The Toronto Catholic District School Board, Adult Education Program, has developed five language lesson plans for instructors who teach English as a Second Language to adult immigrants new to Canada. These plans are based on Canadian Language Benchmarks (CLB) and cover a range from CLB 1 - 6. The language lessons follow the police lessons developed by the Toronto Police Service and found on the website www.torontopolice.on.ca/communitymobilization/newcomer. Resources used were the DVD and pamphlet “A Guide to Police Services in Toronto”.

The TCDSB Adult Education writing team included Julia Chemali, Kathleen Coleman, Joanne Hincks, Eileen Paulsen, Lisette Santos- De Sousa, Antonella Valeo, and Slawomir Wysokinski. For more information on programs and services offered by the TCDSB Adult Education Program please visit www.tcdsb.org/adulted.
# Lesson 1  Contacting the Police  CLB 1

**Possible CLB Competency Outcomes for other Levels**

<table>
<thead>
<tr>
<th></th>
<th>CLB 1</th>
<th>CLB 2</th>
<th>CLB 3</th>
<th>CLB 4</th>
<th>CLB 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>• Request Assistance</td>
<td>• Express and respond to requests</td>
<td>• Ask for and accept assistance (call 911)</td>
<td>• Give directions</td>
<td>• Call for emergency assistance</td>
</tr>
<tr>
<td></td>
<td>• Give basic personal information</td>
<td>• Provide expanded personal info</td>
<td>• Describe a basic situation (an emergency)</td>
<td>• Relate a story</td>
<td>• Relate a sequence of events</td>
</tr>
<tr>
<td></td>
<td>• Indicate communication problems</td>
<td>• Give basic description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>• Follow 2 – 5 word instruction</td>
<td>• Follow expanded range of common instructions (your name please?)</td>
<td>• Identify expressions used to ask for assistance</td>
<td>• Follow 4 – 5 step instructions &amp; directions (get out of the house, close the windows)</td>
<td>• Identify factual details (in DVD about calling 911)</td>
</tr>
<tr>
<td></td>
<td>• Identify expressions used to request assistance</td>
<td>• Identify a range of expressions (fire, police, ambulance)</td>
<td>• Advise of danger</td>
<td>• Understand factual details and key words (in a video about calling 911)</td>
<td>• Understand factual details and key words (in DVD about calling 911)</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>• Get information from a very basic text up to 4 sentences</td>
<td>• Get information from very basic text (about emergency response)</td>
<td>• Get information from 1 paragraph text ( about emergency response)</td>
<td>• Get information from a 2 -3 paragraph text (learners could go to the website)</td>
<td>• Get information from 2 – 3 paragraph text (hard copy or text from police website)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• Copy personal situation by filling in blanks in a short 3 – 5 sentence guided text</td>
<td>• Write answers to simple questions about the reading text</td>
<td>• Describe a situation (an emergency)</td>
<td>• Write 1 paragraph about an emergency situation</td>
<td>• Write 1 paragraph to narrate a series of events</td>
</tr>
</tbody>
</table>

*Developed by TCDSB Adult Education Program*
Lesson 1  (CLB 1)  Duration: 3 hours

THEME:  Police Services  TOPIC: Contacting the police

Learning Outcome:  The learners will know when and how to call 9-1-1

<table>
<thead>
<tr>
<th>TOPIC OUTCOMES / CLB COMPETENCIES (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong></td>
</tr>
<tr>
<td>▪ Give basic personal information</td>
</tr>
<tr>
<td>▪ Request assistance from the police</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>▪ Identify a few key words and short expressions</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>▪ Get information from a very basic text</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>▪ Copy telephone numbers</td>
</tr>
<tr>
<td>▪ Write personal information</td>
</tr>
</tbody>
</table>

Vocabulary and expressions:
Police, telephone, emergency, ambulance, fire, police, telephone number, non emergency, 9-1-1, nearest intersection

Pronunciation: focus on multi syllable words

Resources:
- “A Guide to Police Services in Toronto" DVD and Pamphlet
- [http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf](http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf)
- Clipart

Pre taught: learners can say their telephone number and address so that classmates can understand.

PROCEDURES:

Warm up:
Instructor elicits vocabulary (above) with picture presentation & practises pronunciation.  (see large pictures below)

Writing: Learners copy words in notebook.

Vocabulary practice tasks:
1. Learners match pictures and words. (learner handout #1)
2. Learners practise vocabulary by pointing to pictures and asking partner to say and spell the word.

Listening & Reading:
1. Listen to audio test read by the instructor.
2. Identify key words, i.e. emergency, police, fire, ambulance, name, address, intersection
A. Emergency. Do you require police, fire or ambulance?
B. Fire
A. What is your address?
B. 123 Jones Ave.
A. What is the nearest intersection?
B. Jones and Second Ave.

3. Repeat with the next dialogues.

A. Emergency. Do you require police, fire or ambulance?
B. An Ambulance
A. What’s the problem?
B. My husband had a heart attack.
A. What is your address?
B. 123 Jones Ave.
A. What is the nearest intersection?
B. Jones and Second Ave.

A. Emergency. Do you require police, fire or ambulance?
B. Police
A. What’s the problem?
B. There is a robber in my house.
A. What is your address?
B. 123 Jones Ave.
A. What is the nearest intersection?
B. Jones and Second Ave.

