

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: : 2020 IST Use of Force and Fair and Impartial Policing Integration</p> <p>LESSON TITLE: First Amendment Redman Scenario</p>	
<p>New or Revised Course: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>Prepared By: OFC Travis Ryckman Date: June 17, 2021</p> <p>Academic Director Approval: Director Gary Cordner Date:</p>	
<p>PARAMETERS</p>	<p>Lesson hours: 1 hour Class size: 18 per group, four groups rotating through during the day. Space needs: DT Training Area (Gym)</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)</p>	
<p>LESSON HISTORY (previous versions, titles if applicable) None</p>	
<p>PERFORMANCE OBJECTIVES</p> <p>SECTION A: REDMAN</p> <ol style="list-style-type: none"> Students will demonstrate the ability to apply the critical decision-making model to a scenario involving a passively resistant peaceful protester, which will require them, to the satisfaction of the facilitator, to use proper notification and decision making consistent with departmental policy and training. Students will attempt to use proper listening and decision techniques to a passively resistant subject through the use of effective communication skills to the satisfaction of the facilitator. Students will be able to identify a 	<p>ASSESSMENT TECHNIQUE</p> <p>SECTION A: REDMAN</p> <ol style="list-style-type: none"> Practical scenario using an assessment rubric and debriefing Practical scenario using an assessment rubric and debriefing discussion Practical scenario using an

<p>suspect's threat level, and listening for any first amendment violations, make the appropriate notification options in response, to the satisfaction of the facilitator.</p> <p>4. Students will not need to make any interaction with the protester unless a violation of the first amendment is made.</p> <p>5. Students will be able to articulate why their actions were in accordance with departmental policy to the satisfaction of the facilitator.</p>	<p>assessment rubric and debriefing discussion</p> <p>4. Practical scenario using an assessment rubric and debriefing discussion.</p> <p>5. Practical scenario using an assessment rubric and debriefing discussion.</p>
<p align="center">COURSE DESCRIPTION</p> <p>First Amendment Redman Scenario</p>	
<p align="center">MPCTC OBJECTIVES (if applicable)</p> <p align="center"><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p align="center">INSTRUCTOR MATERIALS</p> <p>Equipment to be issued/carried by each officer during the Redman scenario: Training baton, inert firearm, inert OC spray, inert CEW, Gun belt, BWC, Radio</p> <p>Redman Training Suit</p> <ul style="list-style-type: none"> Head, Groin, Arm and Leg protective pieces are required <p>Assessment Rubric – Appendix A</p> <p>Safety Vests</p> <p>Safety Briefing – Appendix F</p> <p>Safety Program Documents – Appendices B-D</p>	
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Defensive Tactics Training Mats</p> <p>Training batons, inert firearms, inert OC spray, Inert CEW, Gun belt, BWC, Radio,</p>	
<p align="center">STUDENT HANDOUTS</p>	

METHODS/TECHNIQUES

Practical Exercises
Discussion Debrief
Assessment Rubric

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Baltimore Police Department Policies:

- Policy 414: Less lethal and chemical agents
- Policy 409: Firearms
- Policy 719: CEW (Taser)
- Policy 725: Use of force review/reporting
- Policy 824: Body worn camera
- Policy 317: *Fair and Impartial Policing* (dated 24 August 2018)
- Policy 1115: *Use of Force* (dated 18 March 2019)
- Policy 1107: *De-Escalation* (dated 31 August 2018)
- Policy 804: First Amendment protected activity

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions:

- Classes greater than 18 students will require modification or expedition of scenario time per student. This is not recommended.
- Provide the role player a thorough briefing to lessen the risk of injury to them or the student(s).
- Prior to the students entering the classroom, the instructor(s) should have it prepared for the scenario. It should be properly matted.

This training is designed to incorporate an instructor-to-student ratio of no less than 1 to 9.

