

Event 1- Police Sciences
Session 42 – Museum of Tolerance
LD #42 Cultural Diversity/Discrimination

Date Revised: 11/20/19

Course Goal: To teach recruit officers the lawful basis for recognizing criminal acts as hate crimes, non-criminal acts hate incidents and understand the impact of such crimes on victims and communities.

Learning Objectives:

- Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations **[42.I.B]**
- Explain the historical and current cultural composition of California **[42.I.C]**

Session Time: 6 Hour

<p>Resources:</p> <ul style="list-style-type: none"> • Classroom with tables • Training Needs: POST LD 42 Workbook • Handouts: Hate Crimes Resource Pamphlet, Hate Crime Case Studies (1-11), Hate Crime Notebook Divider 	
<ul style="list-style-type: none"> • Session Summary: The recruit officer will take tour of the Museum of Tolerance participating in a six-hour educational program “Tool for Tolerance” for Law Enforcement. They will increase their awareness of criminal acts that are hate crimes, Legal requirements, LAPD Policy and Procedures and the officers role as a first responder for providing the most effective response to hate incidents and hate crimes. 	
Outline	Instructor Notes
<p>I. Museum of Tolerance</p> <p>A. Tools for Tolerance® for Law Enforcement - P.O.S.T. Expanded Course Outline</p> <p>1. Changing Role of Law Enforcement – Cultural Diversity [42.I.B]</p> <p>a. The goal of the Tools for Tolerance® for Law Enforcement program is to assist law enforcement professionals, as front-line service providers, explore the evolving role of law enforcement in an increasingly democratic and diverse society.</p> <p>b. Tools for Tolerance® is an educational program with the following specific objectives:</p> <p>1) To utilize the impactful, inter-active learning experience of the Museum of Tolerance to expose the dynamics of racism and bigotry, prejudice and</p>	

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<p>discrimination in both an historic and contemporary context.</p> <ol style="list-style-type: none">2) To engage participants in a facilitated discussion around issues of tolerance, diversity, personal values and responsibility, and their relevance to the work of a peace officer.3) To increase participants' awareness of the evolving role of law enforcement and the tools necessary for an effective response. <p>2. Introduction (30 min)</p> <ol style="list-style-type: none">a. Introduce liaisons, presenters, faculty and rolesb. Review background and context, clarify objectives<ol style="list-style-type: none">1) Background<ol style="list-style-type: none">a) Training for frontline professionalsb) Numbers and professionals trained, statewide to federal audiencec) State funding2) Evolution of Law Enforcement Profession<ol style="list-style-type: none">a) Changes in law enforcement<ol style="list-style-type: none">(1) Technology(2) Equipment(3) Workplace(4) Community(5) Expectations3) The profession of law enforcement is evolving. Changes are taking place including the expectations from the communities.4) The Goal of the Program<ol style="list-style-type: none">a) The goal of the Tools for Tolerance® for Law Enforcement program is to examine the expanding role of law enforcement to meet the changing expectations from an increasingly diverse and democratic society.5) Museum Themes to Explore<ol style="list-style-type: none">a) Personal Responsibilityb) Individual Choicec) Power of Words6) Using the Holocaust as an example	
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[42.I.C]

- a) The Holocaust is a universal story
- b) 11.5 million people killed – 6 million Jews, 5.5 million non-Jews
- c) Abundant and meticulous record keeping
- c. Things to Consider
 - 1) Not a panacea, but a beginning of process
 - 2) Personal interpretation of themes
- d. Preview schedule
- 3. Tour of Museum (3 hours)
 - a. The Simon Wiesenthal Center's Museum of Tolerance (MOT) Educational Experience
 - 1) Holocaust Section-We will use the historic context of the Holocaust to examine issues of Tolerance
 - a) Stereotyping
 - b) Prejudice
 - c) Discrimination
 - d) Power of words
 - 2) Tolerance Section-We will use contemporary contexts to examine issues of Tolerance including:
 - a) The power of words
 - b) Intolerance in the American experience
 - c) Patterns of human behavior and conditions which support them
 - d) P.O.V. (Point of View) Diner, challenging participants to think about:
 - (1) issues of personal responsibility
 - (2) free speech
 - (3) ethical decision making
- 4. Debrief (45 min)
 - a. Participants are asked for written answers to questions for reflection on museum experience covering:
 - 1) One-word reaction to museum experience
 - 2) Strongest impressions of the day
 - 3) Additional examples of personal experiences of tolerance
 - 4) Small groups with pairs of trained facilitators including a law

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<p>5) Enforcement professional will share and discuss the questions covered above</p> <p>B. Workshop (2 hours)</p> <p>1. Interactive discussion with presenter on one or more of the following topics:</p> <p>a. Changing Role of Law Enforcement Workshop</p> <p>1) The workshop materials and concepts outlined in the following Extended Course Outline are copyrighted by Strategic Business Ethics</p> <p>a) Exploring the Fundamental Ethical Differences Between Genocide, War, and Law Enforcement</p> <p>b) The Protection Principle – Whom or what are we protecting?</p> <p>c) Definition of Terms – Culture, Values, Ethics</p> <p>d) Values-Ethics Gap</p> <p>e) Benefits of Diminishing the Value-Ethics Gap</p> <p>(1) For the Profession -- Can help in maintaining the professionalism for all law enforcement</p> <p>(2) Activities in other parts of the country can have an impact on people's perception of local law enforcement</p> <p>(3) For the Agency -- Can help to maintain the reputation and integrity of the department</p> <p>(4) For the individual officer -- Maintaining individual integrity for and respect from the community can impact officer safety</p> <p>(5) OR</p> <p>b. Hate Crimes</p> <p>a) Definition of terms</p> <p>b) Stereotyping</p> <p>c) Prejudice</p> <p>d) Discrimination</p> <p>e) Oppression</p> <p>f) OR</p>	
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<ul style="list-style-type: none">c. Self-Actualization<ul style="list-style-type: none">1) Lenses and stereotyping<ul style="list-style-type: none">a) Family influencesb) School influencesc) Media influences2) Wagon-wheel on individual experiences<ul style="list-style-type: none">a) First time experience in noticing differencesC. Facilitated Discussion (30 min)<ul style="list-style-type: none">1. Application of lessons learned to police work. With the help of facilitators, participants will continue the discussing the application of the various themes to their work in law enforcement. (Can be included as part of workshop)D. Personal Testimony (1 hour)<ul style="list-style-type: none">1. The testimony portion makes personal connection as a participant in historical events2. It also provides an eyewitness account of the ultimate consequences of intolerant situations /communities3. The individual gives examples of how he/she has attempted to uphold their personal values and responsibilities during difficult situations4. Personal testimonies are given by (among others)<ul style="list-style-type: none">a. A survivor of the Holocaust ORb. A liberator of a concentration camp ORc. One of the Little Rock NineA. Museum of Tolerance Evaluation/Adjourn (15 min)<ul style="list-style-type: none">1. Support follow-up activities and advanced training, process continuing education units, and departmental paperwork.	
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