they communicate (or don't communicate) with us. 	<p><i>Possible answers:</i></p> <ul style="list-style-type: none"> • Abuse (sexual and/or physical) • Neglect • Violence • Poverty • Shame 	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 6: <i>Special Challenges & Trauma continued</i></p> <p>5. SAY: So we know, especially when there has been trauma, the way teens behave is often a function of an overactive emotion center and a slow connection to their reasoning. Remember the slide that showed that reasoning and decision-making don't catch up again until age 25?</p> <p>1. SAY: Let's take a look at a slide that shows what's going on in the brain when a teen has been exposed to trauma (real or imagined)</p> <div data-bbox="386 751 831 1054" data-label="Image"> </div> <p>2. SAY people who have experienced trauma are often <u>hypersensitive to minor threats</u>. They are always in flight or fight mode. <i>This is a protective mode and sometimes called hypervigilance (DEFINE IT). It is what the body does when it feel danger. It can be a simple comment of 'disrespect' or bumping into someone that sets it off, or looking like someone/reminding them of someone who hurt them previously.</i></p> <p>3. Think of the basketball player who always goes after anyone and everyone who fouls them and doesn't just head toward them shouting but immediately attacks the other player. Or picture the teenager who gets up in class and rushes another student who is whispering behind them. On the surface this behavior looks like paranoia with extreme responses to minor incidents that are perceived as danger.</p>	<p><i>Key ideas: young people who have experienced trauma may be hypersensitive to threats (real or imagined), resulting in their actions being, or being perceived as disrespectful, challenging or even aggressive.</i></p> <p><i>Hypervigilance is an enhanced state of <u>sensory sensitivity</u> accompanied by an exaggerated intensity of behaviors whose purpose is to detect threats.</i></p>	<ul style="list-style-type: none"> • PPT slide with images of trauma

Timing	Activity	Notes	• Materials
	<p>ACTIVITY 6: <i>Special Challenges & Trauma continued</i></p> <p>4. CONTINUE: Teens often <u>view behavior in extremes</u> and imagine the worst. Let's take the last examples one step further. The basketball player starts to think that the other players are trying to hurt them physically – so a push gets perceived as the precursor to a punch. The student in the classroom begins to think that either everyone is talking about him or the whisperers are plotting something that will 'hurt' him.</p> <p>5. SAY: Hypervigilant youth <u>respond to many people and situations as a threat</u> to their life. They learned to protect themselves as children by anticipating threats to their lives. They can become aggressive and have impulse control problems and can't turn off the intensity in their brains. <i>And they often can't distinguish between minor and significant threat.</i></p> <p>6. SAY: In males this behavior sometimes looks like hypermasculinity (DEFINE IT).</p> <p>7. Sometimes we see hypermasculinity coupled with hypervigilance. So you have a young man who is experiencing some fight/flight emotions coupled with a sense that his 'manhood' may be at stake if he doesn't act a certain way that in fact, is often an over exaggeration of masculinity.</p>	<p><i>In hypervigilance, there is a perpetual scanning of the environment to search for sights, sounds, people, behaviors, smells, or anything else that is reminiscent of threat or trauma. The individual is placed on high alert in order to be certain danger is not near.</i></p> <p>Hypermasculinity is a psychological term for the exaggeration of male stereotypical behavior, such as an emphasis on physical strength, aggression, and sexuality.</p>	<ul style="list-style-type: none"> • PPT slides w/ definition of hyper-masculinity and hyper-vigilance