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: P/O Travis Ryckman	Date: March 17, 2021		
Curriculum Specialist: Danalee Potter	Date: April 6, 2021		
Reviewing Supervisor: Sgt. Shawn Parlett	Date:		
Reviewing Commander: Lt. Jodie McFadden	Date:		

COURSE TITLE: 2021 IST Use of Force and Fair and Impartial Policing Integration

LESSON TITLE: Redman Scenario

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET SECTION A: Redman Scenario</p> <p>SAY: Good morning, my name is.....</p> <p>SAY: Before we begin today’s scenarios, we need to take a few moments to conduct a safety briefing and provided everyone with the proper training equipment for use in the scenario.</p> <p>Let’s begin with the safety briefing.</p> <p>I am Officer_____. I am the Safety Officer for today’s training.</p> <p>Please adhere to the following instructions as failure to do so could result in early termination of your scenario.</p> <p>Scenario Based Training is designed to be as realistic as possible. Therefore, you are to act EXACTLY as you would in real life using all of the skills you have learned to date. (Contact and Cover, and Radio Communications, etc.)</p> <ol style="list-style-type: none">1. Prior to entering the training area we will conduct a triple check inspection.2. If the need to perform a Defensive Tactic (i.e. takedown) occurs, you will use 50% physical effort.3. You will listen for the following COMMAND WORDS:<ol style="list-style-type: none">a. “Going live!” The scenario is about to begin.b. “Pause or Freeze!” Immediately pause what you are doing and listen for instructions from the Primary Assessor.	<p>Time: 10 minutes</p> <p><i>Facilitators should introduce themselves before beginning the lesson.</i></p> <p><i>Read Safety Briefing from the Safety Plan word for word.</i></p>

<p>c. “Resume or Continue!” Pick up the scenario where you left off prior to “Pause.”</p> <p>d. “Pain!” This command is used by the role-player to let you know that you need to “loosen your grip.”</p> <p>e. “Index!” Immediately stop. The scenario is over or there has been a safety issue. Holster all weapons and stand by.</p> <p>4. You will WALK to the training area UNLESS running is required for the scenario.</p> <p>5. If you must leave the training you WILL be re-inspected prior to entering.</p> <p>Remember, any one regardless of rank or position can call “INDEX” if an immediate safety issue is observed.</p> <p>SAY: Now that we’ve conducted the safety briefing, we will begin handing out the training equipment. Everyone was asked to bring their radio, duty belt and BWC. If you do NOT have any one of these items, please let an instructor know immediately.</p> <p>As the equipment is given to you, please take the time to look it over before storing it in the appropriate location on your belt.</p> <p>Please line up behind one of the instructors.</p> <p>SAY: We are about to enter the training area. For your safety and ours, we will conduct a triple check inspection. As a reminder, no weapons are allowed and must be secured before entering.</p>	<p><i>The facilitator should pass out the following to each student:</i></p> <ul style="list-style-type: none"> • 1 training batons • 1 inert firearm • 1 inert OC spray • 1 inert CEW <p><i>Facilitators should conduct a safety inspection of each student before they enter the training area.</i></p>
<p>II. INSTRUCTIONAL CONTENT <i>Redman scenario.</i></p>	<p>Time: 35-45 minutes</p> <p><i>Note: The role player is in the Redman suit in order not to telegraph the fact that the situation does not call for use of force.</i></p>

SAY: After you complete the scenario, you will remain in the room to observe others as they go through the scenario. I'd like to remind those who are observing to remain quiet, and do not interrupt the role players and/or students. As you view each scenario, make sure that you are taking mental notes and considerations for discussion during our review of today's scenario.

Say: You receive an anonymous call for service for an individual standing on the sidewalk yelling and screaming.

Scenario:

ROLE PLAYER ACTION

Scenario:

The Role player will be angry and upset with a topic that they are peacefully protesting and will be speaking and pacing back and forth but not making any type of threat or violent actions.

Prior to each pair of students entering the classroom, the instructor(s) should have it prepared for the scenario. It should be properly matted.

A lead instructor will brief the role players and members separately as stated in the scenario safety plan and scenario brief.

Pre inspect all equipment: training batons, inert firearms, inert OC spray, Inert CEW, Gun belt, BWC, Radio.

Ensure students who have completed the scenario, and are on the bleachers, are attentive and do not interfere with the scenario. As time permits, engage these students in critique of each scenario iteration that they observe. This is the responsibility of the instructors.

