

# Arizona Peace Officer Standards and Training

## Basic Curriculum Model Lesson Plan

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**LESSON TITLE: CULTURAL AWARENESS 6.1**

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| SUBJECT:                | Cultural Awareness  |
| AZ POST DESIGNATION:    | 6.1   |
| HOURS:                  | 8   |
| COURSE CONTENT:         | Students will acquire information on history, stereotypes, and perceptions relevant to preparing officers for effective communication and service in diverse communities. |
| PERFORMANCE OBJECTIVES: | Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:                  |
| 6.1.1                   | Define relevant terminology, including culture, subculture, and stereotypes.  |
| 6.1.2                   | Develop an understanding of subject importance, benefits of knowledge and understanding, drawbacks and consequences for lack of knowledge and understanding.              |
| 6.1.3                   | Learn the history, culture, and stereotypes of our communities at-large to include National and Arizona history, Census demographics, and subcultures.                    |
| 6.1.4                   | Learn history, culture, and stereotypes of law enforcement to include National and Arizona law enforcement history AZPOST/Census demographics Subculture.                 |
| LEARNING ACTIVITIES:    |   |
| 6.1.5                   | The trainee will receive instruction and participate in instructor-led activities and discussion to reiterate lesson concepts and practical application.                  |
| A.                      | Internal application of lesson concepts, including communication and interactions between fellow officers and supervisors.  |
| 6.1.6                   | The trainee will receive instruction on how to gain more information and further understanding of lesson concepts.  |

- A. Tangible Activities.
- B. Literature and Media Resources.
- C. Websites.

DATE FIRST PREPARED: August 1995

PREPARED BY: Sgt. Gerald Heuett, Jr.

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|----------------------------|--|----------------------|
| <b>REVIEWED – REVISED:</b> | SME Committee                            | DATE: January 2001   |
| <b>REVIEWED – REVISED:</b> | AZ POST (Word)                           | DATE: May 2003       |
| <b>REVIEWED – REVISED:</b> | AZ POST                                  | DATE: April 2007     |
| <b>REVIEWED – REVISED:</b> | Lt. Dave Kelly, ALEA<br>(minor edits)    | DATE: April 2010     |
| <b>REVIEWED – REVISED:</b> | LE in Indian Country<br>Committee & POST | DATE: September 2014 |
| <b>REVIEWED – REVISED:</b> | SME Committee                            | DATE: February 2021  |
| <b>REVIEWED – REVISED:</b> | AZPOST (DocX)                            | DATE: December 2021  |
| <b>AZ POST – APPROVAL:</b> | Richard Watling                          | DATE: September 2014 |
| <b>AZ POST – APPROVAL:</b> | Mandy Faust                              | DATE: February 2021  |
| <b>AZ POST – APPROVAL:</b> | Lori Wait                                | DATE: December 2021  |

INSTRUCTOR REFERENCES:

CLASS LEVEL: Student

TRAINING AIDS:

INSTRUCTIONAL STRATEGY: Interactive lecture and class discussion.

SUCCESS CRITERIA: 70% or higher on a written, multiple-choice examination.

COMPUTER FILE NAME: 6.1 Cultural Awareness

DATE RELEASED TO THE SHARE FILE: May 17, 2022

**I. INTRODUCTION**

- A. Instructor – (self) introduction.
- B. Preview of performance objectives.
- C. Ice breaker activity. (optional)

**II. DEFINE RELEVANT TERMINOLOGY INCLUDING CULTURE, SUBCULTURE AND STEREOTYPES.****P. O. 6.1.1**

- A. “You Need Some Cultural Competence”.
- B. Play Video: Resident on Police and Race Relations: <https://youtu.be/kjsHNglNl4c>
  - 1. Discuss with students why her statement is relevant and crosses regions, cultures, age and agencies.
  - 2. The purpose of this course is to assist you, as police officers, in performing your duties in a professional manner.
  - 3. There are different ways to teach about culture and all of those methodologies have something to offer.
  - 4. This lesson was designed specifically for new law enforcement recruits for the state of Arizona.
  - 5. During this course, you will be given an opportunity to expand your knowledge about the people who have chosen Arizona for their home and how their various identities intersect with law enforcement.
- C. Why is this lesson important?
  - 1. We will talk more about this in a few minutes, but in general, the education, information and tools shared during this course will assist you in working with the community that you serve.
  - 2. This lesson plan will provide you the tools which will help you to:
    - a. Work more efficiently.
    - b. Be a better listener.
    - c. Exhibit respect and gain respect from those you serve.
    - d. Become a competent law enforcement professional.
    - e. Humanize law enforcement through an increased ability to express compassion.

- D. Setting the Stage – Review of key terms that are relevant throughout this lesson plan.  
**INSTRUCTOR NOTE:** *This outline uses language and terminology set by federal agencies. Although popular language sometimes shifts, instructors should continue to use terminology consistent with our local and national public partners. Updates will continue to be made as needed.*
1. Race - Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry.
  2. Ethnicity - A particular ethnic affiliation or group.
  3. A particular race of people, or the fact of being from a particular race of people.
  4. Ethnic - Of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
  5. Relating to or characteristic of a large group of people who have the same national, racial, or cultural origins, and who usually speak the same language.
  6. Ethnic Group - A group of people who share a common religion, color, or national origin. Irish-Americans, Mexican-Americans, German-Americans, Italian-Americans, Hindus, Moslems, and Jews are examples of ethnic groups.
  7. Some members of ethnic groups participate in the customs and practices of their groups, while others do not. Discrimination based on these customs and practices may be illegal under EEO law. See Minority.
  8. Minority - The smaller part of a group. A group within a country or state that differs in race, religion or national origin from the dominant group. According to Equal Employment Opportunity Commission (EEOC) guidelines, minority is used to mean four particular groups who share a race, color or national origin. Those groups are:
    - a. American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintain their culture through a tribe or community.
    - b. Asian or Pacific Islander. A person having origins in any of the original people of the Far East, Southeast Asia, India, or the Pacific Islands. These areas include, for example, China, India, Korea, the Philippine Islands, and Samoa.
    - c. Black (except Hispanic). A person having origins in any of the black racial groups of Africa.
    - d. Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

- e. The many peoples with origins in Europe, North Africa, or the Middle East make up the dominant white population. Of course, many more minority groups can be identified in the American population. However, they are not classified separately as minorities under EEO law. It should be noted that women are not classified as a minority, however, they have experienced the same kind of systematic exclusion from the economy as the various minorities. Thus, they are considered as having "minority status" as far as the law is concerned.
  
