

Student Interactions with Peace Officers Grades 9-12 Model Curriculum



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Acknowledgements

Staff from the Ohio Department of Education and Department of Public Safety collaborated and consulted with a volunteer advisory and working group of external stakeholders to develop this model curriculum. These groups consisted of teachers, principals, superintendents, driver education teachers and community members. The following individuals were members of the Student Interactions with Peace Officers Model Curriculum Advisory and Working groups:

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Introduction to Ohio's Model Curriculum

This model curriculum aligns with Ohio's strategic plan for education, *Each Child, Our Future*. This plan ensures each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. The plan's purpose is to lift aspirations, create hope and excitement, guide the development of state-level education policies and promote high-quality educational practices across the state.

In accordance with [Ohio law](#), the Ohio Department of Education collaborated with the Ohio Department of Public Safety to create the Student Interactions with Peace Officers Model Curriculum for grades 9-12. The model curriculum provides instruction on proper interactions with peace officers during traffic stops and other in-person encounters. Ohio law identifies four content requirements for this model curriculum:

- Information on which individuals are peace officers and their duties and responsibilities;
- Questioning and detention laws, including any that require proof of identity and consequences for failure to comply with the laws;
- A person's rights during an interaction with a peace officer; and
- Proper interactions for interacting with peace officers.

Ohio law also requires demonstrations and role-playing activities in classroom settings to give students a better understanding of how interactions between officers and civilians can and should unfold.

Students and civilians across Ohio interact with different law enforcement jurisdictions and agencies. Considering these local differences is critical to planning instruction. All school districts and other public schools shall provide instruction on proper interactions with peace officers during traffic stops and other in-person encounters using this model curriculum. Each district shall include this instruction in one or more courses offered for graduation purposes to students in grades 9 through twelve. Districts and other public schools are encouraged to partner with local law enforcement, including school resource officers and legal rights organizations, to help plan and provide instruction on this model curriculum when possible. This instruction presents an opportunity to continue to build positive relationships between law enforcement and students and reinforce the role both civilians and law enforcement play in being co-producers of public safety.

The term “**peace officer**” in Ohio includes many types of law enforcement officers across the state, such as:

- City, municipal or township police officers and sheriffs, marshals and constables;
- Regional transit authority police officers;
- Peace officers working as school resource officers;
- University or campus, hospital, metropolitan housing authorities, veterans homes, qualified nonprofit corporation officers and some railroad officers;
- Undercover drug agents.

A complete list of peace officers can be found in [Ohio law](#). Ohio State Highway Patrol troopers also are peace officers under Ohio law. This model curriculum guides interactions with all peace officers.

Format of Model Curriculum

This model curriculum is formatted to provide guidance and support for districts and schools to plan for instruction on interactions with peace officers. The model curriculum uses similar terminology from other model curricula produced by the Ohio Department of Education.

- “**Content elaborations**” are designed to clarify and support the content required in this instruction.
- “**Expectations for learning**” are statements that specify what students should know and be able to do through this instruction and offer guidance for assessing learning.
- “**Instructional resources**” shared by INFOhio present possible examples of vetted tools, resources and information that may be helpful for instruction. These resources are not mandated for use locally and educators should evaluate the materials at the local level to determine their appropriateness for instruction.

School districts and other public schools are permitted to modify or expand upon the instruction in this model curriculum to appropriately serve the needs of the community after soliciting input from local law enforcement agencies, [driver training schools](#) and local community, which may include parents and students.

Disclaimer

The information and resources in this model curriculum are for instructional use and not intended for legal advice. Anyone with a specific legal issue or question is encouraged to seek advice from a licensed attorney or local counsel.

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Content Guidelines

SECTION 1

Role of peace officers and their duties and responsibilities

CONTENT ELABORATION

This content elaboration covers the different types of peace officers, their role in Ohio and their law enforcement responsibilities.

