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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement I |
| **Lesson/Unit Title** | Report Writing in Law Enforcement |
| **TEKS Student Expectations** | **130.336. (c) Knowledge and Skills**  (9) The student analyzes law related to victims and witnesses.  (A) The student is expected to describe the components of a police call sheet, an incident report, and a supplemental report.  (B) The student is expected to explain why a police call sheet, an incident report, and a supplemental report are legal documents.  (C) The student is expected to demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report.  (D) The student is expected to write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Define the different types of reports and their functions * Identify what makes a good police report * Investigate a burglary case and write a report on it * Compose a report on an aggravated robbery case as part of a multiple-choice test |
| **Rationale** | The ability to write a good report can make or break a case. A report that a police officer writes in his or her squad car has the potential to make it to the United States Supreme Court. |
| **Duration of Lesson** | This lesson should take 3 to 5 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Burglary Case Scenario * Offense/Incident Report (blank) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Put 10 items in a box and have the students come up, one at a time, using as much time as they need to observe what is in the box. Then have the students return to their desks and write what they observed. |
| **Direct Instruction \*** | I. Observation is an important skill in law enforcement. The better an officer observes things, the better he or she can describe them  II. The purpose of reports in law enforcement  A. They provide a source of information while police carry out an investigation  1. Allows passing of the case from one officer to another  2. Provides a factual record of the work done on a case, eliminating duplication  3. Is a requisite for the proper preparation and presentation of a case to the district attorney and to the court  B. Helps a department stay organized  1. The memory system of a department  2. Serves as a written, permanent record of all department business  C. A report is an administrative necessity; most official forms of communication are completed using reports  D. Other purposes  1. The basis for maintenance of identification and criminal records in Austin  2. Aid in the recovery of lost or stolen property  3. Contain information used to apprehend criminals  4. Used in civil suits  5. Provide factual data to combat ill-advised or unreasonable demands on police  6. Furnish information to the news media  III. Types of reports  A. Initial reports – can begin in the squad car and end up in the Supreme Court  1. Arrest reports  2. Incident reports – for documentation purposes only  3. Offense reports – begin the investigation of criminal matters  4. Initial reports – written by the assigned officer, covering the initial investigation, and lay the foundation for the whole case  B. Supplemental reports  1. All reports other than the initial report  2. Written by an officer, other than the one assigned, about his or her participation in a case  3. Concerned with follow-up work performed by inspectors, detectives, or investigators  4. Submitted in connection with the investigation by specialists such as fingerprint technicians, photographers, drug lab analysts, etc.  C. Attachments to reports including crime scene photos and sketches, notes, and other documents filed with the case report  IV. Styles of reports  A. Narrative  1. Most widely used  2. Information written in a logical manner or sequence  B. Chronological  1. Events written in order of occurrence  2. Time element is of prime importance  C. Specialized  1. Summary of reports about specialized law enforcement and police problems  2. May be either narrative, chronological, or both  V. Essential qualities of a report  A. Clear and complete sentences  B. Proper grammar  C. Detailed descriptions  VI. Rules for description  A. Describe things without assuming  B. Use vivid language  C. Look for distinguishing marks, color, size, shape, texture, location, type, etc.  D. Paint a picture of a place with words  E. Describe people from top to bottom and include characteristics such as manner of speaking, walking, moving, items they are carrying, etc.  F. Four Corners Rule – if it's not within the four corners of the paper then it did not happen  VII. Four requisites of a good report  A. Factual – detailed correctness  B. Clear – distinct and unconfused  C. Complete – having no deficiency  D. Concise – expressing much in a few words  VIII. Questions to ask and answer  A. Who?  B. What?  C. When?  D. Where?  E. Why?  F. How?  IX. Essential components of a report  A. Date  B. Time  C. Location  D. Kind of call  E. Description of surroundings  F. Description of vehicle  G. Description of suspect  H. Chronological order  X. Preparing for the report  A. Organize your evidence and information  B. Check with dispatch for updated data  C. Log in the evidence  D. Begin the report  XI. Writing the report  A. First Section  1. Type of call  2. Case number  3. Date and time of the report  4. Date and time of the offense  5. Type of report (offense or incident)  6. Caller information (name, date of birth, race, sex, hair and eye color, height, weight, driver’s license number)  7. The complete victim or complainant address and phone number  8. The victim or complainant’s employer  9. Location of the offense  10. Who it was reported by (complete information)  11. Employer contact information  12. Number of witnesses, number of suspects, etc.  13. The incident or offense  14. Probable cause or “MO”  15. The report writer  16. Supervisor’s approval  17. Stolen property entered by dispatch into the computer (over $2000 value only, or stolen vehicles)  B. Vehicle or evidence information  1. Vehicle listing (stolen, recovered, abandoned, etc.)  2. Vehicle type (make, model, year, license plate, state of registration, VIN)  3. Value  4. Condition  5. Other Remarks  C. Weapons description  1. Quantity  2. Appearance  3. Caliber  4. Serial Number  5. Model  6. Value  D. Burglary information  1. How the suspect entered the home  a. Home accessible (unlocked)  b. Forced entry  c. Inside job  2 How the suspect left the home  E. Summary  1. Restate the probable cause or “MO” (see example)  2. State whether dispatched or on view  3. Describe the crime scene  4. Tell the story  5. Identify yourself as the reporting officer (R/O) (not your name)  6. Use R/O for the rest of the report  7. Identify the victim, suspect, and witnesses in the report  8. Take pictures of everything  9. No pronouns used |
| **Guided Practice \*** | None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Burglary case: The instructor reads the Burglary Case Scenario to the students while they take notes. The instructor plays the part of each actor in the story. The students ask the instructor questions related to the crime. The students then fill out a report and write a narrative based on the notes they have taken about the crime. For full credit it must include address, time of day, detailed description of the scene, suspects, suspect vehicle, property taken, detailed accounts of the witnesses’ and victim’s stories, how the suspects approached and departed the scene, and entered into the system as stolen. It must have creative aspects and be at least one page in length. Use the Writing Rubric for assessment. |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * Report Writing Quiz (open note) and Key * Report Writing Exam and Key * Individual Work Rubric * Writing Rubric |
| **References/Resources/**  **Teacher Preparation** | * Federal Law Enforcement Training Center http://www.fletc.gov/ * The Calendar for Law Enforcement Training http://www.policetraining.net/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English Language Arts  I. Writing  A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.  2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.  3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students create scenarios for the other students to write a report or letter as described above. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)