Timing	Activity	Notes	Materials
	<p>ACTIVITY 6: <i>Special Challenges & Trauma continued</i></p> <p>8. Children exposed to repeated trauma can become chronically hypervigilant. Their brains can become wired and produce chemicals that make them ever- ready to respond to emergencies and not feel pain. What began as an important coping mechanism, has, over time, become a challenge or handicap to their functioning. It doesn't take much to put a hypervigilant person 'over the top.'</p> <p>Think about the some sections of the city where there is violence and poverty. If you had to walk to school in that neighborhood how would you behave to protect yourself? How would you walk, talk, who would you walk with? What might you carry?</p> <p>Most kids in this environment feel a lot of stress. Young men feel this all the time as they discover the dangers on the streets and in the neighborhoods they have to live in or walk in order to go to school, shop, find places for recreation, etc. They need to develop coping mechanisms in order to survive.</p> <p>9. ASK: Do you think that girls have their own set of coping strategies? What might be different when encountering a female teenager or group of female teenagers?</p> <p>10. STATE: Girls have a unique set of issues. Their emotional and behavioral responses differ from boys. Girls are also exposed to trauma and threat in their lives. They too can become hypervigilant to threat. But their coping strategies differ.</p>	<p>Key idea: <i>As an officer you need to step back and realize that this response is not about you and that you need to be sure not to take it personally. When you encounter a youth who is quick to get angry or overreact to a comment, remember that it may not be just about this encounter.</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 6: <i>Special Challenges & Trauma continued</i></p> <p>11. There are a number of factors that affect how girls might get in trouble and can impact how they respond to police officers. One of the most important factors in putting girls at risk for problem behavior is their history of physical, sexual and emotional abuse. 81% of girls arrested report that they had been physically abused and 56% reported that they had been sexually abused. We know that a number of the girls we have contact with have been victims of abuse, neglect, domestic violence and family disruption.</p> <p>12. ASK: How do you think a girl might respond to a male police officer if she has experienced sexual abuse from her father, stepfather, boyfriend or mother's boyfriend? We can get an aggressive response or a retreat response. Here's a tricky thing to keep in mind: Don't assume that girls will respond better to a female officer since a lot of girls perceive that their mothers did not protect them from the abuse and many have been physically abused by mothers or other female relatives.</p> <p>13. SAY: Let's go back for a moment, and let me ask you: is hypervigilance only something young people experience? Do law enforcement officers experience hypervigilance?</p> <p>14. ASK: What contributes to some Law Enforcement Officers becoming chronically hypervigilant?</p> <p>15. Those of us who are law enforcement officers needs to be aware of our own behavior – not only in response to a</p>	<p><i>Possible responses: when there have been repeated traumatic and stressful policing situations in a period of time, when work stress is compounded by personal stress; when the officer has had childhood trauma and is exposed to threat on the street.</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 6: <i>Special Challenges & Trauma continued</i></p> <p>16. youth's reaction but also aware of our own heightened vigilance. Law Enforcement Officers are in a hypervigilant mindset in a number of policing situations. When you get a report of someone with a gun, when you have a fellow officer shot and you arrive on the scene, when you go into a home where there is reported domestic violence, and when you go to an area where a crime just occurred.</p> <p>17. Being vigilant is a skill law enforcement officers are taught, that involves alertness, acute listening, sensitive observation and physical readiness –Being hypervigilant all of the time – chronically - is not functional and can cause anxiety and other issues that get in the way of doing our work well.</p> <p>18. ASK: what do you think happens when a hypervigilant teen encounters a hypervigilant police officer?</p> <p>19. SAY: Your awareness of this coping mechanism in youth can help you prevent unnecessary escalation</p> <p>20. SAY: That is a lot of information to remember during an interaction that may actually be brief. But by keeping in mind that a teen's brain is still developing, and as a result they have some emotional and social needs they often meet through youth cultural norms, and that due to trauma sometimes become hypervigilant which sometimes results in gender specific behaviors like hypermasculinity in boys and a variety of behaviors in girls, we can try to have more positive and effective interactions with the teens we encounter.</p>	<p><i>Possible responses: there can be a very volatile situation, the youth and the officer over react to each other, behavior cues are misread and there is unnecessary conflict.</i></p> <p><i>It is important to get the group to recognize that police officers can sometimes become chronically hypervigilant as well and it can be a problem for them professionally and personally.</i></p>	

Timing	Activity	Notes	Materials
5 min	<p>ACTIVITY 7: <i>Tips for Officers</i></p> <ol style="list-style-type: none"> 1. EXPLAIN: as we get ready to wrap up, we want to discuss some tips that can be of use to you when you interact with teens. On one side of the sheet is general information, on the other are tips specific to working with girls and/or boys. 2. ASK: Is there anyone who'd like to read the first tip? 	<p> <i>If you have time, ask them to generate a tip they would give to a new Officer about how to deal with teens based on the information they learned today. Then compare that with the handout.</i></p> <p> <i>If you don't have time, explain they can read this on their own. Or if you have limited time, summarize each tip. With enough time, to go through each tip, ask for volunteers to read. Have them do it 'popcorn style', which means to just jump in when someone has finished reading.</i></p>	<ul style="list-style-type: none"> • TIP SHEET for OFFICERS (HO)

Timing	Activity	Notes	Materials
5 min	<p>ACTIVITY 8: <i>Wrapping up, Square, Triangle, Circle</i></p> <ol style="list-style-type: none"> 1. Thank the group for their attentiveness and for their participation. 2. STATE: This was a lot of information to cover in a short amount of time. I encourage you to do some more exploring of this topic on your own. 3. REMIND them of the objectives and what we planned to achieve that day. If you can, provide specific examples of how you did that. 4. Go back to the original A-Z list and SAY: that even though we can agree that young people can do things that seem irrational, and we feel confused by their behavior (<i>point out to a few negative terms on the list</i>), it's important to remember that this is 1. A phase they are going through; 2. We went through it too (and for the most part turned out okay) 3. That when we use this information, we can have more positive interactions with teens, and even begin to see them, and help THEM see THEMSELVES in some of these positive ways (<i>point out a few positive terms from the list</i>). 5. Ask if anyone has any final questions. 6. Draw a square on a piece of paper. Ask each person to share a new idea they are squared away with something they really understood or learned today. Jot down their answers. 7. Draw a triangle. Ask volunteers to share something they are thinking about from a different angle or thinking about differently than before the workshop. Jot-down their 		<ul style="list-style-type: none"> • Flip chart • Markers

Timing	Activity	Notes	Materials
	<p>ACTIVITY 8: <i>Wrapping up, Square, Triangle, Circle continued</i> answers.</p> <p>8. Draw a circle. Ask participants if there are things that are still circling around in their heads and that they're thinking about. Jot-down their answers.</p> <p>9. Summarize any key points, thank them again for participating and send them to their next session.</p> <p>Make announcements; remind people where to go next, etc.</p>		<ul style="list-style-type: none"> •

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Module 3A: Think About it First! **Cover Pages 1/3**

Name of Workshop: Think About it First!

Goals: *In this session participants will explore how perception can impact their interactions with others, including Police Officers. They will also understand how their brain development impacts how they act and interact with others. Finally, they will learn about tips for positive/safe interactions with Officers.*

Why talk about this topic?

It's important for young people to be empowered with information that can help them have safer interactions with law enforcement officers.