The term “**peace officer**” in Ohio includes many types of law enforcement officers across the state, such as:

- City, municipal or township police officers and sheriffs, marshals and constables;
- Regional transit authority police officers;
- Peace officers working as school resource officers;
- University or campus hospital, metropolitan housing authorities, veterans homes, qualified nonprofit corporation officers and some railroad officers;
- Undercover drug agents.

A complete list of "peace officers" can be found in [Ohio law](#). Ohio State Highway Patrol troopers also are peace officers under Ohio law. This model curriculum guides interactions with all peace officers.

The **role of peace officers** in Ohio is to balance an individual's rights and public order. A peace officer's goals in maintaining order includes enforcing laws, preserving the peace, preventing crimes, protecting civil rights and liberties and providing other services.

In accomplishing the above goals, **peace officer responsibilities** can include:

- Preventing and controlling conduct that threatens life and property;
- Aiding individuals in danger of physical harm by providing service or advice to crime victims or attempting to identify those who are at risk of becoming victims;
- Facilitating the movement of vehicles and crowds (e.g., traffic enforcement, crowd control);
- Assisting civilians who cannot care for themselves (e.g., checking on elderly civilians during storms and power outages, referring a person to a mental health provider);
- Resolving conflict;
- Identifying problems that have the potential for developing into serious situations; and
- Creating and maintaining a sense of security within the community.

Peace officers also are **responsible for enforcing state and local laws**. Peace officers train to use discretion in the enforcement of laws, meaning they can choose how to enforce the law in some instances. For example, an officer stops a vehicle for a traffic violation. The officer has the discretion to issue a formal ticket or citation, or the officer may give a warning to the driver. Officers are trained not to use discretion for serious crimes.

EXPECTATIONS FOR LEARNING

- Identify different types of peace officers;
- Describe the duties and responsibilities of peace officers.

SECTION 2

Laws Regarding Questioning and Detention by Peace Officers, Proof of Identity and Consequences for Failure to Comply with Laws

CONTENT ELABORATION

This content elaboration covers three types of interactions with peace officers (consensual encounters, investigative stops and arrests). It describes the need of peace officers to establish reasonable suspicion to conduct an investigative stop and establish probable cause when arresting an individual. The content elaboration also focuses on proof of identity requirements and the consequences for an individual for failing to comply with those laws.

Three types of interactions or encounters can occur with peace officers: consensual encounters, investigative stops and arrests.

1). Consensual encounters are one type of interaction between peace officers and civilians. Consensual encounters occur when an officer approaches a civilian and engages them in conversation. These interactions do not include any commands, physical action, physical force, lights or sirens from the peace officer. Consensual encounters do not require the peace officer to have reasonable suspicion or probable cause of a crime or any other justification. Civilians may choose to engage with the officer but retain the right to leave the area or walk away, decline to identify themselves, or communicate with the peace officer during a consensual encounter. These interactions are no longer consensual when officers take actions that lead a reasonable person to no longer feel he or she is free to leave the area (for example, giving commands or orders, pointing a weapon, surrounding a person with multiple officers, frisking or touching the person without consent, holding on to a license or identification after a quick consensual examination, handcuffing, restraining or moving a person without consent).

2). Investigative stops (also known as investigative detentions or Terry stops) are the second type of interaction between peace officers and civilians. The United States Supreme Court case establishing investigative stops was [Terry v. Ohio \(1968\)](#). This Supreme Court decision established two principles defining investigative stops:

- Police may detain civilians for investigation of conduct that creates reasonable suspicion of criminal activity; and
- When detention is justified, police may conduct a protective weapons search (Terry frisk) if they have reasonable suspicion the detainee may be armed and dangerous.

