

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Public Order Forces SOP Training

LESSON TITLE: Module 1 – SOP Policy Framework

New or Revised Course

New

Revised

Prepared By: Lieutenant Chris O’Ree

Date: 04/15/2022

Academic Director Approval: Gary Cordner

Date:

PARAMETERS

Lesson hours: 1 hour

Class size: 40

Space needs: Classroom,
Audio/Visual gear

Entry-level

Continuing Education

Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS:

All sworn personnel who could be drafted to serve in the Public Order Forces in any capacity must complete this lesson.

LESSON HISTORY: None.

PERFORMANCE OBJECTIVES:

1. Through facilitated discussion, students will explain the purpose of the Public Order Force SOP to the satisfaction of the facilitator.
2. Given a Jigsaw and Buzz Session group activity, students will identify and explain policies 804, 1115, 725, 710, 414, 319, and 1107 to the satisfaction of the facilitator.
3. Through facilitated discussion and policy review, students will articulate why the SOP is important for carrying out public order force duties to the satisfaction of the facilitator.

ASSESSMENT TECHNIQUES

1. Facilitated Discussion
2. Jigsaw and Buzz Session Group Activity
3. Facilitated Discussion

MPCTC/COMMISSION OBJECTIVES (if applicable)	
None.	
INSTRUCTOR MATERIALS	
<ol style="list-style-type: none"> 1. Power Point 2. Standard Operating Procedure manual 	
TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED	
<ol style="list-style-type: none"> 1. Computer, screen and projector, white board 	
STUDENT HANDOUTS	
<ol style="list-style-type: none"> 1. Public Order Forces SOP, where necessary as a learning supplement. 	
METHODS/TECHNIQUES	
<ol style="list-style-type: none"> 1. PowerPoint 2. Lecture 3. Facilitated Discussion 4. Jigsaw and Buzz Session Activity 	
REFERENCES	
<ol style="list-style-type: none"> 1. S.O.P. Manual 2. BPD Policy 319 3. BPD Policy 414 4. BPC Policy 710 5. BPD Policy 725 6. BPD Policy 804 7. BPD Policy 1107 8. BPD Policy 1115 	
GENERAL COMMENTS	
This lesson should be taught by a certified MPCTC instructor with public order field experience.	

Lesson Plan Checklist (Part 1)


Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer James Wynne	Date: 02/05/2022		
Curriculum Specialist: Danalee Potter Danalee Potter	Date: 2/16/2022 8/31/2022		
Reviewing Supervisor: Lt. Chris O'Ree	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

LESSON PLAN: Public Order Forces SOP Training

TITLE: Module 1: SOP Policy Framework

PRESENTATION GUIDE	TRAINER NOTES
<p>I. ANTICIPATORY SET/ INTRODUCTION</p> <p>Slide 1: Introduction</p> <p>SAY: Good morning, my name is _____. I have been with the Baltimore Police Department for ___ years. I have been assigned to (list assignments) and am currently assigned at _____.</p> <p>There are several expectations for this training. Everyone will be taking a test in PowerDMS, so it is imperative that you can log in and access your account, as with all in-service classes. Speaking of phones, should you need to take/make a phone call please exit the classroom, attend to your business, and return as quickly as possible so you do not miss material. If you need to use a restroom they are located . . .</p> <p>In the event of an emergency, we will exit the classroom and proceed out via and meet outside in the front of the building by the Edgar Allen Poe statue.</p> <p>The expected uniform at in-service class is either class B or C, or the approved alternate training uniform. As this class does not have a hands-on portion you do not need to have your full duty belt or body armor. There are no vending machines inside of the building, but during your lunch break there are several options of carry-outs or corner stores to go to. Regularly scheduled breaks will not be long enough for you to go to and be back in a sufficient time so you will have to wait for a break.</p>	<p>Time: 10 minutes Slide 1</p>  <p><i>The facilitator should introduce themselves by providing a brief summary of their time and experience in the Department.</i></p> <p><i>Explain where bathrooms are in relation to the classroom</i></p> <p><i>Explain route of egress from the classroom)</i></p>

Slide 2: Schedule

SAY: This will be our training schedule for the next two days. Today, we will discuss the new SOP, its importance, and we will review policies and procedures.

Later on this morning, up until our lunch break, we will discuss Rapid Field Formations or “RFFs” and the Mobile Field Force, proper. The term “Mobile Field Force” was previously the “umbrella term” used to describe all of our public order forces. Now, it actually refers to a specific unit within the public order forces. We will get further into detail when we get to that module.