NOTE: This workshop is not designed to go over every detail of a person's rights/responsibilities when stopped by the police; it's designed to help young people start to think about WHY they may get stopped and to help them make better choices if/when they do.

Timeframe: 90 minutes

Audience: Young people

Objectives- participants will be able to:

- *Define perception and how perception may impact how we interact with others*
- *Describe how the teen brain's development may impact perception and in turn how we interact with others*
- *List the options for youth behavior that can contribute to safe and positive interactions with police*

Module 3A: Think About it First!

Cover Pages 2/3

Room Set Up:

- Preferably tables for small groups (up to 10 people per table).

Materials need:

- Flipchart
- Markers
- LCD Projector
- Computer
- Speakers

Preparation required:

- ✓ Get a list of the room assignments for the platoon groups to send the youth to for Module 4.
- ✓ Make 2 A-Z charts (See example to the right).
- ✓ Make “AGREE” “DISAGREE” signs (each on a separate piece of 8x10 paper).
- ✓ Make a SLIDE or Flip Chart paper with contact information for local internal affairs division to refer to at the end. Participants will write this down and put it in their handbook.

A	L	W
B	M	X
C	N	Y
D	O	Z
E	P	
F	Q	
G	R	
H	S	
I	T	
J	U	
K	V	

Role(s) of the Co-Facilitators:

- Decide in advance how you want to split the tasks
- When one person is the lead, the other person can demonstrate how to participate in the specific activity
- The person who is not in the lead can be monitoring who may need some additional support/assistance
- The person who is not the lead can be the scribe and write down participant answers, distribute handouts, etc.

Suggestions for Modification based on Time Allotted:



If you only have 60 minutes try this:

- *For Activity 3: My perspective, Your perspective, if you read the statements, it will likely go more quickly than if you ask for participation.*

Module 3A: Think About it First!

Cover Pages 3/3

- *For the Activity 4: The Adolescent Brain*, have people stay in their seats and just raise their hand as opposed to getting up and moving around. Or just read the statements in a mini-lecture style.
- *For Activity 5: Putting it all Together*, instead of having them work in groups, do the activity as one large group activity, where everyone is working together as a large group to come up with the answers of how to have a safe stop.

If you have more than 90 minutes, try this:

- *In Activity 3: My Perspective, Your Perspective*, you can have participants help read the scenarios out loud. When generating answers, have them work in pairs or small groups first, then share out answers with the whole group-adding things that haven't been said previously by another group to generate one large list.
- *For Activity 5: Putting it all Together*, have them act out their scenarios; first as written, then the second time with the suggestions they've come up with.

Additional reading:

Defining Adolescence- <http://en.wikipedia.org/wiki/Adolescence>

This is a good source for brain development, cognitive development, risk-taking behavior and more, in a very accessible way.

A Reference for Professionals: Developing Adolescents, by the American Psychological Association (2002):

<http://www.apa.org/pi/families/resources/develop.pdf>

Bullies with a Badge, Philadelphia Dailey News (10.13.13)

<http://mobile.philly.com/news/?wss=/philly/news/homepage/&id=227473091>

Beautiful Brains, National Geographic (10.2011), by David Dobbs

<http://ngm.nationalgeographic.com/print/2011/10/teenage-brains/dobbs-text>

Agenda Module 3A: Think About it First!

Timing	Activity	Notes	Materials
<p>5 min</p> <p><i>mini lecture</i></p>	<p>ACTIVITY 1: Welcome & Introductions</p> <ol style="list-style-type: none"> Greet the group and welcome them to the workshop. Introduce yourself and let them know that this workshop is designed ultimately to help them have more positive interactions with law enforcement officers. Through the course of the 90/60 minutes, we'll discuss things like perspective, respect and even learn a little about adolescent brain development to help them understand some of the changes that are going on in their brains, which actually impact how they interact with others, including police officers. Tell them that you will use the terms "teen", "adolescent" and "young person/people" interchangeably throughout the workshop all to refer to youth ages 14-21. Let them know the Police Officers are in their own workshop, learning about adolescent brain development so THEY can work to improve their interactions with youth. Ask the participants to introduce themselves and ask them to share one thing they heard from the Police Officers at the forum that the officers want the teens to know about them (the officers). Review the objectives with the group and ask if anyone has any questions. 	<p><i>You might want to define adolescence (the period of development) vs. adolescent (the person) Some institutions define adolescence as the period of development all the way though age 25, others, describe early adolescence: 13-16 and older adolescence 17-21.</i></p> <p><i>Feel free to jot down, or have your co-facilitator jot down some of their answers on a piece of flip chart paper.</i></p>	<ul style="list-style-type: none"> Flip chart paper Markers PPT slides with objectives

