

# A TRAFFIC STOP

**Lesson Length:** 1.25 hours + Extension Activities

**Vocabulary & Expressions:** Words related to driving, road signs, and traffic violations

**Language/Culture Point:** Tone of voice: formal vs. informal

**Objective:** Students will be able to talk to a police officer if they get a traffic violation.

**Materials:** Pictures related to cars/driving/police, dry erase boards or plain paper, computer, projector, PPT Presentation: Getting Pulled Over, red/green/yellow Signal Cards, pictures of a driver’s license/insurance card/police officer/45 mph speed limit sign/traffic ticket, copies of driver’s licenses and insurance cards, Scenario Cards: A Traffic Stop, traffic tickets (optional), ball, *educational resources from the local police department*



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Pictures related to cars, driving, and police</li> <li>- Dry erase boards/plain paper</li> </ul>	<ul style="list-style-type: none"> <li>- Using Pictures</li> <li>- Brainstorming</li> </ul>


### TEACHING ACTIVITY

1. Show students pictures representing different road signs and traffic violations, such as a police car, a speedometer, an accident, signs for speed limit/school zone/stop/yield, etc.
2. For each picture, ask the students, “What do you see?”
3. Elicit words and phrases such as “drive,” “fast,” “car,” “stop,” “needs help,” etc., and make a list of useful vocabulary on the board.
4. Give each student a white board or plain paper.
5. Ask students questions about the pictures. For example:
  - What do you do at a stop sign? Full stop or rolling stop?
  - What speed do you drive in a school zone? Do you always go 20 in a school zone, or just when the lights flash?
  - What do you do if you are in an accident?
  - What happens if you don’t stop at a red light?

# A TRAFFIC STOP

6. Have students respond by drawing/writing their answers on the white boards or paper.


## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Computer and Projector</li> <li>- PPT Presentation: Getting Pulled Over </li> <li>- Alternative: printed slides/ photographs/pictures</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching with PowerPoint</li> <li>- Using Pictures</li> </ul>

### TEACHING ACTIVITY

1. Using the slide presentation “Getting Pulled Over,” tell the students a story about a time you were pulled over by the police.
2. Repeat the story a second time, highlighting key vocabulary.

## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Computer and Projector</li> <li>- PPT Presentation: Getting Pulled Over </li> <li>- Alternative: printed slides/ photographs/pictures</li> <li>- Red, green, and yellow Signal Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching with PowerPoint</li> <li>- Using Pictures</li> <li>- True/False Quiz</li> <li>- Signal Cards</li> </ul>

### TEACHING ACTIVITY

1. Ask students, “Why did the police officer pull me over?”
2. Go back through the presentation again to check their answers. As you go, ask students True/False questions and have them indicate True/False/I don’t know using their Signal Cards.

# A TRAFFIC STOP

3. Ask if any students would like to share a story about being pulled over.

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a driver's license, insurance card, police officer, 45 mph speed limit sign, and traffic ticket	- Using Pictures

### TEACHING ACTIVITY

1. Explain that you are going to practice how to have a conversation with a police officer.

2. Tell a story about a day you were late to work because you were driving very fast and got pulled over. Show the above pictures as you model the conversation you had with the officer.

Officer: Hi. License and insurance card, please.

Driver: Okay, here you go.

Officer: Please stay in your car. I'll be right back.

Driver: Okay.

Officer: Do you know why I stopped you?

Driver: Yes, sir/ma'am. I was driving too fast.

Officer: You were going 55 in a 45 mile an hour zone. That's 10 miles over the speed limit. I need to issue a citation.

Driver: I'm sorry, Officer

Officer: Sign this ticket. You will need to follow the instructions on the back of the ticket. You have thirty days to pay, request defensive driving, or set a court date.

3. Go back through the story again to see what students remember about the exchange. For example, "I was pulled over and the police officer walked up to my car. What did he ask for?"

4. As students recall the officer/driver dialogue, write it out on the board and review the different things that might be said during a traffic stop.



# A TRAFFIC STOP

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"><li>- Copies of driver's licenses and insurance cards</li><li>- Scenario Cards: A Traffic Stop</li><li>- Traffic tickets (optional)</li></ul>	<ul style="list-style-type: none"><li>- Scenario Cards</li><li>- Role Play</li></ul>

### TEACHING ACTIVITY

1. Have students get in pairs. Give each pair a copy of a sample driver's license and insurance card as well as a set of Scenario Cards that describe situations where people are pulled over for a variety of traffic violations. Examples include:
  - You are late to pick up your child from school and get pulled over for going 35 miles an hour in a school zone.
  - The light changes from yellow too quickly and you run a red light in front of a police officer.
  - You are distracted by talking on the phone and you accidentally ignore a stop sign.
  - You almost miss your exit on the freeway and drive over a double white line.

If possible, create matching traffic tickets for each offense.

2. Go through each of the Scenario Cards by having students read them aloud. Answer questions or clarify vocabulary, if necessary.
3. Ask a student to draw a card and read it aloud. Role Play the police officer while the student Role Plays the driver being pulled over.

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"><li>- Copies of driver's licenses and insurance cards</li><li>- Scenario Cards: A Traffic Stop</li><li>- Traffic tickets (optional)</li></ul>	<ul style="list-style-type: none"><li>- Scenario Cards</li><li>- Role Play</li></ul>



# A TRAFFIC STOP

## TEACHING ACTIVITY

1. Students should practice drawing a Scenario Card and Role Play a traffic stop. Make sure each student practices both roles.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

## TEACHING ACTIVITY

1. Ask students, “What kinds of things do you say to someone you meet at a birthday party? How is that different from how you talk to a police officer?”
2. Write a phrase on the board and use it to compare an informal/friendly tone with a more formal/commanding tone. For example, “Please wait here.” Show them how you would say this to a friend in your home and compare this to how a police officer would say it during a traffic stop.
3. Provide more examples, such as, “Follow me” and “Be careful driving home.” Let students practice saying the phrases in both commanding tones and friendly tones and/or say them yourself and let the students decide if your tone is formal or informal.

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: A Traffic Stop - Ball	- Role Play - Ball Toss - Conversation Chain

## TEACHING ACTIVITY

1. Have students form a circle. Draw a Scenario Card and read it aloud to the class. Based on the card, start a Role Play by supplying the first sentence of the conversation.
2. Toss the ball to a student. That student should supply the next sentence in the conversation and then throw the ball to someone else.
3. Continue until all students have had a chance to speak.



# A TRAFFIC STOP



## EXTENSION ACTIVITIES: DRIVING WITHOUT A LICENSE OR INSURANCE/ GUEST SPEAKER

Time Frame	Materials	Teaching Strategies
Varies	- Educational resources from the local police department	- Role Play - Problem Solving - Authentic Materials

### TEACHING ACTIVITY #1

1. Ask students, “What do the police ask for when they pull you over?”
2. Ask students, “What might happen if you don’t have a driver’s license or insurance?”
3. As a class, discuss where to go to get a license if you don’t have one. Also, discuss insurance and why it’s important to have it.
4. Role Play a situation where a driver is pulled over for a traffic stop and he/she doesn’t have a driver’s license or insurance.

### TEACHING ACTIVITY #2

1. Ask your students if they are interested in having a police officer visit the class to talk about what happens during a traffic stop, how to talk to police, and how to be safe.

Hosting an officer as a guest speaker can be fun and educational while improving the understanding between law enforcement and community members. *However, students might be apprehensive about meeting a police officer or having a police officer in the classroom. If this is the case, forego the speaker.* Instead, ask your local police department for informational videos or handouts for students to learn more about interacting with law enforcement.