

INDIANA LAW ENFORCEMENT
Instructor Development Guide

The following is a synopsis of the presentation requirements for the Impromptu, Ten Minute, and Fifty Minute Presentations. It will assist you in preparing your presentations. If you have any questions about the class, presentations or anything else, please contact one of the instructors. We are here to help you.

I. Impromptu (morning of the first day)

Impromptu Presentations are designed to expose the student to unexpected discussions or topics that may develop during a lecture. The student must understand that these situations occur and he/she has to be ready to cope with them in a professional manner. The words you will be given for your Impromptu Presentation are commonly everyday used words.

- A. Given a word at random by the instructor, the student will give a two-minute Impromptu Presentation to the class.
- B. The use of visual aids is optional.
- C. Presentation must go the full two minutes.
- D. During the Impromptu, the class will not be allowed to ask any questions to assist the presenter in meeting the two minute requirement.

II. Ten Minute Presentation (non law enforcement topic).

By this time the student will have had sufficient exposure to present a Ten Minute Presentation on a topic of his/her choice that is unrelated to Law Enforcement. This Ten Minute Presentation will emphasize the Introduction and Summary portions of the presentation. The Ten Minute presentation is designed to prepare the student for the Fifty Minute Presentation.

- A. Prepare a Lesson Plan Cover Sheet and give a copy to the evaluator. It can be hand written.
- B. Prepare a Lesson Plan and give a copy to the evaluator. It can be handwritten.
- C. Use at least one (1) visual aid during the presentation.
- D. Presentation must go the full ten (10) minutes.
- E. At the end of eight (8) minutes the evaluator will give a signal. The student should conclude the present thought, go into the summary and finish on time.
- F. All students will evaluate each presentation by using the provided forms.

INDIANA LAW ENFORCEMENT
Instructor Development Guide

- G. The order of presentations will be on a first come, first serve basis.
- H. At the conclusion of each Ten Minute Presentation the evaluator will discuss/give an assessment for each presentation given.

III. Fifty Minute Presentation

The final stage for completing the course consists of preparing for and presenting a Fifty Minute Presentation on a law enforcement subject, which is assigned to the student **by the Indiana Law Enforcement Academy.** The Student will be required to research the topic and indicating references where they found their information for their assigned topic. Student's lesson plan and presentation material must be his or her own work.

**** The use of a canned outline such as SFST, DRE, or any other readymade lesson plan, including the use of any former Instructor Development student's lesson plan in part or in whole will be grounds for immediate failure of this course. (See last page for acceptable use of others' material)****

The important points for this presentation are:

The student will research and develop their **own** lesson plan and objectives for the topic assigned to them.

A. Lesson Plan cover Sheet

- 1. Course scope
- 2. Defined objectives

B. Lesson Plan must contain:

The following times and percentages are only a guideline for the student when presenting a 50 minute topic.

- 1. Opening (5 minutes or 10%)
- 2. Lecture body (40 minutes or 80%)
- 3. Summary (5 minutes or 10%)

INDIANA LAW ENFORCEMENT
Instructor Development Guide

- 4. Lesson Plane/Cover Sheet must be **TYPED** on the prescribed **LETB forms** and in the prescribed LETB format.
- C. Submit three (3) test questions and answers with Lesson Plan. Must be typed on separate sheet of paper.
- D. When presenting this block, the student will be required to present **twenty (20) minutes** of the fifty (50) minute presentation. Remember to adjust the above percentages accordingly. There must be enough material to cover a fifty (50) minute class presentation.
- E. Give a copy of the Lesson Plan, Cover Sheet, and Test Questions to the evaluator. This paperwork will be part of the student's permanent file at the Indiana Law Enforcement Academy.
- F. **PRESENTATIONS MUST GO THE FULL TWENTY MINUTES.**
- G. Must use three visual aids during the presentation.
- H. Can use only three (3) minutes of video material.
- I. Evaluator will time the presentations.
- J. Evaluator will give the student a signal when he/she has five (5) minutes to go. At this time the student is to check their timing device, complete present thoughts, go into the summary, and finish on time. **The evaluator at the twenty (20) minute mark will stop you; there will not be any plus or minus time adjustment. Going over in time or under in time could cause failure of the course.**
- K. Evaluator will critique the presentation immediately upon completion giving points of strength and areas for improvement.
- L. Student presenters should be either in uniform or apparel suitable for court appearances to present their Fifty Minute Lectures.
- M. Students will return to their departments to complete the certification requirements.

**** It is acceptable to use parts of another program or individuals material for research but, the written lesson plan and presentation must be the student's own creation. If using material from another program or individual, credit must be given to that program or individual on the lesson plan cover sheet. ****

Lesson Plan Preparation

Effective instruction is reliant upon a well organized and carefully constructed lesson plan. A lesson plan provides order and sequence of ideas; it describes methods or approaches for presenting ideas; and it provides a means of control of a topic unlike the haphazardness of impromptu teaching that has no preplanned or prepared direction.

With a properly prepared lesson plan an administrator can be assured, by reviewing the lesson plan, that what is required to be taught is most probably being taught. Absolute assurance that training objectives are being met can be established by observing in the classroom to ensure that an instructor is following the lesson plan. The greatest single advantage of a lesson plan is the direction it gives toward achievements of training objectives.

