

# INTRODUCTION

## EL CIVICS REPORTING CRIMES AND ACCIDENTS

### UNIT

### Beginning Level

This guide will take you through the Reporting Crimes and Accidents **Objective 7.4**. The objective is to: *"Identify effective ways to safeguard families and homes including the use of community and government resources."*

There are two tasks for this assessment at the Beginning level.

In Task 1, Beginning level students participate in a role play to report a crime or emergency (Beginning level students report an emergency). Shown a picture or series of pictures depicting crimes or emergencies, students will dial 911 or the non-Safety police number on a real or simulated telephone. The examiner will play the role of the police dispatcher. The student will initiate or respond up to 13 items such as:

1. State the crime
- 2-4. Initiate or respond to up to 3 requests for personal information (name, phone number, address, etc.)
- 5-13. Answer up to 9 questions (IL-6, IH-9) about the incident and/or victim.

There are several teaching activities to achieve the objective. These are suggestions only and can be adapted to meet your students' specific needs.

Page 3: The first page of Task 2 contains a suggested list of activities and materials.

Pages 4-6: **911 Vocabulary Practice**. Students preview emergency vocabulary to become familiar with what is occurring in the pictures.

Pages 7-8: **911 Role Play**. Students practice answering questions from a dispatcher about an emergency.

Pages 9-11: **911 Phone Call Practice Activities**. Students practice asking questions about an emergency.

Pages 13-15: **Reporting Crimes and Accidents Assessment.** Students answer questions from a 911 dispatcher.

Page 16: **Reporting Crimes and Accidents Rubric: Task 1.** The task is worth 28 points which will be added to the Task 2 Rubric for the final score.

REMINDER - The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be "additional work for you and your students." They are to be incorporated into your regular classroom activities.

**In Task 2, students will fill out an authentic police report.**

Page 17: The first page of Task 2 contains a suggested list of activities and materials.

Pages 18-20: **Calling 911 Vocabulary.** Students preview vocabulary to become familiar with how to write a police report.

Pages 21-25: **Police Report Practice.** Students practice writing a crime report.

Pages 26-28: **Assessment Forms.** Students use a scenario to complete a police report.

Page 29: **Reporting Crimes and Accidents Rubric: Task 2.** The task is worth 14 points. The score is added to the Task 1 Rubric for a final score for the Reporting Crimes and Accidents Objective.

Page 30: **Reporting Crimes and Accidents Objective: Final Score** (Tasks 1 and 2).

**Instructors note total points for your level. At the Beginning level, students need to score:**

**LB    15**  
**HB    19**

**This number should be explained to students. The score a Beginning student receives on Task 1 will be added to Task 2 for the final score. If a Low Beginning student earned 10 points on Task 1, for example, the student only needs to earn 5 more points on Task 2 to pass the Reporting Crimes and Accidents 7.4 objective.**

# REPORTING CRIMES AND ACCIDENTS OBJECTIVE: TASK 1

Participate in a role play as the reporter of an emergency or crime.

**Level: Beginning**

Task 1	Materials	Suggested Activities
<p>Students will participate in a role play as the reporter of a crime or emergency.</p> <p>Students will initiate or respond up to 13 items such as:</p> <p>1: State the emergency or crime</p> <p>2-4: Initiate or respond to 3 requests for personal information (name, address, phone number)</p> <p>5-13: Answer up to 9 questions about the incident and/or victim. (BL=3, BH=4)</p>	<ol style="list-style-type: none"> <li>1. 911 Vocabulary Pictures</li> <li>2. 911 Vocabulary Practice Sheet</li> <li>3. Role Play</li> <li>4. Matching Activity</li> <li>5. Role Play Practice</li> <li>6. Emergency Number Activity</li> <li>7. Assessment Form</li> <li>8. Assessment Pictures</li> <li>9. Reporting Crimes and Accidents Rubric: Task 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask students if they had ever witnessed a crime or had to call 911. Brainstorm a list of crimes.</li> <li>2. Review the <b>911 Vocabulary</b> list and <b>Vocabulary Practice Sheet</b>.</li> <li>3. Show Ss the <b>Crime Pictures</b>. Ask what happened. Have Ss use the vocabulary to describe the pictures. Do as a group and with partners. Answer the questions.</li> <li>4. Direct Ss to complete the <b>Matching Activity</b> to match the questions with the answers.</li> <li>5. Have Ss practice the <b>Speaking</b> and <b>Role Play</b> activities to practice giving information during a 911 call.</li> <li>6. Have Ss bring in their own information for emergency numbers in their area. Write the information on the Emergency Number Activity Sheet.</li> <li>7. Use the <b>Reporting Crimes and Accidents Rubric: Task 1</b> to score the assessments.</li> </ol>