Officers must have **reasonable suspicion** to stop a motorist for investigation and **probable cause** to make a traffic arrest or issue a citation. An officer has the authority to stop a motorist when either the officer observes the motorist commit a minor traffic offense or equipment violation or the officer has reasonable suspicion the motorist is engaged in criminal activity or an ongoing traffic violation. Reasonable suspicion is the level of suspicion required to justify an investigation by law enforcement but not arrest or search beyond a pat-down. Reasonable suspicion is a lower level of suspicion or evidence than probable cause. Officers have reasonable suspicion when they are aware of specific facts that they can describe and when judged objectively lead a reasonable person to believe criminal activity occurred or was occurring. Peace officers consider the following factors when determining reasonable suspicion:

- Subject's demeanor and actions, including nervousness, suspicious behavior or flight from a peace officer;
- Time and location:
 1. **Time** – Actions that are unusual for the time of the day or a person's presence in a location that is unusual for the time of day may, with other factors, support reasonable suspicion;
 2. **Location** – A suspect's location relative to crime scene area and escape routes or high crime areas;
- Subject's criminal history and gang affiliation, description and dress;
- Information from law enforcement and official sources (e.g., crime alerts, informants).

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Officers consider the totality of the circumstances when determining reasonable suspicion. When courts review a claim of reasonable suspicion, they tend to place great weight on factors related to the suspect's behavior — the more factors present, the more likely reasonable suspicion exists.

Requests for identification and questioning are the most common techniques peace officers use during investigative stops. Unless it escalates beyond an investigative stop, brief questioning during these detentions does not require the issuing of **Miranda warnings**. The law does not require civilians to answer questions during investigative stops with limited exceptions, and police may not treat their refusal to answer as grounds for arrest. Arresting civilians for refusing to answer questions during investigative detentions would violate their **Fifth Amendment** right against self-incrimination. Individuals detained in a public place must provide their name, address and date of birth when requested by a law enforcement officer who reasonably suspects they are:

- Committing, have committed or are about to commit criminal offenses; or
- Witnessed a violent felony offense or a felony offense that causes, results in or may cause risk of serious physical harm to another person or property; or
- Conspiring to commit or complicit in committing criminal or felony offenses as described above.

Failure to provide an accurate name, address and date of birth when lawfully asked by a peace officer is a fourth-degree misdemeanor. A person can refuse to reveal age or date of birth if that is an element of the suspected crime. Additionally, individuals stopped while operating a vehicle must display their **driver identification card** (or satisfactory proof of license) when asked by a law enforcement officer. Communicating a false name, Social Security number or date of birth to a law enforcement officer who is issuing a traffic ticket or complaint is a first-degree misdemeanor.

During traffic stops, the United States Supreme Court has held that officers may order a motorist to get out of a car that has been stopped properly, even without suspicion of criminal activity or determining that the driver posed a danger. Law enforcement also may order passengers out of the vehicle. Traffic stops may become dangerous for the driver, passengers and officers when civilians unlawfully refuse to exit the vehicle when ordered by law enforcement. An officer can request a passenger's identification but cannot force the passenger to provide it unless the officer has reasonable suspicion or probable cause to believe the passenger has committed a crime.

Making random stops without reasonable suspicion or probable cause is considered unconstitutional unless officers operate a lawful checkpoint.

Courts have permitted **"Terry frisks" or pat-downs** during investigative stops under the following conditions:

- The subject is armed; AND
- The subject poses a threat to the officer.

Terry pat-downs (which are not the same as searches) are limited to patting the subject's outer clothing for weapons only. After an object is determined not to be a weapon, the officer may not continue touching it to figure out what it is. While an officer may not search for objects other than weapons during a Terry frisk, if the officer physically feels an object that the officer immediately recognizes as contraband, the officer may seize that object as well. Searches and seizures beyond these parameters require a warrant, arrest or consent. Peace officers are permitted to conduct a protective sweep to ensure their own safety and the safety of others at the scene.

Protective sweeps during a traffic stop and other stops may include:

- Frisk of the person believed to pose a danger;
- Check of the immediate area where the person can reach and potentially gain immediate control of a weapon (this can include purses, backpacks and other bags); seizure of any weapons in plain view;

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- Seizure of any contraband discovered while searching for weapons.

Typically, these investigative stops or detentions must be brief and no more intrusive than needed to verify or dispel the officer's suspicions. If the officer has not established probable cause, the arrest will be unlawful.

