



LAES has developed a series of immigrant issue instructional modules entitled "Tierra de Oportunidad" for orientation to our complex society.

Date: \_\_\_\_\_

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

**Module 22**  
**Dealing With Law Enforcement Authorities**

**Instructions: Two problems are presented. Choose only 1 of them to answer. Work in small groups or pairs, but each person should complete this worksheet.**

**Problem 1: MIRANDA RIGHTS**

Imagine your group has to explain the Miranda Rights to a group of young junior high school or high school students. Make a presentation before your class explaining the Miranda Rights and include either:

- a skit showing a police officer reading the rights to someone, the person's response to the reading; and what happens next; or
- a skit showing a police officer who does not read the Miranda Rights when they should and what happens next.

Write the key ideas you will use for your presentation below:

**1. What are the Miranda Rights and how do they protect someone?**

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**2. When must the police read someone their Miranda Rights?**

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**3. What should a person do if they feel they were questioned without cause, and yet they were read their Miranda rights?**

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**4. What do you think is a key misunderstanding of Miranda rights that high school students might have:**

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**5. Summary**

**What, if anything, have you learned from your work on the module on law enforcement,**

<b>related to:</b>	<b>What did you learn</b>	<b>How will you use it?</b>
• Asking questions		
• How to get the information you need		
• Communicating with authorities		
• Pursuing a complaint		
• Oral English improving your ability to speak or understand English and the implications of what is said for you		
• English grammar improving your ability to formulate appropriate written or spoken language		
• Reading improving your ability to read and understand what the implications of the materials are for you		
• Community living — improving your understanding of the different people and organizations in your community		
• Family and friends improving your understanding of how to help family or friends prosper in this community		
• Anything else— is there something else you learned that was important to you? Please specify what?		

**Problem 2: STOPPED BY AN OFFICER FOR BREAKING A TRAFFIC LAW**

Develop a role play with your group concerning a policeman stopping a driver. In your role play show a problem you, or others, have had, how the problem was resolved, and how it might be avoided. Analyze the problem you or your group have selected to focus upon in terms of what was discussed in this module; and answer the questions below.

1. Identify parts of the problem you selected which relate to the information discussed in this module. Write them down in the left-hand column of the chart below. Then state what each part means for both a person's rights and feelings and the officer's rights and feelings. Write what you think about this in the next two columns to the right.

Role Play Problem Elements	Relation to the Person's rights and feelings	Relation to the Officer's rights and feelings

**2. If a police officer wants to give you a ticket**

a. Do you have to accept it?	Yes _____	No _____
b. Does your signature on the ticket mean you are guilty?	Yes _____	No _____
c. Can you protest the ticket?	Yes _____	No _____
d. Can you avoid having it go on your record?	Yes _____	No _____

If you answered "yes" to "d," How can you avoid having a ticket on your record?

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**3. What do you think is a key misunderstanding of how law enforcement works that people in your community might have?**

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**4. Summary: What, if anything, have you learned from your work on the module on law enforcement,**

related to:	What did you learn?	How will you use it?
a. Asking effective questions		
b. How to get the information you need		
c. Communicating with authorities		
d. Pursuing a complaint		
e. Oral English improving your ability to speak or understand English and the implications of what is said for you		

f. English grammar improving your ability to formulate appropriate written or spoken language		
g. Reading Improving your ability to read and understand what the implications of the materials are for you		
h. Community living — Improving your understanding of the different people and organizations in your community		
i. Family and friends Improving your understanding of how to help family or friends prosper in this community		
j. Anything else? — Is there something else you learned that was important to you? Please specify what?		

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