

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: Public Order Forces Training</p>	
<p>LESSON TITLE: Module 3 - Responding to Planned and Unplanned Assemblies</p>	
<p>New or Revised Course [X] New [] Revised</p>	
<p>Prepared By: Lieutenant Chris O’Ree and Officer James Wynne Date: 02/05/2022</p>	
<p>Academic Director Approval: Gary Cordner Date:</p>	
<p>PARAMETERS</p>	<p>Lesson hours: 1 hour Class size: 40 Space needs: Classroom, Audio/Visual gear</p> <p><input type="checkbox"/> Entry-level <input checked="" type="checkbox"/> Continuing Education <input type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any) Mobile Field Force Operator and completion of modules 1 and 2 of this training</p>	
<p>LESSON HISTORY: Standardization of Mobile Field Force operations, deployment, and policies</p>	
<p>PERFORMANCE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Given a Mind Mapping activity and facilitated discussion, students will identify the topics discussed between the Incident Commander and Demonstrator Leadership. 2. Given a series of case studies and facilitated discussion, students will analyze the directives in Policy 804 and create a list that explains the Do’s and Don’ts associated with police engagement during protests, to the satisfaction of the facilitator. 	<p>ASSESSMENT TECHNIQUES</p> <ol style="list-style-type: none"> 1. Mind Mapping and Facilitated Discussion 2. Case Studies and Facilitated Discussion

3. Through facilitated discussion and a scenario activity, students will identify and explain how to respond appropriately to an unexpected incident based on Policy 804 and the MFF/RFF SOP.	3. Facilitated Discussion and Scenario Activity
MPCTC OBJECTIVES (if applicable)	
N/A	
INSTRUCTOR MATERIALS <ol style="list-style-type: none"> 1. <i>Module 3 - Responding to Planned and Unplanned Assemblies</i> Lesson Plan 2. <i>Module 3 - Responding to Planned and Unplanned Assemblies</i> PowerPoint 3. <i>Standard Operating Procedure Manual</i> 4. Chart Paper 5. Markers 6. Appendix C/2 – Scenario Answer Sheet for Instructor 	
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. 15 copies B.P.D. S.O.P. 2. 15 copies Policy 804 3. 15 copies Appendix A – Communicating with Demonstration Leaders: Factors to Consider 4. 15 copies Appendix B – BPD Guide to Public Demonstrations Flyer 5. 15 copies Appendix C1 – Scenario Activity and Questions 	
METHODS/TECHNIQUES Lecture, Mind Mapping, Facilitated Discussion, Scenario, Case Studies	
REFERENCES <ol style="list-style-type: none"> 1. S.O.P. Manual 2. BPD Policy 804 3. American Civil Liberties Union. Know Your Rights: Demonstrations and Protestors. Retrieved March 3, 2022. https://www.aclu.org/sites/default/files/field_pdf_file/kyr_protests.pdf 4. Case Study #1 Major Webb engages with demonstrators during Georg Floyd protest. BWC Video June 2, 2020. https://youtu.be/QoMOCSAO1cQ 	

GENERAL COMMENTS

The facilitator should ensure that all copies are made in advance and available at the table groups before class begins.

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: Lieutenant Chris O'Ree and Officer James Wynne	Date: 02/05/2022		
Curriculum Specialist: Danalee Potter	Date: 3-15-2022 3-21-2022 7-04-2022		
Reviewing Supervisor: Lt. Chris O'Ree	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

LESSON PLAN: Public Order Forces Training

TITLE: Module 3: Public Order Forces: Responding to Planned and Unplanned Assemblies

PRESENTATION GUIDE	TRAINER NOTES
<p>I. ANTICIPATORY SET/INTRODUCTION Slide 1</p> <p>SAY: Now that we have learned about the puzzle pieces that comprise Public Order Forces and learned about some of the key roles and players, we will now talk about the actual response to 1st Amendment Activities. We will also learn the difference in response between planned and unplanned activities and how the responses are similar and how they differ.</p>	<p>Time: 10 minutes Slide 1</p> <p>Public Order Forces RESPONDING TO PLANNED AND UNPLANNED ASSEMBLIES</p> <p><i>The facilitator should introduce themselves and provide a brief summary of their time and experiences within the Department</i></p>
<p>II. INSTRUCTIONAL CONTENT (INPUT) Slide 2 PERFORMANCE OBJECTIVES Slide 2 SAY: Our main objectives for this module are:</p> <ul style="list-style-type: none"> • Define “dialogue policing” and identify the topics to be discussed with demonstration leadership prior to an event. • Analyze BPD’s universal deployment directives (“Dos and Don’ts”) in relation to examples from various media. • Given a case study about a spontaneous assembly, determine the most appropriate police response. 	<p>Slide 2</p> <p>Performance Objectives</p> <ul style="list-style-type: none"> Define “dialogue policing” and identify the topics to be discussed with demonstration leadership prior to an event. Analyze BPD’s universal deployment directives (“Dos and Don’ts”) in relation to various examples from media. Given a case study about a spontaneous assembly, determine the most appropriate police response.
<p>Slide 3A</p> <p>SAY: We’re going to begin this lesson with a discussion of the concept of “dialogue policing.” This is</p>	<p>Slide 3A</p>

the model which BPD follows in its approach to policing public demonstrations.