# 911 Vocabulary

 <p><b>Intersection</b></p>	 <p><b>Bleeding</b></p>	 <p><b>Hang up the phone</b></p>
 <p><b>Ambulance</b></p>	 <p><b>Unconscious</b></p>	 <p><b>Stay on the line</b></p>
 <p><b>Robber/thief</b></p>	 <p><b>Injured/hurt</b></p>	 <p><b>Fire fighters</b></p>
 <p><b>Gun</b></p>	 <p><b>Police</b></p>	 <p><b>Dispatcher</b></p>













# 911 Vocabulary Practice

Directions: Ask your partner for the missing words. Example:

**Partner A:** What is D? **Partner B:** It is an ambulance.

**Partner B:** What is G? **Partner A:** It is a robber/thief.

## Partner A

 <p><b>A. Intersection</b></p>	 <p><b>B. _____</b></p>	 <p><b>C. _____</b></p>
 <p><b>D. _____</b></p>	 <p><b>E. Unconscious</b></p>	 <p><b>F. Stay on the line</b></p>
 <p><b>G. Robber/thief</b></p>	 <p><b>H. _____</b></p>	 <p><b>I. Fire fighters</b></p>
 <p><b>J. _____</b></p>	 <p><b>K. Police</b></p>	 <p><b>L. _____</b></p>






# 911 Vocabulary Practice

Directions: Ask your partner for the missing words. Example:

**Partner A:** What is D? **Partner B:** It is an ambulance.

**Partner B:** What is G? **Partner A:** It is a robber/thief.

## Partner B

 <p>A. _____</p>	 <p>B. Bleeding</p>	 <p>C. Hang up the phone</p>
 <p>D. Ambulance</p>	 <p>E. _____</p>	 <p>F. _____</p>
 <p>G. _____</p>	 <p>H. Injured/hurt</p>	 <p>I. _____</p>
 <p>J. Gun</p>	 <p>K. _____</p>	 <p>L. Dispatcher</p>

# 911 Role Plays

<b>Dispatcher:</b>	911. What is your emergency?
<b>Caller:</b>	<u>My son's hurt!</u> 1
<b>Dispatcher:</b>	What happened?
<b>Caller:</b>	<u>He hit his head. He's bleeding.</u> 2
<b>Dispatcher:</b>	<u>Is he unconscious?</u> 3
<b>Caller:</b>	<u>No.</u> 4
<b>Dispatcher:</b>	Do you need <u>an ambulance?</u> 5
<b>Caller:</b>	Yes.
<b>Dispatcher:</b>	What's your name?
<b>Caller:</b>	My name is Thanh Lee.
<b>Dispatcher:</b>	What's your address?
<b>Caller:</b>	My address is 220 Greenbrier Road in Oceanside.
<b>Dispatcher:</b>	What's your phone number?
<b>Caller:</b>	760-555-1234.
<b>Dispatcher:</b>	Okay, help is on the way. Stay on the line. Do not hang up. OK?
<b>Caller:</b>	OK.

Change underlined reason to:

#1	#2	#3	#4	#5
My house is on fire!	A fire started in the kitchen.	Is anyone hurt?	Yes/No	a fire truck?
My daughter's hurt	She fell.	Is she bleeding?	Yes/No	A doctor?