- 9. Culture - The customary beliefs, social forms, and material traits of a racial, religious, or social group also: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time.
  
- 10. The set of shared attitudes, values, goals, and practices that characterizes an institution or organization.
  
- 11. The set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic.
  
- 12. The integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.
  
- 13. The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
  
- 14. Subculture - An ethnic, regional, economic, or social group exhibiting characteristic patterns of behavior sufficient to distinguish it from others within an embracing culture or society.
  
- 15. The way of life, customs, and ideas of a particular group of people within a society that are different from the rest of that society.
  
- 16. Refugee - Refugees are persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. The refugee definition can be found in the 1951 Convention and regional refugee instruments, as well as UNHCR's Statute.
  
- 17. Migrant - While there is no formal legal definition of an international migrant, most experts agree that an international migrant is someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status. Generally, a distinction is made between short-term or temporary migration, covering movements with a duration between three and 12 months, and long-term or permanent migration, referring to a change of country of residence for a duration of one year or more.
  
- 18. Stereotype - To believe unfairly that all people or things with a particular characteristic are the same.

19. An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
20. A set idea that people have about what someone or something is like, especially an idea that is wrong.
21. Protected Classes/Groups – The Equal Employment Opportunity Commission (EEOC) - Applicants, employees, and former employees are protected from employment discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), disability and genetic information (including family medical history).
22. Department of Housing and Urban Development (HUD) – The Fair Housing Act prohibits discrimination in housing because of: Race, Color, National Origin, Religion, Sex, Familial Status, and Disability.
23. Arizona Attorney General – The following Categories are protected: Race, Color, National Origin, Sex, Religion/Creed, Age (40 years or older), Physical/mental disability, Pregnancy, and Retaliation.
24. Compassion – a strong feeling of sympathy and sadness for other people’s suffering or bad luck and a desire to help.
25. Indifference – the quality of not caring about or being interested in something or someone.
26. Mitigating Circumstances – in criminal law, conditions or happenings which do not excuse or justify criminal conduct, but are considered out of mercy or fairness in deciding the degree of the offense the prosecutor charges or influencing a reduction of the penalty upon conviction. **INSTRUCTOR NOTE:** Below are links describing the above listed terms and definitions.

<https://www.merriam-webster.com/dictionary/race>

[Ethnicity Definition & Meaning - Merriam-Webster](#)

<https://dictionary.cambridge.org/dictionary/english/ethnicity>

[Ethnic Definition & Meaning - Merriam-Webster](#)

<https://dictionary.cambridge.org/dictionary/english/ethnic>

<https://www.archives.gov/eo/terminology.html>

<https://www.archives.gov/eo/terminology.html>

<https://www.merriam-webster.com/dictionary/culture>

<https://dictionary.cambridge.org/us/dictionary/english/culture>

[Subculture Definition & Meaning - Merriam-Webster](#)

<https://dictionary.cambridge.org/us/dictionary/english/subculture>

[Definitions | Refugees and Migrants](#)

[Definitions | Refugees and Migrants](#)

<https://www.merriam-webster.com/dictionary/stereotypes>

<https://dictionary.cambridge.org/us/dictionary/english/stereotype?q=stereotypes>

<https://www.eeoc.gov/employers/small-business/3-who-protected-employment-discrimination>

[https://www.hud.gov/program\\_offices/fair\\_housing\\_equal\\_opp/fair\\_housing\\_act\\_overview](https://www.hud.gov/program_offices/fair_housing_equal_opp/fair_housing_act_overview)

<https://www.azag.gov/civil-rights/discrimination/employment>

<https://dictionary.cambridge.org/us/dictionary/english/compassion>

<https://dictionary.cambridge.org/us/dictionary/english/indifference>

<https://dictionary.law.com/Default.aspx?selected=1267#:~:text=mitigating%20circumstances,of%20the%20penalty%20upon%20conviction>

### III. DEVELOPING AN UNDERSTANDING OF THE IMPORTANCE OF THIS SUBJECT (LESSON GOAL)

#### P. O. 6.1.2

- A. What are the benefits of knowledge and understanding?
1. Cultural awareness is important for you to understand and practice throughout your career. WHY?
  2. Understanding how people wish to be treated through awareness of other cultures and their connections to law enforcement will help lay the foundation for you to be a conscientious and culturally competent law enforcement professional.
  3. Law enforcement's image and perception is influenced by officer behavior. It is important to:
    - a. Always treat people fairly and objectively.
    - b. Be aware of the inherent power officers represent in the community and how this impacts our interactions with those we serve.
    - c. Be aware of how people react to your presence, verbal and nonverbal communication.
    - d. Be aware that in some communities Law Enforcement (YOU) represent affluence, which can be viewed through your patrol vehicle, uniform and equipment.
  4. Benefits of knowledge and understanding.
    - a. TRUST – The community's belief that law enforcement will uphold the peace officer oath.



- b. COMPASSION – The community’s belief that officers understand factors that impact their behavior or events that take place in their lives.
  - c. RELATIONSHIP BUILDING/ INCREASED COMMUNITY SAFETY – The community’s willingness to partner with law enforcement to address problems and share information.
  - d. POLICY/INFRASTRUCTURE SUPPORT – The community’s willingness to lobby government bodies for adequate department support or organize efforts to manage needs through private funds and donations.
  - e. INCREASED OFFICER SAFETY - Improved de-escalation results.
  - f. PERSONAL DEVELOPMENT - Reduced stress due to increased ability to communicate or understand circumstances.
  - g. PROFESSIONAL DEVELOPMENT - Stronger emotional intelligence due to increased ability to communicate or understand circumstances.
  - h. INDUSTRY GAIN - Desirable officer conduct may lead to increased positive perception of careers in law enforcement and professionalism.
  - i. INDUSTRY/AGENCY GAIN – Potential decreased legal liability.
5. Other examples of benefits.
- a. Police Foundations and Community Partners – Nonprofit organizations created to provide financial and human capital support for law enforcement agencies.
    - i. Arizona Law Enforcement Outreach and Support (AZLEOS).
    - ii. Buckeye Police Foundation.
    - iii. Phoenix Police Foundation.
    - iv. Prescott Police Foundation.
    - v. Prescott Valley Police Foundation.
    - vi. Southern Arizona Law Enforcement Foundation.
  - b. Financial partnerships. **INSTRUCTOR NOTE:** *Below are a list of links to the above listed items.*