4. Cut up one of the dialogues into strips, give strips to learners and have them order the text.
   (use 1st one for learners with lower ability.)

Speaking:
Have learners practise the dialogues.
Writing:
Learners complete the emergency information form to be kept near their telephone

<table>
<thead>
<tr>
<th>9-1-1</th>
<th>Emergency</th>
<th>Police</th>
<th>Fire</th>
<th>Ambulance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>__________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nearest Intersection:</td>
<td>________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language spoken:</td>
<td>________________________________</td>
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</tr>
</tbody>
</table>

Speaking:
Using their information form, learners practise the dialogues again, using their own information.

Listening:
Learners watch DVD. Instructor stops and starts DVD so that learners can identify visual of words they have learned.

Follow up
Have learners identify pictures as emergency or non emergency situations. Can they think of other situations? See handout #2.
911
Cell phone  fire
emergency  telephone
intersection  police
ambulance
Handout # 2
Instructions: Learners, alone or with a partner, read each scenario and decide which number to call.

911
Emergency

416-808-2222
Police only

1. You see a car crash but no one is hurt.
   Call _________________.

2. Some is breaking your neighbour’s window.
   Call _________________.

3. Someone stole your bike.
   Call _________________.

4. You see someone collapsed on the floor.
   Call _________________.

5. You see someone with a gun.
   Call _________________.

6. Your neighbour’s garage is on fire.
   Call _________________.

7. Someone damaged your car.
   Call _________________.

8. Two cars are racing on your street.
   Call _________________.

Lesson 1 - Contacting the Police CLB 1
Developed by TCDSB Adult Education Program
Lesson 2 Traffic Stops CLB 2

Possible CLB Competency Outcomes for other Levels

<table>
<thead>
<tr>
<th>CLB 1</th>
<th>CLB 2</th>
<th>CLB 3</th>
<th>CLB 4</th>
<th>CLB 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>• Provide basic personal information</td>
<td>• Indicate communication problems</td>
<td>• Indicate communication problems</td>
<td>• Respond to Warnings</td>
<td>• Respond to small talk comments.</td>
</tr>
<tr>
<td>• Indicate communication problems</td>
<td>• Provide expanded personal info</td>
<td>• Tell a story about personal experience</td>
<td>• Indicate non comprehension by asking for clarification and repetition</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>• Follow 2 – 5 word instruction</td>
<td>• follow expanded range of common instructions (your name please?)</td>
<td>• Follow 2 – 4 clause instructions</td>
<td>• Identify specific factual details and inferred meanings in dialogues</td>
<td>• Identify factual details (in DVD about traffic stops)</td>
</tr>
<tr>
<td>• Identify specific literal details</td>
<td>• Identify specific literal details from a dialogue</td>
<td>• Get important factual details</td>
<td>• Get information from 1 – 2 paragraph text (learners could go to the website)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>• Get information from a very basic text</td>
<td>• Get information from very basic text (driver’s license, etc.)</td>
<td>• Find information in formatted texts (ticket)</td>
<td>• Identify factual meaning in business text (ticket, license, insurance, etc)</td>
<td>• Get information from 2 – 3 paragraph text (hard copy or text from police website)</td>
</tr>
<tr>
<td>• Get key information from a 1 – 2 paragraph text.</td>
<td></td>
<td>• Get key information from a 1 – 2 paragraph text. (learners could go to the website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• Copy short phrases and sentences to complete short writing tasks.</td>
<td>• Guided writing. 5 – 6 sentences.</td>
<td>• Fill out simple forms</td>
<td>• Fill out simple forms (application for license..)</td>
<td>• Fill out forms (application for license..)</td>
</tr>
<tr>
<td>• Describe a situation</td>
<td></td>
<td></td>
<td>• Write a short text about a situation, explain reasons</td>
<td>• Write a paragraph to describe a procedure</td>
</tr>
</tbody>
</table>
Lesson 2 (CLB2) Duration: 3 Hours

THEME: Police services TOPIC: Traffic Stops

Learning outcome: Learners will know what to expect when the police stop them when they are driving.

<table>
<thead>
<tr>
<th>TOPIC OUTCOMES / CLB COMPETENCIES (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>̶ Indicate communication problems</td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>̶ Follow expanded range of common instructions</td>
</tr>
<tr>
<td>̶ Identify specific literal details</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>̶ Get information from very basic text (driver’s license, etc.) [see follow up]</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>̶ Complete guided writing text of 5-6 sentences</td>
</tr>
</tbody>
</table>

Vocabulary and expressions:
- Police officer; slow down; pull off to the right; stay inside your vehicle; valid driver’s licence; proof of insurance; vehicle registration; ticket; siren; flashing lights, speeding, documents, vehicle

Resources:
- “A Guide to Police Services in Toronto” DVD and Pamphlet

Introduction: Show a few of the pictures and have students predict the topic.
(1 of the 6 still pictures from the video – see below)

Procedures:
1. Give out the photos in groups of 3 students. (6 still pictures from the video)
2. Elicit vocabulary from pictures. Write on the board. Add any that they miss.
3. In groups, have students order the photos to make a story.
4. Get students to agree on the order of the pictures.
5. Create dialogue together – what will the police officer say to the driver? Practise the dialogue. See example next page
**Possible dialogue:**

Officer: Good Morning:
Driver: Good morning, officer
Officer: Can I see your driver’s license, registration and insurance?
Driver: Yes. Here they are.
Officer: Thank you. You were speeding. Please wait.
Driver: O.K.
.... Later ..... 
Officer: Here’s your documents and a ticket.
Driver: Thank you.