Training objectives are established outside of the training environment through a series of needs analysis. These identified needs of training are the basis for preparing the person to perform a job function. Training objectives purposes or goals of police officer training are derived from tasks that are performed on the job by the police officer. Clearly, then, the worthiness of training objectives is determined by conditions that occur outside the training establishment.

Worthiness of a training objective is determined by asking a number of questions:

- How frequently is the particular task performed?
- Is the task something that needs to be taught?
- Is the task something that can be learned more effectively on the job or through in-service training?
- How critical is the task to the police mission?

Answers to these questions require analysis based on first hand knowledge of actual police duties. Therefore, the importance of training objectives are not solely determined by trainers, but by experienced police practitioners.

SUBJECT MATTER		REMARKS
		(For Student Use)
<p>I. Identification</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. Name of Instructor (Your name)</p> <ol style="list-style-type: none"> Any-town Police Dept Served as patrolman for 15 years Experience <ol style="list-style-type: none"> FBINA 1998 class 193 Composites for Identification </div> <div style="width: 50%;"> <p>Information about you goes here. Under your name identify the agency you work with, Identify years you have been in the agency or law enforcement, and any training or supporting education.</p> </div> </div> <p>When presenting, The rule of thumb for how long it takes for you to give the introduction is <u>5 min.</u></p> <p>B. Gain Attention/Motivation</p> <ol style="list-style-type: none"> How would you like to be mistaken for another individual, we all have but how about so close to the exact dimensions height, weight, facial features etc. that you are accused of a crime you did not commit. We will be talking about such a case and how it impacted law enforcement <p>In the Gain attention this is a place for you to identify a short story or play a short portion of a video. Here you want to grab the attention of the students. You could also do an Ice Breaker exercise here. Be careful that any thing placed here is not off color or offensive, this section sets the tone for the rest of your training.</p> <p>C. Lesson Tie in</p> <ol style="list-style-type: none"> Why are we here As investigators it is important for us to be able to properly identify individuals that are suspect of a crime. <p>Lesson tie in explains briefly why we are here, and if applicable how and why this training ties into the student's job they perform now or want to perform in the future. Also how this class may be tied to the next class.</p> <p>D. Course objectives</p> <ol style="list-style-type: none"> List two ways that were used for identification purposes Describe in writing the case that brought fingerprints to the forefront of identification. <p>This is probably the most important part of the introduction. This is where you will indicate the expected objectives of this class. This is what the students will be able to do when training is over. Remember that Objectives are measurable and use <u>action verbs</u> so you, the instructor can identify that the student did learn. Example: The student will be able to:</p> <ol style="list-style-type: none"> List the Amendments to the Constitution. Using a copy of the 4th amendment write the 4th amendment requirement. 		
<p>II. History of Identification</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. History of suspect identification</p> <ol style="list-style-type: none"> 1800's the use of measuring every part of the body to indicate differences in persons Late 1800's the use of fingerprints. </div> <div style="width: 50%;"> <p>The BODY is the supporting knowledge of the lesson plan. This is where you put any and all information that you want the students to be familiar with. REMEMBER this is information that supports your Performance Objectives</p> </div> </div> <p>The amount of time focusing on presenting the body of the class should be <u>40 min.</u></p>		

SUBJECT MATTER	REMARKS
<p>1. Measuring all features of a person.</p> <p>2. Bertillon took measurements of the length and size of such features as</p> <p>a. The dimensions of a persons ears</p> <p>b. Length and width of the nose</p> <p>c. How far apart are the eyes.</p> <p>C. Fingerprints</p> <p>1. 1901 the Henry system of fingerprint classification</p> <p>2. 1903 The Will West case</p> <p>a. The first case where the Bertillon method of Identification failed, two people with almost the same features and measurement.</p> <p>b. Fingerprints were subsequently used to distinguish the difference between the two individuals.</p>	<p>(For Student Use)</p> <p>The BODY is the supporting knowledge of the lesson plan. This is where you put any and all information that you want the students to be familiar with. REMEMBER this is information that supports your Performance Objectives</p>
<p>III. Summary</p> <p>A. During this block of instruction you were introduced to several ways that people can be identified. We talked about the complicated way of measuring body parts to indicate that they were unique to individuals. We also found out that this method called the Bertillon Method of identification was not fool proof. It was a Kansas state prison case that indicated two people Will West and William West can have identical features and could be mistaken for each other. Out of this case we realized the importance of fingerprints and during our research found out that ancient China used fingerprints to identify individuals. With technology came new forms of identification. It is now that we use DNA to identify individuals.</p> <p>B. Objectives</p> <p>1. List two ways that were used for identification purposes</p> <p>2. Describe in writing the case that brought fingerprints to the forefront of identification</p> <p>C. Questions?</p> <p>You will ask for questions, but this is a good time for you to ask questions of the students to find out if they understood the topic. These are called clarification questions. Use your questioning techniques here to ask the proper form of questions and to give feed back.</p>	<p>The SUMMARY will be an area where you will retell, albeit short, what you just told the students. This retelling is to allow the student to remember what is important in this training block. It is important that you restate the performance objectives of the class so that the students will be able to say to themselves "this must be important because we just heard it again." DON'T short change the summary, most new instructors rush through this section. Where in fact this is a most important section that allows students to reflect on the class. Here also is a time for you to ask for questions; it allows you to determine if the students are clear on the material or if something needs s cleared up.</p> <p>Revised 2-29-2012</p>

The amount of time focusing on presenting the body of the class should be **40 min.**

Presenting the Summary of the class it should take you about **5 min.**