[Fact check: Target not planning to end its “Shop with a Cop” program | Reuters](#)

[Fact check: Target says it is not cutting ties with Shop with a Cop](#)

<https://corporate.target.com/article/2019/12/heroes-and-helpers>

<https://www.100club.org/>

- c. The 100 Club – Provides immediate financial assistance for families of public safety officers and firefighters who are seriously injured or killed in the line of duty. Also provides resources to enhance public safety officers and firefighter's safety and welfare.
- B. What are the drawbacks and consequences for lack of knowledge and understanding?
1. Consequences.
    - a. MISTRUST – The community's belief that they will not be fairly served.
    - b. INDIFFERENCE – The community's belief that officers are unwilling to understand or consider mitigating circumstances that cause issues or lead to problems.
    - c. RELATIONSHIP BREAKDOWN/ DECREASED COMMUNITY SAFETY – The community's unwillingness to work with law enforcement, share information, assist with investigations and cold cases, and public discouragement to support programs or efforts led by agencies.
    - d. LACK OF SUPPORT – The community's unwillingness to encourage support; withdrawal of current or future support for law enforcement needs and programs.
    - e. DECREASED OFFICER SAFETY - Failure to express understanding or willingness to understand or be patient with individuals can unintentionally escalate negative emotions during contacts.
    - f. PERSONAL DEVELOPMENT - Increased stress due to inability to communicate or understand circumstances and potential consequences such as discipline or community unrest.
    - g. INDUSTRY LOSS – Lack of understanding could lead to undesirable officer conduct which may diminish the perception of careers in law enforcement and minimize interest for potential candidates, especially those from impacted communities.
    - h. INDUSTRY/AGENCY LOSS: Lack of understanding could lead to undesirable officer conduct which may lead to an increase of complaints and lawsuits.
  2. Other examples of consequences.
    - a. Defund the Police campaigns – National push by various organizations for government leaders to reallocate money dedicated to police budgets to other

community services, such as education and health programs.

- b. Cops Outta Campus – Phoenix-area campaign that joins national demand for school districts to sever contracts with police departments, including ending the practice of assigning School Resource Officers to schools. **INSTRUCTOR NOTE:** *The below is a list of links to the above referenced organizations.*

[Defund The Police](#)

[Cops Outta Campus | Puente Human Rights](#)

<https://cronkitenews.azpbs.org/2020/07/02/police-removal-from-schools/>

#### IV. WHO ARE OUR COMMUNITIES MADE UP OF

#### P. O. 6.1.3

- A. In order to expand our education and build empathy, we must know the makeup of our communities. We can do this by knowing the following:
  1. Census Data. **INSTRUCTOR NOTE:** <https://www.archives.gov/eo/terminology.html>
  2. Community history and trigger points.
  3. Community impact.
- B. Terminology and Supplemental Information.
  1. Empathy - The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.
  2. The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- C. Demographics.
  1. Who are the communities we serve? We will be using Census data for this answer.
  2. Census.gov - Arizona Population estimates, July 1, 2019 (V2019).
    - a. Population Total.
      - i. Population estimates, July 1, 2019, (V2019) = 7,278,717.
      - ii. Population, Census, April 1, 2010 = 6,392,017.
      - iii. Population per square mile, 2010 = 56.3.

- iv. Land area in square miles, 2010 = 113,594.08.
- b. Age Demographics.
  - i. Persons under 5 years, percent 5.90%.
  - ii. Persons under 18 years, percent 22.50%.
  - iii. Persons between the ages of 18 and 65 years, percent 53.60%.
  - iv. Persons 65 years and over, percent 18.00%.
- c. Race and Identity Demographics.
  - i. Female persons, percent = 50.30%.
  - ii. White alone, percent = 82.60%.
  - iii. Black or African American alone, percent = 5.20%.
  - iv. American Indian and Alaska Native alone, percent = 5.30%.
  - v. Asian alone, percent = 3.70%.
  - vi. Native Hawaiian and Other Pacific Islander alone, percent = 0.30%.
  - vii. Two or More Races, percent = 2.90%.
  - viii. Hispanic or Latino, percent = 31.70%.
  - ix. White alone, not Hispanic or Latino, percent = 54.10%.
  - x. Veterans, 2014-2018 = 487,684.
  - xi. Foreign born persons, percent, 2014-2018 = 13.40%.
  - xii. Persons with a disability, under age 65 years, percent, 2014-2018 = 8.60%.
- d. Household Demographics.
  - i. Housing units, July 1, 2019, (V2019) = 3,075,981.
  - ii. Owner-occupied housing unit rate, 2014-2018 = 63.60%.
  - iii. Median value of owner-occupied housing units, 2014-2018 = \$209,600.

- iv. Median selected monthly owner costs -with a mortgage, 2014-2018 = \$1,394.
  - v. Median gross rent, 2014-2018 = \$1,009.
  - vi. Households, 2014-2018 = 2,524,300.
  - vii. Persons per household, 2014-2018 = 2.69.
  - viii. Living in the same house 1 year ago, percent of persons age 1 year+, 2014-2018 = 82.20%.
  - ix. Language other than English spoken at home, percent of persons age 5 years+, 2014-2018 = 27.20%.
  - x. Households with a computer, percent, 2014-2018 = 89.90%.
  - xi. Households with a broadband Internet subscription, percent, 2014-2018 = 81.80%.
- e. Education Demographics.
- i. High school graduate or higher, percent of persons age 25 years+, 2014-2018 = 86.80%.
  - ii. Bachelor's degree or higher, percent of persons age 25 years+, 2014-2018 = 28.90%.
- f. Workforce Demographics.
- i. In the civilian labor force, total, percent of population age 16 years+, 2014-2018 = 59.20%.
  - ii. In the civilian labor force, female, percent of population age 16 years+, 2014-2018 = 54.50%.
  - iii. Total accommodation and food services sales, 2012 (\$1,000) = 13,996,635.
  - iv. Mean travel time to work (minutes), workers age 16 years+, 2014-2018 = 25.3.
- g. Wage and Employment Demographics.
- i. Median household income (in 2018 dollars), 2014-2018 = \$56,213.

- ii. Per capita income in the past 12 months (in 2018 dollars), 2014-2018 = \$29,265.
- iii. Persons in poverty, percent = 13.50%.
- iv. Persons without health insurance, under age 65 years, percent = 13.60%.