Timing	Activity	Notes	Materials
<p>15 min</p> <p><i>small group activity</i></p> <p><i>large group share out</i></p>	<p>ACTIVITY 2: A-Z relay race</p> <ol style="list-style-type: none"> SAY: Since we don't have a lot of time, I want us to get going right away with our discussion. For this next piece I'm going to need six volunteers. SAY: When I tell you, I'll need three people to come stand single file in front of one chart paper that has the alphabet on it, and the other three people to stand in a single file line in front of the other piece of paper with the alphabet on it. Explain that you will say a word or phrase and participants must fill out the alphabet with as many words they can think of that go with the word or phrase you say. For example, if you said, "summer," they might say, "sand" for S or "ocean" for O. Explain, in this competitive race, groups do not have to fill out the paper in alphabetical order. Tell teams that <i>they will only have three minutes to complete the activity</i>. Ask if there are questions. Using a light tone, tell the remaining participants that they don't get to just sit their while the others do the work. They can 'tag' or 'tap' the shoulder of someone in line (that person then sits down) if they see an empty letter and have a word they want to fill in. Ask if anyone has any questions? Tell teams that the word is "Teens". Set a timer for three minutes. Tell the teams to begin. When the three minutes are up, compare the lists. Explore the following questions: <ul style="list-style-type: none"> What do the lists have in common? What's different about each list? 	<p><i>For additional youth participation, have one of them keep time (on their phone/stop watch) and shout out at 30 second intervals.</i></p>	<ul style="list-style-type: none"> Two flip chart papers with ABCs written on it (see example on the cover page) Markers

Timing	Activity	Notes	Materials
	<p>ACTIVITY 2: A-Z relay race <i>continued</i></p> <ul style="list-style-type: none"> • What’s (still) missing? • Are there more terms that are negative or positive? Why do they think that is? • Do they think that adults would use the same words as they did to describe teens? Why or why not? <p>8. EXPLAIN: There are some key things going on for teens as they develop that lead adults to think of them in terms of the way they described them on these lists. Let’s start at the beginning.</p> <p>9. SAY: First, there is nothing ‘normal’ about adolescent development or puberty. It’s a crazy time and there’s a lot going on in a teen’s body and actually in their brain. We’ll talk a little about that today and talk about why sometimes adults act like they never were teenagers themselves or like it was a really long time ago!</p> <p>10. SAY: With this in mind, in this session we are going to talk about what influences teen behavior and things to keep in mind when interacting with police to increase the chances that you will be safe and the results will be positive.</p> <p>11. SAY: Everyone responds differently to different situations and different people. How young people view adults and the type of interactions they have with them is influenced by many factors (and visa versa). Sometimes it comes from how they have been treated in the past, or seen other young people treated. Sometimes this is called perspective. Let’s do an activity where we can experience different perspectives.</p>	<p><i>Try to speak in 3rd person- sometimes by saying ‘you’ we can accidentally single someone out.</i></p>	

Timing	Activity	Notes	Materials
<p>20 min</p> <p><i>large group sharing</i></p> <p><i>small group work</i></p>	<p>ACTIVITY 3: <i>My perspective, Your Perspective</i></p> <ol style="list-style-type: none"> 1. Explain that you are going to show some images and you want them to look at them for 15 seconds WITHOUT talking. 2. Pull up the slide with the image of the Cup/Profile of the Man. Give them 15 seconds to look at the images. 3. ASK: Can someone raise their hand and tell me what you see? Ask that person to go up and point out or outline what they see. 4. ASK: Who else sees that? Does anyone see anything else? Ask one of those people to go up and show what image they see. 5. SAY: We're going to look at a few more just to show you it's not a fluke. Remind them the same instructions apply. No talking for 15 seconds; just looking. 6. Pull up the next images. 7. ASK: Can someone raise their hand and tell me what you see? Ask that person to go up and point out or outline what they see. 8. ASK: How is it possible that we are all looking at the same images but some of us see one thing, and someone else sees something else? And some people can see both? 9. Ask if anyone has heard of the term perspective? Have someone define. 10. ASK: What influences perspectives or how we see something? Can two people looking at the same thing have a different perspective? Why or why not? 	<p><i>SAY: If someone has seen the image before, please do not say anything so everyone can experience the photos.</i></p> <p>IMAGE ORDER:</p> <p><i>1-Cup/Profile Male</i></p> <p><i>2- Profile/Woman's profile facing each other</i></p> <p><i>3-Man playing saxophone/woman's face</i></p> <p><i>4- Old woman's profile/Young woman's side profile</i></p> <p><i>It's a good idea to post this definition on flipchart or pull up the PPT slide</i></p> <p><i>Perspective: a particular attitude toward or way of regarding something; a point of view. a particular attitude toward or way of regarding something; a point of view.</i></p> <p><i>Possible answers here: past history-is something familiar or not? Culture. Literally where someone is standing/sitting.</i></p>	<ul style="list-style-type: none"> • PPT with perspective images

Timing	Activity	Notes	Materials
	<p>ACTIVITY 3: <i>My perspective, Your Perspective continued</i></p> <p>11. ASK: So why do you think different people saw different parts of the picture?</p> <p>12. Do you think this activity would have been different if I just flashed the image for 5 seconds instead of giving you some time to really look at it? What if I gave you MORE time?</p> <p>13. SAY: Something to consider is that in a flash moment, we may react differently than if we have even a few more seconds to respond or to take in what we are seeing.</p> <p>14. ASK: How might this be true in ‘real life’?</p> <p>15. EXPLAIN: In every day situations, we may pay attention to different parts of the ‘picture’ or situation, just like we saw different parts of these pictures. That also means that people react in different ways depending on how they see or experience a situation. The point is, if there is more than one way to see a situation, and then it is sometimes important to actually try to see another perspective or point of view. In some situations, this can help us from losing our cool over something that isn’t such a big deal to begin with.</p> <p>16. SAY: I’m going to read some situations and I’d like you to think about why the person or people in the situation may have acted the way that they did.</p> <p>17. SAY: Here’s the first situation (pull up the slide so others can follow along): <i>A new guy in the neighborhood, say about 17 years old, walks by you and your friends without saying anything. He’s got his hands in his pocket and doesn’t make eye contact.</i></p>	<p>Possible answers:</p> <ul style="list-style-type: none"> • <i>Depends on what shapes you see or know.</i> • <i>Depends on where you were sitting.</i> • <i>Maybe previous experience looking at these types of images.</i> <p>Possible answers: <i>Being in a situation where someone may have been perceived as stealing something because someone thought they saw someone put something in their bag, when in fact, that person may have been taking something OUT of their bag.</i></p>	<ul style="list-style-type: none"> • PPT Slide with scenarios

