

People in Crisis

Facilitator Guide

Session Overview

Introduction & Learning Objectives	05m
DEMONSTRATION – Old Lady w/Puppy	15m
Discussion – Definition of Crisis	10m
DEMONSTRATION – Sarah Hall 9-1-1 Call	15m
GROUP EXERCISE – Brainstorm (5/5/25)	35m
Break	10m
PRACTICAL EXERCISES - Kid at Car Crash	20m
- Lonely Old Person	20m
- Crown Prince of Bulgaria	20m
- Alzheimer's Patient	20m
End of Session / Break	10m

Total Session Time: 3 hours

Main Topics of Session:

- *Thinking Outside the Box*
- *Definition of a Crisis*
- *How to Show Empathy*
- *How to Show (and Benefits of) Respect*
- *Active Listening and Conversational Prompts*
- *Starting a Contact and Wrapping-up a Contact*
- *Victim's Physical and Emotional Needs*

Facilitators Needed: 1 (CR)

Location:

Classroom -90min**Outside/Auditorium -90min**

Materials Needed:

- *PowerPoint – People in Crisis*
- *Bag large enough to hold a puppy*
- *MEDIA (8 min) – Sarah Hall 9-1-1 Call*
- *FG Supp – Brainstorming Exercise*
- *FG Supp – Practical Scenarios*

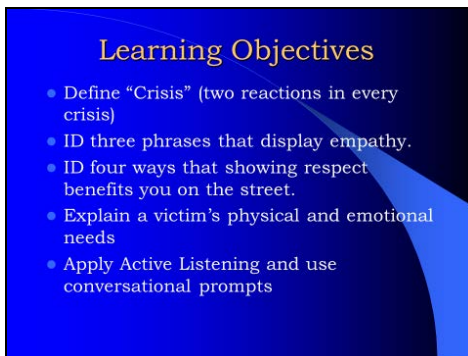
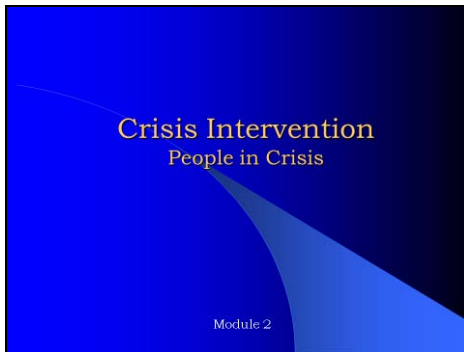
Students Should Already Have:

- *N/A*



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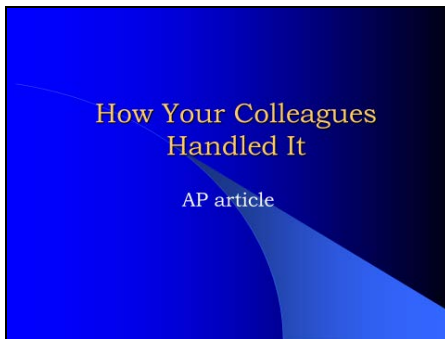
NOTE TO FACILITATOR

Act out a scene:

Play old lady that got kicked off the bus for having a puppy;

She's 100 miles from home / 100 miles from anywhere;

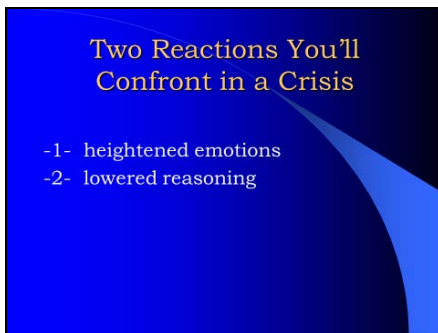
Use a bag - pretend puppy's in the bag



RESOURCE MATERIAL - HANDOUT[p] - People in Crisis - Puppy Bus News Article



Instructions: This handout is a newspaper article about this real-life event.



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IMPORTANT POINT

If emotions are high, our reasoning is low. Remember, this works for cops as well, if someone makes us mad, we need to walk away before our lowered reasoning takes over.

Think about it...

- Have YOU ever been mad, or upset, and said or done something that you totally regretted later on?
 - It's because your own emotions have raised, lowering your reasoning

Be careful...

- Even as a cop, you need to understand you are NOT immune from this...
 - Don't let calls get to you
 - Don't let people get under your skin
 - Don't allow things you will see to cause you to react emotionally

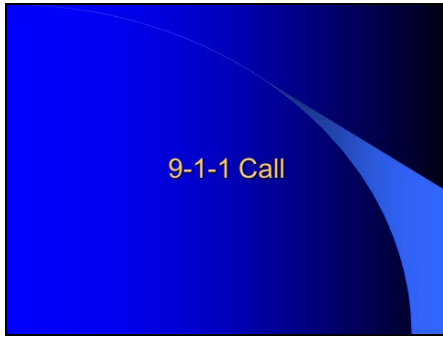
What to do...

