LESSON 3: Playwriting & Role-Playing a Car Stop Situation

Content Objectives
- Students role-play talking to a police officer in a car stop situation.

Rights Literacy Objectives
- Students have the opportunity to practice exercising their rights while imagining they are being stopped by the police while driving.
- Students share what they know about their rights when stopped by the police in a car stops situation.

Language Objectives
- Students will review writing and speaking unit vocabulary on police car stops

KEY VOCABULARY:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Interrogatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threat</td>
<td>To remain</td>
<td>Silent/quiet</td>
<td>What?</td>
</tr>
<tr>
<td>License</td>
<td>To have</td>
<td>Respectful</td>
<td>Where?</td>
</tr>
<tr>
<td>Ticket</td>
<td>To answer</td>
<td>Fast</td>
<td>Who?</td>
</tr>
<tr>
<td>Warning</td>
<td>To drive</td>
<td>Intimidating</td>
<td>Why?</td>
</tr>
<tr>
<td>Silence</td>
<td>To pull over</td>
<td>Fair/unfair</td>
<td>How?</td>
</tr>
<tr>
<td>Dramatization</td>
<td>To do</td>
<td>Respectful</td>
<td>When?</td>
</tr>
</tbody>
</table>

Lesson Activities:

Part A) “I have rights” and role-playing

You do not have to write, so that you can focus on role-playing and reviewing basic vocabulary words and expressions. In pairs, practice conversations based on the below table and practice giving answers like “I choose to remain silent,” “I want to be silent,” and practice responding with silence.

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CHART FOR SCRIPT DEVELOPMENT:

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTING</th>
<th>PROBLEM</th>
<th>RESOLUTION</th>
<th>KEY WORDS</th>
</tr>
</thead>
</table>

Part C) “Performing My Rights”

Congratulations! Now you will perform a short play in front of the class based on the script of the dialogue your group created! You are encouraged to improvise this car stop situation based on the characters and setting you have chosen, and do not have to memorize the script you wrote. Each group will perform their short play and then we will talk about them.

Part D) Reflections

Share your reflections and feelings about writing the dialogue and performing in front of the class.

1. What did you learn?
2. How can you use what you learned for advocacy?

Consider the following questions for small group discussion and make sure you take notes to report back to the whole class:

1. Why is it important to know your rights in a car stop situation?
2. Do you see yourself sharing the information you learned with other members in your community?