

Business Law

Fake Arrest

Lesson Plan

This is a role play lesson. Arrangements must be made ahead of time with the following individuals:

1. **Student** who will be fake arrested in the classroom
2. **Student's parents** sign a parental permission form (page 4).
3. **School police resource officer.**
4. **City police officer** who will do the arrest.
5. **School Principal or Dean of students** who will enter the classroom with the city police officer.
6. **\$50.00 bill or baggie of oregano** (looks like marijuana).
7. **Video Camera.**

Learning Objective: Know the rights people have when arrested. Miranda Rights.

Directions:

1. **Select a student** who you feel will be able to act upset when they are fake arrested in the classroom and who will be able to keep this a secret from the other students. Explain to him/her what is going to happen and when. Ask him/her to take home the parental permission form and have it signed and returned prior to the lesson.
2. **Arrange with the school resource officer** to prepare a lesson on Miranda Rights. (PowerPoint is usually used and a copy of current PowerPoint is at the end of these directions). Ask the resource officer to arrange with the city to have a police officer come into the classroom on the selected day and fake arrest the selected student.
3. Set up a **hidden video camera** in the classroom and make sure it is recording on the day of the lesson. (You may want to use 2 video cameras so you can see the video from different angles).
4. **Talk with the Principal** and/or Dean of students and ask them to interrupt your scheduled class about 5 minutes into teaching on the selected day and enter with the city police officer. (Note: the school resource officer does not enter the classroom at this time). The Principal and/or Dean will enter and call out the students name: "I'd like to see Tommy. . . ". Tommy will then answer and the Principal and/or Dean will pick up Tommy's belongings (backpack, books, etc.). Meanwhile, Tommy will give the \$50.00 bill or bag of oregano to another student alongside of him and quietly ask him/her to hide it. This student does not know what is going on and one of the following scenarios might take place next:
 - a. If the Principal and/or Dean **see's the \$50.00 or bag of oregano**, they may ask the innocent student "Is this yours?". Student responds with something like "I have never seen this before in my life". Principal/dean then asks the innocent student what their name is and tells them that they will need to come to the office later and answer some questions.
 - b. If the Principal and/or Dean **does not see the \$50.00 or bag of oregano**, one of 2 possibilities might happen:
 - i. Innocent student pockets money or bag to hide it from the Principal/Dean and cover for the classmate.
 - ii. Innocent students lets the money or bag fall on the floor and refuses to touch it.

I have had both of the above scenarios happen. The best one was when the innocent student hid the bag of oregano and waited until the police officer, Dean, and arrested student left the classroom, and then whispered to me that he needed to talk to me. I walked over to his desk to talk to him and he had his right arm holding the bag, under his shirt and told me we needed to talk outside in the hallway. We went out of the room and he saw the police officer and the arrested student, panicked and handed the bag to the officer and told the officer that he had nothing to do with it. That the arrested student just gave it to him and. . . .(he was so scared!) **(See pictures on next page).**

Meanwhile the police officer has the fake arrested student in front or back of the classroom and is handcuffing him/her and patting him/her down. The officer reads the fake arrested student their Miranda warning and then escorts him/her out of the room. The fake arrested student should be acting and saying stuff like: "I didn't do it. Those handcuffs hurt. What are you doing? Where are we going?"

The remaining students, including the student who was set up with the \$50.00 bill or bag of oregano sit quietly in class, in total shock. They are listening to the officer read the Miranda warning. After the officer leaves with the fake arrested student, and the Dean or Principal says: "Please continue with your lesson. We're sorry for the disruption", they students start asking questions. "What just happened? What did (arrested student) do?" The teacher should try to refocus the group on the lesson, but it is difficult. The students can't focus and have no idea what today's lesson is really about.

About 5 minutes later the city police officer, the school resource officer and fake arrested student return to the classroom. Then the rest of the students start to relax and eventually laugh about the whole situation. Some of them even say; "I knew it was fake." The teacher can then let them know that there is a hidden video camera, and the next class period they can view it to see their real reaction.

The school resource officer explains to them what just happened. He then presents the Miranda rights PowerPoint presentation. He also talks to them about the following topics, because inevitably the students ask questions pertaining to them:

1. Search and seizure
2. Probable cause
3. Jurisdiction

Explain to the students what the role of the school resource officer is and where he/she can be found if they ever need to ask a legal question for themselves or a friend.

This lesson builds a positive relationship with the school resource officer. Many students start to utilize the resource officer for advice on speeding tickets, (should I go to court and ask for jurisdiction or just pay the fine), parking violations, etc.

Miranda Rights PowerPoint

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Click [here](#) for a copy of the Google slides.

Dear Parents:

Your son/daughter _____, has been selected to participate in a role play criminal law lesson, during his/her business law class at Cary-Grove High School on Wednesday, November 7, 2018.

As part of this lesson, your son/daughter will go through the arrest process, which will include being handcuffed and read his/her Miranda rights, and then escorted out of the classroom by a Cary police officer. Shortly thereafter, your son/daughter and the police officer will return to the classroom and explain the arrest procedure, including the booking process as well as the formal arrest charges.

This lesson is designed to give all students the opportunity to experience the arrest process. As a conclusion to this activity, students will have the opportunity to ask questions about the arrest process.

Although it will look like your son/daughter is actually being arrested during this lesson, **he/she will not be under a formal arrest.** It is important that you do not share this lesson activity with anyone other than your son/daughter before the actual date, in order to make the role play look real.

I would appreciate it if you would give your permission for your son/daughter to participate in this activity. If you have any questions or concerns, please feel free to email me at tmiller@d155.org.

Sincerely,

Theresa Miller
Business Education Teacher
Cary-Grove High School

My son/daughter, _____, has my permission to participate in the arrest role play activity in business law class at Cary-Grove High School, on Wednesday, November 7, 2018.

Parent Signature