- If you feel yourself getting mad, or emotional, recognize it, take a breath, and step back if you have to
- If your partner is getting upset, take over. Maybe stop him/her from doing something stupid, or possibly career ending
- If you get stopped, DON'T GET MAD ABOUT IT...your partner is helping you



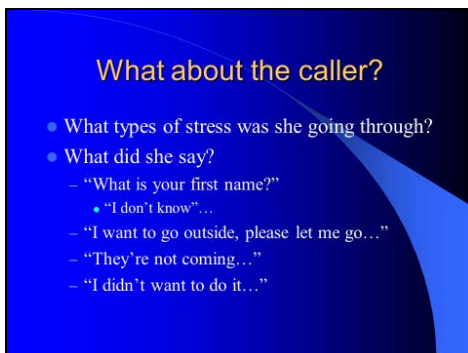
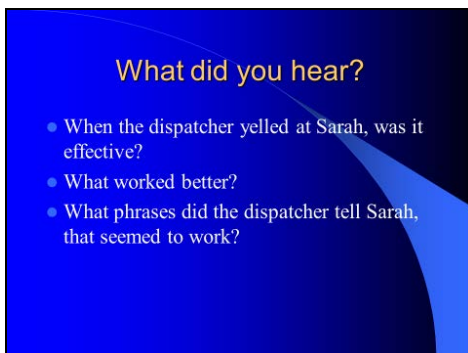
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MEDIA (8 min) - Sarah Hall 9-1-1 Call

- Lead a short discussion on how people react differently when under stress or in a crisis.



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What happened?

- The caller and her husband were in a fight, and he attempted to shove drugs down her throat. She fought back, and then he stripped her naked, and attempted to drown her in the bathtub. She broke free, grabbed a gun, and told her husband to leave her alone or she would shoot him. He advanced on her, so she shot him in the chest.

Does she need to go to prison?

- IF the preceding slide is true, does the wife need to go to jail? Is she faking?
- What things do the first responders, ie the police, need to document in their reports?
- What about her physical and/or emotional needs?
- What about the man she shot?

Remember

- Sometimes we are going to deal with people at their very worst...(*stressful situations, crime victims, witnesses to horrific things, etc...*), so we need to remember where their emotions are

Take it with a grain of salt...

- If someone verbally insults you, or makes comments about you, remember their state of mind.
- Also remember, we will be dealing with people with mental issues as well...
 - You need to remember, a person is NOT their illness, they might not be able to control themselves



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Never...

- Allow your own safety to be in jeopardy when dealing with a person in crisis...
- Ours is a dangerous job, but don't take unnecessary risks

- You are not going to help anyone, if you become the victim...
 - example: when the plane is going down, put your OWN oxygen mask on first, then help the person next to you...



IDEA

JOURNAL-IDEA - Perception of Law Enforcement

Instructions: Consider journaling about the following:

- Have you ever interacted with police in a negative way?
- Will people be more likely to tell their friends about a positive police experience, or a negative one? Why?
- Should you care?

Group Exercise - Brainstorm

SQUAD #1: How can you show empathy to a person in crisis?

SQUAD #2: What are the physical and emotional needs of a person in crisis?

SQUAD #3: How can showing respect to a person in crisis benefit you?

SQUAD #4: How can you "Actively Listen"? and What are conversational prompts?

SQUAD #5: How do you wrap-up (finish) the contact?



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GROUP EXERCISE - Brainstorm: Dealing with People

Time: 50 min (5 prep / 5 work / 40 presentation & discussion)

Materials: • Easel & Writing Materials

Instructions: Your quad will have 5 minutes to brainstorm answers to your assigned question. List as many responses as you can in 5 minutes. You will present your list to the class.

Squad #1: How can you show empathy to a person in crisis?

Squad #2: What are the physical and emotional needs of a person in crisis?

Squad #3: How can showing respect to a person in crisis benefit you?

Squad #4: How can you “actively listen” and what are “conversational prompts”?

Squad #5: How do you wrap-up (finish) the contact?

NTF: See: [FG Supplemental - Brainstorming Exercise](#)

What to say:

I understand that, but...

I hear what you are saying, however...

I hear you...

I understand...

DON'T say to someone, “*I know what you are going through...*” UNLESS YOU REALLY DO!



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Respect

- Even if you don't respect someone's actions, they must be respected as a person
- Lack of respect could lead to unnecessary uses of force, complaints, etc...
- Giving respect could help you build informants, get help on crimes, etc...

Review

- Define "Crisis" (two reactions in every crisis)
- ID three phrases that display empathy.
- ID four ways that showing respect benefits you on the street.
- Explain a victim's physical and emotional needs
- Apply Active Listening and use conversational prompts

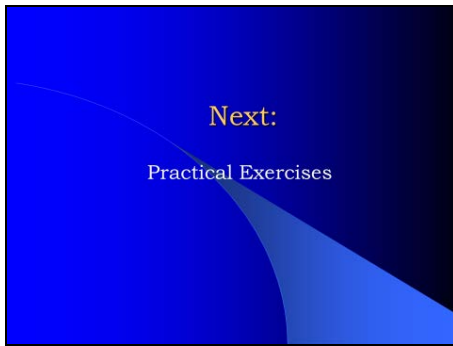


BREAK



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NOTE TO FACILITATOR

Move the class outside (or into the auditorium or cafeteria if weather is poor). The class is then divided in half into groups one and two. There are four scenarios to do. Spend about 20 minutes per scenario (5 minutes to set-up & explain, 10 minutes to let them act it out, and 5 minutes to debrief the class as a whole).

See: **FG Supplemental – Practical Scenarios**



BREAK/END OF SESSION

