

New Hampshire Police Standards and Training

Lesson Plan

<u>COURSE TITLE</u> Cultural Dynamics	<u>NUMBER OF HOURS</u> 2 hours	<u>DATE PREPARED</u> 15 March 2012 r 2018
<u>PREPARED BY</u> Lt. Gerald Taylor GT	<u>PRIMARY INSTRUCTOR</u> PSTC	<u>ALTERNATES</u>
<u>BRIEF DESCRIPTION</u> Cultural Dynamics will prepare an officer for understanding some of the issues around cultural perspectives and be given some tools to improve communication.		
<u>INSTRUCTOR'S REFERENCES</u>	<u>STUDENT MATERIALS</u> None	
<u>TRAINING AIDS</u> PowerPoint Cultural Dynamics 2012 updated with new satistics	<u>STUDENT HANDOUTS</u> Electronic file of the presentation	

New Hampshire Police Standards and Training

Cultural Dynamics Learning Goals and Performance Objectives

1. Cultural Dynamics
 - 1.1. Students will understand essential concepts of Cultural Dynamics.
 - 1.1.1. Recall that culture is a way of life based upon perceived common values
 - 1.1.2. Identify the difference between a tapestry and melting pot concept in a historical timeframe.
 - 1.1.3. Recall that police should understand the dynamics of cultural communities that they serve.
 - 1.1.4. Recall that cultural misunderstandings can lead to poor police/community relations, loss of life and property.
 - 1.1.5. Recognize that there are no simple answers about cultural interaction.
 - 1.2. Students will gain an appreciation of their personal and other people's prejudices.
 - 1.2.1. Recognize that everyone is prejudiced.
 - 1.2.2. Recall that prejudice is a type of cultural defense.
 - 1.2.3. List 4 reasons for being prejudiced.
 - 1.2.4. Recall that prejudice controls and limits our perceptions.
 - 1.2.5. Identify 4 reasons for self control of prejudice.
 - 1.2.6. Recall that a person can work with prejudice, not fight nor ignore it.
 - 1.2.7. Recall that recognizing prejudice is the first step in dealing with it.
 - 1.3. Culture concepts around communication.
 - 1.3.1. Recall that culture values and behaviors are learned.
 - 1.3.2. Recognize tactical benefits of asking and explaining to overcome cultural differences.
 - 1.3.3. Recall that individuals can control their thoughts and actions that get in the way of communication.
 - 1.3.4. Recall that the "Stop, Look, and Listen" paradigm is both a good officer safety practice and helps foster cross-cultural communication.
 - 1.3.5. Recall that a perception of attitude is conveyed by verbal tone and body language.
 - 1.3.6. Recall that Northern European and Arabic cultures have different conversational distances.
 - 1.3.7. Given a scenario involving a young person with a Mexican heritage, recall that looking at the ground is not necessarily suspicious.
 - 1.3.8. Identify that a passive facial expression conveys different meanings in different cultures.
 - 1.3.9. Recall that someone with a lack of language ability can appear to disobey instructions.
 - 1.3.10. Recall that a smile is not always viewed as friendly.
 - 1.3.11. Recall that the use of touch varies widely between cultures.
 - 1.3.12. Given a scenario, recall that transmitting or mirroring behavior communicates to other people.
 - 1.4. Understand the make-up of populations in the United States and New Hampshire.
 - 1.4.1. Recall that the most recent US Census was done in 2010.
 - 1.4.2. Recall that 20% of the US population currently speaks a language other than English at home.