3). Arrests are a third type of interaction between peace officers and civilians. Arrests are the apprehension of an individual or restraint of his or her freedom to consider the formal charging of a crime.

The evidentiary standard for arrests is **probable cause**. Probable cause must exist whether the arrest is made with or without an arrest warrant. Probable cause exists when an officer can articulate the facts and circumstances that would lead to a reasonable person believing that:

- A crime has been committed;
- The person about to be arrested committed that unlawful act.

In establishing probable cause, officers rely on several sources of information, including:

- Personal observations;
- Informants' tips;
- Reports from other law enforcement officers and agencies;
- Leads from the victim or witnesses;
- Physical evidence found at the scene;
- Past criminal record of the suspect;
- Statements made by the subject.

The following table displays the differences between reasonable suspicion and probable cause.

Reasonable Suspicion	Probable Cause
The evidentiary standard a peace officer must establish to stop or detain an individual for investigation or questioning legally. Reasonable suspicion is a lower level of suspicion or evidence than probable cause.	The evidentiary standard a peace officer must establish to arrest an individual legally.
Officers have reasonable suspicion when they are aware of specific facts that they can describe and when judged objectively lead a reasonable person to believe criminal activity occurred or was occurring.	Probable cause exists when an officer can articulate the facts and circumstances that would lead to a reasonable person believing that a crime has been committed or the person about to be arrested committed that unlawful act.

EXPECTATIONS FOR LEARNING

- Identify differences between consensual encounters, investigative stops or detentions and arrests and describe when peace officers are lawfully permitted to engage civilians in each interaction;
- Describe the personal identification information civilians are required to provide when lawfully asked by a peace officer to do so;
- Describe the consequences of not providing personal identification information to a peace officer when required to be given;
- Describe the consequences of providing false personal identification information to a peace officer.

SECTION 3

A Person's Rights During an Interaction with a Peace Officer

CONTENT ELABORATION

This content elaboration covers the constitutional rights of civilians during interactions with peace officers, including Fourth Amendment rights, Fifth Amendment rights and "Miranda rights."

Individuals maintain specific **constitutional rights** during any interaction with a peace officer. The first 10 amendments to the United States Constitution are known as the **Bill of Rights**. The amendments were added to the Constitution to ensure the individual rights of American civilians and to protect civilians from actions by the federal government that would infringe upon those rights. Many of the Bill of Rights protections, including those contained in the Fourth Amendment and Fifth Amendment, are extended to the states via the 14th Amendment (also known as the Due Process Clause).

The **Fourth Amendment to the United States Constitution** states (protection from illegal search and seizure):

"The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures, shall not be violated and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

An investigative stop or detention (also known as a Terry stop) or an arrest triggers an individual's Fourth Amendment rights. During consensual encounters with the police, civilians retain the right to leave the area or walk away, decline to identify themselves or decline to communicate with the peace officer. However, when an officer detains an individual for investigation, brings an individual under control using force, conducts a search of a person, place or thing or seizes evidence, individual rights are protected and maintained under the Fourth Amendment. Intentional and unintentional violations of the Fourth Amendment can have the following consequences:

- Exclusion of evidence from court proceedings.
- The officer may be sanctioned and might be found civilly or criminally liable.

To detain an individual for questioning and investigation, peace officers must establish **reasonable suspicion**.

Peace officers must establish **probable cause** prior to arresting an individual or seizing property.

The **Fourth Amendment** protects those areas where people have a **reasonable expectation of privacy**. Court cases have established a two-part analysis to determine a reasonable expectation of privacy:

- The individual must have exhibited an actual expectation of privacy; and
- The expectation of privacy must be one that society is willing to accept as reasonable.