ASK: I'll start with a question: when I say, "dialogue policing," what does that bring to mind? How would you explain it?

Dialogue
Policing



What does it mean?

This slide contains three animations: Slide 3A, Slide 3B, and Slide 3C, the video. See prompts below to introduce each part.

Student responses will vary here, but possible/desired responses are shown below.

Desired responses:

- If possible, getting to know the crowd *before* a demonstration begins, so that you can understand its concerns and carry out proper planning.
- Talking and listening to the crowd *during* a demonstration, and relaying their concerns up the chain of command.
- Adjusting the size and scope of the police response according to live feedback from protestors (dynamic police response).

After the students provide their responses, click to reveal Slide 3B (below). Review any answers they may have missed.

Slide 3B

Dialogue
Policing



Getting to know the crowd *before* a demonstration begins.

Talking and listening to the crowd *during* a demonstration.

Adjusting the size and scope of the police response according to live feedback.

SAY: Excellent responses, everyone. Let's watch a quick video to reinforce this concept.

Click to reveal the YouTube video and play the video until the 3:10 mark.

Slide 3C (Video)



Video link:

https://www.youtube.com/watch?v=yStTS_264V8

Slide 4

SAY: Now, in the SOP, you will notice that dialogue policing is a primary responsibility of the Incident Commander (IC). However, if you look closely at the responsibilities for each of the roles comprising a platoon, you will note that everyone, all the way down to the squad member, has a part to play in relaying crowd concerns to their superiors. We want to form an accurate "picture" of the crowd so that we can adjust our presence accordingly.

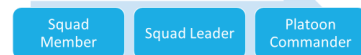
SAY: I'm going to separate you into three groups: "squad members," "squad leaders," and "platoon commanders." We'll talk about the Incident Commander in a later slide.

SAY: Next, I want you to think about how you might engage a crowd *during* a demonstration if you were in one of these roles.

Slide 4

Dialogue Policing Isn't Just for the IC

- The least intrusive, most effective response.
- How would you engage the crowd as a . . .



Split the students into three distinct groups according to each role: "squad member," "squad leader," and "platoon commander." If multiple ranks are present in the class, try to assign each rank to what their corresponding role would be (e.g. – a sergeant would be a squad leader, etc.).

Allow the students five minutes to discuss their approach to engagement. Collect their responses, then move on to the next slide, which presents the desired responses and an opportunity to discuss their conclusions.

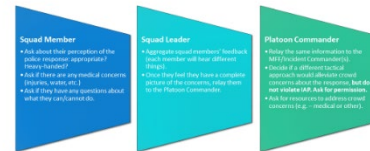
Slide 5

SAY: Great, those are all good responses. Let's compare those with what I have here.

***SAY:** As a reminder to all of you, BPD has a "Guide to Public Demonstrations" for participants, which you may pass out to them and explain. This helps demonstrators understand, in practical terms, what they can and cannot do during an assembly.

Slide 5

Dialogue Policing Isn't Just for the IC



These are essentially the "desired" responses. The students may point out additional and helpful ways of ascertaining crowd concerns.

Desired responses (also shown on the slide)

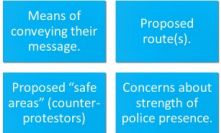
Squad Member

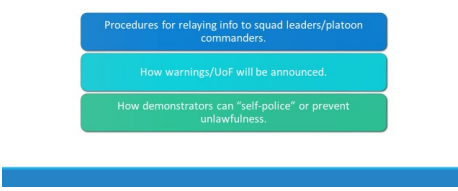
- Ask about their perception of the police response: appropriate? Heavy-handed?
- Ask if there are any medical concerns (injuries, water, etc.)
- Ask if they have any questions about what they can/cannot do.*
- Ask if there are any *de facto* leaders amongst the demonstrators but make it clear that this is for dialogue purposes.

Read the answers shown on the slide, referencing any answers which the students may have already provided.