New Hampshire Police Standards and Training

- 1.4.3. Recall that Mexicans and Asians are the fastest growing segments of the US population.
- 1.4.4. Select from a list that a person can be given refugee status because of persecution based on race in his country.
- 1.4.5. Recall that over 4400 refugees have been settled in New Hampshire from 1997-2009.
- 1.4.6. Recall that there are designated resettlement areas.
- 1.4.7. Recall that an immigrant is a person who has been accepted by the US State Department for admittance to the US.
- 1.5. Have an appreciation of some of the laws about discrimination and hate crimes
 - 1.5.1. Recall the Declaration of Independence used the words "all men are created equal" and "have certain unalienable rights".
 - 1.5.2. Recall the 14th Amendment to the US Constitution that says in part that a State shall not deny any person within its jurisdiction equal protection under the law.
 - 1.5.3. Recall that the NH Constitution in Article 2 says in part that "equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex or national origin."
 - 1.5.4. Recall that a definition of discrimination includes treatment based on class or category rather than merit.
 - 1.5.5. Recall that Federal Acts require the collection of hate crimes statistics.
 - 1.5.6. Recall that it is a best practice to immediately notify the NH Attorney General's Office of any hate crime.
 - 1.5.7. Recall that New Hampshire has an enhanced penalty for a hate crime.
 - 1.5.8. Select from at list that a police officer can be the victim of a hate crime or can be charged with a hate crime.
- 1.6. Leave the training with an understanding of important points of emphasis
 - 1.6.1. Recall that most law enforcement citizen interactions start with finding common ground.
 - 1.6.2. Recall that learning is the key to understanding different types of human behavior.
 - 1.6.3. Recall that fundamental officer safety procedures involve watching behavior, asking questions and learning.

New Hampshire Police Standards and Training

Objectives	Instructional Cues
<p>Cultural Dynamics</p> <p>A Common-Sense Guide</p> <p>They Call it Cultural Diversity Most would rather avoid talking about it. Some attack the notion as naïve. Some attack it in defense of their own self-images. Preconceptions must be defended and preserved. Prejudice drives the response. Some criticize it as “Sensitivity training”. Many dismiss it as “Political Correctness”.</p> <p>Culture A collection of similar organisms, based on <u>biological</u> commonalities. A <u>way</u> of life, based on <u>perceived</u> commonalities, which we grow to value, and, therefore, defend. physical mental emotional spiritual ideological societal institutional religious geographical</p> <p>We live in a truly multi-cultural society, in which America is moving from a “melting pot” to a “tapestry.”</p> <p>Police must understand the cultural experiences and dynamics of the communities they serve. Being culturally sensitive is a constant struggle for everyone. Negative results can include: Cultural tensions, communication breakdowns, poor police/community relations, loss of life and property.</p>	<p>Slide 1</p> <p>Slide 2</p> <p>Slide 3 PO 1.1.1 Q 25</p> <p>Slide 4 PO 1.1.2 Q 08 PO 1.1.3 PO 1.1.4 Q 11 PO 1.1.5</p>

New Hampshire Police Standards and Training

<p>Since there are no simple answers, open dialogue is essential.</p> <p>Talking point: Cultural dynamics is more of a journey over an ever-changing road rather than a static destination.</p>	<p>Slide 5 PO 1.1.6</p>
<p>Let's Admit, We're All Prejudiced</p> <p>Prejudice is a defense.</p>	<p>Slide 6 PO 1.2.1 Q 02 PO 1.2.2</p>
<p>What's Wrong with Prejudice?</p>	<p>Slide 7</p>
<p>We Have Reasons to be Prejudiced Why can't <u>they</u> be more like <u>us</u>?</p>	<p>Slide 8 PO 1.2.3 Q 12</p>
<p>Distrust Fear Jealousy Ignorance: lack of understanding Tradition: indoctrination Self-preservation Group dynamics: herd mentality Religion Patriotism Unity</p>	
<p>Reasons to be Prejudiced Why can't <u>they</u> be more like <u>us</u>?</p> <p>Feelings of superiority Economics Self-identity Stubbornness Pride No perceived need to change Status quo easier than change Self-consciousness</p>	<p>Slide 9 PO 1.2.3 Q 12</p>