After lunch, we will finish with the second module and begin our final module. The last module for today is about responding to an incident and also addressing unexpected incidents. After we complete those modules, we will have a brief review of what we discussed today followed by a test in PowerDMS.

SAY: Tomorrow will be set up similar to today. In the morning, we will discuss incident action plans and mutual aid. If anyone has attended or taken ICS on their own, you will be familiar with the material. After that, we will discuss actual deployments and assessments of escalation. We will break for lunch, and upon returning from lunch, finish that module. We will then move on to discussing declaring unlawful assemblies, dispersal orders, and the de-mobilization process. Following that, we will have a review, and then take the test for day 2. Barring any questions, let us begin.

Slide 3: Performance Objectives

SAY: Our main objectives today are:




1. Through facilitated discussion, students will explain the purpose of the Public Order Force SOP to the satisfaction of the facilitator.
2. Given a Jigsaw and Buzz Session group activity, students will identify and explain policies 804, 1115, 725, 710, 414, 319, and 1107 to the satisfaction of the facilitator.
3. Through facilitated discussion and policy review, students will articulate why the SOP is important for carrying out public order force duties to the

Slide 2:



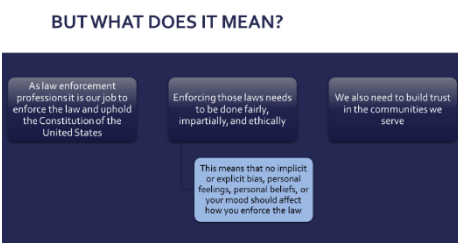
TRAINING SCHEDULE

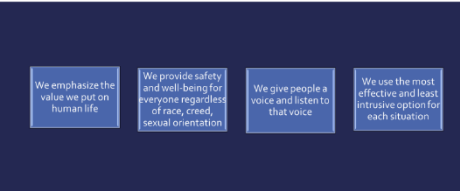
Day 1	Day 2
<ul style="list-style-type: none">• Module 1• Public Order Policies• Module 2• Public Order Forces: Rapid Field Formations and Mobile Field Forces• Module 3• Public Order Forces: Responding to Incidents and Unexpected Incidents• Review• Test	<ul style="list-style-type: none">• Module 4• Public Order Forces: IAP and Mutual Aid• Module 5• Deployments and Assessments of Escalation• Module 6• Review• Test

Slide 3:

 EXPLAIN THE PURPOSE OF THE PUBLIC ORDER FORCE SOP	 IDENTIFY AND EXPLAIN POLICIES 804, 1115, 725, 710, 414, 319, AND 1107 TO THE SATISFACTION OF THE FACILITATOR.	 ARTICULATE WHY THE SOP IS IMPORTANT FOR CARRYING OUT PUBLIC ORDER FORCE DUTIES.
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PERFORMANCE OBJECTIVES

<p>satisfaction of the facilitator.</p>	
<p>II. INSTRUCTIONAL INPUT (CONTENT) Slide 4: Mission Statement</p> <p>ASK: Can someone read the mission statement of the department please?</p> <p>ASK: Does everyone have a general understanding of what the mission statement says?</p> <p>SAY: Ok, so everyone has a basic understanding, but...</p>	<p>Time: 35 minutes Slide 4:</p> <div data-bbox="974 315 1429 556"> <p>MISSION STATEMENT</p>  <p>The Baltimore Police Department is dedicated to upholding the Constitution and enforcing laws in a fair, impartial, and ethical manner.</p> <p>We are committed to creating and maintaining a culture of service that builds trust and legitimacy in all communities, values the sanctity of human life, and provides for the safety and well-being of all.</p>  </div> <p><i>Instructor shall wait for a volunteer to read the slide. If none present themselves, the instructor shall call on a student at random.</i></p> <p><i>Click for the next slide once students have attempted a response.</i></p>
<p>Slide 5: What Does it Mean?</p> <p>ASK: What does BPD’s mission statement mean to you?</p>	<p>Slide 5:</p> <div data-bbox="974 945 1429 1186"> <p>BUT WHAT DOES IT MEAN?</p>  </div> <p>Possible Responses:</p> <ul style="list-style-type: none"> • It is our job to enforce the law and uphold the Constitution of the United States. • Enforcing laws fairly, impartially, and ethically. • No implicit or explicit bias, personal feelings, personal beliefs, or your mood should affect how you enforce the law. • We need to build trust in the communities we serve.