**Listening:**

1. Watch the video.
2. Check the order of pictures. Did the students have the order right?
3. Identify what was the same what was different in the dialogue.
4. Ask specific literal details about the DVD, such as “How fast was he going?” “How did the officer greet the driver?”
5. Students write the expressions on the photo page [handout 1] – flashing lights, slow down, pull off to the right, licence, insurance, registration, ticket, documents.

**Speaking:**

1. Review the DVD. Focus on portion from 8:19 - -8:23. [where officer says hello and explains why the driver was stopped.]
2. Teach expressions students can use to indicate non comprehension. [Can you repeat? I don’t understand? Can you say that again?]
3. Go back to the composed dialogue. Have students practise the dialogue using the above expressions.

**Writing:**

Instructors choose one of the following guided writing pieces to practise the vocabulary.

The police car lights are _____________. I must ____________ ____________, and ____________ ____________ ____________ ____________. The police officer asks for three ________________. These are my ________________, ________________, and _________________. The police officer may give me a _________________.

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Lesson 2 – Traffic Stops CLB 2
Developed by TCDSB Adult Education Program
The police car lights are **flashing**. I must **slow down**, and **pull off** to **the right**. The police officer asks for three **documents**. These are my **driver’s licence**, **vehicle registration**, and **insurance**. The police officer may give me a **ticket**.

**Answers**

The police car lights are **flashing**. I must **slow down**, and **pull off** to **the right**. The police officer asks for three **documents**. These are my **driver’s licence**, **vehicle registration**, and **insurance**. The police officer may give me a **ticket**.

**Follow up:**

**Reading**

1. Distribute copies of a driver’s license, registration and insurance, or have students use their own.
2. Ask and answer questions about the documents.
1. The police officer says:

2. ____________________

3. ____________________

4. 1. ___________________
   2. ___________________
   3. ___________________

5. ____________________

6. The police officer says:
   ___Here are your_____
   ____________________
## Possible CLB Competency Outcomes for Other Levels

<table>
<thead>
<tr>
<th>CLB 1</th>
<th>CLB 2</th>
<th>CLB 3</th>
<th>CLB 4</th>
<th>CLB 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong>&lt;br&gt;• indicate communication problems (sorry? pardon? Repeat, please)&lt;br&gt;• give basic personal information</td>
<td><strong>Speaking</strong>&lt;br&gt;• indicate communication problems (Please repeat, Can you speak slowly, please?)</td>
<td><strong>Speaking</strong>&lt;br&gt;• indicate communication problems; ask for an explanation.</td>
<td><strong>Speaking</strong>&lt;br&gt;• indicate non-comprehension by asking for clarification and repetition (Sorry, what did you say?, I didn’t catch what you said…)&lt;br&gt;• present a detailed 3-5 minute story about events in the present, past or future</td>
<td><strong>Speaking</strong>&lt;br&gt;• indicate partial comprehension (Could you be more specific /explain in more detail/give an example of X)&lt;br&gt;• take turns by interrupting (Sorry to interrupt, pardon me, but..)</td>
</tr>
<tr>
<td><strong>Listening</strong>&lt;br&gt;• identify expressions used to ask for repetition, clarification (I don’t understand, pardon?)</td>
<td><strong>Listening</strong>&lt;br&gt;• identify expressions used to ask for repetition and clarification. (Could you repeat that, please?, I didn’t hear, I don’t speak English very well)</td>
<td><strong>Listening</strong>&lt;br&gt;• understand gist, key information and factual details in a DVD about the police visiting your home.</td>
<td><strong>Listening</strong>&lt;br&gt;• identify factual details and implied meanings in dialogues&lt;br&gt;• identify situation and relationship between speakers</td>
<td><strong>Listening</strong>&lt;br&gt;• understand details and speaker’s purpose in requests of 2-5 minutes&lt;br&gt;• suggest appropriate conclusions to stories based on inference</td>
</tr>
<tr>
<td><strong>Reading</strong>&lt;br&gt;• use simplified common forms (a missing person’s report)</td>
<td><strong>Reading</strong>&lt;br&gt;• get information from very basic texts of up to 7 sentences (a stolen vehicle report)</td>
<td><strong>Reading</strong>&lt;br&gt;• understand gist and supporting detail in an authentic dialogue on a family problem involving the police</td>
<td><strong>Reading</strong>&lt;br&gt;• identify factual details and some implied meanings in a 2-3 paragraph newspaper article on a police investigation</td>
<td><strong>Reading</strong>&lt;br&gt;• follow a set of common instructions of up to 10 steps when not presented in order</td>
</tr>
<tr>
<td><strong>Writing</strong>&lt;br&gt;• copy numbers, letters, words, short phrases to complete a form</td>
<td><strong>Writing</strong>&lt;br&gt;• fill out simple police forms with 8-12 basic personal information categories (a stolen vehicle report)</td>
<td><strong>Writing</strong>&lt;br&gt;• create a 1 paragraph text on police practices in various countries</td>
<td><strong>Writing</strong>&lt;br&gt;• take notes from a 10-15 minute oral presentation given by a police officer&lt;br&gt;• write a one page summary of the presentation</td>
<td><strong>Writing</strong>&lt;br&gt;• take notes from a 10-15 minute oral presentation given by a police officer&lt;br&gt;• write a one page summary of the presentation</td>
</tr>
</tbody>
</table>
LESSON 3 (CLB 3 / 4) Duration: 3 hours

THEME: Police Services TOPIC: Police at your Home

Learning Outcome: Learners will know what to expect if the police come to their home.

