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

For more information to help you answer questions that may come up during this lesson, refer to the frequently asked questions sheet “Legal Information About Car Stops” at the end of this lesson.

**Time:** 4 hours

**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

**Materials**
- Student lesson handout
- Paper and pencil
- Space for improvisational work

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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>

Before completing the activities below, the instructor should review the lesson vocabulary from the table above.

Lesson Activities:

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

Instructors may want to note that some students may have done a similar activity that appears in the beginner's version (Lesson 5, Part A). If many students have previously participated in this activity, instructors may choose to skip it and proceed to Part B) Playwriting. However, this activity may also be a good foundation for students before they tackle writing a dialogue and performing a play.

The instructor should let students know that they will perform a play that they will write at the end of this lesson (that is, if the instructor is using all of the other activities in this lesson). In this activity, the students do not have to write, so that they can focus on role-playing and reviewing basic vocabulary words and expressions.

Drawing from the table below, the students can practice giving answers like “I choose to remain silent,” “I want to be silent,” and practice responding with silence. At the end of the role-playing activity, the students reflect on what they have learned.
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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Practice Possible Answers</th>
<th>Police Questions/Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>I drive my car to school/I drive to work/I am driving home/I do not drive/She was driving/I was not driving.</td>
<td>Do you drive to work?/Where are you driving?/Who was driving?</td>
</tr>
<tr>
<td>Police</td>
<td>May I see your police badge?/May I see your identification?/What is your police identification number? Hello, police officer.</td>
<td>I am officer Johnson.</td>
</tr>
<tr>
<td>Right</td>
<td>By law, each person has certain rights./By law, I have the right to remain silent.</td>
<td>What do you know about rights?</td>
</tr>
<tr>
<td>Driver’s License</td>
<td>My driver’s license is in my wallet/I do not have a driver’s license</td>
<td>Can you please show me your license?/License and registration, please.</td>
</tr>
<tr>
<td>Identification (ID)</td>
<td>My identification is in my wallet/I do not have an ID/Here is my ID/Here is my school ID/</td>
<td>Can you please show me your identification? Can you show me your ID?</td>
</tr>
<tr>
<td>Silent</td>
<td>I do not have to talk; I can remain silent/I choose to be silent</td>
<td>Are you choosing to remain silent?/Do you want to remain silent?/Why are you not talking?</td>
</tr>
<tr>
<td>Name</td>
<td>My name is ___/I choose not to give my name.</td>
<td>What is your name?</td>
</tr>
<tr>
<td>Leave</td>
<td>Am I free to leave?</td>
<td>You are free to leave./ You are not free to leave.</td>
</tr>
</tbody>
</table>

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Part B) Playwriting

In groups of two or three, ask the students to write a short play based on an interaction between a police officer and a driver (and possibly passengers) during a car stop. Ask the pairs or small groups to begin by filling out the table below and review the words with the students. This information will be the starting point to create a dialogue.

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

In groups of two or three, write a short play based on a car stop situation. You can begin by filling out the right side of the table below, describing the things listed on the left side.

You should then use the information you have put into the table to help you to develop a short dialogue between the characters you have created.

CHART FOR SCRIPT DEVELOPMENT:

Part C) “Performing My Rights”

The students will perform in front of the class based on the dialogue they created. Students should be encouraged to improvise the car stop situation based on the characters and setting they chose, and are not required to memorize the dialogue.

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

At the end of this activity, the whole class shares their reflections and feelings regarding the playwriting and performance activity and what they learned. The class also discusses how to use what they learned as part of community education and/or advocacy. The instructor presents the below questions for the whole group discussion.

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?

END OF LESSON REFLECTIONS: The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?
- What other situations can you think of when you may want to assert your rights?
FAQ: Legal Information about Car Stops

❖ Some tips on what to do if stopped by the police while driving

DO:
• Signal and pull over
• Remain inside the car
• Stay calm and be polite
• Keep your hands on the wheel, and tell the officer if you need to reach into the glove compartment for documents before doing so
• Carry a card with a lawyer’s phone number or memorize the number. See information below about calling a lawyer if you are arrested.

DON'T:
• Lie or provide false information
• Obstruct the police or refuse to follow their direct orders to you

❖ When do I have to answer questions from the police or other law enforcement officers if I’m stopped while driving?