Timing	Activity	Notes	Materials
	<p>ACTIVITY 3: My perspective, Your Perspective continued</p> <p>18. ASK: Why do you think he’s acting that way? Let’s see how many different answers we can come up with.</p> <p><i>Remind them, when they give an answer, try to give an answer that hasn’t been said. And that they’re not going to debate whether or not it’s a good idea or whether or not it’s realistic. We just want to get as many ideas as possible. Jot-down their answers.</i></p> <p>19. SAY: Let’s do another one: Your mom snaps at you in front of others for coming home late. Why do you think she’d do that? Let’s see how many different answers we can come up with. When you answer, try to give an answer that hasn’t been said. Jot-down their answers.</p> <p>20. SAY: Okay-let’s do one more: It’s basketball practice and one of your teammates keeps watching you from the bench while you’re on the court. Why do you think he’s doing that? Let’s see how many different answers we can come up with. When you answer, try to give an answer that hasn’t been said. Jot-down their answers.</p> <p>21. SAY: Even in each situation, we were able to come up with more than one reason or about what might be going on or why it might be going on. These answers come from thinking about what’s going on from different points of view or perspectives. Now we are going to find out what was really happening in each story.</p>	<p><i>Some possible answers:</i> <i>He’s shy</i> <i>He’s avoiding trouble</i> <i>He’s already in trouble</i> <i>He’s rude</i> <i>He’s nervous in a new place</i></p> <p><i>Some possible answers:</i> <i>She’s mad at me</i> <i>She was worried</i> <i>She was trying to be the boss in front of others (saving face)</i> <i>She wants to control me.</i></p> <p><i>Some possible answers:</i> <i>He’s crazy</i> <i>He’s gay</i> <i>He’s bored</i> <i>He wants to fight</i></p>	<ul style="list-style-type: none"> ● Flip chart ● Markers ● PPT with next scenarios ● Slips of paper with Part 2 of each scenario

Timing	Activity	Notes	Materials
	<p>ACTIVITY 3: <i>My perspective, Your Perspective continued</i></p> <p>22. ASK: Is there anyone who likes to read and would like to read the answer to first scenario where the kid walked by the group without speaking?</p> <p>23. Have a volunteer read the rest of the story. Ask for people’s reactions. Did anyone guess the ‘real’ reason? What sort of reasoning did they use to make their guess?</p> <p>24. Ask for another volunteer to read the next scenario. Ask for people’s reactions. Did anyone guess the ‘real’ reason? What sort of reasoning did they use to make their guess?</p> <p>25. Ask for one more person to read the last scenario. Ask for people’s reactions. Did anyone guess the ‘real’ reason? What sort of reasoning did they use to make their guess?</p> <p>26. ASK: Why do you think we came to some of the conclusions we did?</p> <p>27. SAY: Great answers. But I’ve got one more for you. And that has to do with your/ a teen’s brain is developing during the period of adolescence and the impact it may have on perception and more importantly how we act based on our perceptions. Let’s review some of the major changes going on in a teen’s brain during adolescence.</p>	<p><i>If no one wants to read, jump right in and read the scenarios.</i></p> <p> <i>If YOU read it can also be a time-saver.</i></p> <p><i>Go back and review the answers they came up with that you jotted down on chart paper. Are they similar? Different?</i></p> <p><i>Possible answers:</i></p> <ul style="list-style-type: none"> • <i>previous experience</i> • <i>Similar or shared experiences</i> • <i>Educated guesses</i> <p><i>You might want to take a moment to define adolescent (the person) adolescence (the time of development)</i></p>	<ul style="list-style-type: none"> • PPT slides with answers to the scenarios

Timing	Activity	Notes	Materials
<p>15 min TOTAL</p> <p><i>large group activity</i></p> <p><i>and brief mini lecture at the end about trauma</i></p>	<p>ACTIVITY 4: The Adolescent Brain</p> <ol style="list-style-type: none"> SAY: Recent research shows us that the adolescent brain is undergoing major changes as it develops during the teen years. SAY: We are going to do a quick activity to see what you may already know about the teen brain. This activity is called “Agree/Disagree.” For this next activity, when I tell you, I need everyone to come to the center of the room. I am going to read some statements, and depending on whether or not you agree or disagree with the statement you’ll move to the side of the room with the appropriate sign. After you’ve moved, we’ll take a minute or two to discuss the statement before moving on to the next one. <p>REMIND them, we will have to do this activity quickly so be ready to keep moving.</p> <ol style="list-style-type: none"> Ask if anyone has any questions? Pause, and then tell them to move to the center of the room, you are about to read your first statement. STATE: Agree or Disagree: The brain is almost fully developed by age 6. Give them a chance to move, and then call on a few people to hear why they moved where they did. <p><i>This is a true (agree) statement: The brain is almost fully structurally developed at age 6, but really some of the key development continues on well in one’s 20’s</i></p> <p>DIRECT PEOPLE BACK TO THE MIDDLE</p>	<p>POINT TO THE SIGNS SO PEOPLE CAN SEE WHICH SIDE IS WHICH.</p> <p><i>In this activity, you have to really pay attention to where people are moving and actively listen to their comment. Be sure to acknowledge correct or appropriate comments and correct comments that are not accurate.</i></p> <p> <i>You also have to watch the time so not everyone may get to share why they moved to one side or another. Encourage those who have not spoken to speak and call on those people if you are short on time.</i></p> <p><i>You can expand and say that the brain continues to develop well in to the 20s, during which time, it is ‘pruning’ away the connections that aren’t being used.</i></p>	<ul style="list-style-type: none"> Agree/ Disagree signs Tape

