

# ANOTHER WORD, ANOTHER WAY

## POLICE RESPONSE TO A COMPLAINT



# ACTIVITY SHEET



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**It is important to carefully read the companion document ahead of time to be ready to help lead the activity.**

This activity sheet presents the information that activity leaders will deliver when interacting with students (questions and answers).

This activity sheet contains a great deal of important information:

- ✓ **First column:** Refers to the specific time when a speaker in the video answers a question and provides clarification. These time references let the activity leaders know when they must or can ask students questions.
- ✓ **Second column:** Describes the type of question that the activity leaders must or can ask students. There are three types of questions:
  - The **introductory question** is recommended to get the students' first impressions of the video.
  - The **complementary question** (complementary questions 1 to 8) is recommended to provide students with further essential details and to more deeply explore certain concepts or clarify the information presented in the video.
  - The **optional question** (optional questions 1 to 5), which is not compulsory, serves to shed further light on certain content presented in the video or to answer the students' initial questions. This question can be asked if the students bring up the element or if time permits.
- ✓ **Third column:** Provides possible answers to give to students for the three types of questions. These elements, which echo the comments of the resource persons who intervene in the video, can be considered additional important information to impart to students.

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TIMING OF THE VIDEO	QUESTION	ANSWER
6:23	<p><b>Introductory Question</b> Why did the police officers intervene with the young people?</p>	<p>Elements to add to the answer following student comments are proposed throughout the activity sheet.</p> <p><b>IMPORTANT:</b> <b>It is possible that some students might question whether the police officers were right to intervene. We recommend answering in the following way, as needed:</b></p> <ul style="list-style-type: none"> <li>  Recognize the fact that some images may be disturbing to some people.</li> <li>  Inform students that the explanations provided later in the video will allow them to understand the reasons behind the police intervention.</li> </ul> <p><b>If students continue to ask questions, specify that:</b></p> <ul style="list-style-type: none"> <li>  police officers make decisions based on their view of the situation and on the analysis of risk to themselves and to others</li> <li>  the police officers' actions were perfectly legal, and they had the right to intervene, even if the initial alleged offence was minor</li> <li>  some of the young people showed resistance and the police officers had to take the actions necessary to ensure their personal safety</li> <li>  at the start, the police officers had no intention of making any arrests and were required to adapt their intervention to the young people's behaviour</li> <li>  the young people were still entitled to exercise their legal right by contesting the ticket or pleading not guilty before the court following the criminal charges</li> </ul>
N/A	<p><b>Complementary Question 1</b> What other types of behaviours could lead to a ticket for violating a municipal regulation?</p>	<p><b>Other types of behaviours:</b></p> <ul style="list-style-type: none"> <li>  Making excessive noise</li> <li>  Consuming alcohol in a public space</li> <li>  Littering on public property</li> <li>  Being in a park after hours</li> <li>  Walking a dog without a leash</li> </ul>
N/A	<p><b>Optional Question 1</b> Where is skateboarding permitted?</p>	<ul style="list-style-type: none"> <li>  The <i>Highway Safety Code</i> (HSC, s. 499) prohibits skateboarding on the roadway (area used for vehicular traffic) throughout Québec.</li> <li>  Municipal regulations can also govern the use of skateboards; however, these regulations differ from one municipality to the next. For example, in Montréal, skateboards are permitted: <ul style="list-style-type: none"> <li>– on sidewalks, provided they do not impede pedestrian traffic</li> <li>– on bicycle paths (cycle lane physically separated from vehicular traffic), but not in bicycle lanes (corridor expressly reserved for bicycles next to the roadway)</li> </ul> </li> <li>  Of course, skateboarding is also permitted in recreational parks designed for this purpose.</li> </ul>
8:19	<p><b>Complementary Question 2</b> Was Samuel required to identify himself to the police officers and provide them with identification?</p>	<ul style="list-style-type: none"> <li>  Samuel was required to identify himself when Officer Brabant ordered him to do so and informed him of the offence committed.</li> <li>  This means that Samuel was required to give his name and address to the police officer, who could also have required Samuel to show proof of identification if unsure he was telling the truth.</li> </ul>

