

# Vehicle Traffic Stops

**Media Type:** Video

**Duration:** 24 minutes

**Goal:** To explore law enforcement protocol for vehicle traffic stops.

**Description:** This presentation allows student to get a complete look at the vehicle traffic stop process including, misdemeanor traffic stops, high-risk traffic stops and pursuit procedures. Officer Justin Mitchan and Corporal Steve Denton discuss procedures and dangers involved with vehicle traffic stops.

**Objectives:**

1. To analyze the process of a basic traffic stop.
2. To recognize various traffic laws.
3. To identify the regulations related to ticketing.
4. To understand the process of a high-risk traffic stop.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none"> <li>• Editing/proofreading</li> <li>• Composition mechanics</li> <li>• Descriptive, informative, creative and persuasive writing</li> <li>• Organizing logical arguments</li> <li>• Brainstorming</li> <li>• Analyzing audiences</li> <li>• Utilizing reference materials</li> <li>• Creating bibliographies</li> <li>• Enhancing grammatical mechanics</li> <li>• Vocabulary enhancement</li> </ul>
	<i>Analysis of Text &amp; Information</i>	<ul style="list-style-type: none"> <li>• Drawing inferences and generalizations</li> <li>• Reading/content literacy</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Expression of thoughts and ideas</li> <li>• Communication skills</li> <li>• Developing listening and comprehension skills</li> <li>• Literary interpretation</li> <li>• Creating visual representations</li> </ul>
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none"> <li>• Utilizing document processing software</li> <li>• Utilizing presentation processing software</li> <li>• Internet-based research</li> </ul>

# Vehicle Traffic Stops



## Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

**Class 1:** Begin class by passing out the *Vehicle Traffic Stops Vocabulary Handout* and the *Traffic Stop Procedures Student Handout* for students to reference during the presentation. Show the *Basic Traffic Stop Procedures* segment and follow with the segment *Assessment*. Assign the *Basic Stop Demonstration Activity* and allow the remainder of class for students to work.



Video  
10 min.

**Class 2:** Begin class by having students read *DUI Traffic Stops Student Handout*. Allow groups to present their *Basic Stop Demonstration Activity*. Assign the *State Laws Activity* and allow the remainder of class for students to work.

**Class 3:** Remind students to continue using the *Vocabulary Handout*. Show the *Ticketing* segment of the presentation and follow with its *Assessment*. Assign the *Ticket Poster Activity*.



Video  
7 min.

**Class 4:** Remind students to continue using the *Vocabulary Handout*. Show the *Risks* segment of the presentation and follow with its *Assessment*. Have students read through *Traffic Management Student Handout*. Assign the *High-Risk Script Project*. Allow the remainder of class for students to work.

**Class 5:** Distribute the *Vehicle Traffic Stops Final Assessment*. Allow students time to share their *Activities/Projects* with the class.



## Lesson Links

### Traffic Laws

- <http://traffic.findlaw.com>

### Police One

- <http://www.policeone.com/traffic-patrol>



## Career & Technical Student Organizations

### Skills USA

- Criminal Justice



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50613, Dennis Lane, Retired Police Officer, City of Raleigh Police Department
- iCEV50507, James Perkins, Police Officer, Hoover Dam Police Department
- iCEV50511, David Fireman, Law Enforcement/ Park Ranger, Sequoia & Kings Canyon National Park

# Vehicle Traffic Stops



## Lab Activities

### Basic Stop Demonstration

#### Directions:

For this *Activity*, groups will demonstrate a basic traffic stop, while other classmates evaluate. Have students choose a partner and select and research a violation. Students will present their demonstration of a traffic stop. After each traffic stop, members of the class will evaluate the stop using the Basic Traffic Stop Checklist (see *Activity* sheet). Members of the class will then discuss anything which was missing or could have been improved.

### State Laws

#### Directions:

Divide the class into groups of three or four. Using the Internet, library or any other available resources, groups will research traffic laws in your state and select and conduct additional, detailed research on three specific laws. Groups should notify you of their choice prior to beginning, so no two groups choose the same law. Lead a class discussion for groups to share their findings with the class.

### Ticket Poster

#### Directions:

For this *Activity*, students will work in groups of three or four in order to explain traffic tickets. As a class, obtain a copy of an official traffic ticket from your state. Traffic tickets may be found online or at your local law enforcement agency. Recreate the ticket on poster board, completing each section and then discuss each section of the ticket and detail its importance. Also discuss the regulations relating to promises to appear, notices, charging procedures and arrest when dealing with traffic tickets.



## Project

### High Risk Script

#### Directions:

For this *Project*, students will write a script outlining a scenario for a high-risk traffic stop. Using the information from the presentation, students will create a scenario for a high-risk traffic stop which leads to a pursuit. Students should develop a detailed script for a high-risk traffic stop between a law enforcement officer and a violator. Remind students to discuss specific techniques taken by the law enforcement officer. Scripts should be three to four minutes long. If time permits, lead a class discussion for students to share their script with the class.