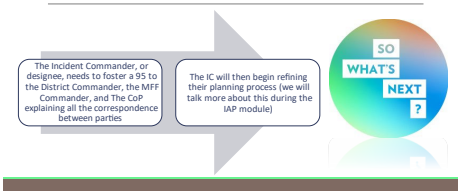
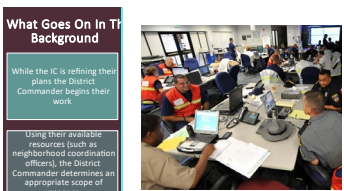

Squad Leader


- Aggregate squad members' feedback (each member will hear different things).
- Once they feel they have a

	<p>complete picture of the concerns, relay them to the Platoon Commander.</p> <p><i>Platoon Commander</i></p> <ul style="list-style-type: none"> • Relay the same information to the MFF/Incident Commander(s). • Decide if a different tactical approach would alleviate crowd concerns about the response, but do not violate IAP. Ask for permission. • Ask for resources to address crowd concerns (e.g. – medical or other).
<p>Slide 6</p> <p>SAY: Great. I began with the platoon roles because most of you are not of rank to serve as the Incident Commander. However, it's important to understand all of the pre-demonstration engagement that the Incident Commander must carry out.</p> <p>SAY: There are a lot of items which the Incident Commander must bring up when speaking to a demonstration's leadership. These are all neatly listed on pages 19 and 20 of the SOP. Though we won't be able to cover every single item here, I want us to try to identify as many items as we can. In your opinion, what are the most important things that the Incident Commander must ask or consider during their meeting with a demonstration's leaders?</p> <p>SAY: Time is up. Let's see what you found and then compare it to what the SOP says.</p> <p>SAY: Great. Now, let's look at some of the major items. This is not an exhaustive list. You can refer to pages 19 and 20 of the SOP for complete details.</p>	<p>Slide 6</p> <p>Incident Commander – Dialogue Policing</p>  <p><i>Divide the class into three groups and have each group write their ideas on chart paper. Allow approximately five minutes.</i></p> <p><i>Pass out Appendix A (pgs. 19 and 20 of the SOP) and compare students' answers to what is listed in the SOP. Point out any items they may have missed.</i></p> <p><i>Click to reveal the "major" items on the slide. Discuss the items in the left-hand column according to</i></p>

<p>Means of conveying message: Will it be a silent protest? Will they use noise devices (loudspeakers, drums, etc.)? Do they plan to set up barricades? Is there any risk of fire from candles, fireworks, smoke grenades? Will there be civil disobedience? Is there a potential for damage to property?</p> <p>Proposed route(s): Will the protest be stationary or mobile? If mobile, then where do they plan to march/drive? Who is their ultimate intended audience (e.g. – City Hall? Police HQ? The business district?) and how do they plan to get there?</p> <p>Proposed safe areas: Do they expect counter-protestors? If so, where would they be comfortable with their event should a separation of the groups be necessary? The IC should explain that for event safety, it is sometimes necessary to designate “back-up protest areas” to protect their First Amendment expression from being interrupted by counter-protestors.</p> <p>Concerns about the strength of the police presence: Self-explanatory. The IC should work with the leaders to establish clear channels for them to regularly communicate if/where the police presence is too strong, if there are any areas which they suspect may be susceptible to violence or destruction of property (i.e. - where the police presence may need to be strengthened), and so forth.</p>	<p><i>the script.</i></p>
<p>Slide 7 SAY: Besides the information from the previous slide, there are other key points which the IC should cover during their meeting with the leaders.</p> <p>As mentioned earlier, dialogue policing allows the demonstrators to communicate their concerns to platoon commanders and squad leaders their concerns in the field.</p> <p>The platoon leadership will then convey the message up</p>	<p>Slide 7</p> <p>Incident Commander – Dialogue Policing</p> 

<p>the chain of command to the IC, allowing them to make decisions should any changes to the plan be necessary.</p> <p>SAY: In the event of force needing to be exercised, the demonstration leadership and participants should know how the warnings will be conveyed.</p> <p>SAY: The demonstration leadership will also inform department leadership of how they plan to address the attendees to inform them on how to keep from turning the event into an unlawful one, and should it become unlawful, how to bring it back to lawfulness so that the assembly may continue.</p>	
<p>Slide 8 Case Study #1 – Command Engages in Dialogue Policing</p> <p>SAY: The following case study you’re about to watch shows Major Webb engaging with demonstrators during the George Floyd protest on June 2, 2020. Major Webb does a good job of explaining how his role is not only to keep people safe during a demonstration, but to hold his officers accountable for their behavior. As you view this dialogue between the Major and community members, consider what other points could have been made during Major Webb’s conversation with the demonstrators.</p> <p>ASK: What other points would you have made during your conversation with these demonstrators? Would you have done anything else?</p>	<p>Slide 8</p> <p>Case Study #1 – Command in Dialogue Policing</p> <p>https://youtu.be/QoMOCSAO1cQ</p> <hr style="border: 2px solid #0070C0; margin: 10px 0;"/> <p><i>Click on the link to play the case study.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> ● Ask questions about their security concerns, if they have any concerns about potentially volatile or aggressive individuals or groups, or concerns about the strength of the police presence and how it should be adjusted. ● Allow the demonstrators to explain how they believe the police can assist them in protecting their rights to expression. ● Ask demonstrators whether they know which actions could lead to