**TOPIC OUTCOMES / CLB COMPETENCIES (3/4)**

Speaking:
- indicate communication problems
- ask for an explanation.

Listening:
- understand gist, key information and factual details in a DVD about the police visiting your home

Reading:
- understand gist and supporting detail in an authentic dialogue on a family problem involving the police

Writing:
- create a 1 paragraph text on police practices in various countries

**Vocabulary and Expressions:**

- warrant, authority, uninvited, individual, sanctity, document, acknowledge,
- priority, traditions, notify, specific

**Grammar:** simple past vs present perfect (a review)

**Pronunciation:** stress of new vocabulary words

**Computer Skills:** browsing/using web pages

**Resources:**
- instructor-made handouts, police DVD
- “A Guide to Police Services in Toronto” DVD and Pamphlet

**PROCEDURES:**

**SPEAKING TASKS:**

1. The instructor hands out the above vocabulary words on one set of cards and the definitions on another set of cards. Learners circulate and find their partner. In groups of four, learners share their vocabulary words and definitions.
2. Learners then circulate telling other learners their words and the definitions. Learners do not write definitions at this time.
3. In groups of 4, the learners work on handout #1, matching the words and the definitions from what they remember. The instructor takes up the vocabulary, practices the pronunciation of the new words and orally quizzes the learners on them.
4. Using handout #2 learners circulate and interview three people regarding police practices in their country.
5. When finished, the instructor has a classroom discussion regarding police practices in other countries and learners guess the answers to the questions regarding the police in Canada.

READING / SPEAKING TASK:

Learners are given handout #3.
1. Learners read to extract the main ideas and then underline any vocabulary they don’t understand.
2. The instructor and learners together clarify the meanings of these words and review the language structures for asking for clarification.
3. Choral reading of the dialogue is done and then certain learners are asked to role-play the dialogue.
4. Different scenarios and different expressions for asking for clarification can be used.

GRAMMAR TASK:

In pairs, learners are asked to identify the simple past and the present perfect in the dialogue and explain why each was used. Learners are then grouped into fours and using the vocabulary from the beginning of the lesson, they create their own sentences using both the simple past and the present perfect. These are written on the board and corrected by both learners and instructor.

LISTENING TASK:

Option 1:

1. The instructor introduces the DVD using the introduction provided. “In Canada, the police know that a person’s home is a very sacred and private place. The sanctity of a person’s home is recognized as a right by Canadian courts.”
2. Learners are shown the DVD section Police at your Home. For the first viewing, learners write as many of the vocabulary list words as they hear. (This can be done in teams with a small prize for the team that hears the most words.)
3. The DVD is shown again. Learners note key information. The instructor asks the following questions to check comprehension:

   **When can police enter your home?**
   **What should you do if a police officer doesn’t understand one of your customs?**

**Option 2:** (a more guided activity for lower levels.)

The instructor prepares a cloze exercise (fill in the blanks) based on the studied vocabulary learners complete it while watching the DVD.
HOMEWORK ASSIGNMENT:

WRITING TASK: Using the notes taken from the DVD and the new vocabulary from the lesson, learners, in pairs, write a paragraph on the differences between police practices in their countries and those in Canada. These compositions can be transferred to chart paper, posted in the room and corrected by the learners.

OR

COMPUTER TASK: (classroom or homework assignment) Learners search the internet to find the Toronto Police website. Once there, they search for the division closest to their home and for the non-emergency police phone number.

FOLLOW-UP: A police officer is invited as a guest speaker.
Handout #1

Match the following vocabulary words with the correct definition:

1. warrant a) definite
2. authority b) sacred, holy
3. uninvited c) something written that gives information
4. individual d) admit to be true
5. sanctity e) the right to act
6. document f) person
7. acknowledge g) a written document giving legal authority for something
8. priority h) inform
9. traditions i) not asked to come or do something
10. notify j) coming before in order or importance
11. specific k) beliefs, opinions or customs handed down from generation to generation
### Handout #2

<table>
<thead>
<tr>
<th>Police Practices</th>
<th>Your Country</th>
<th>Another Country</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does a police officer have the right to enter your home uninvited?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Should an individual be afraid of the police?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can an individual ask a police officer for an explanation? What expressions would be used? (Give an English translation.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Does a police officer have to have a warrant to search your home?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. What adjectives would you use to describe the police?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Give some examples of when an individual might have a police officer come to his/her home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Has a police officer ever come to your home? If yes describe the event.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout #3

A Police Officer’s Visit

Police:  Good evening, madam. I am looking for Mr. and Mrs. Gonzalez.

Mrs. Gonzalez:  I am Mrs. Gonzalez. My husband is watching T.V. Please excuse me while I get him.

Mr. Gonzalez:  What’s the problem, officer?