**INSTRUCTOR NOTE:** The below listed links pertain to the above listed data.

[Empathy Definition & Meaning - Merriam-Webster](https://www.merriam-webster.com/dictionary/empathy)

<https://dictionary.cambridge.org/dictionary/english/empathy>

[Arizona - US Census Bureau QuickFacts](https://www.census.gov/quickfacts/fact/table/apachecountyarizona/PST045219)

[Community Profiles](https://www.census.gov/quickfacts/fact/table/apachecountyarizona/PST045219)

<https://www.census.gov/quickfacts/fact/table/apachecountyarizona/PST045219>

<https://www.cochise.az.gov/2010-census>

- 2. How would an Officer get this information about their area of responsibility, and how might they use this while they're working?
  - a. Being active in their area of responsibility .
  - b. Comparing Census and "Beat" maps.
  - c. Using crime statistical information.
- 3. Why would it be helpful to know this information as a peace officer?
  - a. Allows for cultural exchange which increases communication.
  - b. Builds trust from the Community.
  - c. Contributes to a more cohesive relationship between the community and Law Enforcement.
- 4. How might you be able to use this information while you are working?
  - a. To assist you in communicating effectively with your community.
- 5. How might leaders use this information to determine how to distribute resources to various agencies, internal divisions, precincts or squads?
  - a. Being culturally aware leads to effective communication, which allows leadership the ability to solicit community feedback on concerns in their communities.

- b. A lack of effective communication could lead to Law Enforcement believing one thing is the issue and the Community having a completely different view.
  - 6. How might leaders use this information as they develop community engagement or safety education programs?
    - a. To allow greater responsiveness to community concerns or needs.
    - b. Be responsive to ever changing community identity or trends, and the services they need or desire.
- D. History and Trigger Points.
1. Trigger Points are defined as an event or a level that is reached that causes a particular action to be taken. **INSTRUCTOR NOTE:**  
<https://dictionary.cambridge.org/dictionary/english/trigger-point>
  2. Common trigger points for communities in response to law enforcement are often defined by incidents and historical practices. Both will be covered throughout this lesson plan.
  3. There have been several incidents throughout the evolution of law enforcement that have influenced perceptions of the industry and police officers. Sometimes they trigger a large and often emotional response from the community. It is during these times that the benefit of relationship building is felt, as long-term connections with community members have minimized or even prevented significant damage to property and/or harm to residents and officers.
  4. Although you or your agency may not hold any fault, law enforcement is often considered inclusively responsible for the actions of an individual officer or group of officers. Likewise, many community members hold feelings or fears of potential victimization due to patterns of negative incidents involving law enforcement and individuals with whom they share cultural similarities.
  5. Expanding your knowledge on these events can help you to better understand why you may be engaged and communicated with in a different manner in different communities, and reinforce your need for continued learning and relationship building.
  6. The following are some Historical events which lead to Trigger Points for communities around the country and here in Arizona. **INSTRUCTOR NOTE:** *The following incidents should be discussed in the context of Historical Trauma. Instructors should refrain from getting into debates on tactics or whether these incidents are perceived issues or real*
  7. Remember Historical Trauma stems from negative interactions between law enforcement and the community. The impact of history is not exclusive to those who lived through the original experience. It can extend throughout generations and

influence communities as a whole. It is important to know about events of local and national significance.

- E. Trigger Point Event - Children's Crusade of 1963.
1. The Children's Crusade of 1963 was an organized march in Birmingham, Alabama, in support of the Civil Rights Movement.
  2. Alabama Governor "Bull" Connor was a well-known white supremacist who was known to use his authority over the Birmingham Police Department in his pursuit of stopping the Civil Rights Movement.
  3. During this incident, Governor Connor ordered the use of force, and the arrest of thousands of peaceful protestors most of whom were children. **INSTRUCTOR NOTE:**  
<https://youtu.be/WV0k-3Hkjsw>  
<https://www.nps.gov/people/bull-connor.htm>  
<https://www.neh.gov/humanities/2011/mayjune/feature/freedom-riders>  
<https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/>  
<https://www.nps.gov/subjects/civilrights/modern-civil-rights-movement.htm>
    - a. Show video.
  4. Facilitated Class Discussion.
    - a. What thoughts came to mind as you watched the video?
    - b. Have you seen similar images in recent years?
    - c. Have you heard similar conversations in recent years?
    - d. How might this impact the way demonstrations and protests are policed today?
- F. Trigger Point Event - The Stonewall Riots. **INSTRUCTOR NOTE:** *The following incident should be discussed in the context of Historical Trauma. instructors should refrain from getting into debates on tactics or whether this incident was perceived injustice or true injustice.*
1. In 1969, The Stonewall Inn, in Greenwich Village, was known to the New York Police Department as being LGBTQ friendly.
  2. At the time, identifying as a member of the LGBTQ community was illegal in most of the Country to include New York.
  3. NYPD conducted a raid of the Stonewall Inn, which evolved into rioting. **INSTRUCTOR NOTE:** <https://youtu.be/Q9wdMJmuBIA>



- a. Show Video.
4. Facilitated Discussion.
    - a. What thoughts came to mind as you watched the video?
    - b. How might this impact the way the LGBTQ community perceives or engages law enforcement today?
    - c. How might knowing this information help you if you were to respond to a call at a known LGBTQ establishment? **INSTRUCTOR NOTE:**

<https://www.hrc.org/news/stonewall-at-50-remembering-importance-of-riots-pride-and-visibility>

<https://www.adl.org/media/12966/download>

- G. Trigger Point Events (Post-2000) Melendres v. Arpaio. **INSTRUCTOR NOTE:** *The following incident should be discussed in the context of Historical Trauma. Instructors should refrain from getting into debates on whether this incident is perceived injustice or true injustice.*
  1. A class-action lawsuit was filed against former Maricopa County Sheriff Joe Arpaio, the Maricopa County Sheriff's Office (MCSO) and Maricopa County in 2008. This was done in response to law enforcement practices in Latino neighborhoods that were directed by Sheriff Arpaio and conducted in tandem with a partnership between MCSO and Immigration and Customs Enforcement (ICE).
  2. In 2013, the federal district court of Arizona found that MCSO engaged in unlawful discrimination and subsequently assigned a Court Monitor to oversee compliance of multiple directives that were handed down to the agency as a result.
  3. Local advocacy organizations have held multiple demonstrations and activities over the years to encourage a judicial response and bring awareness to the effects of racial profiling on residents.
  4. Maricopa County Sheriff's Office practices, and the lawsuit gained national attention from the media and celebrities. The lawsuit has also generated almost \$100 million in fees incurred by county taxpayers.
  5. Facilitated Discussion.
    - a. How do you think MCSO's practices and lawsuits impacted law enforcement around Arizona?
    - b. How might those practices influence current interactions between Hispanic/Latino persons and peace officers?
    - c. How might the financial costs of the lawsuit impact law enforcement services and county residents' views on responsibility? **INSTRUCTOR NOTE:**

