Communication in Law Enforcement

**Media Type:** Video  
**Duration:** 24 minutes

**Goal:** To examine the communication process and interpersonal communication skills in law enforcement.

**Description:** This presentation defines communication and discusses the communication process model. Components of a message - verbal, nonverbal and paraverbal - are explored. Captain Gary Cochran describes strategies and procedures for communicating with other law enforcement members as well as members of the public. In addition, he provides advice for dealing with barriers such as hostility, culture and disabilities.

**Objectives:**
1. To define the communication process and components of a message.
2. To evaluate nonverbal communication such as body language, facial expression and gestures.
3. To interpret paraverbal communication such as pitch, tone and inflection.
4. To distinguish between various communication styles.
5. To discuss strategies for dealing with hostile people.
6. To explain procedures for working with individuals with disabilities.

### 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 creative writing  
• Organizing logical arguments  
• Brainstorming  
• Enhancing grammatical mechanics  
• Vocabulary enhancement |
| **Analysis of Text & Information** | | • Drawing inferences and generalizations  
• Critical thinking  
• Expression of thoughts and ideas  
• Communication skills  
• Developing listening and comprehension skills  
• Creating visual representations |
Lesson Plan

Class 1: Begin class by passing out the Communication in Law Enforcement Vocabulary Handout and Worksheet for students to reference during the presentation. Show Communication in Law Enforcement - The Process and follow the segment with its Assessment. Have students complete the Communication Process Diagram Activity. Before the end of class, introduce the Officer Interview Project to students. If a classroom interview is scheduled, inform them when it will take place; if they are arranging their own interviews, inform them when the Project is due. (If arranging their own interviews, students should start contacting officers as soon as possible.)

Class 2: If necessary, allow students time to finish the Communication Process Diagram Activity. Remind students to continue using the Vocabulary Handout and Worksheet. Show the Variables & Techniques segment of the presentation. Follow the segment with its Assessment.

Class 3: Administer the Communication in Law Enforcement Final Assessment. Have students complete the Message Components Activity. If time allows, have students continue working on the Officer Interview Project.

Lesson Links

National Association of Police Organizations
- http://www.napo.org/

FBI Law Enforcement Bulletin: Focus on Training - Interpersonal Skills Training in Police Academy Curriculum
- https://leb.fbi.gov/2012/february/focus-on-training-interpersonal-skills-in-police-academy-curriculum

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
- iCEV51080, Khoua Thao, Criminal Investigator, District Attorney’s Office, Tulare County, California
- iCEV50507, James Perkins, Police Officer, Hoover Damn Police Department
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Lab Activities

Communication Process Diagram
Directions:
Students will create a diagram of the communication process. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.

Message Components
Directions:
Students will identify law-enforcement-specific examples of each component in a message.

Project

Officer Interview
Directions:
Students will develop at least eight questions to ask a law enforcement officer regarding communication in law enforcement. Then, depending on availability, either an officer should visit the classroom for an interview or students should be instructed to contact officers to arrange for individual interviews. Students should ask questions and take notes on the officer’s responses. After the interview, they will write a blog post at least 300 words long detailing what they learned from the officer.