Police:  Do you have a son named Jose?

Mr. and Mrs. Gonzalez: Yes, we do. Has anything happened to him?

Police:  Your son has been in a car accident. When we searched the car, we found illegal drugs. I have a warrant to search your home.

Mr. Gonzalez:  I don’t understand, officer. Our son has never used drugs. Could you please explain exactly what happened? Please speak slowly because my wife and I do not understand English very well.

Police:  At approximately 11 p.m. this evening, your son ran a red light at the intersection of Ossington and College. A police officer pulled him over and your son was high on drugs. When the officer searched the car, there was a large amount of cocaine in the trunk. The office charged him and he is now at the police station. After I search the house, I’ll take you to the station where you can see your son.

Mr. Gonzalez: Thank you, but before you search the house, may I please see your warrant?

Police: Of course. Here it is. (The officer shows the warrant.)

Mrs. Gonzalez: Excuse me, officer, could you please repeat where our son is now?

Police:  He’s at the police station. I’ll take you there after I search the house.

[Police search the house. They arrive back at the front door with 2 bags.]

Police: Please come with me. I’ll take you to the station so that you can speak to your son. You may want to contact your lawyer to arrange for his bail.

Scenarios for police coming to one’s home:

- domestic violence at home
- Child caught stealing in a store
- Your family car has been stolen
- Your home has been broken into
- You are suspected of an illegal crime
- A person is missing from the household etc.
- A child has been bullied or harassed at school
Lesson 4 - Making Complaints against the Police  CLB 5/6

Possible CLB Competency Outcomes for Other Levels

<table>
<thead>
<tr>
<th>CLB 1</th>
<th>CLB 2</th>
<th>CLB 3</th>
<th>CLB 4</th>
<th>CLB 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>• Provide basic personal information</td>
<td>• Give basic descriptions of 3 to 5 short sentences</td>
<td>• Indicate communication problems</td>
<td>• Answer the phone/leave short simple telephone messages</td>
<td>• Present a detailed 3 to 5 minute story</td>
</tr>
<tr>
<td>• Indicate communication problems</td>
<td>• Use and respond to a few courtesy formulas</td>
<td>• Tell a simple story about a personal experience</td>
<td>• Request, accept or reject services/assistance in a service situation</td>
<td>• Give simple informal advice</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>• Follow simple 2 to 5 word positive and negative commands, requests</td>
<td>• Identify basic courtesy formulas and introductions</td>
<td>• Identify basic formality/informality, verbal and non-verbal details in greetings</td>
<td>• Follow 4 to 5 clause common instructions and directions relating to movement and position in space, manner, frequency duration</td>
<td></td>
</tr>
<tr>
<td>• Identify key words, short expressions in a 7 to 10 line listening text</td>
<td>• Follow an expanded range of common basic one sentence instructions</td>
<td>• Understand gist, key information, and factual details in a story about a personal experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>• Use simplified short, common forms</td>
<td>• Follow 1 to 4 step, one sentence, common written instructions</td>
<td>• Follow 1 to 5 step common instructions</td>
<td>• Get information from a 2 to 3 paragraph personal note, letters, e-mail messages</td>
<td>• Identify factual details and implied meanings in a moderately complex service text</td>
</tr>
<tr>
<td>• Get information from a very basic 3 to 5 sentence text</td>
<td>• Get information from a very basic text of up to 7 sentences</td>
<td>• Get gist, key information and important details in a simple 1 paragraph text (news articles)</td>
<td>• Get gist, key information and important details of a simple, explicit 2 to 3 paragraph text (newspaper article)</td>
<td>• Identify factual details and some implied meanings in a 2 to 3 paragraph moderately complex narrative text (newspaper article)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• Copy numbers, letters, words for personal use</td>
<td>• Fill out simple forms with 8 to 12 basic personal information categories</td>
<td>• Write 3 to 5 sentence informal personal notes</td>
<td>• Write informal or formal 1 paragraph personal letters</td>
<td>• Write a letter or fill out a complaint form</td>
</tr>
<tr>
<td>• Fill out simple forms of 5 to 7 items (first part of complaint form)</td>
<td>• Describe a personal situation by completing a 5 to 6 sentence guided text or by writing answers to simple questions</td>
<td>• Write 5 to 8 sentences about a personal or familiar situation</td>
<td>• Fill out simple 20 item forms</td>
<td>• Write a 1 paragraph summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe people, objects, places, situations and events in 5 to 8 sentences</td>
<td></td>
<td>• Reduce 1 page of information to 7 – 10 important points</td>
</tr>
</tbody>
</table>
LESSON 4     (CLB 5)     Duration: 3 hours

THEME: Police Services   TOPIC: Making Complaints against the Police

Learner Outcome: Learners will be familiar with making complaints against a police officer or a police service.