<https://www.mcso.org/about-us/general-info/melendres-compliance-corner>

<https://www.justice.gov/crt/case/united-states-v-maricopa-county-et-al-and-melendres-v-arpai>

<https://www.acluaz.org/en/campaigns/changing-mcso>

- H. Trigger Point Event – Michael Brown and George Floyd. **INSTRUCTOR NOTE:** *The following incidents should be discussed in the context of Historical Trauma. Instructors should refrain from getting into debates on tactics or whether these incidents are perceived injustice or true injustice.*
1. Michael Brown was shot and killed by a Ferguson Police Officer in August 2014 in Ferguson, Missouri.
  2. The officer subsequently resigned from his position and was not charged.
  3. The City of Ferguson entered into a consent decree in 2016 after being investigated by the U.S. Department of Justice.
  4. Brown’s death sparked national protests and the creation of the “Black Lives Matter” mantra and movement.
- I. Trigger Point Event - George Floyd.
1. George Floyd died in May 2020 after being restrained by Minneapolis Police Department officers.
  2. Four officers were fired from their jobs and charged.
  3. One officer was charged with second-degree murder, third-degree murder, and second-degree manslaughter. The remaining officers were charged with aiding and abetting second-degree murder and second-degree manslaughter.
  4. Floyd’s death sparked national protests and the creation of the George Floyd Justice in Policing Act of 2020 which was introduced and passed by the U.S. House of Representatives in June 2020.
  5. Although these incidents did not involve peace officers in this state, Arizona residents, including those in Coconino, Maricopa and Pima Counties, held demonstrations and protests in response.
  6. Each led to a large law enforcement response which collectively generated millions of dollars in overtime pay and resource costs.
  7. Facilitated Discussion.
    - a. Have you seen any news about these incidents? What thoughts did they generate for you?

- b. Did these incidents or their media coverage have any impact on your decision to become a peace officer?
- c. How might these incidents and others that receive national media attention impact your service?
- d. How might these incidents impact interactions between African-American/Black persons and peace officers, especially Black men and teens? **INSTRUCTOR NOTE:**

<https://www.fergusoncity.com/531/Consent-Decree>

<https://www.justice.gov/opa/pr/justice-department-announces-findings-two-civil-rights-investigations-ferguson-missouri>

<http://www2.minneapolismn.gov/minneapolisforward/WCMSP-224909>

<https://www.congress.gov/bill/116th-congress/house-bill/7120/text>

[https://judiciary.house.gov/uploadedfiles/fact\\_sheet\\_for\\_justice\\_in\\_policing\\_2020.pdf](https://judiciary.house.gov/uploadedfiles/fact_sheet_for_justice_in_policing_2020.pdf)

8. Additional Factors to discuss.
  - a. Socio Economic issues.
  - b. Employment representation inside law enforcement.
  - c. Digital divide.

## V. COMMON COMMUNITY CONCERNS

### P. O. 6.1.3

- A. As a result of historical events and or practices, many communities hold inherent fear of law enforcement which can affect individuals desire or willingness to interact with officers even during non-enforcement activities. Although some concerns are shared in common amongst people of various identities, some are unique to specific cultures.
- B. There are several themes to take into consideration as you engage with community members, and seek resources to learn more.
- C. These subjects have been studied extensively and continue to be researched. Keep in mind, these are not exhaustive lists of concerns.
  1. African American Community Concerns.
    - a. Excessive force and police brutality.
    - b. Over policed neighborhoods.
    - c. Racial profiling.

- d. Violation of constitutional rights.
2. Community Members with Disabilities Concerns. **INSTRUCTOR NOTE:**

<https://naacp.org/racialprofiling/>

[Racial Profiling and Traffic Stops | National Institute of Justice](#)

[10 things we know about race and policing in the U.S.](#)

<https://www.rutgers.edu/news/police-use-fatal-force-identified-leading-cause-death-young-men>

- a. Fear that symptoms associated with their limitations will be seen as dangerous or mistaken for criminal behavior, such as during mental health crises or epilepsy episodes.
- b. Family and relatives are afraid to call the police because they fear force may be used but also have no other resources to assist during crises.
- c. Officer training and equipment provided to serve people of various abilities.
- d. Treatment of drivers who are deaf or hearing impaired.
- e. Lack of accommodations or understanding of their limitations, such as interpretation for deaf persons or individual responses to crises that may be exacerbated by their limitations. **INSTRUCTOR NOTE:**

[A Guide to Interacting with People who have Disabilities](#)

[Marlee Matlin On Deaf And Police Interaction](#)

[Why We Must Improve Police Responses to Mental Illness | NAMI](#)

3. Hispanic/Latino Community Concerns. **INSTRUCTOR NOTE:**

[Vanished Classmates: The Effects of Local Immigration Enforcement on Student Enrollment | NBER](#)

[Strengthening Relationships between Police and Immigrant Communities in a Complex Political Environment:](#)

- a. Policing of predominantly immigrant neighborhoods.
- b. Law enforcement engagement at schools with a large Latino student body.
- c. Overlapping concerns with the African-American community.
4. LGBTQ Community Concerns.

- a. Homophobic treatment by officers.
- b. Accommodations during detention based on gender identity. **INSTRUCTOR NOTE:** [Law Enforcement and Transgender Communities — LEB](#)

[https://www.transequality.org/sites/default/files/docs/LGBTTestimony\\_PolicingTF.pdf](https://www.transequality.org/sites/default/files/docs/LGBTTestimony_PolicingTF.pdf)

[Discrimination and Harassment by Law Enforcement Officers in the LGBT Community](#)

5. Facilitated Discussion.
  - a. Are you familiar with any of the community concerns mentioned above?
  - b. What are some common concerns that you are aware of that were not listed?
  - c. How can you address those concerns as a new officer in the community?
  - d. How might knowing this information help you in your job?
- D. Community Impact.
  1. Many organizations whose members have a shared identity or goal(s) have made a significant impact on law enforcement policy, practices, and personal identity. Most often the impact is made due to measures taken to ensure the delivery of impartial public services. Other times the impact is made as a result of criminal behavior that has instilled fear in community members or attempted to influence public safety practices.
- E. Influencers – Advocacy and Faith-Based Communities.
  1. Many organizations and faith leaders have spearheaded long-term change within law enforcement.
  2. As mentioned earlier, there have been various national movements demanding equality which were led by such organizations as the National Association for the Advancement of Colored People (NAACP) and League of United Latin American Citizens (LULAC).
  3. These actions have been the inspiration for emerging advocates throughout the years as younger generations take on the call for fair access and equal treatment.
  4. Many of these organizations maintain relationships with local law enforcement agencies and their leaders often serve as advisors to police chiefs and county sheriffs to provide input on policies and practices.
  5. Taking time to learn about local leaders and the issues they represent can be helpful for peace officers of all ranks to expand cultural awareness.
  6. Below are just a few of these influential Organizations.