## 911 ROLE PLAY 2



<b>Dispatcher:</b>	911. What is your emergency?
<b>Caller:</b>	There's a thief in my house!
<b>Dispatcher:</b>	Does he have a gun?
<b>Caller:</b>	Yes.
<b>Dispatcher:</b>	Is anyone hurt?
<b>Caller:</b>	No.
<b>Dispatcher:</b>	What's your name?
<b>Caller:</b>	My name is Thanh Lee.
<b>Dispatcher:</b>	What's your address?
<b>Caller:</b>	My address is 220 Greenbrier Road in Oceanside.
<b>Dispatcher:</b>	What's the nearest intersection?
<b>Caller:</b>	Mission Blvd. and College Ave.
<b>Dispatcher:</b>	What's your phone number?
<b>Caller:</b>	760-555-1234.
<b>Dispatcher:</b>	Okay, I'm sending the police right now. Stay on the line. Do not hang up. OK?
<b>Caller:</b>	OK.

## 911 Activity: Matching

Cut the cards. Match the questions with the answers.

What is your emergency?	My friend is hurt.
What happened?	He fell down the stairs.
Is he conscious?	No.
Is he bleeding?	Yes, he's bleeding.
What is your name?	Efraim Rodriguez.
What is your phone number?	It's 589-6310.
What is your address?	8351 Mission Avenue.
What are the cross streets?	Barnwell Street and Mesa Drive.

# Reporting Crimes and Accidents Assessment Practice

**Student A:** *You are the dispatcher. Ask the caller the questions below.*

**Student B:** *You are the caller. Look at the picture to answer the questions.*



Dispatcher Questions	Caller Answers
911. What's the emergency?	
What happened?	
Is anyone bleeding or unconscious?	
What's your name?	
What's your phone number?	
What's your address?	
What are the cross streets?	
Stay on the line. Don't hang up, ok?	

# Emergency Phone Number Activity

**Directions:** Write the emergency phone numbers for your city here. Cut out and put near your phone at work or at home. Practice asking your partner for the information.

Emergency Information	
Police Department	
Fire Department	
Hospital	
Phone Number	
Address	
Nearest Cross Streets	

## Practice

What is the phone number for the Police Department? The phone number is \_\_\_\_\_.

What is the phone number for the Fire Department? The phone number is \_\_\_\_\_.

What is the name of the nearest hospital? The name is \_\_\_\_\_.

What is the phone number for the nearest hospital? The phone number is \_\_\_\_\_.

What is your phone number? My phone number is \_\_\_\_\_.

What is your address? My address is \_\_\_\_\_.

What are the nearest cross streets? The nearest cross streets are \_\_\_\_\_ and \_\_\_\_\_.

# Reporting Crimes and Accidents Task 1: Assessment

**Assessor Directions:** Give students the picture. You are the Dispatcher. Ask students the questions below.

Dispatcher	Student
911. What's the emergency?	
What happened?	
Is anyone bleeding or unconscious?	
What's your name?	
What's your phone number?	
What's your address?	
What are the cross streets?	
Stay on the line. Don't hang up, ok?	

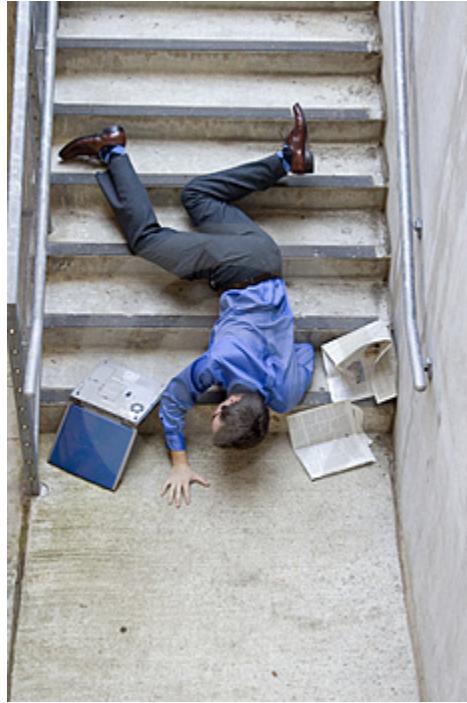
# Reporting Crimes and Accidents Assessment: Picture 1