<p>SAY: Our job is to uphold, support, and defend the Constitution of the United States. Now, enforcing the law is easier said than done is it not? We need to emphasize that while enforcing the law, we need to do it fairly, impartially, and ethically. To help enforce the law we need assistance from the community we serve, and we get that assistance by building trust with the community. We need to ensure that we do not let any explicit bias, implicit bias, or personal feelings affect how we enforce the law or carry out other law enforcement functions.</p>	
<p>Slide 6: Group Activity 1</p> <p>ASK: So I do not want you to answer this question just yet, but think about, how do we build that trust in the Baltimore Community based on our Mission Statement?</p> <p>SAY: Take a moment to talk about your thoughts with your table group and be prepared to share them.</p> <p>Ok, let's see what you came up with for how to build trust in Baltimore.</p> <p>SAY: Very good answers, let's see how your answers match up to what the slide has to say.</p> <ul style="list-style-type: none"> • We need to emphasize the value we put on human life • We must provide safety and well-being for everyone regardless of race, creed, sexual orientation 	<p>Slide 6: Group Activity 1 <i>Content on this slide is hidden. Once students answer the questions, click the mouse to reveal the boxes.</i></p> <hr/> <p>BUT HOW DO WE BUILD THAT TRUST?</p>  <p><i>The facilitator should utilize wait-time to give students a minute to think about the question.</i></p> <p><i>The facilitator should utilize the Management by Walking Around Strategy to rotate from group to group and listen to conversations.</i></p> <p><i>Prompt answers from the class. Once the class has provided responses, reveal the answers.</i></p> <p><i>Click the mouse to reveal the answers</i></p>

- We need to give people a voice and listen to that voice
- We use the most effective and least intrusive option for each situation

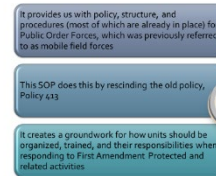
SAY: So now that we have gone over the how, let's discuss the why

Slide 7: Why the New SOP?

SAY: You might be wondering, “why do we need an SOP for this.” Well, the easiest of the answers is that it rescinds the old policy (413) and modernizes how we handled First Amendment assemblies.

The new SOP now provides us with policy, structure, and procedures for Public Order Forces (which is the umbrella name over mobile field forces, rapid field formations, and other actions taken during First Amendment assemblies). It sets the groundwork for how we will organize and train units and what their responsibilities are when preparing to respond, responding to, and de-mobilizing from First Amendment activities

Slide 7:



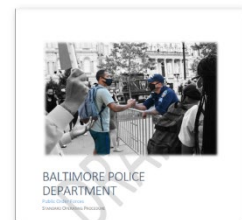
Slide 8:

SAY: So, we discussed that this new SOP sets the framework for how we respond to protests or demonstrations.

The framework of this SOP allows us to operate at protests or assemblies while upholding the Constitution and providing safety for those who are expressing their First Amendment rights, whether planned or spontaneous.

SAY: Additionally, the SOP creates a lot more flexibility for our response. By setting a standard of training, equipping, and staffing units (including ad-hoc units) it provides supervisors the ability to get a unit from anywhere and know their capabilities. The SOP also provides a level of transparency and accountability for our Department.

Slide 8:



Slide 9: Involved Policies

SAY: There are several policies that went into the making of this SOP. These are not new policies and most have been in place for a substantial amount of time already, so do not worry. There are no surprises in these policies. Most of the selected policies have already been the subject other training you have taken here at the academy. However, we want to take some time to review them.

Slide 9:

INVOLVED POLICY



Slide 10: Jigsaw/Buzz Session Activity

SAY: In groups, you will now complete a “jigsaw” or “buzz session” activity. I am going to split you into eight different groups, each of which will be assigned a policy to review and discuss.

Each group will use their cameras to scan the QR for their assigned policy. Review the policy and, on chart paper, create a list of key information covered in the policy. Then, you will teach back the key points of your policy to the class in a one-minute buzz session.

Keep in mind that the points we will discuss during this exercise *are not exhaustive* and *do not excuse* you from performing a complete review of these policies on your own time.

Group 1 will review Policy 804; group 2 will review Policy 1115; group 3 will review Policy 725; group 4 will review Policy 710; group 5 will review Policy 414; group 6 will review Policy 319; group 7 will review Policy 1107; and group 8 will review Policy 1016.

ASK: Are there any questions?

Slide 10:



The facilitator will split the class into eight groups and assign each of the groups a policy as explained in the left-hand column.

NOTE: *Due to the number of policies, the QR codes are split between two slides (this one, and slide 11). Be sure to project both and allow students the time to scan them.*

SAY: I will give you about 10 minutes to review your assigned policy and organize the key details on chart paper. Ok, you may begin!