- a. National Organizations.
  - i. Anti-Defamation League – <https://www.adl.org/>
  - ii. Dream Defenders – <https://dreamdefenders.org/>
  - iii. Human Rights Campaign – <https://www.hrc.org/>
  - iv. The Innocence Project – <https://innocenceproject.org/>
  - v. League of United Latin American Citizens (LULAC) – <https://lulac.org>
  - vi. Mental Health America – <https://mhanational.org/>
  - vii. National Association for the Advancement of Colored People (NAACP) – <https://www.naacp.org>
  - viii. Southern Poverty Law Center – <https://www.splcenter.org/>
  - ix. YWCA USA, Inc. – <https://www.ywca.org/>
- b. Arizona-Based Organizations.
  - i. African American Christian Clergy Coalition – <https://www.aa3c.org/>
  - ii. Arizona State Conference NAACP – <http://www.arizonastateconferencenaacp.org/>
  - iii. Black Mother’s Forum – <https://blackmothersforums.com/>
  - iv. David’s Hope – <http://davidshopeaz.org/>
  - v. National Alliance on Mental Illness Arizona – <http://www.namiarizona.org/>
  - vi. Native American Connections – <https://www.nativeconnections.org>
  - vii. Phoenix Pride (LGBTQ) – <https://phoenixpride.org>
  - viii. One-n-Ten (LGBTQ) – <https://oneten.org>

F. Influencers – Domestic Terrorism.

G. FBI Definition: Violent, criminal acts committed by individuals and/or groups to further ideological goals stemming from domestic influences, such as those of a political, religious, social, racial, or environmental nature. **INSTRUCTOR NOTE:**

<https://www.fbi.gov/investigate/terrorism>

1. Several organizations have formed in the United States that have shed a negative light on the country. Many of their members have taken up practices of threatening, intimidating and harming fellow citizens due to differences such as race, religion, and sexual orientation.
  2. Unfortunately, throughout the years it has been discovered some of these organizations have had members directly connected to law enforcement agencies. Those connections have cast a dark shadow on the integrity of public servants. Law enforcement leaders have taken steps to ensure hiring, training and discipline practices reflect the privilege of service and the ability to serve the community without impartiality.
- H. Influencers – Professional Associations.
1. Local and national associations provide opportunities for professional growth and networking. These organizations also make industry assessments and recommendations developed through quantitative and qualitative research with the goal of influencing industry policy and practices.
  2. Local and national associations provide opportunities for professional growth and networking. These organizations also make industry assessments and recommendations developed through quantitative and qualitative research with the goal of influencing industry policy and practices.
  3. National and Arizona – Based Organizations.
    - a. Arizona Black Law Enforcement Employees (ABLE) – ABLE's mission is to educate and promote a positive image of law enforcement employees to the community, to invest in the youth of our community through partnerships in order to further their law enforcement careers; and to actively recruit qualified candidates from the African American community at large to pursue careers in law enforcement and throughout the criminal justice industry.
    - b. Arizona Women's Initiative Network (AZWIN) – AZWIN serves to recruit, hire, train, retain, mentor, promote and sustain qualified women in Arizona law enforcement at its executive ranks thereby enhancing our profession in its entirety. **INSTRUCTOR NOTE:** <https://www.arizonaable.org/>
    - c. National Asian Peace Officers Association (NAPOA) – The mission of NAPOA is to promote diversity within the law enforcement community and open doors for advancement through leadership training, education and mentorship. **INSTRUCTOR NOTE:** <https://azwin.org/>
    - d. National Latino Peace Officers Association – The mission of the association is to

eliminate prejudice and discrimination in the Criminal Justice System (particularly in law enforcement). To create a fraternal/professional association that provides support, advocacy, personal and professional development to its members. To prevent and reduce juvenile delinquency; and lessen neighborhood tension in the Latino communities, through awareness and role modeling, provide bi-lingual assistance to the public, and bridge the gap between the Latino community and the police. **INSTRUCTOR NOTE:** <http://napoablue.org/>

- e. National Native American Law Enforcement Association – The mission of the NNALEA is to promote and foster mutual cooperation between American Indian Law Enforcement Officers/Agents/Personnel, their agencies, tribes, private industry and public. **INSTRUCTOR NOTE:** <https://nlpoa.com/>  
<http://www.aznlpoa.com/>
- f. National Organization of Black Law Enforcement Executives (NOBLE) – To ensure equity in the administration of justice in the provision of public service to all communities, and to serve as the conscience of law enforcement by being committed to justice by action. **INSTRUCTOR NOTE:** <https://nnalea.org/>  
<https://noblenational.org/> <https://aznoble.com/>

4. Facilitated Discussion.

- a. Are you aware of any of these organizations (or others not listed) and the impact they have made on the community and/or on law enforcement? How did you become aware?
- b. Have you engaged with any of these organizations ((or others not listed)? If yes, how so?
- c. Is it important to develop a relationship with community leaders and organizations as a new officer in your agency? What steps do you think need to be taken to establish a relationship?

**VI. THE HISTORY OF LAW ENFORCEMENT IN AMERICA**

**P. O. 6.1.4**

A. American Beginnings.

1. Informal Policing.

- a. Cities and towns first implemented a “night watch”.
- b. Functioned with little to no standards or guidelines and on a volunteer basis.
- c. Originated in Boston, followed by New York, and Philadelphia.
- d. Later supplemented with day shift, as growing urbanization was rendering informal policing useless.