	<p>a potential citation/arrest, and which actions are permitted (i.e. - clarify what is legal and illegal during a protest).</p>
<p>Slide 9</p> <p>SAY: After the discussion with demonstration leadership, the IC or their designee will need to furnish an administrative report (Form 95) to the District Commander the incident is being held in, the MFF Commander, and the Chief of Patrol explaining all of the correspondence that took place between the parties.</p> <p>The IC will then begin refining their plan to address what was discussed, if needed. We will talk more about the planning process in the module on IAPs.</p>	<p>Slide 9</p> <p>So, After The Talks, What Comes Next?</p> 
<p>Slide 10</p> <p>SAY: While the IC is refining their plan, the district commander(s) begin working on their respective parts of the planning process. The district commanders analyze their available resources and begin to narrow down what they believe to be the appropriate scope of response to the incident.</p>	<p>Slide 10</p> <p>What Goes On In The Background</p> 
<p>Slide 11</p> <p>SAY: So, you may be wondering what helps them determine response. There are several factors that go into this decision and even though it is early on, gauging a proper response in the beginning is crucial.</p> <p>ASK: Why is it important to gauge a proper response at the beginning of an event?</p> <p>SAY: Too big of a response can make people feel their rights are being infringed, whereas too small of a response may not provide enough security in the event that individuals or small groups decide to act lawlessly in hopes of taking over the assembly.</p> <p>SAY: So, the District Commander and Incident Commander look at the event date and time, how long they plan on assembling, and where they plan on assembling.</p>	<p>Slide 11</p> <p>What Determines Response?</p>  <p>Desired Response:</p> <ul style="list-style-type: none"> It can help shape the future of the event.

<p>Different locations provide different challenges.</p> <p>ASK: What are some examples of how different locations provides different challenges?</p> <p>SAY: Here are some things to consider. An assembly of 50 people in a park does not present the same challenges as 5000 people downtown. The number of participants and if the protest is planning on being mobile, and if so what form of mobility do they possess. If the group plans on any acts of disobedience or disturbance, because some organization will come right out and say it. Last and certainly not least, the mission and goal of the event organizers.</p>	<p>Possible Responses:</p> <ul style="list-style-type: none"> • 50 people in one location versus several hundred split across various locations. • Indoor sit-ins where people lock themselves to part of a building versus an outdoor assembly.
<p>Slide 12</p> <p>SAY: Now that dialogue has been opened between the event holders and police leadership, decisions need to be made.</p> <p>Manpower depending, if the incident is projected to have less than 50 participants, the district it occurs in will have primary responsibility.</p> <p>ASK: Will you see a full deployment for a small event like this?</p> <p>SAY: In this instance, you will not see a full deployment as if it was planned downtown with a few hundred people. This is not to say that resources are not available to the district commander.</p> <p>It is well known that there are staffing shortages throughout the city; however, a district commander might not have the staffing to deal with an assembly and still be able to provide adequate police services to the citizens of their district.</p> <p>ASK: What can the District Commander do if he/she feels they need additional resources?</p> <p>SAY: If the District Commander feels that they require</p>	<p>Slide 12</p> <div data-bbox="1003 884 1372 1029"> <p>What Then?</p> <p>If the assembly is projected to be under 50 participants, the District Commander assumes primary responsibility (manpower depending)</p> <p>If the district cannot handle both the activity and normal functions, the District Commander can request aid by authorizing a 95</p> <p>The 95 is routed to the COP and Commander of SOS</p>  </div> <p>Desired Response:</p> <ul style="list-style-type: none"> • No. <p>Desired Response:</p> <ul style="list-style-type: none"> • Request them.

additional resources, they can author a 95 to the Chief of Patrol's office and the commander of SOS asking for additional resources.

Slide 13

SAY: That is the very abridged version of what goes into planning for activities we know are going to happen, but not every 1st Amendment activity is planned. A large number of them are spontaneous.

So, you might be wondering what we do for unplanned activities, and with the exception of preplanning, our response is uniform for both planned and unplanned assemblies.

Regardless, if an activity is planned or not, a uniformed contingent will be on scene. Regardless, if it was planned or unplanned, the RFF will always respond to these events first. The first responding units and supervisors play a key role in determining the overall response and posture of the department.

Slide 14

SAY: The response comes in several stages. First the initial responding units arrive and begin to gather information: The who, what, where, when, how, and why.

ASK: What kinds of questions do the initial responding units need to ask?

Slide 13



Unplanned Activities

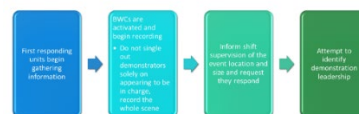
BPD maintains a uniform response to ALL First Amendment assemblies, whether planned or unplanned.

Whether the event was planned or unplanned the BPD will always deploy RFF first.

The initial responding units and shift supervision will provide critical information to commanders and determine further response.