For example, two people having a conversation in a restaurant would not be found to have a reasonable expectation of privacy since that conversation is occurring in a public space. The same two people meeting in a reserved room at a public library would reasonably expect privacy. However, if others could hear that conversation outside of the room with the unaided ear, there would be no reasonable expectation of privacy. A **search** occurs when police intrude on a suspect's reasonable expectation of privacy. Below are examples of scenarios that may or may not constitute searches:

SECTION 3

A Person's Rights During an Interaction with a Peace Officer

Search	Not a Search
During a traffic stop, an officer looks through the trunk of the driver's vehicle.	An officer slowly drives past a suspect's house and observes a car with stolen tags parked in an open garage.
An officer places a recording device inside a suspect's car for the purpose of capturing incriminating phone and personal conversations that take place inside the vehicle.	An officer observes the handle of a pistol protruding from the jacket of a suspect in a public place.

Seizure includes law enforcement taking contraband or evidence of a crime or a person into custody. Investigatory stops or detention represent a limited seizure, and an arrest represents a full seizure.

Officers can ask for consent to search. Civilians do not have to consent to searches of themselves or their belongings. However, if legal requirements are met, consent is not required. Peace officers are permitted to conduct a protective sweep to ensure their own safety and the safety of others at the scene if they have reason to believe the individual is armed and poses a danger. Individuals may verbally state their objection to the search but should not physically prevent the search in any way.

The **Fifth Amendment to the United States Constitution** states (protection from self-incrimination):

"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

The Fifth Amendment protects the rights of civilians in several ways during interactions with peace officers, including protection against **self-incrimination**.

When an individual is arrested or taken into custody, the individual retains the following rights:

- To **remain silent**;
- To know that if an individual waives or gives up the right to remain silent and answer questions, the police can use these answers against the individual in court;
- To stop answering questions at any time and talk with an attorney, even if an individual has begun answering questions;
- **To speak privately with an attorney** before answering any questions or signing anything;
- If the individual cannot afford an attorney and if the crime that prompted the arrest has jail time as a possible penalty, the individual has a right to an attorney appointed to represent the individual at no cost before being questioned.

Peace officers are required to inform civilians of the following rights and information upon arrest AND before conducting any **custodial interrogations**:

- Right to remain silent;
- If the person gives up this right, anything he or she says can be used against the individual in court;
- Right to an attorney; and
- If the person cannot afford an attorney, one will be provided at no cost.

SECTION 3

A Person's Rights During an Interaction with a Peace Officer

The above rights are commonly referred to as "**Miranda rights.**" Miranda rights come from the 1966 United States Supreme Court case *Miranda v. Arizona*.

Individuals cannot be penalized for refusing to answer a peace officer's questions, with two important exceptions:

- 1) An individual detained in a public place must provide his or her name, address and date of birth when requested by a law enforcement officer who reasonably suspects he or she is:
 - Committing, has committed or is about to commit criminal offenses; or
 - Witnessed a violent felony offense or felony offense that causes, results in or may cause risk of serious physical harm to another person or property; or
 - Conspiring to commit or complicit in committing criminal or felony offenses as described above.

Failure to comply with this law is a fourth-degree misdemeanor. A person can refuse to reveal age or date of birth if that is an element of the suspected crime.

- 2) Additionally, an individual stopped while operating a vehicle must display his or her driver's license or provide satisfactory proof of license when asked by a law enforcement officer. Communicating a false name, Social Security number or date of birth to a law enforcement officer who is in the process of issuing the individual a traffic ticket or complaint is a first-degree misdemeanor.

EXPECTATIONS FOR LEARNING

Describe the constitutional rights civilians have during interactions with peace officers, including:

- Fourth Amendment rights (protection from illegal search and seizure);
- Fifth Amendment Rights (protection from self-incrimination); and
- "Miranda rights."

Identify the rights of civilians during the following interactions with peace officers:

- Consensual encounters;
- Investigative stops; and
- Arrests.

Describe the legal criteria officers must meet to execute a search or arrest warrant:

- Probable cause.

SECTION 4

Proper Actions for Interacting with a Peace Officer

CONTENT ELABORATION

This content elaboration covers how communication can impact the interactions between peace officers and civilians and focuses on behaviors that can help minimize conflict. It also identifies and describes typical steps during interactions with peace officers, including traffic stops.

