Community-Oriented Policing

**Media Type:** Video  
**Duration:** 23 minutes

**Goal:** To examine concepts and programs involved in community-oriented policing.

**Description:** This presentation will explore community-oriented policing and describes various strategies and programs which contribute to community-oriented policing as a philosophy. It evaluates the roles of various officers such as school resource officers, neighborhood service officers and public information officers. In addition, the history and benefits of community-oriented policing are discussed.

**Objectives:**
1. To define community-oriented policing.
2. To explore the development of community-oriented policing.
3. To describe the goals and benefits of community-oriented policing.
4. To explore strategies, programs and officers which contribute to community-oriented policing.
5. To discuss the skills needed to be a successful community-oriented police officer.

**Horizontal Alignment**

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<thead>
<tr>
<th>Core-Subject Area</th>
<th>Foundation Concept</th>
<th>Basic Understanding</th>
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| **Language Arts** | **Application of Writing Skills** | - Composition mechanics  
- Descriptive, informative, and persuasive writing  
- Organizing logical arguments  
- Utilizing reference materials  
- Enhancing grammatical mechanics  
- Vocabulary enhancement |
| **Analysis of Text & Information** | - Drawing inferences and generalizations  
- Reading/content literacy  
- Critical thinking  
- Values and ethics  
- Expression of thoughts and ideas  
- Communication skills  
- Correlating text events with personal experiences  
- Developing listening and comprehension skills  
- Creating visual representations |
| **Technology Applications in Literature** | - Utilizing document processing software  
- Utilizing presentation processing software  
- Internet-based research |
Community-Oriented Policing

Lesson Plan

Class 1: Begin class by passing out the Community - Oriented Policing Vocabulary Handout and Worksheet for students to reference during the presentation. Show Community-Oriented Policing - The Basics. Follow the segment with its Assessment. Introduce the How I See It Project and have students begin working.

Class 2: Remind students to continue using the Vocabulary Handout and Worksheet. Show the Strategies & Tactics segment of the presentation. Administer the segment Assessment. Have students complete the Roles of Officers Activity.

Class 3: Administer the Final Assessment. Introduce the Policing & Crime in My Community Project and have students begin working.

Class 4: Have students continue working on Projects.

Class 5: Have students continue working on Projects.

Class 6: Have students present their Policing & Crime in My Community Project.

Lesson Links

U.S. Department of Justice: Community Oriented Policing Services
- https://cops.usdoj.gov/

Career & Technical Student Organizations

SkillsUSA
- Criminal Justice

Career Connections

Using the Career Connections Activity, allow students to explore the various careers associated with this lesson. See the Activity for more details. If student licenses have been purchased: Students will select the interviews to watch based on your directions. If only a teacher license is purchased: Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.
- iCEV50613, Dennis Lane, Retired Police Officer, City of Raleigh Police Department
- iCEV50507, James Perkins, Police Officer, Hoover Dam Police Department
Community-Oriented Policing

Lab Activity

Roles of Officers
Directions:
Students will perform the necessary research to define various types of officers and describe their roles in developing positive community relationships. They should include general responsibilities of each and how those actions contribute to community-oriented policing. An Answer Key has been provided.

Projects

How I See It
Directions:
Students will write a two-page essay describing what community-oriented policing means to them. They should discuss what they believe the philosophy is, concepts and strategies which influence its successful implementation, possible risks of implementation and skills and traits needed for officers to be effective in a community-oriented policing system. In addition, they should include real-life examples of policing they have seen or heard about which either contributed to or detracted from community-oriented policing.

Policing & Crime in My Community
Directions:
Working in groups of three or four, students will research policing programs in their community and judge how community-oriented they are. In addition, they should research crime statistics in their community. Then they should create a brief presentation explaining whether they believe the policing methods in their community build positive relationships or not, and how they believe that affects the crime rates. They should create a visual aid of some kind to be used in the presentation.