<table>
<thead>
<tr>
<th>TOPIC OUTCOMES / CLB COMPETENCIES (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking:</td>
</tr>
<tr>
<td>• give simple informal advice</td>
</tr>
<tr>
<td>• present a detailed 3-5 minute story about a complaint against a police procedure</td>
</tr>
<tr>
<td>Listening:</td>
</tr>
<tr>
<td>• understand a range of step-by-step instructions or directions</td>
</tr>
<tr>
<td>Reading:</td>
</tr>
<tr>
<td>• identify factual details and some implied meanings in a police pamphlet about complaints</td>
</tr>
<tr>
<td>Writing:</td>
</tr>
<tr>
<td>• reduce 1 page of information to 7 – 10 important points</td>
</tr>
<tr>
<td>• write a letter or fill out a complaint form</td>
</tr>
</tbody>
</table>

Vocabulary and Expressions:

powers, detained, surroundings, lessen, improper, frisk, pat down etc; expanded vocabulary of the same family

Grammar: review of conditionals

Pronunciation: word stress

Computer Skills: researching news websites on the internet

Resources:

- “A Guide to Police Services in Toronto" DVD and Pamphlet
- [http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf](http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf)
- instructor-made handouts,
- internet news web sites,
- complaint form from the police
PROCEDURES:

SPEAKING TASK:

Option 1:
The instructor shows the scene from the movie Crash, without sound, about a couple who is pulled over by the police and the wife is improperly frisked by an officer. In groups of 4, the learners discuss the following questions:

What happened in this scene?
What was your reaction to the behaviour of the officer?
What would you do if this happened to you in your country?

Each group shares with the class the results of their discussion. The instructor segues to questions on what they would do in Canada if this happened to them.

In Canada, if you are in a vehicle, can an officer search it?
If you have a problem with the treatment of an officer, what can you do?
If this incident had happened to you in Canada, what would you have done?

(These questions review the conditionals that have been taught previously.)

Option 2:
If the instructor does not have access to the movie Crash, the following questions are put on the board and the learners discuss them in groups. A class discussion follows.

What is a police officer allowed to do if s/he suspects you have committed a crime?
If you are concealing drugs, how can the police officer determine this?
What is the word used to describe a body search by the police?
Have you or anyone you know been searched by the police? Describe the situation.
What behaviour would you expect in Canada if you were searched by the police?
Describe a news report or a scene from a movie where the police improperly searched an individual.

READING TASK:

1. Learners are given the vocabulary sheet (handout #1) and asked to complete it on their own. Once this is finished, learners work in pairs to compare the results. The instructor checks that all words are understood.

2. Learners are given one of the two readings (handouts #2 and #3) on When a Police Officer Can Search Me and What If I have a Complaint Against the Police. Students read for comprehension. In groups students briefly discuss details.
WRITING / SPEAKING TASK:

1. Working in pairs, the learners reduce the page of information to a list of 7 – 10 important points and write the list on chart paper. These are posted around the room.
2. One of each pair stays with his/her list to answer questions. The second person of the pair goes to the list created from the other reading and asks questions about it.
3. After 10 minutes, pairs exchange places.
4. Optional: Following this activity, learners get into groups of 3 and research other word forms of the vocabulary. (handout # 4)

LISTENING TASK: “A Guide to Police Services in Toronto" DVD

Learners listen to the “A Guide to Police Services in Toronto” DVD (Making complaints against the Police) and compare the information from the reading to the information from the DVD. Is it the same or different? And how?

(optional) LISTENING/ SPEAKING TASK:

1. Learners listen to the same scene from Crash as shown at the beginning of the lesson, this time with sound. Any new vocabulary is noted by the learners and discussed with the instructor.
2. In pairs, one learner gives a synopsis of what happened in the scene while the other one listens. The roles are then reversed.
3. Using the information from the DVD, learners discuss in groups what the couple in the movie scene from Crash could have done.

FOLLOW UP:

WRITING TASK:
Learners are given the complaint form and, after discussing any vocabulary problems, they are asked to fill it out as though they were the husband or wife in the movie scene or the victim of an imaginary case of police misconduct. (handout # 5 a and # 5 b)

Computer Task: Learners research CBC, CNN or other news web sites to find a story about alleged misconduct by the police.
Making Complaints Against the Police

Match the following words with the correct definition. Compare your answers with a partner.

1. powers  a) to make less
2. immediate  b) not appropriate
3. surroundings  c) a person’s behaviour in a particular situation
4. detained  d) to face
5. frisk  e) to supply with energy
6. lessen  f) everything that is around or near somebody/thing.
7. improper  g) to behave in a particular way
8. confront  h) to delay/prevent someone from going somewhere
9. conduct  i) to pass your hand on somebody to search for hidden weapons or drugs
10. complaint  j) next to/ very close to a place or time
WHEN CAN A POLICE OFFICER SEARCH ME?

Generally, the police powers to search you depend on the situation and the beliefs of the officer.

If you are arrested, the police can search you and the immediate surroundings including your vehicle if you are in one.

If you are being detained temporarily for investigation or for safety reasons, a police officer may “pat you down” to ensure that you are not carrying a weapon. “Pat you down” or “frisk” means that the officer will search your clothing, including your pockets. It does not involve the removal of any clothing except outerwear such as jackets, hats, gloves or mittens.

You can always refuse to be searched unless arrested; however, you may give permission to be searched to help lessen the suspicion. If you feel that a search is improper, don’t confront the police officer, follow the complaints process listed in this pamphlet or contact a lawyer.
WHAT IF I HAVE A COMPLAINT ABOUT THE POLICE?

You can complain about a policy or the service provided by the Toronto Police Service or about the conduct of a police officer.