2. Slave Patrols.
  - a. First formed in South Carolina in 1704.
    - i. Served three main functions; to apprehend and return runaway slaves. To provide a form of organized terror to deter slave revolts. To maintain a form of discipline for slaves who were subject to summary justice, outside of the law.
    - ii. These patrols were viewed as a Civic duty by the men who formed them. They differed in their makeup, some being drawn from a roster of white men of a certain region and within a certain range. In some instances, they included lower class- individuals and wealthy landowners together.
  - b. Were in use for over 150 years, ending with the abolition of slavery.
  - c. Primarily used in the south.
  - d. Particularly violent.
    - i. These patrols inflicted physical and psychological violence, ranging from the use of brutal physical force to the intentional breakup of families, and deprivation of food and water.
  - e. Primarily responsible for controlling the movements and behaviors of enslaved populations.
- B. Formalization of Law Enforcement.
  1. Boston Police created the first formal Police Department in 1838.
  2. Followed by several other major cities such as New York City, Chicago.
  3. All major cities had formal police forces by the 1880s.
- C. Modernization of Policing.
  1. Publicly supported.
  2. Bureaucratic in form.
  3. Officers were full-time employees.
  4. Departments established fixed rules and procedures.
  5. Employment of Officers was continuous.

6. Departments were accountable to a governmental authority.
7. Early Police Departments were created in a response to disorder, and implemented to maintain class control.
  - a. Created to maintain a stable and disciplined workforce for the developing system of factory and production.
  - b. Workers were forced to work long hours, in dangerous working conditions, for low wages.
  - c. Law Enforcement was the enforcer to create dominance for the economically elite.

**VII. ANCILLARY DUTIES LAW ENFORCEMENT CARRIED OUT IN THE PAST****P. O. 6.1.4**

- A. Where do the expectations of law enforcement originate?
  1. Slave patrols.
    - a. Capturing and returning runaway slaves.
    - b. Disciplining slaves who were subject to summary justice (outside the law).
    - c. Form of organized terror to prevent slave revolts.
    - d. Use of violent measures to carry out duties.
- B. Land surveying.
- C. Force used on behalf of corporations.
  1. Create a stable/orderly workforce, preventing workforce uprisings.
    - a. Worked at the direction of economically elite corporations.
    - b. These duties led to widespread corruption.
- D. Tax/debt collection.
  1. In support of illegal activity; gambling, drinking, prostitution.

**VIII. WHERE DO ADVERSE VIEWS OF LAW ENFORCEMENT ORIGINATE?****P. O. 6.1.4**

- A. Historical trauma (experiences passed down through generations).

1. How will recent events form views of law enforcement in the minds of the family members, friends, and community members of those affected?
  - a. Personal Experience.
2. Lack of accountability in past departments.
  - a. Lack of accountability created cultures of misconduct and malice.
3. Use of Police by elected officials and the wealthy, to enforce social classes (use during labor disputes, debt collection, etc.).
  - a. Primarily used to control the “Dangerous Class”.
  - b. Community members who were viewed as being a part of the “Dangerous Class” were identifiable as consisting of the poor, foreign immigrants, and free African Americans (former slaves).
4. Prior instances of corruption.
  - a. The corruption ranged from theft, to excessive force, biased enforcement and disproportionate administration of justice.

**IX. LOCAL MAJOR INCIDENTS OF NATIONAL SIGNIFICANCE****P. O. 6.1.4**

- A. Senate Bill (SB) 1070 Protests of 2012.
  1. Community protests centered around SB 1070, a legislative act billed as an anti-illegal immigration law and its potential to lead to biased policing, and enforcement of the law was inherently biased.
    - a. Many community members believed the bill could lead to biased policing practices.
    - b. Community members gathered at the State Capital in Phoenix, both against and in support of the law.
    - c. Multiple arrests of protesters.
    - d. There were other protests in cities around the country as well.
- B. 2020 Civil Unrest sparked by Law Enforcement incidents.
  1. Community protest that began with the deaths of George Floyd, Breonna Taylor, Dion Johnson, and other African Americans who have been killed by Law Enforcement.
    - a. Most protesters wanted to bring attention to racial injustices and police brutality

taking place throughout the Country.

- b. Both non-violent and violent protests took place nationwide. There were protests in multiple Counties throughout Arizona.
- c. The Phoenix Metropolitan area experienced confrontations between Law Enforcement and violent protests, which led to property damage and arrests, on multiple nights.

## X. PRACTICAL EXERCISES

## P. O. 6.1.5

### A. Lesson Goals.

1. Prepare students for application of subject material during enforcement contacts.
2. Create an environment where students feel comfortable discussing difficult subjects.

### B. Group Discussion -

- C. The instructor will read each scenario aloud and ask the students to respond. The instructor should use their own experience to help students during the conversation.

#### 1. Scenario 1.

- a. You are asked to visit a high school to speak with students about your career and provide general safety tips. The students begin to ask you questions about a recent high-profile officer-involved shooting and their comments reflect a combination of fear and anger. You were not involved and know that your agency leader is the spokesperson on these incidents. How do you respond?  
***INSTRUCTOR NOTE:*** Guiding questions: Which topic(s) covered during the lesson can be incorporated into the discussion? How can the behavior and communication chosen assist in resolving the immediate problem and impact perceptions? The instructor should have a sample response prepared for each of the scenarios listed below.

#### 2. Scenario 2.

- a. You've detained a person whose presentation doesn't match the information on their ID. The detainee insists on being treated by their gender presentation but policy requires certain steps that may not allow you to honor this request. What do you do?

#### 3. Scenario 3.

- a. You've just finished your training and are now working full-time with your agency. You notice some language from officers who have been working far longer than you, that may be considered offensive. You ignore it until you hear

certain terms being used by the same officers when all of you respond to an incident. It appears to you that the dialogue is making the community members involved uncomfortable. What do you do?

4. Scenario 4.
    - a. You and your partner have responded to a domestic violence call. Upon arrival you learn that the couple has limited English speaking skills and are Iraqi refugees. The husband will be detained and the wife needs medical treatment. There are also young children in the home but they are too young to help with translation. The inability to communicate with the couple plus their lack of understanding of local laws is elevating their resistance to the process. How do you handle this situation?
  5. Scenario 5.
    - a. A person's motorized wheelchair has broken down in the middle of a crosswalk and is now blocking traffic. Your partner is rerouting traffic while you work with them to determine how to get them safely out of the street. Although the individual is cooperative, the chair is their main source of mobility and they have a lot of anxiety about it becoming damaged or inoperable. Traffic is building up and additional units are not immediately available. What do you do?
- D. Video Discussion – Select a few of the videos below, to watch and discuss as a group.
1. General Questions: Use these as a basic guide for dialogue after each video.
    - a. What thoughts came to mind as you were watching the video?
    - b. What are a few personal takeaways for you?
    - c. How can you use this information during the remainder of your training/academy experience and throughout your career?
  2. Education - YouTube Channel: U.S. Department of Justice Community Relations Service.
    - a. Multiple relevant topic videos of various lengths.
    - b. Cultural Diversity: How Cops Can Get to Know their Communities.  
<https://www.youtube.com/channel/UCUcDfsJPZAVX26MInJopuuQ>  
  
<https://youtu.be/ATUr0MpYDdw>
      - i. Advice on serving refugees, non-English speakers, mixed language households.