The three main interactions with peace officers and civilians are consensual encounters, investigative stops or detentions and arrests. During these interactions, civilians maintain specific rights based on the United States Constitution and federal and state laws. The role of peace officers in Ohio is to balance individual rights and public safety and order. In preserving peace and order through their role and responsibilities, personal safety is a primary concern of the peace officer. These interactions have the potential to be emotional or stressful. Civilians can use several strategies to help promote safety and minimize conflict during these interactions.

Communication and Behaviors

To promote positive interactions and communications, civilians should:

- Remember their legal rights and protections;
- Stay calm;
- Be courteous and cooperative;
- Avoid hostility, profanity or aggressive movements;
- Avoid running, resisting or obstructing the officer;
- Avoid lying or giving false information;
- Keep hands readily visible to the peace officer;
- Avoid behaviors that might cause the officer to believe there is a threat;
- Comply with orders and directions from the officer and not argue with the officer. If individuals believe the officer violated their rights, they should address these matters in court.

Traffic Stops

When pulled over by a law enforcement officer, the American Association of Motor Vehicle Administrators advises civilians to:

- Activate turn signal and pull off to the side of the road as soon as it is safe to do so;
- Turn off the engine and any audio devices;
- Stay in the vehicle unless directed by the officer to exit;
- Turn on interior lights if pulled over at night to improve visibility. Officers may use a spotlight for additional visibility;
- Keep hands on the steering wheel or in a visible location so they are easily observable; and
- Follow all instructions the officer gives the driver or passengers.

The officer may approach either side of the vehicle. When the officer approaches the vehicle, remember to:

- Lower the corresponding window for better communication with the officer;
- Let the officer know if there is a weapon in the vehicle upon first contact; and
- Wait for the officer's instructions before reaching for a driver's license or vehicle documents.

SECTION 4

Proper Actions for Interacting with a Peace Officer

When conducting the stop, the officer typically will:

- Show his or her law enforcement badge if not in uniform. If the officer does not show his or her badge, civilians may ask to see it;
- Explain why the officer stopped the vehicle and ask questions; and
- Ask for a driver's license, proof of insurance and vehicle registration. If the documents are out of reach, civilians should tell the officer where they are and wait for the officer's acknowledgment before reaching to retrieve the documents.

Beyond providing a correct name, address, date of birth and driver's license, civilians are not required to answer any additional questions from an officer during a traffic stop. Peace officers legally are permitted to ask drivers and passengers to exit the vehicle. In this case, drivers and passengers must exit the vehicle and should keep their hands visible and remain in a location as directed by the officer. Officers may issue a warning, traffic ticket or citation or place an individual under arrest if they have probable cause. Civilians are required to sign the traffic ticket or citation. Acceptance and signature of a ticket or citation is not an admission of guilt. However, refusal to sign the ticket or citation may result in an arrest. If a civilian disagrees with the ticket or citation, the individual may contest it in court.

Individual Rights and Violation of Rights

During all interactions with peace officers, individuals retain specific rights. For example, during a consensual encounter, civilians have the right to leave the area or walk away, decline to identify themselves or decline to communicate with the peace officer. With reasonable suspicion, peace officers may detain an individual for questioning. During these investigative detentions, individuals have a right to remain silent with specific exceptions and protections against illegal search or seizure. Peace officers must establish probable cause to obtain an arrest or search warrant. Upon arrest, civilians have Miranda rights, and peace officers must inform the suspect of all Miranda rights prior to custodial interrogation.