Only the person directly affected by the incident may make a complaint. A complaint must be in writing and must be signed by the person making the complaint. You may write your complaint in a letter or you may use a standard form, which you can obtain from any police station or from the office of the Ontario Civilian Commission on Police Services (OCCPS). You must usually make a complaint within 6 months after the incident happened.

A complaint must be mailed, faxed or delivered to any municipal police station, an officer belonging to the police service named in the complaint, or to the Commission office.

To reach the Ontario Civilian Commission on Police Services:

In the Toronto area, call:

Telephone: (416) 326-1189
Facsimile: (416) 314-2036

Or write to:

Ontario Civilian Commission on Police Services
Complaints Bureau
25 Grosvenor St, 1st floor
Toronto, Ontario
M7A 1Y9
Find at least one other word of the same family as the vocabulary word and write a sentence.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Other Word Forms</th>
<th>Your Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>power – noun, verb, adjective</td>
<td>powerful – adj powerfully – adv.</td>
<td></td>
</tr>
<tr>
<td>immediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>surroundings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>detained</td>
<td></td>
<td></td>
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<tr>
<td>improper</td>
<td></td>
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<tr>
<td>confront</td>
<td></td>
<td></td>
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<tr>
<td>conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>complaint</td>
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</tbody>
</table>
**PUBLIC COMPLAINT FORM**

**Instructions:**
1. If you wish to lodge a complaint, you may write your own letter or use this form. The complaint normally must be within six months of the incident.
2. Please complete as many areas as you can and provide as much detail and information as possible.
3. It must be YOU who is DIRECTLY affected by the officer’s conduct or the police services policy or service.
4. The Police Services Act requires that all complaints be signed by the complainant.

<table>
<thead>
<tr>
<th>Mr.</th>
<th>Mrs.</th>
<th>Ms.</th>
<th>Last Name of Complainant</th>
<th>First Name</th>
<th>Initial</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City/Province</th>
<th>Postal Code</th>
<th>Telephone No.</th>
<th>Cellular Tel.</th>
<th>Fax No.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address (home)</th>
<th>City/Province</th>
<th>Postal Code</th>
<th>Telephone No.</th>
<th>Fax No.</th>
<th>E-mail Address</th>
</tr>
</thead>
</table>

**Complaint Details**

- Date of incident
- Time of incident
- Location of incident
- Date reported
- Time reported

<table>
<thead>
<tr>
<th>Name of police service(s) involved</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto Police Service</td>
<td></td>
</tr>
</tbody>
</table>

Complete the following sentence. *I am complaining that...*

Describe what happened. Be sure to include how you were directly affected by the incident, and information about Who, What, When, Where and Why. *(use blank paper if additional space is required)*

**Physical Evidence**

- Was there physical injury involved?  
  - No  
  - Yes  
  - If Yes, describe details of injury.

- Medical treatment received?  
  - No  
  - Yes

<table>
<thead>
<tr>
<th>Date of Treatment</th>
<th>Time of Treatment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location of Treatment</th>
<th>Physician</th>
<th>Telephone No.</th>
</tr>
</thead>
</table>

Are you including any photographs or other evidence to support your complaint?  
- No  
- Yes  
- If Yes, list on page 2.

Interpreter required?  
- No  
- Yes  
- If yes, Language:

<table>
<thead>
<tr>
<th>Signature of complainant</th>
<th>Date</th>
</tr>
</thead>
</table>

If name(s) of officer(s) unknown, see reverse *(If more than two officers involved, use blank sheet of paper)*

<table>
<thead>
<tr>
<th>Name of officer involved</th>
<th>Badge #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of second officer involved</th>
<th>Badge #</th>
</tr>
</thead>
</table>

Lesson 4 - Making Complaints Against The Police CLB 5/6  
Developed by TCDSB Adult Education Program
Description of officer(s) involved, if name(s) unknown:

Names, addresses and telephone numbers of witness(es) (include badge number and/or description of any police officers who were not involved but may have witnessed incident):

List of photographs or other physical evidence submitted: (continued)

The personal information on this form is collected and disclosed under the authority of the Police Services Act (s. 57) and will be used for the purpose of investigating the complaint referenced herein. Questions should be directed to:

Public Complaints Investigation Bureau
Toronto Police Service
951 Wilson Avenue, Unit 5
Toronto, Ontario
M3K 2A7
416-808-4620
## Lesson 5  Being Stopped by the Police  CLB 6

