

Diversity and Bias-Based Policing

Facilitator Guide

Session Overview

DISCUSS SELF-STUDY – Policy & Procedures Check	15m
GROUP EXERCISE – Property Crimes (5/15/15)	35m
Break	10m
GROUP EXERCISE – Do's & Don'ts (5/10/15)	30m
Discussion – Wrap-up	10m
Journal Entry	10m
End of Session / Break	10m

Total Session Time: 2 hours

Main Topics of Session:

- *Diversity Awareness Scale*
- *Applying an understanding of and sensitivity to diversity in police work*

Facilitators Needed: 1 (CP)

Location: Classroom

Instructor Prep:

- *Read "Diversity" Study Session in from Start of Mod 1*

Materials Needed:

- *HANDOUT[p] - Diversity Scenarios*

Students May Already Have:

[THUMB DRIVE]

- *ASSIGNMENT - Diversity Policies & Procedures Check*



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DISCUSS SELF-STUDY - ASSIGNMENT - Diversity Policies & Procedures Check

From: Start of Study Session for Mod 1 / S17

NTF: Lead a 15-minute discussion on this Self-Study Exercise.



GROUP EXERCISE - Cross-Cultural Scenarios Exercise

Time: 35 min (5 prep / 15 work / 15 presentation)

Materials: HANDOUT - Diversity Problem Statements

Instructions: In your squads, place yourselves in the role of the officers in the situations and determine the course of action you would take. Determine what possible ethical dilemmas exist for the officer and community. Who are your partners in the community who might lend assistance? You will be expected to articulate your actions.

NTF: Assign each group two diversity scenarios found on the handout. The scenarios are real life and have actually happened at various departments.



BREAK



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GROUP EXERCISE - Cultural Do's and Don'ts Class Brainstorm

Time: **30 min** (5 prep / 10 work / 15 share on whiteboard)

Materials: **None**

Instructions: Individually, take **10 minutes** to create two lists on some scratch paper:

1. List #1 - Cultural "Do's" - these are things a professional law enforcement officer should do regarding diversity and dealing with people of different cultures.
2. List #2 - Cultural "don'ts" - these are things a law enforcement officer should not do regarding diversity and dealing with people of different cultures.

NTF: After the class works for 10 minutes individually, have them volunteer and share their lists. Discuss and write their answers on the whiteboard.



SAY TO CLASS

In the session on Ethics, you learned that as a cop, you are faced with tough, moral and ethical decisions. In the Emotional Intelligence session, you learned that being aware of yourself is essential to acquiring empathy towards others different than yourself.

In the session on Community Expectations, we discussed the role of partners in a community that can enhance your effectiveness as police officers.

In this session on Diversity, you learned about the 4 Layers of Diversity and the continuing increase in diverse populations which will challenge good policing. On the one hand, you have to honor the paramilitary "chain of command" that includes your FTO/PTO, Sergeant, and even your patrol partner. On the other hand, you are being trained to think critically and to respond to police situations that are not only the best response to ensuring "law and order", but also ones that enhance police relationships within communities and our constituents.

Throughout the 720 hours of this academy, we are going to look at these tough issues and the decisions you need to make to be an effective patrol officer. We will revisit the issue of diversity in upcoming modules when we look at both the "intent vs. impact" on the way we communicate and how we need to adjust our delivery when responding to suspects, witnesses, and victims who are different from ourselves.

- Cops face tough moral decisions
- Knowing your community will make you a better cop.
- Following a "bad order" is not OK.
- Intent vs. Impact



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JOURNAL ENTRY

Time: 10 min

Instructions: Take 10 minutes and write in your journal about the things we discussed today. Address these questions:

1. How are you going to make sure to treat everyone fairly?
2. What are you going to avoid doing as a patrol officer?
3. What would it be like to be treated unfairly by the police?
4. How does this lesson today relate to Peel's Principles?



BREAK/END OF SESSION