If an individual believes a peace officer has violated his or her rights, he or she should not try to deal with the situation at the scene. Civilians can pursue legal processes to file complaints against officers or seek remediation for potential rights violations. A civilian may file a written complaint with the officer's law enforcement agency's internal affairs division or civilian complaint board. Civilians may want to write down as much information about the incident as possible when it is safe to do so, including officer badge and patrol car numbers. If injured, civilians should seek medical attention immediately and document injuries. Civilians also may consult with a lawyer to discuss their options. Below are examples of links to some citizen complaint processes across Ohio:

- [City of Cincinnati](#)
- [Franklin County Sheriff's Office](#)
- [City of Marion](#)
- [City of Newark](#)
- [The Ohio State University Police Department](#)

EXPECTATIONS FOR LEARNING

- Describe how communication can impact the interactions between peace officers and civilians;
- Describe behaviors that can help minimize conflict when interacting with peace officers;
- Identify and describe the typical steps to expect during an interaction with a peace officer; and
- Describe the process of reporting perceived violations of civilian rights by a peace officer.

Guidance on Demonstrations and Role-Playing Activities

Ohio law requires demonstrations and role-playing activities in classroom settings to better understand how interactions between officers and civilians should occur. This content can be sensitive and sometimes emotional for students. When using role-playing scenarios and demonstrations, districts and schools should carefully plan strategies and simulations that are developmentally appropriate and designed to protect all students involved. In John Hattie's research on influences on student achievement, he found that simulations can positively impact student achievement.¹

[Harvard University's Derek Bok Center for Teaching and Learning](#) offers the following guidance on facilitating role-playing scenarios in the classroom:

Role-Playing At-A-Glance

- **Prep**
 - Ensure students have the required background information to complete the task;
 - Establish classroom norms that promote community and inclusivity; and
 - If needed, distribute prompts and determine student groups.
- **During**
 - Clearly define each student's role;
 - Ensure students have required information; and
 - Keep track of time.
- **After**
 - Reflect and discuss.

Districts, schools and teachers should consider possible partnerships with local law enforcement agencies and school resource officers to plan, create and implement classroom demonstrations that provide students with exposure to the content of this model curriculum. These partnerships may inform and support potential role-playing scenarios. **Prerecorded demonstrations and videos may help illustrate the concepts described in the Content Elaborations with accuracy and clarity.**

Case studies also may serve as practical approaches to demonstrating key concepts and information. The [Vanderbilt University Center for Teaching](#) describes case studies as "stories used as a teaching tool to show the application of a concept to real situations." The Eberly Center for Teaching Excellence & Educational Innovation at [Carnegie Mellon University](#) adds that case studies can "present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more characters in the case must negotiate." The Vanderbilt University Center for Teaching also provides the following guiding questions for educators to consider when creating or finding existing case studies to use:

- What do you want students to learn from the discussion of the case?
- What do they already know that applies to the case?
- What are the issues that students may raise in the discussion?
- How will the case and discussion be introduced?
- What preparation do students need to be successful in using the case? (Do they need to read the case ahead of time? Do research? Write anything?)
- What directions do you need to provide students regarding what they are supposed to do and accomplish?

¹ Simulations were found to have a 0.33 effect size, considered a medium effect size, on student achievement.
Hattie, J. (2017). *Visible learning for teachers: Maximizing Impact on learning*. Routledge.

- Do you need to divide students into groups, or will they discuss with the whole class?
- Are you going to use role-play or facilitators or record keepers? If so, how?
- What are the opening questions?
- How much time is needed for students to discuss the case?
- What concepts are to be applied and extracted during the discussion?
- How will you evaluate students?

Additional Resources for Role-Playing, Scenarios and Demonstrations

- The [Ohio Department of Public Safety Ohio Driver Training Program](#) hosts a video demonstrating a driver's steps when being pulled over by an officer. To download the video, scroll to the "School Resources" section on the webpage and select "Video: What to do if you are pulled over."
- The Ohio State Bar Association has produced the [MyOhioRights website](#) that provides videos and resources that demonstrate civilian rights during traffic stops and interactions with peace officers.
- This [National Constitution Center lesson plan](#) uses scenarios to instruct students on searches and seizures.
- This [Constitutional Rights Foundation lesson plan](#) provides an example where students draft scenarios as a form of assessment.
- The [American Civil Liberties Union](#) has produced a website with examples of various scenarios to guide interactions when stopped by the police.
- This [American Bar Association lesson plan](#) provides examples of how case studies might support instruction on this content.