Generally, there is no duty to answer a police officer’s or other law enforcement officer’s questions. Anything you say to a police officer can be used against you.

In most states, including Massachusetts and Rhode Island, a driver must provide his or her name and address. In Rhode Island, a law enforcement officer may also demand a person’s name and address any time (including if stopped on the street) where the officer has “reason to suspect” the person is committing, has committed, or will commit a crime. You do not have to answer any other questions.

NOTE ON QUESTIONS ABOUT IMMIGRATION STATUS: Noncitizens 18 years and older are required to carry their immigration documents (for example, their green cards or other proof of lawful status). If you have such documents, you should show them to the officer if asked. If you do not have lawful immigration status, you can say you want to remain silent.

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Should I show my foreign documents if I don’t have a U.S. driver’s license or other U.S. identity document?

There is no easy answer to this question. Here are some ways to think about the positive and negative aspects of your options.

<table>
<thead>
<tr>
<th>Option</th>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you choose to show your foreign identity documents</td>
<td>Police officer will be able to verify your identity (that you are who you say you are) and check their system to see if there are any outstanding warrants or tickets. If there are no problems, the police officer may choose to just let you go. The police officer can also give you a ticket, or arrest you for driving without a license.</td>
<td>You are providing proof that you are a citizen of another country, so the government now has all the information necessary to try to deport you. In addition, the police officer can give you a ticket or arrest you for driving without a license.</td>
</tr>
<tr>
<td>If you choose to not show any documents</td>
<td>You are not providing proof that you are a citizen of another country (though the police officer may infer that if you don’t have any documents it is because you do not have legal immigration status). Police officer will not be able to verify your identity. The police officer can also give you a ticket, or arrest you for driving without a license.</td>
<td>Police officer will not be able to verify your identity. The police officer can also give you a ticket, or arrest you for driving without a license.</td>
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You should never present false documents or documents not belonging to you.

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Intermediate Level Car Stops Toolkit ESOL

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When can the police search my car?

If a police officer asks to look inside your car, you have the right to say no. You do not have to consent to a search of your car. If the police believe your car contains evidence of a crime, however, they can search it even if you say no.

When can the police impound (take) my car?

There are some situations in which the police are allowed to impound the car. This means that they take the car, and the owner usually has to pay a fine to get it back. For example, the police can impound the car if the car is or contains evidence of a crime. The police can also take the car when it presents a public safety risk. For example, if the car is pulled over on the side of the highway and the driver can no longer drive it. This may be because the driver was arrested for driving under the influence (drunk driving) or driving without a license.

Can the police take and search my cell phone?

The Supreme Court decided in June 2014, in a case called *Riley v. California*, that the police generally must obtain a warrant before searching the contents of a cell phone seized from someone who has been arrested.

What are my rights as the passenger?

If you are a passenger in a stopped car, you can ask if you are free to leave. You might also have to provide your name and address in some situations. You do not have to answer any other questions.

Can I be arrested for driving violations?

Yes. Driving without a license is a crime in most states, including Massachusetts and Rhode Island. A driver can also be arrested for other criminal driving violations, including “reckless driving” (which can include excessive speeding), driving under the influence of alcohol or a controlled substance, and committing a “hit and run” (leaving the scene of an accident without identifying yourself).

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What happens if I am arrested or detained?

If you are arrested for a crime, you have the right to remain silent and to ask for a lawyer immediately. If you can’t pay for a lawyer, you have the right to a free one. Don’t say anything or sign any documents without talking to a lawyer first.

Sometimes individuals are sent to immigration detention after having been arrested by the police. In immigration detention, you have the right to remain silent and you do not need to answer any questions about your country of birth or your immigration status. Don’t sign any documents without consulting with a lawyer. Unlike in a criminal case, in an immigration case you do not get a free lawyer, but you or your family can hire a lawyer. You will be given an identification number called an “A number.” Give this number to your family or your lawyer, as it will help them find you and follow your case. There is much more information about immigration detention and the deportation process that is not included here.

Do I have the right to tape the police?

This depends on state law. For example, in Massachusetts, you have the right to tape police conduct: (1) in a public place; (2) openly (as opposed to doing so secretly); and (3) without interfering with the officer’s conduct.

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