Escort each pair of members to the door of the gym/ cafeteria and advise them that the scenario starts upon entering the gym.

A safety officer with safety vest will monitor the scenario.

Scenario Time: 4-5 minutes per pair of students.

Upon arrival the students will observe the subject.

STUDENT RESPONSE

Scenario:

The students should maintain a safe distance, use active listening skills to determine if any true threats or violent statements are made. Students will then notify a supervisor and inform them no laws are being broken and the protester is within their constitutional rights.

ROLE PLAYER RESPONSE

Scenario:

The role player will continue speaking at the officers in protest of a topic but will not make any true threatening or violent statements. The protester will yell "Hands up, don't shoot!" and say "I know my rights, you can't do anything."

If the officers approach the subject and/or engage him, the role player will say "I know my f* g rights, officer. Stop harassing me. Get the f* away and let me do what the Constitution says I can do."

INSTRUCTOR ACTION

The Scenario will continue unless the facilitator feels safety is an issue, the officer attempts to stop the protester or the scenario has concluded.

Scenario overview:

The members encounter a subject (role player) who they have probable cause to believe is conducting a peaceful protest on public property and is not violating any laws.

The facilitator should monitor the situation and keep track of the member's response to the situation for purposes of debriefing afterwards.

Be prepared to stop the scenario at all times in the interest of safety.

Upon individual completion, assess all participants for injury. If no injuries are present have the members justify their actions verbally to the instructor proctoring the training.

Role player and Facilitators will evaluate the critical decision techniques and the use of active listening, as well as the physical effort the students utilize. If any attempts are made to stop the subject from the peaceful protest the scenario will end.

Ask the officers how they used the CDMM. They should be able to describe how they gathered information, assessed the situation, considered what police powers might be applicable, and determined what options were available to them.

<p>SAY: This scenario is NOT a use of force option. The individual is demonstrating his/her right to protest and is not posing a threat to the public or him/her/themself.</p>	<p><i>Note: Members may indicate that this could be a disorderly conduct/ disturbing the peace situation or even a person in behavioral crisis. If so, ask them what they would do. Responses should include checking to see if there are any people present who are being disturbed, who feel threatened, whose use of the sidewalk is being impeded, etc. Response should include BWC activation, and supervisor notification if any enforcement action is anticipated. Remind the members of the training they recently received regarding handling of lesser offenses.</i></p>
<p>III. REVIEW/EVALUATION/CLOSURE SECTION A: REDMAN SCENARIO</p> <p>SAY: Good job everyone. At this time, I want you to individually reflect on the scenarios presented to you during today's Redman scenario. This will include a critique of your own critical decision making process at the end of the scenario.</p> <p>SAY: Just to remind everyone, this opportunity to discuss and provide constructive feedback and/or criticism to our peers should remain positive. At no</p>	<p>Time 5-10 min</p> <p><i>The facilitator should ask debriefing/closure questions to get the students thinking about their own scenario at the end of their scenario and address any immediate issues.</i></p> <p><i>Once this is complete, ask the observing students if there is anything that they observed that should be noted or discussed; IE: Did any of the observing students notice anything in this scenario that worked well or something that may have worked well.</i></p> <p><i>It's important the debrief remains positive even if a student did</i></p>

time, should we be negative to one another.	<i>something incorrect.</i>
ASK: How do you feel you all did?	<i>Allow a few of the participants to share their personal reflection</i>
ASK: Did any of the observing students notice anything in this scenario that worked well or something that may have worked well?	<i>Allow observing students to provide input</i>
ASK: Is there anything you would do differently if given the opportunity?	<i>Allow students to provide input regarding what they would do differently</i>
ASK: Does anyone have any questions from the content we covered today?	<i>The facilitator should answer any questions posed by the students.</i>