Timing	Activity	Notes	Materials
	<p>ACTIVITY 4: The Adolescent Brain, continued</p> <p>5. STATE: <i>Agree or Disagree: Teenagers are typically more emotional than adults.</i> Give them a chance to move, and then call on a few people to hear why they moved where they did.</p> <p><i>This is a true (agree) statement The emotional center of the teen brain is far more active than that of adult – teens experience emotions at 2 times the intensity of adults. During this time teens are also experiencing many changes in hormones that influence emotions</i></p> <p>FOLLOW UP and ASK: By a show of hands, have you ever had an adult say to you or someone you know: “Stop being so dramatic?” This is usually because a teen is being guided by their emotions.</p> <p>DIRECT PEOPLE BACK TO THE MIDDLE</p> <p>6. STATE: <i>Agree or Disagree: Teens are more likely to take risks when they are alone, as opposed to when they are in groups.</i> Give them a chance to move, and then call on a few people to hear why they moved where they did.</p> <p><i>This is a false (disagree) statement. Because the teen brain is typically driven by emotion, teens actually are more likely to take risks when in groups; the emotional part of their brain is concerned with being ‘cool’ in front of friends, and ‘overrules’ the practical side of their brain.</i></p> <p>DIRECT PEOPLE BACK TO THE MIDDLE</p>	<p><i>You can elaborate by saying there was a study done about risky driving behavior and how the presence of peers affects the likelihood of taking risks. The findings showed that adolescents are incredibly sensitive to peer influence when it comes to risk-taking behavior. Adolescents perform similar to adults when alone, but with friends, they take significantly greater risks. Adults perform similarly regardless of whether they are alone or with friends.</i></p>	

Timing	Activity	Notes	Materials
	<p>ACTIVITY 4: The Adolescent Brain, continued</p> <p>7. STATE: <i>Agree or Disagree: It is impossible for teens to plan ahead.</i> Give them a chance to move, and then call on a few people to hear why they moved where they did.</p> <p><i>This is a false (disagree) statement.</i> Teens are capable of planning ahead, though it is a skill that still needs to be developed with practice. So, since it's a skill that is being developed, teens sometimes act impulsively because their emotional part of the brain is more active/dominant than the planning/practical part of the brain.</p> <p><i>Direct everyone back to his or her seats. Ask if anyone has any questions or comments. Ask if they learned anything new or anything that surprised them.</i></p> <p>8. SAY: There's one more thing to note with regard to brain development that we should note, and that's the impact that trauma has on the brain..</p> <p>9. Explain the definition of trauma/read from the PPT slides.</p> <p>10. When a person has experienced trauma, they sometimes act in ways that help them cope with that trauma. But sometimes, those things that people do to cope can be misinterpreted as being disrespectful, or hypersensitive. This is true for teens AND adult. Remember police officers are exposed to traumatic events; imagine what it's like when a teen who has experienced trauma is confronted by a police officer who has experienced trauma?</p>	<p><i>Use this time to provide a mini-lecture on trauma, in order to connect it to brain development. Keep an eye on the time here.</i></p> <p><i>Definition of Trauma:</i></p> <p><i>1. A serious injury or shock to the body, as from violence or an accident.</i></p> <p><i>2. An emotional wound or shock that creates substantial, lasting damage to the psychological development of a person.</i></p> <p><i>3. An event or situation that causes great distress and disruption.</i></p>	<ul style="list-style-type: none"> • PPT slide with definition of Trauma

Timing	Activity	Notes	Materials
	<p>ACTIVITY 4: <i>The Adolescent Brain, continued</i></p> <p>11. STATE: Let's think about the things we just discussed in relationship to our interactions with police officers/law enforcement officers.</p> <p>12. ASK: Based on what we just talked about, how do you think the way the teen brain is developing can sometimes impact how police and teens interact?</p> <p>13. Let's move on here and actually think back to the panel discussion for a minute before we move into our last activities.</p>	<p><i>Possible answers here: teens may 'overreact' when approached by a police officer because of their emotions.</i></p> <p><i>Police officers may not know about the changes going on for teens, so may not have the more effective communication skills for dealing with an emotional teen.</i></p>	