The facilitator should clarify information based on any questions the students may have.

Have the group highlight the purpose and main points of each policy and brief them back to the class.

The facilitator should utilize the “management by walking around” (MBWA) strategy to check in on groups, assist with scanning QR codes, answer questions, and generally check in on groups.

SAY: Ok, time is up! Please hang your chart paper on the wall closest to your group and select a spokesperson to present your information.

Allow 10 minutes for the students to review their policies.

Slide 11

Slide 11:

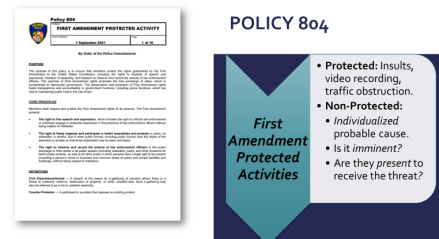


Project this slide as part of the activity. Allow students to scan the QR codes according to their groups (see notes on slide 10).

Slide 12: Policy 804

Slide 12:

Content on this slide is hidden. Once students answer the questions, click the mouse to reveal the policy information.



<p>SAY: What did the next group identify about Policy 710?</p> <p>SAY: Great work! Let's see what is shown on the slide to see if anything was missed.</p>	<p><i>policy and brief it back to the class.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Establishes SIRT and their jurisdiction. • Defines when they are to be involved. • Defines their responsibilities as well as the SIRT supervisor's roles in incidents. <p><i>Click to reveal the content on the slide. If the key points from the slide are not mentioned by the group, go over what was missed.</i></p>
<p>Slide 16: Policy 414</p> <p>SAY: Next is Policy 414, <i>Less Lethal Munitions and Chemical Agents</i>.</p> <p>ASK: What key information did you identify from this policy?</p>	<p>Slide 16: <i>Content on this slide is hidden. Once students answer the questions, click the mouse to reveal the policy information.</i></p> <div data-bbox="1003 982 1435 1222"> </div> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Identifies the LL/chemical munitions: <ul style="list-style-type: none"> • Bean bag rounds. • Pepper balls. • 40 mm LL. • FN-303. • Establishes prerequisites for when they may be employed. • Explains who authorizes their employment. <ul style="list-style-type: none"> • Establishes procedure for employment and rendering aid.

ASK: Would the group please review this policy with the class?

SAY: Great! Let's see what is shown on the slide to see if anything was missed.

Desired Responses:

- Goes hand in hand with *Duty to Intervene*.
- Presents techniques for de-escalating situations, namely:
 - **Verbal:** courteousness, soft tone, etc.
 - **Tactical:** Creating distance, seeking cover.
 - **Time/Delay:** Allowing time to pass, calling for back-up.

Click to reveal the content on the slide. If the key points from the slide were not mentioned during the briefing by the group, go over what was missed.

Slide 19 Policy 1016

SAY: And finally, there is Policy 1016. Which group had this policy? Tell us about its major provisions.

Slide 19



Desired responses:

- The public enjoys broad freedom to record officers, police activity (including arrests), and other law enforcement situations.
- The circumstances under which recording may be interrupted are few, very limited, very specific, and carry significant documentation requirements.
- Recording may be interrupted if a person's filming of an event:
 - Jeopardizes the safety of a member.
 - Compromises legitimate police actions such as an arrest or rescue effort.

<p>SAY: Now, let's have a look to see if we missed anything.</p>	<ul style="list-style-type: none"> • <i>Physically</i> interferes with a member's duties. <p><i>Click to reveal the content on the slide. If the key points from the slide were not mentioned during the briefing by the group, go over what was missed.</i></p>
<p>III. EVALUATION/CLOSURE Slide 20: Why These Policies?</p> <p>SAY: So now that we know the policies used to create this SOP, you might have been asking yourself: why were these policies highlighted in particular? Because all could come into play during our response to a protest or demonstration,</p> <p>When you look at the policies implicated in First Amendment responses, the bigger picture becomes clear. We may be required to de-escalate a situation. We may need to intervene with a fellow officer. If de-escalation fails, or if there is no reasonable opportunity to de-escalate, we may need to use force. If we use force, there will be reporting requirements. If we are required to use Level 3 force, SIRT will respond. And most important of all are Policies 804 and 1016, our policies for : protecting and preserving the First Amendment!</p> <p>Policy 804 is pretty straightforward. The SOP for responding to a First Amendment activity encompasses a policy about First Amendment activities. But some of these policies might have seemed like they would not have been paramount to making this SOP. If you look at the bigger picture; however, the policies make more sense.</p> <p>ASK: What is one major thing that can occur when officers are responding to these assemblies, especially when there is the possibility of a counter-protest?</p> <p>SAY: Correct, and the potential for violence can sometimes come with a risk of using force.</p>	<p>Time: 15 minutes Slide 20:</p> <hr/> <p>WHY THESE POLICIES?</p>  <p>Desired Response:</p> <ul style="list-style-type: none"> • Violence.