## Reporting Crimes and Accidents Assessment: Picture 2



## Reporting Crimes and Accidents Assessment: Picture 3



## Reporting Crimes and Accidents Rubric: Task 1

Students will participate in a role play as the reporter of an emergency (BL-BH) or crime (IL-A). Students will state the crime, answer 3 personal questions, and up to 9 questions about the crime or emergency (BL-3, BH-4, IL-6, IH-A-9). **Use the rubric below to score the 911 Role Play. The task is worth a total of 28 points.**

Scoring Rubric	
<b>Content A</b>	<b>Points (2 possible)</b>
Correct number selected and number dialed correctly.	2
Wrong number selected and/or number dialed incorrectly.	0
<b>Content B</b> <b>(13 questions/responses at 2 points each = 26 points)</b>	<b>Points (26 possible)</b>
Statement or response is appropriate, clearly stated, and contains errors that do not interfere with meaning.	2
Statement or response is appropriate but contains errors that require inference in order to understand.	1
No statement or response, or statement/response is not appropriate or is incomprehensible.	0

<b>Content A</b>	<b>0</b>	<b>2</b>
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### Content B Statements/Responses

1.	State the crime or emergency.	0	1	2
2.	Respond to request for name.	0	1	2
3.	Respond to request for address.	0	1	2
4.	Respond to request for phone number.	0	1	2
5.	Answer question #1 about crime or emergency. (BL-Adv)	0	1	2
6.	Answer question #2 about crime or emergency. (BL-Adv)	0	1	2
7.	Answer question #3 about crime or emergency. (BL-Adv)	0	1	2
8.	Answer question #4 about crime or emergency. (BH-Adv)	0	1	2
9.	Answer question #5 about crime or emergency. (IL-Adv)	0	1	2
10.	Answer question #6 about crime or emergency. (IL-Adv)	0	1	2
11.	Answer question #7 about crime or emergency. (IH-Adv)	0	1	2
12.	Answer question #8 about crime or emergency. (IH-Adv)	0	1	2
13.	Answer question #9 about crime or emergency. (IH-Adv)	0	1	2

### Total

# REPORTING CRIMES AND ACCIDENTS OBJECTIVE: TASK 2

Describe ways to prevent accidents and avoid becoming a crime victim.

**Level: Beginning**

Task 2	Materials	Suggested Activities
<p>Students will complete an authentic writing task such as a police report about a crime or emergency.</p> <p><b>Note: Beginning level students will ONLY complete Section 1 (personal information)</b></p>	<ol style="list-style-type: none"> <li>1. Police Report Vocabulary List</li> <li>2. Vocabulary Practice Sheet</li> <li>3. Police Report Practice Sheet</li> <li>4. Practice Police Form</li> <li>5. Accident Assessment Form</li> <li>6. Reporting Crimes and Accidents Rubric: Task 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask students if they had ever had ever had an emergency. Brainstorm a list of emergencies that could occur and possible locations.</li> <li>2. Review the <b>Police Report Vocabulary</b> list and <b>Vocabulary Practice Sheet</b>.</li> <li>3. Direct Ss to complete the <b>Police Report Practice Activities</b>.</li> <li>4. Have Ss complete the <b>Police Assessment Report</b>.</li> <li>5. Use the <b>Reporting Crimes and Accidents Rubric: Task 2</b> Rubric to score the assessments.</li> </ol>

# Police Report Vocabulary List

**Directions:** Write definitions for each word. Look up any words you don't know in the dictionary.

Vocabulary	Definition	
1. incident	An event that happened	
2. injured	Hurt	
3. type	One kind, a group of similar things	
4. victim	Someone who has been hurt or had something ruined/taken	
5. suspect	Someone who may have done something wrong	