New Hampshire Police Standards and Training

<p>Lack of acceptance Fear of being different</p>	
<p>But what <u>if</u> “they” were all like “us”?</p>	<p>Slide 10</p>
<p>In a Same World</p> <p>We wear the same clothes. We eat the same food. We live in the same houses. We drive the same cars. We like the same things. We want the same things. We believe the same ideas. Our children are like us. Our neighbors are like us. Everyone is like us.</p>	<p>Slide 11</p>
<p>Where would we be without Diversity?</p>	<p>Slide 12</p>
<p>Picture of dark and stormy night Talking point A world without contrast, without the dynamics of diversity.</p>	<p>Slide 13</p>
<p>Cultural Diversity A Good Thing, Considering</p>	<p>Slide 14</p>
<p>But No Matter, the Culture All people would like to be respected. Everyone desires a sense of self-worth. We all seek a sense of belonging. We all seek to balance dependence/independence We would rather be asked than told.</p>	<p>Slide 15 PO 1.3.2</p>
<p>But No Matter, the Culture</p>	<p>Slide 16</p>

New Hampshire Police Standards and Training

<p>We would rather have explanations than demands. We would rather have options than threats. We all feel we have a right to know <i>why</i>. All of us want to feel safe and secure. All of us would like to have a second chance</p>	<p>PO 1.3.2</p>
<p>But No Matter, the Culture The human spirit yearns for “Life, liberty, and the pursuit of happiness.”</p>	<p>Slide 17 PO 1.3.2</p>
<p>What’s in In it for Me?</p> <p>Easier Efficient Effective Increases Safety Minimizes Conflict Increases Cooperation Increases Confidence</p>	<p>Slide 18 PO 1.2.5</p>
<p>What’s in it for Me?</p> <p>Ethically sound Tactically sound Legally sound Legal mandate Institutional mandate Cost effective Increases professionalism</p>	<p>Slide 19</p>
<p>So What’s Wrong with Prejudice?</p> <p>It can hurt us It limits us It controls us</p>	<p>Slide 20 PO 1.2.4</p>
<p>Intolerance Racism Hatred Violence</p>	<p>Slide 21</p>

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<p>Fear</p> <p>Picture of lock and key with words: "Conflict -> Co-Operation"</p> <p>Talking points: The key to unlocking potential conflict is cooperation.</p> <p>Prejudice hides the key.</p> <p>Prejudice creates a heightened sense of awareness, that is based in fear. Fear triggers some basic functions of our brain. For example, we get tunnel vision about the perceived threat, the thing that is different, the thing which is not normal.</p> <p>A law enforcement officer with tunnel vision is a danger to themselves and others.</p> <p>What can you do to live with your natural prejudices and be safe?</p>	<p>Slide 22</p>
<p>Work with Prejudice</p> <p>Recognize it Name it Control it Overcome it</p>	<p>Slide 23 PO 1.2.6 Q 23 PO 1.2.7 Q 07</p>
<p>The Human Factor</p> <p>Human cultural perceptions are learned. Culture defines what is normal and how to respond and behave. Learned responses and behaviors can be consciously modified, or "un-learned".</p>	<p>Slide 24 PO 1.3.1 Q 24</p>
<p>Communications Skills that Transcend Cultural Differences</p> <p>Stop, Look, Listen</p>	<p>Slide 25</p>

New Hampshire Police Standards and Training

<p>STOP the <u>NOISE</u> Thoughts and actions that get in the way of communication. Talking point:</p> <p>You control your thoughts and actions that get in the way of communication.</p>	<p>Slide 26 PO 1.3.3</p> <p>PO 1.3.4 Q 13</p>
<p>LOOK for <u>SIGNS</u></p> <p>Understanding Acceptance Willingness to cooperate Facial expressions Body language Demeanor</p>	<p>Slide 27 PO 1.3.4</p>
<p>LISTEN for <u>SIGNALS</u></p> <p>Voice Volume Pitch Pace Clarity Tone</p>	<p>Slide 28 PO 1.3.4</p>
<p>Picture from Pleasantville Film Talking point By stopping, looking, and listening to others, they will bring stories, information, and color into your world, and widen your view of the great contrasts and possibilities the people of the world have to offer.</p>	<p>Slide 29</p>
<p>Communication of Attitude</p> <p>7- 20 % of attitude is expressed in words 80 - 93% in tone, facial expression and body language</p> <p>What do you really see and hear?</p>	<p>Slide 30 PO 1.3.5 Q 18</p>
<p>Cross-Cultural Communication</p>	<p>Slide 31</p>