Slide 14

Initial Response To Unplanned Activities



Desired Responses:

- Who are the demonstrators? Do they have any leaders?
- What are their demands?
- How many people do they expect to participate?
- Where will they be holding their demonstrations? Will they be mobile?
- How long will the demonstrations last? Will they need lighting for nighttime?
- How do they plan to convey their message? Will they be using any kind of civil disobedience, now or in the

SAY: BWCs are activated and begin recording the activity. It is imperative not to single out a demonstrator solely on appearing to be in charge, record the scene and find out who actually is demonstration leadership. They then need to inform the shift supervision on location and size of the event.

ASK: Once on scene, the supervisor needs to locate event leadership to do what?

future? Do they expect violence or damage to property?

- What will they need in terms of support (*medical, food/water, etc.*)?

Desired Response:

- Begin dialogue policing.

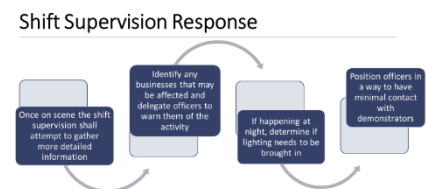
Slide 15

SAY: Besides contacting the demonstration leadership to determine details about the demonstration, leadership also needs to begin an assessment of the geographic location for safety purposes.

ASK: What kind of information needs to be known?

SAY: They need to identify any businesses that will be affected, any roadways that will be affected, if the demonstration plans to go mobile, if it is happening at nighttime if lighting needs to be brought in, etc.

Slide 15

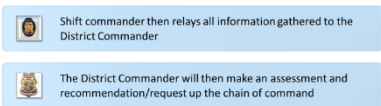
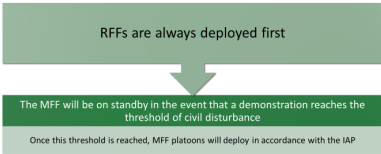

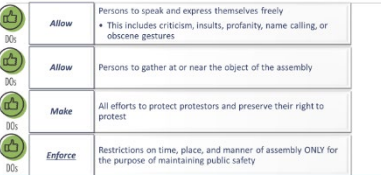


Content on this slide is hidden with animations. After the first question is answered, click to reveal the other boxes

Desired Responses:

- Identifying business being affected.
- Identify roadways being affected.
- Identify if the demonstration plans to go mobile.
- Identify time of day.

Click the mouse 4 times to reveal each piece of content and ONLY REVIEW WHAT HASN'T ALREADY BEEN STATED.

<p>Department leadership also needs to position officers as to have minimal contact with demonstrators.</p>	
<p>Slide 16 SAY: Once enough information has been gathered, the shift commander needs to inform the district commander of their findings. From there, the district commander will report the information up the chain of command and make any recommendations or requests they need to handle the event.</p>	<p>Slide 16</p> <p>Shift Commander</p> 
<p>Slide 17 SAY: Once the decisions about the deployment have been made, the Rapid Field Force is deployed.</p> <p>ASK: Who can recall what we learned about the RFF from the previous modules regarding who the unit is comprised of?</p> <p>SAY: Correct! If you recall back to the previous module, the RFF is an ad-hoc unit comprised of DAT, DDU, and patrol units that were available at the time. In the event that the demonstration reaches the threshold of civil disturbance, the MFF will deploy in accordance with the IAP.</p>	<p>Slide 17</p> <p>The Deployment</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • DAT • DDU • Patrol Units
<p>Slide 18 SAY: In the event of deployment the IC and MFF commanders will be in constant contact to ensure that the IAP is followed. Since the situation is fluid and changes can occur rapidly and at random, the MFF commander relays information to the IC to refine their plan as needed.</p>	<p>Slide 18</p> <p>Deployment</p> 
<p>Slide 19 SAY: We are now going to review some of the essential deployment directives that we must follow when serving in a Public Order Forces Unit. A lot of the items on this list are not just part of our directives, but also things that are common decency.</p> <p>ASK: Why should we allow a person to speak and</p>	<p>Slide 19</p> <p>The “Dos”</p>  <p>Desired Response:</p> <ul style="list-style-type: none"> • Freedom of speech.

express themselves freely?

SAY: Regardless of what they have to say, with the exception of calling for immediate violence, it is a person's right to say what they want, without fear of government reprisal.

The right of free speech and expression is the right to do so without government reprisal. Under the First Amendment, people have the right to assemble to exercise their right to free speech. It is part of our job to ensure that they can freely exercise these rights. We may only place restrictions on the time, place, and manner if it is to preserve public safety.

- It's their right to do so.

Slide 20

SAY: Like protestors, counter-protestors are also allowed to freely express themselves.

ASK: What is a Counter-protestor?

SAY: "Counter-protestor" is a sort of misnomer in the sense that they are, in fact, just protestors themselves. They just happen to be protesting a protest. They are given the label of counter-protestor only to differentiate between groups.

SAY: As long as there is no threat to public order and safety, both groups should be allowed to exercise their rights, and we must make every effort to keep them separate and free on confrontation without overstepping our bounds.

We must adhere to both the IAP (which can be fluid) and to policy when addressing the assemblies, especially in the event that the assembly devolves into civil disturbance.


