

****THESE NOTES ARE ALSO INCLUDED IN THE POWERPOINT PRESENTATION****

Discuss the potential of blue-on-blue shootings:

- Question to the class – “Who plans to carry off-duty?”
 - Most, if not all, students will raise their hands.
- Question to the class – “What are some highlights from your agency policies regarding off-duty carry?”
 - Appropriate response – “Only take police action to prevent the public from harm and to defend yourself from harm. Otherwise, be a good witness.”
- Question to the class – “Why do you think your agency policies say this?”
 - Appropriate responses should include comments about the dangers of blue-on-blue shootings.
- Say to the class – “During this portion of the class, I am not going to tell you when or how to take police action when you are carrying off-duty. Your agency policies address this and only you can decide when to take action. The point of this is to make you aware that blue-on-blue shootings happen and are a tragedy for everyone involved.”
- Set up the following scenario and act it out using a plastic training gun:
 - Appoint two students to act the part of the responding officers. They should be positioned behind the instructor. The officers receive a call to respond to the Big Loser Casino. A customer in the casino observes a suspicious person and thinks he has a gun. The customer calls 911 and reports there is a suspicious man possibly with a gun in the casino. Being inside the casino, the cell reception is poor and the call is dropped. The 911 operator does not have a description of the suspect and is unable to regain contact with the caller. Meanwhile, a plain-clothes special agent walks in the casino through the back door, unaware of the 911 call or the suspicious suspect. (Explain to the students it doesn't have to be a special agent in this scenario. It could just as easily be an armed off-duty cop who is gambling.) The agent walks in on a robbery in progress. Point to a place in the classroom and explain that is the casino cashier's cage and the suspect is standing in front of it and is pointing a gun at the cage cashier. The agent decides he must take action to save the cashier's life. The agent draws his weapon, aims at the suspect, and shouts, “Police! Drop your weapon or I'll shoot!” The suspect turns to shoot the agent and the agent shoots the suspect, killing him.
 - The instructor will play the role of the agent. Point the training gun at the ground where the suspect would be lying.

- In the meantime, just before the agent shoots the suspect, the officers arrive. They don't see the shooting, but they hear the gunshots – Bang! Bang! Bang! Bang! Tell the students to act out the scene as the responding officers. The instructor has his back to the officers and is pointing his weapon at the suspect lying on the floor. The students should command the instructor to drop his gun and get on the ground or move slowly toward them with his/her hands up. The instructor shouts, "Police officer! Don't shoot!" The instructor does everything the students command him to do.
- The scene ends and no blue-on-blue shooting has occurred.
- The instructor should point out that when uniformed officers arrive, they should take control of the scene. The agent should follow the officers' instructions to the letter, which should include dropping his or her gun, etc. An agent or officer in plain-clothes should make himself or herself known to the uniformed officers that he or she is a police officer. Shout it out, "Police officer! Don't shoot!"
- Question to the class – "What is one of the things likely going through the mind of the agent during this incident?"
 - Appropriate response – "Is there an unseen accomplice?"
- Question to the class – "What could be happening to the agent during and immediately after the shooting?"
 - Appropriate response – "Tunnel vision and/or auditory exclusion."
- Question to the class – "What effect could tunnel vision or auditory exclusion have on the agent?"
 - Appropriate response – "The agent may not hear or see everything. The agent may not hear all the commands given by the officers."
- Question to the class, "What if the agent looks over his or her shoulder and turns slightly to see who is shouting at him or her from behind? Remember, the agent would be worried about a possible accomplice and may be hesitant to drop his or her gun. What happens to the muzzle of the gun as the agent is looking over his or her shoulder?"
- Demonstrate what inadvertently may happen as you look over your shoulder to the two recruits behind you. The muzzle of the gun may inadvertently move slightly toward the recruits.
- Question to the class – "What do the responding officers see is happening to the muzzle of the gun when I look over my shoulder to see who is giving orders behind me?"
 - Appropriate response – "The muzzle is slightly moving in their direction."

- Point out that special agents are in plain-clothes and would sound like cops, but not look like cops. Our badges would be hidden under the jackets we wear to conceal our weapons.
- Discuss wearing your badge on your waste vs. on a chain around your neck. Explain that if you are in plain clothes and get involved in a shooting, it is probably easier for responding officers to notice your badge if it is around your neck on a chain vs. on your belt.

Say to the class there are an unlimited number of scenarios that could cause a blue-on-blue shooting. Explain the purpose of this exercise is not to tell them what to do if they are the responding officers, but only to make them aware of the potential of blue-on-blue shootings.

- Question to the class – “Who is in charge of the scene when the uniformed officers arrive?”
 - Appropriate response – “The uniformed officers.”

Refer the students to the handout on blue-on-blue shootings. Ask them to read it after class.