<p>ASK: What policy did we just review which encompasses force?</p> <p>SAY: That is where Policy 1115 comes in. If you exercise force, you have to report it, and that is why Policy 725 is included.</p> <p>ASK: But let's take a step back: what must an officer do before using force?</p> <p>SAY: That's right. You have to attempt to de-escalate, hence Policy 1107.</p> <p>ASK: What happens if de-escalation fails?</p> <p>SAY: And if you have to use force, there is a potential for the force to reach the level 3 threshold.</p> <p>ASK: Who do you need to contact if that level 3 threshold is crossed?</p> <p>SAY: And because you need to contact SIRT, Policy 710 is included in the SOP.</p> <p>ASK: Who can tell me what could happen when an assembly gets out of control?</p> <p>SAY: Correct. And where can these actions lead us? To which policy?</p> <p>SAY: Yes, Policy 414. And of course, any time anyone is exercising their First Amendment rights, emotions run high. There is always a chance that someone can get carried away. Even though we are humans with feelings, values, and pride, we cannot let what is being said or done affect our commitment to protecting the Constitution while on the job.</p>	<p>Desired Response:</p> <ul style="list-style-type: none"> • Policy 1115. <p>Desired Response:</p> <ul style="list-style-type: none"> • Attempt to de-escalate. <p>Desired Response:</p> <ul style="list-style-type: none"> • An officer may have to use force. <p>Desired Response:</p> <ul style="list-style-type: none"> • SIRT. <p>Desired Responses:</p> <ul style="list-style-type: none"> • The assembly could be declared a Civil Disturbance. • Commander may decide to issue a dispersal order. <p>Desired Response:</p> <ul style="list-style-type: none"> • Policy 414.
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ASK: Who is often the target when emotions run high any time large crowds are exercising their First Amendment rights?

SAY: There is always a possibility that people can target law enforcement to air their grievances. With emotions running high and officers being the target of insults and obscenities, we need to keep an eye on each other so that we do not lose our professional bearing and allow our emotions to get the better of us. Therefore, we have Policy 319, *Duty to Intervene*.

Should we notice that one of our peers is getting too emotionally invested in what is occurring, we need to take action to prevent misconduct.

Desired Response:

- Law enforcement.

Slide 21: Why Do We Need It?

ASK: So, we have gone over the who, what, and when, but what about the why? Why do we need this new SOP?

SAY: With demonstrations occurring all over the country, we need to be prepared to respond to planned and unplanned assemblies at a moment's notice. The Constitution is the very basis of our country and its laws.

We are tasked with not just protecting victims from criminals, but protecting the intangible ideas upon which this country was founded.

Slide 21:



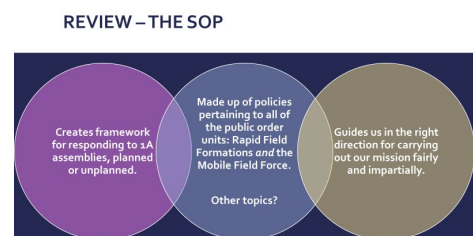
Desired response:


- In order to be prepared.

Slide 22:

SAY: To sum it all up, this SOP establishes the framework for our response to First Amendment activities. It is structured around policies pertaining to all of the units that we will learn about in the coming modules: the Rapid Field Formations and Mobile Field Force, proper.

Slide 22:



<p>ASK: What other topics do these policies cover? (Hint: we learned about them today).</p>	<p>Desired responses:</p> <ul style="list-style-type: none"> • Use of force. • Use of force reporting. • De-escalation. • Duty to intervene. • Chemical/LL munitions. • (Other topics)
<p>Slide 23: Questions and Break</p> <p>ASK: What questions do you have for me?</p> <p>SAY: Before we get into the next module, let's take a 10-minute break. Please remember to return on time so that we can get started right away. Please be back by....</p>	<p>Slide 23:</p> <hr/> <p style="text-align: center;">QUESTIONS BEFORE BREAK</p> <div style="text-align: center;">  </div> <p><i>The facilitator should answer any questions posed by students.</i></p> <p><i>The facilitator should note the time at which students need to return to the class.</i></p>