Slide 20



	Make
Every effort to separate protestors and counter-protestors to maintain order	
	Adhere
To the IAP, unless otherwise directed by supervisors	
	Adhere
To all applicable BPD policies when addressing assemblies that have become civil disturbances	
	Attempt
To accommodate assemblies and protests that may temporarily block traffic or otherwise obstruct public streets	

Desired Response:

- People who disagree with the other protestors' message.

<p>As long as the free flow of traffic can be re-routed and does not infringe on the rights of others, every effort to accommodate assemblies which temporarily block traffic or obstruct the streets must be made.</p>	
<p>Slide 21 SAY: Before we get into all the things that you should <i>not</i> do, let's see what you can come up with on your own.</p> <p>Using the chart paper in front of you, work with your table groups to create a list of things officers should not do during a protest. Consider what the “don'ts” are, now that we've reviewed the “dos.”</p> <p>I'll give you about 3 minutes. You may begin.</p> <p>SAY: Ok, time's up. Please hang your chart paper up and choose a different presenter, this time, to report out for your group.</p> <p>ASK: What are things that officers should <i>not</i> do during protests?</p>	<p>Slide 21</p> <div data-bbox="997 401 1393 594">  <p>What We Don't Do.....</p> </div> <p><i>Students should utilize the chart paper and markers at their table groups.</i></p> <p><i>As students are working, the facilitator should utilize the MBWA strategy to listen to group discussions and encourage conversations.</i></p> <p><i>After 5 minutes.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • Retaliate for things they say, their appearance, their message, etc. • Use force when de-escalatory options are available. • Arrest without individualized probable cause. • Intimidate/harass participants.
<p>Slide 22 Now that we have gone over the “dos” and created our lists of “don'ts,” let's discuss the “don'ts.”</p> <p>Do not restrict the right to free speech, even if it is an insult or criticism of your profession, employer, or yourself.</p>	<p>Slide 22</p>

Do not retaliate. Some of what could be said to you can be hurtful, discouraging, or insulting, but never retaliate for anything said. Especially when it comes to using force.

SAY: Do not act outside the scope of the IAP without supervisory approval.

Don't use force in response to a person who is engaging in a legally protected speech or lawful assembly.

The "Don'ts"

 Restrict	• the rights of any person to criticize law enforcement through speech
 Take	• any action in retaliation
 Conduct	• activity beyond the IAP without supervisory approval
 Use	• force in response to a person engaging in legally protected speech or lawful assembly

Slide 23

SAY: Do not harass or intimidate citizens expressing their rights. It does not matter if you agree or disagree with whatever they are saying, they could be having an assembly to say the sky is made of velvet and the moon made of cheese: do not insult them, intimidate them, or harass them in any way, shape, or form. Granted, some people will say your mere presence is intimidating, but this is not what we are referring to. **Your job is to be impartial and voice no opinion against or in favor of the protest. Your job is to protect their expression.**

SAY: Do not make an arrest of any individual unless you have individualized probable cause.





ASK: When someone is at an assembly that turns unlawful, does that mean you can arrest them?

ASK: Why not?

SAY: Do not interrupt the speaker or terminate the assembly. These decisions are made at the incident command level and only certain members within the command staff may interrupt a speaker at an event.

Slide 23

The "Don'ts"

 Engage in	In intimidation or harassment towards participants
 Arrest	A person engaged in First Amendment activities unless there is INDIVIDUALIZED probable cause
 Interrupt	A speaker, with a few exceptions
 Terminate or disperse	Any protest or assembly

Desired Response:

- No.

Desired Response:

- You have to have *individualized* probable cause to arrest them, and they can only be arrested if they violate a law. You cannot arrest them based on their participation in a protest that includes others who are breaking the law.

Slide 24

SAY: Let's take a look at a few more "don'ts." Do not surround or enclose those in attendance preventing them from freely moving about (see intimidation). Do not treat those there any differently based on their viewpoints. Do not single out any attendee or protest

Slide 24

leader. Do not allow personal feelings or beliefs interfere with the performance of your duty. Do not express your personal beliefs while on duty or while in uniform.

The "Don'ts"

	Surround or enclose	Persons participating or observing assemblies or protests
	Treat	Protesters differently based on content or viewpoint or any protected status
	Single out or target	Assembly organizers and leadership
	Allow	Personal beliefs and opinions to interfere with their duties
	Express	Personal, political, or religious views while on duty

III. EVALUATION/CLOSURE

Group Scenario Activity – Unplanned Civil Unrest

Slide 25

SAY: In front of you is a scenario. In your table groups, read the scenario, discuss the events, and answer the following questions:

- Given what you have learned about dialogue policing and pre-demonstration engagement, what information would you instruct your officers to collect?
- What information would you instruct your officers to communicate to the demonstrators?
- Are there any questions you would ask or things you should do once you arrive at the scene?