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Timing	Activity	Notes	Materials
<p>30 min</p> <p><i>small group work</i></p> <p><i>large group sharing</i></p>	<p>ACTIVITY 5: Putting it all together: Safe Stops and Interactions</p> <ol style="list-style-type: none"> 1. SAY: One thing that came up this morning in the panel discussion is the desire of being treated with respect. Both youth and police officers said in the panel discussion that they want to be treated with respect by each other. If we each treated each other with respect it would likely make the interactions between youth and police Law Enforcement Officers much more positive. 2. ASK: Since we're talking about respect, let's define what that really means. I think we can all imagine in our minds a time when we were treated respectfully and a time when we were treated disrespectfully (or if we're being really honest, a time maybe when we didn't treat someone respectfully). Respect is something that you can actually see or give through specific behaviors. 3. ASK: What's an example of being respectful? Let's come up with a list. Who wants to start us off? 4. ASK: Who's responsible for being respectful first?—Take a few answers. 5. SAY: We need to start somewhere to improve our relations, so sometimes, it may have to be you/the young person. You can do your part to make an interaction safer and more positive. Let's talk about what happens when a police officer stops a youth. 	<p><i>THE CO-FACILITATOR CAN WRITE ANSWERS DOWN</i></p> <p><i>Write down their comments. The idea here is to come up with a concrete list of behaviors that people can learn or demonstrate:</i></p> <ul style="list-style-type: none"> • <i>Say please/thank you.</i> • <i>Call adults Mr./Ms</i> • <i>Make eye contact</i> • <i>Tone of voice</i> 	<ul style="list-style-type: none"> • Flip chart paper • Markers

Timing	Activity	Notes	Materials
	<p>ACTIVITY 5: Putting it all together: Safe Stops and Interactions continued</p> <p>6. SAY: Remember we're here today to try to create more positive interactions between police officers and youth.</p> <p>7. ASK: What are some reasons that a police officer might have to stop and question you as a part of their job? Jot-down their answers. <i>See additional answers (to the right) to add if they don't come up in the conversation.</i></p> <p>8. Can someone give us an example from their experience or from an experience of someone they know of an interaction between a police officer and a youth that went well? Tell us about it – what worked?</p> <p>9. SAY: I want to share with you FIVE specific tips that will help you have a more positive interaction with a police officer. <i>(Point out if you heard in the example any of the tips being used)</i></p> <p>10. Pull up the PPT slide with the tips for a safe stop. Ask if anyone would like to read them out loud.</p> <p>11. ASK: What do you think of these tips? Are they practical? Has anyone used any of them?</p> <p>12. SAY: For our final activity, you are going to look at some new scenarios/situations where teens and police officers are interacting and your job is to come up with suggestions for how to improve the interaction.</p>	<p><i>Possible responses: a crime has taken place and you might be a witness, a crime has taken place and you fit the description of the suspect, a citizen has complained about a group hanging on the corner making too much noise, you are driving and have a tail light out (or cracked window, etc.)</i></p> <p><i>If no one volunteers, ASK: What would a good interaction look like – what would the youth and what would the officer say and do?</i></p> <p> <i>As a time saver-do one or two as a LARGE group activity.</i></p>	<ul style="list-style-type: none"> • Flip chart paper • Markers • PPT slide with 5 tips for effective stops with law enforcement officers

Timing	Activity	Notes	Materials
	<p>ACTIVITY 5: Safe Stops and Interactions continued</p> <p>13. So, each group will get a scenario or situation to review together. As a first step, I would recommend having someone read the scene out loud for everyone.</p> <p>In your group, you have to decide what would make this interaction safe and positive. When coming up with recommendations for making it safe or safer, keep the things we've talked about in mind:</p> <ul style="list-style-type: none"> • Perspective – try to think about the various ways to 'see' the situation • Emotional vs./ practical reactions based on how the teen brain is developing • Giving and getting respect-what it looks like. <p>I'd like you to select someone in your group who will share out your team's answers. You'll have about 10 minutes to come with your recommendations for a safe and effective stop based on the story your group gets.</p> <p>14. Ask if anyone has any questions. TELL them: "your ten minutes starts now." Listen for my voice for when it's time to share out.</p> <p>15. After 10 minutes, have the group come back together. Ask for 1-2 groups to share (depending on how much time you have you can have all the groups share).</p> <p>16. SAY: There are some interesting things here. Many of the groups came up with similar ideas. Much of this goes back to the discussion of respect from this morning.</p>	<p><i>Walk around and check in with groups to see if they have any questions, to offer tips, etc.</i></p> <p><i>Be sure to pay attention to the suggestions participants make, draw the connection to earlier discussions or activities if necessary.</i></p> <p><i>When suggestions do not incorporate 'requirements' offer some suggestions to fill in the gaps.</i></p>	<ul style="list-style-type: none"> • One scenario for each group • PPT slide with criteria for the activity

Timing	Activity	Notes	Materials
	<p>ACTIVITY 5: <i>Safe Stops and Interactions continued</i></p> <p>17. If you turn to your handbook one last time, I want you to write down some important contact information in the event that you have an interaction with police that isn't positive.</p> <p>18. ASK: If you were going to share just one tip with a friend based on what you learned today, what would it be?</p> <p>19. TELL the group we are just about to wrap up. Ask if they have any questions before the very last piece you do together.</p>		<ul style="list-style-type: none"> • Flipchart paper with address and contact phone # of local police internal affairs