3. Professional POV and Experiences.
  - a. We police have become great protectors, but forgot how to serve | Melvin Russell | TEDxMidAtlantic.
    - i. Baltimore Police Lt. Colonel Melvin Russell shares his experience on reshaping his perspective and connecting with the community.  
[https://youtu.be/KIMWf\\_e7ZJI](https://youtu.be/KIMWf_e7ZJI)
  - b. Policing the Bridge | Tim Mcmillan | TEDxSavannah.
    - i. Police lieutenant recounts how he changed his thoughts on how he serves the community after encountering a teenage Black male driver. [Policing the Bridge | Tim Mcmillan | TEDxSavannah](#)
  - c. Transgender Police Officer Is A Force For Change (NBC Out/ NBC News).
    - i. King County Sheriff's Deputy recounts the process of becoming transgender and approaching the change with the department. [Transgender Police Officer Is A Force For Change | NBC Out | NBC News](#)
  - d. Army Veteran and Police Officer: How One Refugee Gives Back.
    - i. Highlight of Phoenix Police Officer Germain Dosseh's life and career by the United Nations Refugee Agency.
4. Profession and Race Issues. [Army Veteran and Police Officer: How One Refugee Gives Back](#)  
<https://www.unrefugees.org/news/army-veteran-and-police-officer-how-one-refugee-give-s-back/>
  - a. Black police officers struggle with their racial and professional identity.
    - i. "Downtown Beat Officer Antwan Denson explains to CBS News the pressure of being a black man in a police uniform and why he kneels--and sheds a tear--with the protesters."; interview completed during protests over George Floyd incident.
5. Community Relations. [Black police officers struggle with their racial and professional identity](#)
  - a. A Conversation With My Black Son | Op-Docs | The New York Times.
    - i. African-American and Hispanic parents explain how and why they teach their children about interacting with law enforcement; "The Talk".

- b. Starbucks continues talks with Tempe police after officers asked to leave the store. [A Conversation With My Black Son | Op-Docs | The New York Times](#)
  - i. Media coverage of events involving Tempe Police Department officers.
- c. An unlikely friendship between white cop, black teen. [Starbucks continues talks with Tempe police after officers asked to leave store](#)
  - i. Media coverage of Benicia Police Officer Kirk Keffer providing assistance to a local teen.
- d. Phoenix Pride plans to scale back police presence at festivals and parades in November. [An unlikely friendship between white cop, black teen](#)
  - i. Media coverage of local events with organizers who want police to have a minimized presence.
- e. New round of protests in Gilbert. [Phoenix Pride plans to scale back police presence at festival, parade in November](#)
  - i. Media coverage of protests in Gilbert and interview of Mesa-based pastor who is working with Mesa PD on community relations.
- f. Protests linked to decades of mistrust. [New round of protests in Gilbert](#)
  - i. Media interview of Arizona State University professor about connection of 2020 summer protests and previous police incidents.
- g. Officer Calms Girl Who Is Afraid of Police During Traffic Stop. <https://youtu.be/xdb7tZQSpEI>
  - i. Recap and reunion about emotional de-escalation of driver's child.
- h. "I Just Wanna Live" . [Officer Calms Girl Who Is Afraid of Police During Traffic Stop](#)
  - i. Song performed by 12-year-old gospel singer Keedron Bryant which was written by his mother in response to the George Floyd incident; shared by National Organization of Black Law Enforcement Executives (NOBLE).
- 6. Disability Community Interactions. [https://youtu.be/\\_kaWGqIV4cg](https://youtu.be/_kaWGqIV4cg) [Meet The 12-Year-Boy Who Sang 'I Just Want To Live' About George Floyd | TODAY](#)
  - a. My son is mentally ill, so listen up!

- i. CNN story covering a teen who lives with mental illness and his mother who uses their experience to educate local law enforcement.
- b. Family of autistic teen tackled by cop calls for change. [He hears voices, she wants hers heard](#) [My son is mentally ill, so listen up!](#)
  - i. Family response to an incident involving Buckeye PD.
- c. Photo of police officer consoling teen goes viral. [Family of autistic teen tackled by cop calls for change](#)
  - i. Media story covering Charlotte Police Officer Tim Purdy responding to autistic teen.
- d. The Community I Serve (Trailer). [Photo of police officer consoling teen goes viral](#)
  - i. Trailer for a film about law enforcement officers serving persons who suffer from mental illness. [The Community I Serve \(Trailer\)](#)

**XI. PRACTICAL EXERCISES****P. O. 6.1.6****A. Tangible Activities.**

1. There are many steps you can take during your duty hours as well as during your personal time, to expand your cultural awareness. Below are just a few:
  - a. On-Duty Activities.
    - i. Hold conversations with community leaders and residents to increase understanding of personal and cultural experiences and build relationships.
    - ii. Attend meetings organized to address community issues, such as department advisory board and Block Watch meetings.
    - iii. Visit cultural and community centers to introduce yourself to staff and participants, learn about organizational missions and history.
    - iv. Research points of interest or points of pride for your township/municipality/assigned area and visit the locations.
  - b. Personally Motivated Activities.
    - i. Language Learning – Take steps to learn a language commonly used in the communities that you serve and is often encountered by officers in your agency. Beyond financial incentives that your employer may offer for mastering and using a second language, your increased ability to



communicate during crises which can also enhance officer safety will be invaluable.

- ii. Mentorship – Seek out mentors whose identities and cultures are unlike your own. Ideally, these will be people who can help you increase your understanding and expand your personal and professional network.
- iii. Continued Education – Make it a habit to continue learning about your own and other cultures and customs by reading books, watching educational videos and taking courses.
- iv. Community and Professional Development Organizations – Seek out membership and volunteer opportunities with organizations that were mentioned during this course, such as the AZWIN and the NAACP. Participate in their activities and build relationships with fellow members.

## **X. CONCLUSION**

- A. Review of performance objectives.
- B. Final questions and answers.
- C. Instructor closing comment(s).