New Hampshire Police Standards and Training

<p>Nordic or Northern European like to talk at an “arms length” or greater distance (Hall 1959) The normal conversational distance among many Arab cultures about 15 inches “half an arms length”.</p> <p>Perception = These people are trying to get close and threatening OR Perception = These people are cold and unfriendly</p>	<p>PO 1.3.6</p>
<p>Cross cultural communication Many cultures have customs to look at the ground when being questions as a sign of respect.</p> <p>In other cultures it is a sign of lying or fear.</p>	<p>Slide 32 PO 1.3.7 Q 10</p>
<p>Cross-Cultural Communication</p> <p>Some cultures value passive facial expression. In other cultures it a sign of being deceitful or of passive aggression.</p> <p>As a Police Officer do you project a passive facial expression?</p>	<p>Slide 33 PO 1.3.8</p>
<p>Language barriers. . . Deaf persons or others who don’t understand a spoken language can appear to Disobey authority or instructions</p> <p>Do you have a communication Plan B?</p>	<p>Slide 34 PO 139 Q 03</p>
<p>A smile is a SMILE except. . . “That smiling gang member is smug and arrogant</p> <p>“Americans smile at strangers. I don't know what to think of that.”</p> <p>Who is seeing what they want to see ?</p>	<p>Slide 35 PO 1.3.10 Q 16</p>
<p>Prohibit any-kind of touching between members of the opposite sex, except immediate family. This includes shaking hands or passing things.</p> <p>Some cultures may be sensitive to being touched when they are angry.</p>	<p>Slide 36 PO 1.3.11</p>

New Hampshire Police Standards and Training

Some cultures allow contact such as shaking hands but touching the head is disrespectful.

On the other hand. . .

Some cultures often use touch as part of their communication with others, including strangers

Cheek or nose rubbing is polite behavior in some cultures.

As a Police Officer, do you have cultural rules about being touched?

Communications Skills
that Transcend Cultural Differences

Listen, even as you speak

- Watch for signs of understanding

- Watch for signs of acceptance

- Watch for signs of willingness to cooperate

- Observe Body Language

- Observe Facial expressions

- Consider transmission of Facts vs.

- Factor in emotional responses

- Think about possible motivators

 - Motivators for current behavior

 - Motivators for desired behavior

Transmit (mirror) the behavior that you seek

America's "Tapestry"

In one form or another, we are all immigrants . . .

According to the 2010 U.S. Census (2000 Census) about:

12 % of the population was born in a foreign country (10.4)

20 % of the population currently speaks a language other than English at home (13.8)

Mexicans and Asians are the fastest growing segments of the U.S. population today

The Culture of the U.S. is rapidly changing

New Hampshire's "Tapestry"

4,400 refugees have resettled in NH since 1997

6.1 % non-white people live in NH (2010)

5.3 % foreign-born live in NH (2010)

8.0% speaks a language other than English at home in NH(2010)

Slide 37
PO 1.3.11

Slide 38
PO 1.3.12

Slide 39
PO 1.4.1
Q 05
PO 1.4.2
Q 08
PO 1.4.3
Q 14

Slide 40
PO 1.4.4

New Hampshire Police Standards and Training

<p>Refugees A Refugee is a person who has fled his or her country of origin because of a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group. Refugees have asked the UN High Commission for protection.</p>	<p>Slide 41 PO 1.4.5 Q 17 PO 1.4.6 PO 21</p>
<p>Official resettlement areas in NH are Manchester, Concord, Laconia, Nashua, and Franklin.</p>	
<p>In NH from 2002-2009 Resettlement by Municipality Town Total Manchester 1807 Concord 778 Laconia 260 Nashua 70 Franklin 21 All other 30 Total 2966</p>	<p>Slide 42</p>
<p>Asylum Seekers An Asylum Seeker is a person who arrives at the borders of the US with no prior designation by the US for acceptance. An Asylum Seeker is fleeing a desperate situation and could not wait to go through proper channels for entry. It may take months or years to be legally admitted.</p>	<p>Slide 43</p>
<p>Immigrants An Immigrant is a person who requests admittance to the US (through the US Embassy in the country in which he or she lives). An Immigrant is put on a list for acceptance, depending on qualifications determined by the US State Department. Immigrants have no designated specific resettlement areas</p>	<p>Slide 44 PO 1.4.7</p>
<p>Declaration of Independence (picture) We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.</p>	<p>Slide 45 PO 1.5.1</p>