APPENDIX A

Redman Scenario Rubric

BALTIMORE POLICE DEPARTMENT – 1st AMENDMENT RUBRIC			
Officer:	Seq.#	Date:	Remedial Training: Y / N
Class #: Redman Scenario			Evaluator:
Officers will use necessary, reasonable, and proportional force by demonstrating the following criteria:			Pass
			Fail
1. Communication: (partner, radio usage).			
2. Proper BWC Usage: (10-codes, by gesture, explanation).			
3. Utilization of time, distance, cover/concealment to observe the subject.			
4. Attempts to De-Escalate: (clear commands, tone of voice, or nonverbal cues) -- no de-escalation is required.			
5. Threat Assessment (weapons on scene, verbal threats, or nonverbal cues).			
6. Identify Subject's Level of Compliance: (compliant, passive or active resistance, active or aggravated aggression) -- no compliance is applicable or required.			
7. Articulation of CDMM post scenario.			
<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">Instructor Comments</div>			



APPENDIX B

Safety Plan



Baltimore Police Department Safety Program

Training Activity: Redman 1st Amendment Training (2021 Training Plan)

Date(s) of Activity: Tuesdays and Thursdays, 1 hour, September 2021 to December 2021

Unit: E & T CEU/Defensive Tactics Instructors

Training Location: Gymnasium, Public Safety Training Facility, 1415 Maryland Ave, Baltimore MD 21201

Supervisor / Contact Person and phone number: Sgt. Shawn Parlett

Brief Description of Training Activity: E & T Instructors facilitate this lesson. The role player will be exercising 1st Amendment rights in a public place. No physical force should be used by trainees in the scenario. The role player will be verbally provocative but will not make any threats, verbal or physical.

Safety Plan

Potential Safety Problems / Hazards:

Use of inert batons during training.

Confined space while doing live baton training can be potentially dangerous.

Arrest and control techniques

Personal Protective Equipment Needed:

Utility pants and boots. Inert baton, inert firearm, inert OC Spray, Inert Conducted Electrical Weapon, inert magazine, gun belt, BWC and radio.

Specific Safety Rules:

1. No live weapons or ammunitions.
2. E & T CEU/Defensive Tactics Instructors have tactical control of the training.
3. If any possible safety violations are observed, training will be stopped and corrected.
4. 18 students maximum (MPCTC safety guidelines a 1- Instructor to every 9 students) for supervision and for reasonable safe spacing reasons. The training also requires a supervisor in addition to the assigned safety officer.
5. Gym training area requires a member to block the main entrance to the gym while the training occurs.

Medical Personnel / Equipment Available:

E & T staff/ Medic bag, AED.

Medical Evacuation / Emergency Response Plan:
First aid by medic officer first, then on scene Fire Department personnel followed by ambulance evacuation to hospital.

Safety Briefing to be conducted prior to training (Conducted by Safety Officer)

Members Present: (Attach Class Roster, provided by IST Staff) CEU/Defensive Tactics Instructors: Class size will be 18 students.

Note: Ensure all points are told to instructors and students.

- 1. Ask about students’ medical training (i.e. any EMT’s in the class?)
- 2. Introduce Safety Officer and their duties and responsibilities
- 3. Note Personal Protective Equipment to be used and its proper usage.
- 4. Explain Rules of Engagement
- 5. Explain Off Limit Areas
- 6. Remind all participants that there will be no off-script behavior.
- 7. List Specific Safety Rules (as noted on Page 1)
- 8. List the emergency medical procedures in case of injury.
- 9. Ask for questions from instructors or students.

The unit Safety Officer will observe the entire training exercise, watch for compliance with the safety plan, and keep an eye on the pre-identified areas for potential safety issues. Pay particular attention late into the training as instructors and students start to become fatigued.
The above Safety Plan was drafted by: P/O Travis Ryckman I620

Sgt. (BPD)
Lead Instructor Sequence # Date
Note: E & T Defense Tactics Instructors will be primary Instructors.

In the event that the above listed Safety Officer is unable to attend the training or is called away during training, an alternate Safety Officer must be designated. This alternate safety officer must read and sign the definition and responsibilities sheet of this safety plan.