### Possible CLB Competency Outcomes for Other Levels

<table>
<thead>
<tr>
<th>CLB 1</th>
<th>CLB 2</th>
<th>CLB 3</th>
<th>CLB 4</th>
<th>CLB 5</th>
<th>CLB 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>
| - Provide basic personal information  
- Identify expressions used to attract attention  
- Indicate communication problems | - Provide expanded personal information  
- Make and respond to a number of requests  
- Respond to cautions and warnings | - Ask for and grant permission  
- Describe briefly a person, object and situation | - Respond to warnings  
- Relate a story | - Indicate non comprehension by asking for clarification and repetition  
- Present detailed 3-5 minute descriptions of events and situations | - Ask for and respond to recommendations and advice  
- Tell detailed stories, including reasons and consequences |
| **Listening** | **Listening** | **Listening** | **Listening** | **Listening** | **Listening** |
| - Follow simple 2-5 word positive and negative commands, requests.  
- Follow 2 – 5 word instructions | - Identify expressions used to ask for repetition and clarification  
- Follow 1 sentence positive and negative commands and requests | - Identify expressions/visual clues used to indicate communication problems  
- Identify expressions used to ask for and give permission | - Identify specific factual details and inferred meanings in dialogues  
- Demonstrate understanding of factual details and some implied meanings | - Understand a range of common step-by-step instructions | - Identify mood and attitude of speakers  
- Identify facts and inferences in conversation |
| **Reading** | **Reading** | **Reading** | **Reading** | **Reading** | **Reading** |
| - Get information from a very basic 3-5 sentence text; identify specific details | - Get gist, key information and details of a simple, explicit 1 paragraph text. | - Follow 1 - 6 step common instructions and instructional texts | - Identify factual details, some implied meanings in a business text  
- Get information from a 2 – 3 paragraph text | - Find information in moderately complex 3 - 5 paragraph texts | |
| **Writing** | **Writing** | **Writing** | **Writing** | **Writing** | **Writing** |
| - Describe a personal situation by completing a 3-5 sentence guided text about self | - Describe a personal situation by writing answers to simple questions | - Describe people, objects, places, situations, events in 5 - 8 sentences | - Write a 1 paragraph short text about an event or personal experience | - Write 1 paragraph to relate / narrate a sequence of events | - Take notes from a 10-15 minute oral presentation or 1 page of written information |
LESSON 5  (CLB 5/6)  Duration: 3 hours

THEME:  Police services  TOPIC:  Being Stopped by the Police

Learning Outcomes:
- Learners will be able to understand some of the reasons police officers will stop people to talk to them.
- Learners will be able to approach police officers and ask questions or talk about community problems.

**TOPIC OUTCOMES/CLB COMPETENCIES (5/6)**

**Speaking**
- Tell detailed stories, including reasons and consequences

**Listening**
- Identify mood and attitude of speakers
- Identify facts and inferences in conversations

**Reading**
- Find information in moderately complex three to five paragraph texts

**Writing**
- Take notes to answer specific questions

Vocabulary and Expressions:

`General circumstances, commit an offense, based on the circumstances, under no obligation, to the best of your ability`

Resources:

- “A Guide to Police Services in Toronto” DVD and Pamphlet
- [http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf](http://www.torontopolice.on.ca/communitymobilization/newcomer/docs/sample_lesson_plan.pdf)

**PROCEDURES:**

**WARM UP:**

- Elicit answers in a whole class discussion:
  - Have you ever seen police in your neighbourhood?
  - Have you seen a police officer talking to anyone recently?
  - What was going on?
  - Why would the police stop someone to talk to him / her?
- Focus on reasons that police may stop people and list them on board while learners offer them.
SPEAKING TASK:

Have you or has anyone you know ever been stopped by the police? Learners work in groups of four and share their stories including reasons and consequences.

LISTENING TASK:

Introduce the DVD. Section *What should I do when an officer approaches me on the street?* 5.53 to 8.57

Learners:
1. watch the DVD and identify mood and attitude of speakers. Focus on gestures, facial expressions and tone to identify mood and attitude.
2. answer questions using handout #1. (watch again)
3. compare their notes with each other
4. identify facts and inferences in conversations (watch again)

WRITING TASK:

1. Learners are asked to write answers in complete sentences for handout #1. These are written on the board and any errors are discussed.
2. The instructor then puts the phrases below on the board. Learners are asked to describe in writing what they mean, using their own words. Then they write a sentence linking the expressions with information in the DVD.

- General circumstances - _______________________________________________________________________
- Commit an offense - _______________________________________________________________________
- Based on the circumstances - ______________________________________________________________________
- Under no obligation - _______________________________________________________________________
- To the best of your ability - ______________________________________________________________________

READING TASK:

1. Instructor reviews techniques for taking notes from a written text.
2. Use *A guide to police services in Toronto* PP 5 to 9.

Assign a section of this document to learners and ask them to make notes on any information they find in their section that was not in the DVD. When they are ready, they share their findings with others in their group.

FOLLOW-UP: Learners work in groups and develop a role play situation, using the vocabulary from the DVD.
Handout #1

Read the following questions. Watch the DVD and take notes to answer them in complete sentences.

1. When can the police stop you?

2. What is the duty of police officers?

3. When do you have to identify yourself?

4. What should you do when you are stopped?

5. How can you identify yourself?

6. When can they arrest you?

7. How can you avoid being arrested?

8. What should I do when I am stopped while driving?

9. When should I get out of my car?

10. What documents does the officer need to see?

11. What does it mean to accept a ticket?

12. What is the main message of this section?
Answers to DVD Questions

1. *Suspect you of committing a crime*
   *See you committing a crime*
   *While you are driving*

2. *Keep the peace*
   *Investigate crimes*

3. *While driving*
   *If you have committed a provincial offense-trespassing, liquor or driving*

4. *Identify yourself*

5. *Tell them who you are*
   *Show your ID*

6. *If they think you have committed a crime*

7. *Identify yourself*

8. *Slow down, pull to the right and stay in the car*

9. *When you are ‘directed to do so’*

10. *Drivers license, registration, insurance*

11. *It is not an admission of guilt*

12. *Don’t commit crimes*
    *Identify yourself when asked to do so*
    *Always carry identification in case you are stopped*