SAY: I will give you about 10 minutes to answer the questions. As you answer the questions, record your notes on the chart paper provided.

ASK: Are there any questions?

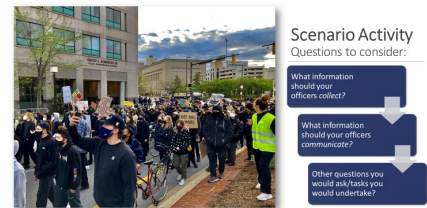
SAY: Ok, you may begin.

SAY: Alright everyone, time's up. Please hang up your chart paper.

Slide 26

Time: 15 minutes

Slide 25



In addition to copies of the scenario, students should have the "Guide to Public Demonstrations" (used earlier) in front of them. This will help them come up with answers.

Utilize the MBWA strategy to monitor groups' progress and listen to conversations, taking notes as you go. If questions arise, provide guidance.

(After 10 minutes).

Slide 26

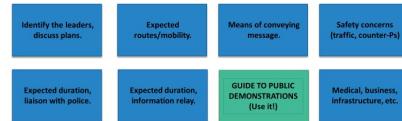
Content on this slide is hidden with animation. Do NOT reveal the content until after all groups have provided their answers.

SAY: Let's review each group's answers to the questions. When we are done, I'll show the answers on this slide so you can compare your group's answers to mine.

Let's go around the room, starting with the first group.

SAY: Alright, let's see how your group's answers line up with mine.

Scenario De-Brief



The facilitator should allow each group to share their answers to the questions.

Desired Responses:

- See Answer Sheet, Appendix D/2.

Click the mouse to reveal each answer. Refer to the Instructor's Answer Sheet, Appendix D/2.

Slide 27

SAY: Ok, let's take a 10-minute break before we jump into the next module.

Slide 27



Let's Take a Break!

APPENDIX A

Communication with Demonstration Leadership: Factors to Consider

Public Order Forces SOP, pgs. 19 – 20.

Incident Commander


The Incident Commander (or their designee) is tasked with establishing contact with demonstration leadership prior to the demonstration (if feasible) to *discuss and assess* the following:

1. The means by which they intend to convey their message.
2. Availability of educational materials regarding the movement to identify potential factions and differing viewpoints.
3. Proposed geographic route of the demonstration, especially any problem areas or bottlenecks that could pose a threat to public safety or property.
4. If Counter-Protestors are anticipated, proposed “safe areas” to protect the demonstration from interruptions or violence. The factors to be considered when selecting such an area include:
 - a. Proximity of the area to the demonstration’s intended audience (e.g., City Hall, a particular business district, a town square, etc.).
 - b. Availability of ingress/egress routes for demonstrators, BPD personnel, and emergency vehicles to enter or leave the area as needed.
 - c. Options for cover from physical threats (e.g., projectiles, blunt weapons, etc.), should Counter-Protestors enter the area and employ them.
 - d. Aerial visibility for proper helicopter monitoring and the coordination of escape, if necessary (for instance, an area underneath a bridge may not be an ideal safe area).
 - e. Potential for collateral damage to local housing, businesses, or other infrastructure in the event of a disruption by Counter-Protestors.
5. Disposition of demonstration leadership to commit to:
 - a. Procedures for identifying individuals who could compromise the safety and/or effectiveness of the demonstration (i.e. – proactive “self-policing” procedures).
 - b. Procedures for altering the route of the demonstration according to environmental conditions and risk, and for communicating such alterations in real-time to demonstrators.
6. Demonstrator concerns regarding the proposed police presence, namely:

- a. How it will be perceived by the crowd as a whole, especially if officers appear in protective gear, i.e. helmets and body armor.
 - b. How police can safely and courteously explain their presence and any changes in their tactics according to field conditions (i.e. – uniform messaging by members).
 - c. When and why arrests may be made, and how to avoid situations which could lead to an arrest.
7. Proper communication liaisons/channels for demonstrators to communicate their real-time concerns to Platoon Commanders and/or Squad Leaders in the field.
8. How warnings of use of force will be announced between members and individuals, and between larger member detachments and the crowd, generally (i.e. – loudspeaker announcements, etc.).
9. How demonstration leadership will explain the definition of an unlawful assembly to their contingents, so as to prevent the incitement of an unlawful assembly.
10. Interlocutors: Office of the Public Defender, ACLU Attorneys (if demonstration leadership declines engagement).

APPENDIX B


BPD Guide to Public Demonstrations (Flyer)



A GUIDE TO PUBLIC DEMONSTRATIONS


A quick reference for understanding your right to assemble and protest and your responsibility to preserve others' safety during public demonstrations

What Can I Do During a Demonstration?