The Safety Officer for these events will be:
E & T Staff personnel Safety Officer Sequence # Date

Approved / Disapproved
Unit Commander _____
Date

Approved / Disapproved
Director, Education & Training Section _____
Date

APPENDIX C

Safety Officer Definition and Responsibilities

DEFINITION

“Safety Officer” – An officer, of any rank, who is acting in a role strictly as an observer during a training exercise. This officer will have no responsibilities as it pertains to the training exercise, save ensuring that all safety policies are adhered to and that all precautions and protective equipment are utilized. The safety officer will be able to be clearly identified through the use of a reflective vest, alternate uniform from that of instructors and students, or vest panels identifying them as a safety officer.

RESPONSIBILITIES

1. Identify safety-related hazards within the training exercise.
2. Develop solutions to eliminate or mitigate identified hazards.
3. When observing a training exercise, **do not** participate in the exercise. Maintain focus on the safety of those involved in the exercise.
4. Immediately stop training exercise if safety becomes a concern.
5. Render aid, if necessary.
6. Notify supervisor of any injuries.

I have read and understand the duties and responsibilities of a safety officer. Further I acknowledge that I will perform these duties for this training event.

Safety Officer	Sequence #	Date
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I have read and understand the duties and responsibilities of a safety officer. Further I acknowledge that I will perform these duties for this training event.

Alternate Safety Officer	Sequence #	Date
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APPENDIX D
Baltimore Police Department
Safety Program
After Action Report



Date: Various, 2021 **Event:** 1st Amendment Redman Scenario Unit: E&T CEU/Defensive Tactics
Instructors

Site Inspection and Setup

Hazard(s) Noted: **Action Taken (Mitigated / Marked as Hazard / Removed):**
____Cracks between mats. They will be monitored to make sure no one steps or falls between them.

Injuries Noted: ☐ Yes ☐ No
If Yes, describe below:

Property Damaged: ☐ Yes ☐ No
If Yes, describe below:

Decontamination:

Submitted By:

Sgt.

Name	SEQ#	Date
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Reviewed By:

Director, Education & Training Section	Date
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APPENDIX E

Scenario Summary - For instructor use

Scenario Name: Redman Scenario

Written By: Officer Travis Ryckman

Reviewed by: _____

Date: 3/17/2021 Assessment: Tactical, ___ Legal, ___ Both, X

SCENARIO OVERVIEW: (Short description including the 5W's and How.)

Scenario: The member encounters a subject (role player) who is loud and critical of police but who they have reason to believe is conducting a peaceful protest (the subject will not be making any true threats and is within his rights). For the purpose of the scenario the member does have discretion and must use active listening, proper observations to assess the situation and use proper notification and decision making per policy.

SCENARIO COMPLETION REQUIREMENTS: (To complete the scenario the student must...)

For scenario students will need to activate BWC, Call 10-23, Call for or notify a supervisor. Students will then use proper and active listening techniques to determine if the subject is making any true threats and/or violating any other laws. After taking a few moments to listen the officers will then notify a supervisor and leave the location.

APPENDIX F
SCENARIO BASED TRAINING
SAFETY OFFICER BRIEFING
(To be read aloud to Class Participants)

I am Officer_____. I am the Safety Officer for today's training.

Please adhere to the following instructions as failure to do so could result in early termination of your scenario.

Scenario Based Training is designed to be as realistic as possible. Therefore, you are to act EXACTLY as you would in real life using all of the skills you have learned to date. (Contact and Cover, and Radio Communications, etc.)

1. Prior to entering the training area we will conduct a triple check inspection.
2. If the need to perform a Defensive Tactic (i.e. takedown) occurs, you will use 50% physical effort.
3. You will listen for the following COMMAND WORDS:
 - a. "Going live!" The scenario is about to begin.
 - b. "Pause or Freeze!" Immediately pause what you are doing and listen for instructions from the Primary Assessor.
 - c. "Resume or Continue!" Pick up the scenario where you left off prior to "Pause."
 - d. "Pain!" This command is used by the role-player to let you know that you need to "loosen your grip."
 - e. "Index!" Immediately stop. The scenario is over or there has been a safety issue. Holster all weapons and stand by.
4. You will WALK to the training area UNLESS running is required for the scenario.
5. If you must leave the training you WILL be re-inspected prior to entering.

Remember, any one regardless of rank or position can call "INDEX" if an immediate safety issue is observed.

Student

Signature_____Date_____