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8:39	<p><b>Complementary Question 3</b></p> <p>Did Samuel have the right to leave?</p> <p>Could Samuel's friends have decided to leave?</p>	<p><b>Samual:</b></p> <ul style="list-style-type: none"> <li>■ Since Samuel was required to identify himself when Officer Brabant ordered him to do so and informed him of the offence committed, he was required to remain at the scene and provide the police officer with identification, even if he did not like the idea of receiving a ticket.</li> </ul> <p><b>Friends:</b></p> <ul style="list-style-type: none"> <li>■ Except for Matthiew, Samuel's friends could leave because they had not committed an offence.</li> <li>■ As soon as Matthiew was arrested, he was no longer free to leave.</li> </ul>
3:15	<p><b>Complementary Question 4</b></p> <p>Why did Officer Brosseau ask Thomas to move?</p>	<ul style="list-style-type: none"> <li>■ Thomas was required to move so that the police officers could monitor his behaviour, since they were not aware of his intentions and might have been concerned that their safety would be at risk if Thomas remained too close to them.</li> <li>■ This is also why Officer Décarie ordered Laura and Thomas to back up and keep their distance when Samuel and Matthiew were arrested.</li> </ul>
4:04	<p><b>Complementary Question 5</b></p> <p>Were Thomas and Matthiew allowed to film the police officers during the intervention?</p>	<p>They were allowed to film the police officers, but they could not interfere with the intervention:</p> <ul style="list-style-type: none"> <li>■ It is prohibited to encroach upon a police officer's personal space.</li> <li>■ It is prohibited to obstruct a police officer's view: <ul style="list-style-type: none"> <li>– Matthiew was standing very close to Officer Brabant to film him at face level. He was obstructing the officer's view and, as a result, interfering with his work.</li> </ul> </li> </ul> <p><b>IMPORTANT:</b> It is possible that some students might question whether the police officers were right to intervene. We recommend answering in the following way, as needed:</p>
4:47	<p><i>If the question of seizing the cellphone is raised . . .</i></p>	<p><b>NOTICE FROM THE ÉCOLE NATIONALE DE POLICE DU QUÉBEC (ENPQ):</b></p> <p><b>Can police officers seize a cellphone?</b></p> <p><b>Answer:</b> No, police officers cannot seize a cellphone simply because it was used to film an intervention and contains recorded video. They also cannot demand or order a person to show them the video or that it be erased, nor can they take possession of the cellphone, even temporarily. Later, however, detectives might need these recordings to properly understand what happened during the intervention. They might then ask the owner of the cellphone to collaborate in shedding light on the events.</p>
10:40	<p><b>Optional Question 2</b></p> <p>Why did the police officers request backup?</p>	<ul style="list-style-type: none"> <li>■ The young people were approaching the police officers and behaving in a hostile manner. Most people will not assault a police officer, but the officers cannot guess as to people's intentions.</li> <li>■ The police officers therefore called for backup to make sure they did not lose control of the situation.</li> </ul>

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10:12	<b>Optional Question 3</b> Why was Matthew put in handcuffs when Samuel was not?	<ul style="list-style-type: none"> <li>I The police officers adapted their intervention to the young people's behaviour. Matthew was confrontational toward Officer Brabant, with both his words and his actions:               <ul style="list-style-type: none"> <li>- He said, "I'm not afraid of you, big guy!"</li> <li>- He did not listen to instructions.</li> <li>- He blocked Officer Brabant's path.</li> <li>- He encroached upon the police officer's personal space.</li> <li>- He obstructed the police officer's view with his cellphone, which he held near the officer's face.</li> <li>- He pushed the police officer.</li> </ul> </li> <li>I Matthew was therefore arrested for obstructing a police officer and for assaulting a police officer. Under these circumstances, the police officers were justified in using the force necessary to take control of the situation, which is why he was handcuffed.</li> <li>I Samuel was less oppositional toward police officers compared to Matthew, even though he refused to identify himself and attempted to leave the scene. He was immediately immobilized when Officer Brosseau caught him by the arm and he did not resist arrest. Therefore, the police officers did not feel it was necessary to use handcuffs on him.</li> </ul>
N/A	<b>Complementary Question 6</b> (True or False)	<ul style="list-style-type: none"> <li>I The police officers did not have the right to detain Samuel until he agreed to identify himself because he had not committed a criminal offence. <b>Answer: False</b> – Samuel was arrested for obstructing a police officer because he refused to identify himself, which constitutes a criminal offence.</li> <li>I Samuel can refuse to provide his parents' contact information if he does not want them to be informed of the ticket he received. <b>Answer: False</b> – Because Samuel is a minor, he is required to provide the police officers with the name and address of his parents or legal guardian so that the Bureau des infractions et amendes (offences and fines office) can inform them of the ticket Samuel received.</li> <li>I Matthew is entitled to legal counsel concerning his alleged offences. <b>Answer: True</b></li> </ul>
11:56	<b>Optional Question 4</b> If Matthew is found guilty by the court, what consequences might he face?	<ul style="list-style-type: none"> <li>I If he is found guilty of the offences of assaulting a peace officer and obstructing a peace officer, Matthew could receive a sentence and have a criminal record (youth record).</li> </ul>
15:14	<b>Complementary Question 7</b> (True or False)	<ul style="list-style-type: none"> <li>I Samuel has 10 days from the time he received his ticket to plead guilty or not guilty. <b>Answer: False</b> – He has 30 days to enter a plea.</li> <li>I If Samuel wants to contest his ticket, he must first pay the fine. <b>Answer: False</b> – Paying the amount claimed on the ticket is equivalent to pleading guilty.</li> <li>I To contest his ticket, Samuel must check the "Not guilty" box on the form attached to the ticket and send it to the address indicated. <b>Answer: True</b> – He will then receive a summons asking him to go before the court to plead his case.</li> </ul>