# Police Report Vocabulary Practice

Vocabulary: *Match.*

Vocabulary	Definition
1. ___ incident	A. one kind, A group of similar things
2. ___ injured	B. Someone who may have done something wrong
3. ___ type	C. An event that happened
4. ___ victim	D. Someone who has been hurt or had something ruined/taken
5. ___ suspect	E. Hurt

# Police Report Vocabulary Practice Answer Key

**Vocabulary:** *Match.*

Vocabulary	Definition
1. _C_ incident	A. one kind, a group of similar things
2. _E_ injured	B. Someone who may have done something wrong
3. _A_ type	C. An event that happened
4. _D_ victim	D. Someone who has been hurt or had something ruined/taken
5. _B_ suspect	E. Hurt

# Police Report Form Sample

(Beginning Level items in bold)

Date of incident: 10/24/08 Time: 1:00 **AM/PM**

Name of injured person(s)/victim: Sylvia Rodriguez

Address: 7996 Mission Avenue, Oceanside, CA 92058

Phone Number(s): (760) 555-4567

Date of Birth: 11/29/75 Sex: Male **Female** (5)

Type of incident: robbery

Name of suspect: unknown

Address: n/a

Phone Number(s): n/a

Description: Male X Female \_\_\_\_\_ (Race, height, weight, age, other features)  
Caucasian, short, short hair, young, early 20s thin

Items stolen or damaged window damaged but nothing stolen

Value of items stolen or damaged \$200.00

Details of incident: Sylvia Rodriguez was making lunch at home. She heard a thief trying to get into the house. She ran upstairs and called the police. The police captured him.

Witness/victim signature Sylvia Rodriguez 10/24/08

Date

# Police Report Practice

**Directions:** Write the number in the correct section of the Police Report.

1. 10/24/08
2. robbery
3. 10:00 p.m.
4. (760) 555-4567
5. 2324 Orange Street, Oceanside, Ca 92058
6. 11/29/75 (birthday)
7. Andrew Lawson

# Practice Police Report Form

**Date of incident:** \_\_\_\_\_ **Time:** \_\_\_\_\_ AM/PM

**Name of injured person(s)/victim:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number(s):** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Type of injury:** \_\_\_\_\_

Name of suspect: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Description: Male \_\_\_\_\_ Female \_\_\_\_\_ (Race, height, weight, age, other features)

\_\_\_\_\_

Items stolen or damaged \_\_\_\_\_

\_\_\_\_\_

Value of items stolen or damaged \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Witness/victim signature \_\_\_\_\_

Date

# Practice Police Report Form

## Answer Key

Date of incident: 10/28/08 (1) Time: 10:00 (3) AM (PM)

Name of injured person(s)/victim: Andrew Lawson (7)

Address: 2324 Orange Street, Oceanside, CA 92058 (5)

Phone Number(s): (760) 555-4567 (4)

Date of Birth: 11/29/75 (6) Sex: Male Female (8)

Type of incident: robbery (2)

Name of suspect: n/a

Address: n/a

Phone Number(s): n/a

Description: Male \_\_\_\_\_ Female \_\_\_\_\_ (Race, height, weight, age, other features)

Items stolen or damaged \_\_\_\_\_

Value of items stolen or damaged \_\_\_\_\_

Witness/victim signature Andrew Lawson (3)

10/24/08

Date

# Practice Police Report Form

**Date of incident:** \_\_\_\_\_ **Time:** \_\_\_\_\_ AM/PM

**Name of injured person(s)/victim:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number(s):** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Type of injury:** \_\_\_\_\_

Name of suspect: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Description: Male \_\_\_\_\_ Female \_\_\_\_\_ (Race, height, weight, age, other features)

\_\_\_\_\_

Items stolen or damaged \_\_\_\_\_

\_\_\_\_\_

Value of items stolen or damaged \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Witness/victim signature \_\_\_\_\_

Date

# Assessment Scenario

**Directions:** Use the scenario below to fill out the Police Report. Use complete sentences when you write the description of the event.