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Timing	Activity	Notes	Materials
<p>10 min</p> <p><i>large group sharing</i></p>	<p>ACTIVITY 6: <i>Wrapping up, Square, Triangle, Circle</i></p> <ol style="list-style-type: none"> 1. Thank the group for their attentiveness and for their participation. 2. STATE: This was a lot of information to cover in a short amount of time. I encourage you to do some more exploring of this topic on your own. 3. REMIND them of the objectives and what we planned to achieve that day. If you can, provide specific examples of how you did that. 4. Ask if anyone has any final questions. 5. DRAW a square on a piece of paper. Ask each person to share a new idea they are squared away with something they really understood or learned today. Jot down their answers. <p>DRAW a triangle. Ask volunteers to share something they are thinking about from a different angle or thinking about differently than before the workshop. Jot-down their answers.</p> <ol style="list-style-type: none"> 6. DRAW a circle. Ask participants if there are things that are still circling around in their heads and that they're thinking about. Jot-down their answers. 7. Summarize any key points, thank them again for participating and send them to their next session. <p>Make announcements; remind people where to go next, etc.</p>		

Module 3A: Think About it First! Handout

ACTIVITY 3: My perspective, Your Perspective

Scenario #1: *A new guy in the neighborhood, say about 17 years old, walks by you and your friends without saying anything. He's got his hands in his pocket and doesn't make eye contact.*

From his perspective: This new guy just moved to the neighborhood from Panama, in Central America. While he was in school in his country he learned some English, but he's self-conscious about how he sounds so doesn't really speak much. He avoids making eye contact because that might be an opening for someone to talk to him, and he's worried he'll say something wrong, or worse something stupid and people will laugh at him. He really would like to make some new friends so he can figure this City out, but it's been hard for him. He keeps his hands to himself because he doesn't want anyone to think that he's going to try to steal from them.

Scenario #2: *Your mom snaps at you in front of others for coming home late. Why do you think she'd do that?*

From her perspective: Mom's already lost two kids to violence in the street, so she's overprotective of you and worries if you're even five minutes late. You guys have an arrangement that you'll call or text if you're running late, just to put her mind at rest, but since you forgot, she's super upset. Normally she would wait until you're inside to get on you about it, but she's been feeling pressure from some of the other neighborhood mom's that she's given you too much freedom-so to remind the other mom's who's really in charge, she lays into you in front of them.

Scenario #3: *It's basketball practice and one of your teammates (could be male or female) keeps watching you from the bench while you're on the court.*

From their (could be male or female) perspective: Coach has been 'on' this player's case for weeks, constantly getting on him about follow-through when you take your shot and get the rebound. You happen to be really good at following through your shot and have the highest percentage of shots made off of a rebound, so coach has told this player to pay attention to you on the court, to watch what you do well and try to learn from you. You didn't even realize that coach noticed how hard you work, so this comes as a surprise to know he considers you a leader that others can learn from.

**Module 3A: Think About it First! Handout
(IMAGE #1)
(cup/goblet in the black, profiles in the white)**



**Module 3A: Think About it First! Handout
(IMAGE #1)**

**(male profile with long hair & sideburn OR woman's profile-facing
the dark hair)**



**Module 3A: Think About it First! Handout
(IMAGE #3)**

(in the black, man playing saxophone, in the white woman's face)



**Module 3A: Think About it First! Handout
(IMAGE#1)**

**(old woman's profile in the white-her hair and face, or in the black
the side profile of young woman with a feather in her hair)**



Module 3A: Think About it First! Handout

ACTIVITY 6: Putting it all together: Safe Stops and Interactions

Scenario #1

Two police officers assigned to a marked patrol car receive a radio call from dispatch that a robbery by point of gun is in progress at a corner store two blocks from their location. It is late evening and raining. The suspects are identified as males in their early 20s wearing hoodies. As they approach the scene, one officer observed a male wearing a hoodie running from the general direction of the store. The male quickly boards a bus at the intersection. The officers board the crowded bus and question the male.

With your group answer the following questions:

1. Why do you think the officer stopped the male in the hoodie on the bus?
2. What is his/her *perspective* of the situation?
3. Based on what we've discussed, what can you do to ensure this is a 'safe stop'?

Scenario #2

During school dismissal three male teens surround two female teens who have their cell phones visible in their hands. They are all standing on a subway platform. Two officers are standing on the opposite platform and one observes a female give one of the males the cell phone. The teens already missed several trains and appear to be loitering. Both officers approach the teens to ask what is going on. This station recently had several cell phone robberies.

With your group answer the following questions:

1. Why do you think the officer approached this group of teens?
2. What is his/her *perspective* of the situation?
3. Based on what we've discussed, what can you do to ensure this is a 'safe stop'?

Scenario #3

An officer receives a call that teens are smoking marijuana in a recreation center playground. There are no other descriptions provided. When she arrives, there is a strong odor of marijuana but she does not observe any of the teens in possession of the drug. However, they appear to be very playful and not concerned that the officer is present. The officer is not sure if they possess marijuana. She and her partner approach the teens outside the center.

With your group answer the following questions:

1. Why do you think the officer approached this group of teens?
2. What is his/her *perspective* of the situation?
3. Based on what we've discussed, what can you do to ensure this is a 'safe stop'?

Module 3A: Think About it First! Handout

ACTIVITY 6: Putting it all together: *Safe Stops and Interactions* Continued

Scenario #4

Late one evening, two officers receive a radio call that teens are breaking windows of cars on the 700 block North 15th Street. When the patrol car arrives, they observe two teens examining the broken window of an expensive SUV. The officers get out of their vehicle and approach the teens for questioning.

With your group answer the following questions:

1. Why do you think the officer stopped the teens?
2. What is his/her *perspective* of the situation?
3. Based on what we've discussed, what can you do to ensure this is a 'safe stop'?

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