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<p><b>N/A</b></p> <p><i>Write the students' answers on the board, placing them in two columns (negative and positive behaviours).</i></p> <p><b>Complementary Question 8</b> Let's compare the two scenarios. What was said or done differently?</p> <p><b>Follow-up questions, if needed:</b> In the first scenario (negative outcome), did the way Samual's friends behave help him in any way?  What are the advantages of a situation with a positive outcome?</p>		<p><b>Negative outcome</b></p> <ul style="list-style-type: none"> <li>▮ The young people are rude and insult the police officers.</li> <li>▮ Samual refuses to identify himself and attempts to leave the scene.</li> <li>▮ The young people surround the police officers and approach them too closely.</li> <li>▮ The young people do not follow the police officers' instructions:               <ul style="list-style-type: none"> <li>- when Samual is asked to identify himself</li> <li>- when Samual is informed that he cannot leave the scene</li> <li>- when Matthiew is asked to back up and not to interfere with the police intervention</li> </ul> </li> <li>▮ Samual's friends interfere with the police intervention and give him bad advice:               <ul style="list-style-type: none"> <li>- Matthiew tells Samual not to let himself be harassed.</li> <li>- Laura insists that Samual leave despite him being forbidden to do so by Officer Brosseau.</li> <li>- Matthiew encroaches upon Officer Brabant's personal space, blocks his path, puts his cellphone in front of his face and pushes him.</li> </ul> </li> </ul> <p><b>The situation escalates:</b></p> <ul style="list-style-type: none"> <li>▮ The police officers have to call for backup.</li> <li>▮ Samual is arrested and is issued a ticket.</li> <li>▮ Matthiew is also arrested for interfering with the police intervention.</li> <li>▮ The police officers must adopt a more authoritative approach with the young people.</li> </ul>	<p><b>Positive outcome</b></p> <ul style="list-style-type: none"> <li>▮ The young people are polite.</li> <li>▮ Samual agrees to identify himself and remains at the scene.</li> <li>▮ The young people keep a safe distance from the police officers.</li> <li>▮ The young people follow the police officers' instructions:               <ul style="list-style-type: none"> <li>- Samual identifies himself to the police officer.</li> </ul> </li> <li>▮ Samual's friends keep to the sidelines and exercise a positive influence on the situation:               <ul style="list-style-type: none"> <li>- Laura prevents Matthiew from expressing his displeasure to the police officers by drawing him toward her.</li> </ul> </li> </ul> <p><b>The situation does not escalate:</b></p> <ul style="list-style-type: none"> <li>▮ The police officers do not need to call for backup.</li> <li>▮ No arrests are necessary.</li> <li>▮ Samual takes the opportunity to ask how to contest his ticket, and the police officers have the time to explain the process to him.</li> <li>▮ The relationship between the police officers and the young people is more civilized.</li> </ul>
<p><b>7:08</b></p>	<p><b>Optional Question 5</b> Why did the police officers issue Samual a ticket when the young people showed better attitudes in the second scenario?</p>	<ul style="list-style-type: none"> <li>▮ The offender's attitude concerning the offence is a factor that might influence the police officer, but it is not the only element to consider.</li> <li>▮ The police officers' decision was undoubtedly influenced by these facts:               <ul style="list-style-type: none"> <li>- The police officers received a complaint.</li> <li>- Damages were previously caused at this location.</li> <li>- A sign clearly indicates the restriction.</li> <li>- A first warning had already been given (though it was not mandatory).</li> <li>- The facilities must be protected from any damage that this offence may cause.</li> </ul> </li> </ul>	
<p><b>CONCLUSION OF THE DISCUSSION FOLLOWING THE VIEWING</b> Invite the students to express orally what they took away from the activity.</p> <p><b>IMPORTANT:</b> <b>Do not forget to have the students complete the feedback form.</b></p>			