CAN

- GATHER in parks, streets and other public places to be heard
- SPEAK YOUR MIND, including criticizing police
- RECORD police actions using audiovisual devices
- PEACEFULLY RELOCATE the demonstration following a dispersal order




CANNOT

- DESTROY PROPERTY
- PHYSICALLY INTERFERE with valid law enforcement actions (lawful arrests, treating the injured, etc.)
- MAKE AN ACHIEVABLE OR "TRUE" THREAT to immediately harm someone else
- INCITE OTHERS to immediately engage in violence or destroy property

Could I Ever Be Arrested?

Yes, but the circumstances are rare: only when there is probable cause—objective, reliable facts—to believe you have personally committed a crime, which could include:

- Destroying property
- Hindering or obstructing valid law enforcement action
- Threatening or inciting others to immediate violence
- Failing to leave an area after receiving a dispersal order



You cannot be arrested merely because *others* who are demonstrating with you engage in violence or destroy property

Consult the full BPD policy on First Amendment Assemblies:
<https://tinyurl.com/1apolicy>

APPENDIX C/1

Scenario Activity: Supervisory Response to Unplanned Protest



You are a field supervisor on the afternoon shift (14:45 – 22:15 hrs.) with a typical complement of 20 officers deployed in your area. Around 16:00 hours, your dispatch center begins receiving calls from the downtown business district (Harbor East) about a gathering of approximately 50 people at a major traffic circle. They are holding signs, blocking traffic, and protesting a recent officer-involved shooting that occurred in another part of the city.

You are made aware that due to high call volume, only two officers, each with two years on the job, are available to respond to the incident. Two more experienced officers are expected to become available after they complete their calls.

When the first pair of officers arrive at the scene, they begin speaking to the demonstrators and discover that more of them, approximately two to three hundred, will be participating in the protest. These additional demonstrators have not yet arrived.

Your two officers begin re-routing traffic, but then call you on the radio for guidance: what are your instructions?

SCENARIO QUESTIONS:

- 1. Given what you have learned about dialogue policing and pre-demonstration engagement, what information would you instruct your officers to collect?*
- 2. What information would you instruct your officers to communicate to the demonstrators?*
- 3. Are there any questions you would ask or things you should do once you arrive at the scene?*

APPENDIX C/2

Answer Sheet: Supervisory Response to Unplanned Protest



You are a field supervisor on the afternoon shift (14:45 – 22:15 hrs.), with a typical complement of 20 officers deployed in your area. Around 16:00 hours, your dispatch center begins receiving calls from the downtown business district (Harbor East) about a gathering of approximately 50 people at a major traffic circle. They are holding signs, blocking traffic, and protesting a recent officer-involved shooting that occurred in another part of the city.

You are made aware that due to high call volume, only two officers, each with two years on the job, are available to respond to the incident. Two more experienced officers are expected to become available after they complete their calls.

When the first pair of officers arrive at the scene, they begin speaking to the demonstrators and discover that more of them, approximately two to three hundred, will be participating in the protest. These additional demonstrators have not yet arrived.

Your two officers begin re-routing traffic, but then call you on the radio for guidance: what are your instructions?

SCENARIO QUESTIONS/ANSWERS:

1. Given what you have learned about dialogue policing and pre-demonstration engagement, what information would you instruct your officers to collect?

- **Identify the leaders of the demonstration so that you can discuss plans for the incoming demonstrators, expansion of the assembly, and how to keep everyone safe after said expansion.**

- **Expected route of the incoming demonstrators, and any plans to become mobile after their arrival.** Also, their expected time of arrival.
- **Means of conveying their message.** Will they engage in civil disobedience (e.g. – chaining themselves to fire hydrants or other structures)? Do they plan on using projectiles of any kind?
- **Any safety concerns they may have** (counter-protestors, traffic risks, etc.).
- **How long the protest is expected to last.** Will they require lighting? Night time is approaching . . .
- **How the demonstrators prefer to relay information about the protest to the police.** If possible, designate an officer or supervisor to serve as a liaison for the protest and its leaders. How will the demonstrators inform us of individuals who are committing crimes? How can they let us know if the police presence is too strong?

2. *What information would you instruct your officers to communicate to the demonstrators?*

- **The information from the “Guide to Public Demonstrations” (Appendix B).** Ensure that officers access this guide via PowerDMS and distribute it to the protestors via e-mail, text message, or other means of communication.
- **If possible, instruct the two more experienced officers to print copies of the guide and bring them to the scene.**

3. *Are there any questions that you would ask or things you should do once you arrive at the scene?*

- **Are there any medical concerns or injuries?** Discuss options for the staging of emergency medical services. Do the demonstrators need food or water?
- **Ascertain which businesses are being/may be affected by the protest.** Inform the business owners if there is a risk of violent escalation based on crowd conditions.
- **Assess the crowd’s perception of the police presence by asking protestors if they feel safe.** Recommend adjustment of the police presence to superiors as needed.
- **Identify any critical infrastructure which may be at risk should the protest escalate.** This will help with the drafting of an Incident Action Plan (IAP). *Examples:* electrical substations, parking garages, docks/marinas/port facilities, police district buildings, highway on-ramps/off-ramps.