New Hampshire Police Standards and Training

<p>Federal Law 14th Amendment: All persons born or naturalized in the U.S., and subject to the jurisdiction thereof, are citizens of the U.S. and of the State in which they reside. No State shall make or enforce any law which abridges the privileges or immunities of citizens of the U.S.; nor shall any State deprive a person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction equal protection under the law.</p>	<p>Slide 46 PO 1.5.2</p>
<p>NH State Constitution Part First—Bill of Rights, Article 2: All men have certain natural, essential, and inherent rights - among which are, the enjoying and defending life and liberty; acquiring, possessing, and protecting, property; and, in a word, of seeking and obtaining happiness. Equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex, or national origin. June 2, 1784; amended in 1974 adding sentence to prohibit discrimination.</p>	<p>Slide 47 PO 1.5.3</p>
<p>Key Terminology... Discrimination: Treatment or consideration based on class or category rather than merit. Discrimination is illegal.</p>	<p>Slide 48 PO 1.5.4 Q 01</p>
<p>Hate Crimes A hate crime is a criminal offense committed against persons, property, or society that is motivated, in whole or in part, by an offender's bias against an individual's or a group's race, religion, ethnic or national origin, gender, age, disability, or sexual orientation.</p>	<p>Slide 49</p>
<p>Hate Crimes Law <u>Federal Acts:</u> 1990: Hate crimes Statistics Act Required police to collect statistics of crimes motivated because of a victim's race, religion, sexual orientation, ethnicity, or national origin. 1994: Violent Crimes and L.E. Act Crimes against disabilities became an element of hate crime statistics. 1996: Church Arson Prevention Act Law extending data collection to the destruction of churches</p>	<p>Slide 50 PO 1.5.5 Q 19</p>
<p>Federal Hate Crimes Statistics Act, 28 U.S.C. § 534, Defines hate crime as a crime that manifests evidence of prejudice based on</p>	<p>Slide 51 PO 1.5.7</p>

New Hampshire Police Standards and Training

<p>race, religion, disability, sexual orientation, or ethnicity. Report NH Hate Crimes to NH AG office Immediately 603 271 1241</p>	<p>Q 22</p>
<p>Hate Crimes Law State of NH RSA 651:6 "Extended term of imprisonment" (Enhanced Penalty)</p> <p>(I) (f) Was substantially motivated to commit the crime because of hostility (bias) towards the victim's religion, race, creed, sexual orientation as defined in RSA 21:49, national origin, or sex;</p> <p>(I) (h) Was an on-duty law enforcement officer at the time that he or she committed or attempted to commit any of the crimes defined in RSA 631 (<u>Assault and Related Offenses</u>).</p>	<p>Slide 52 PO 1.5.7 Q 15 PO 1.5.8 Q 04 Q19</p>
<p>In diversity, variety. In variety, possibilities. In possibilities, growth. In growth, progress. In progress, diversity.</p>	<p>Slide 53</p>
<p>It is impossible to cover every possible cultural situation</p> <p>Find common ground, Ask questions, Watch behavior Learn</p> <p>Talking points: All we have talked about is about being a good law enforcement officer. As a law enforcement officer will naturally watch actions, ask questions and learn.</p>	<p>Slide 54 PO 1.6.1 Q 20 PO 1.6.2 PO 1.6.3 Q 06 PO 1.6.4</p>
<p>Your perceptions are your reality.</p>	<p>Slide 55</p>
<p>Picture of person looking into distance. Talking point: You have a voice in creating your vision of the world and the people who share the world with you.</p>	<p>Slide 56</p>

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Questions?	
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Approved:

DATE: _____

DIRECTOR: _____

Donald L. Vittum

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