1. Use your own phone number and address.
2. You came home from work today at 5:00.
3. Your house is on fire.

# REPORTING CRIMES AND ACCIDENTS TASK 2: Assessment Form

## Police Report

### SECTION 1 - MUST BE COMPLETED - ALL BLOCKS ARE REQUIRED

<b>Type of crime/emergency</b>  _____	<b>Date(s) Incident Occurred:</b>  _____ mm/dd/yyyy	<b>Time(s) Incident Occurred:</b>  _____ AM <input type="checkbox"/> PM <input type="checkbox"/>
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**Address Where Incident Occurred.** House Number and Street Name. If not at a specific address, list the block# and street, or nearest intersection. \_\_\_\_\_

<b>Your Name:</b> Last, First, MI _____	<b>Birthdate:</b> _____ mm/dd/yyyy
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<b>Race:</b>  <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> Pacific Islander <input type="checkbox"/> American Indian	<b>Sex:</b>  <input type="checkbox"/> Male <input type="checkbox"/> Female
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**Your Address:**  
House Number and Street Name/Apt # \_\_\_\_\_ City / State / Zip Code \_\_\_\_\_

**Home Phone #** \_\_\_\_\_ (xxx) xxx-xxxx   **Cell Phone #** \_\_\_\_\_ (xxx) xxx-xxx

### SECTION 2 - SUSPECT INFORMATION

<b>Suspect's Name:</b> Last, First, MI _____	<b>Race:</b> _____
	<b>Sex:</b> M F

<b>Ht:</b> _____	<b>Wt:</b> _____	<b>Hair:</b> _____	<b>Eyes:</b> _____	<b>Glasses:</b> Yes/No	<b>Facial Hair:</b> Yes/No
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**SECTION 3 - REQUIRED IF PROPERTY WAS STOLEN, OTHERWISE, COMPLETE IF APPLICABLE**

**STOLEN AND/OR DAMAGED PROPERTY**  
List all available information

Check appropriate boxes below:    **S** = Stolen    **D** = Damaged    **L** = Lost

S/D/L	Item	Brand	Model/Style	Description	Color	Amount of Loss \$
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/>

**INCIDENT INFORMATION** - Briefly describe incident making sure to include Location, Date, Time.

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**Signature of Victim:** \_\_\_\_\_ **Date** \_\_\_\_\_

## Reporting Crimes and Accidents Rubric: Task 2

Students will complete an authentic writing task such as an accident or a police report. **Use the rubric below to score the Crime Report. The task is worth a total of 14 points.**

Scoring Rubric	
<b>Content</b>	<b>Points (12 possible)</b>
90% of the items assigned to the Intermediate Low-Advanced students are correct.	12
80% of the items assigned to the Intermediate Low-Advanced students are correct.	10
70% of the items assigned to the Intermediate Low-Advanced students are correct.	8
80% of the items assigned to the Beginning Low-Beginning High students are correct.	6
70% of the items assigned to the Beginning Low-Beginning High students are correct.	4
Less than 70% of the items assigned to the Beginning Low-Beginning High students are correct.	0
<b>Legibility, Neatness, and Spelling</b>	<b>Points (2 possible)</b>
Form is neat and legible; spelling errors are minor and do not interfere with meaning.	2
Form has some errors in neatness, but is legible; spelling errors may require inference to understand.	1
Form is not legible or is incomprehensible due to numerous and/or significant errors in spelling.	0

**Content** \_\_\_\_\_  
**Legibility, Neatness, and Spelling** \_\_\_\_\_  
**Total** \_\_\_\_\_

## Reporting Crimes and Accidents Objective: Final Score

Add the scores of the tasks together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
<b>Total Points Possible:</b>	<b>42</b>
<i>Points required for passing:</i>	
<b>Advanced:</b>	<b>37</b>
<b>Intermediate High:</b>	<b>33</b>
<b>Intermediate Low:</b>	<b>29</b>
<b>Beginning High:</b>	<b>19</b>
<b>Beginning Low:</b>	<b>15</b>

### Final Scores

Task 1 \_\_\_\_\_

Task 2 \_\_\_\_\_

Total \_\_\_\_\_