

Introduction to Unusual Occurrences

Facilitator Guide

Session Overview

| | |
|---|------------|
| Introduction and Learning Objectives | 05m |
| MEDIA – Katrina Chief | 05m |
| PROBLEM STATEMENT - Parts 1-4 (10m each) | 40m |
| Break | 05m |
| PROBLEM STATEMENT - Part 5 | 10m |
| Presentations (10m prep/25m present) | 35m |
| Discussion - Debrief | 05m |
| Discussion – Other Kinds of Unusual Occurrences | 10m |
| End of Session / Break | 05m |

Total Session Time: 2 hours

Main Topics of Session:

- *General Priorities and Responsibilities for Different Types of High Risk Incidents*
- *Definition of “Unusual Occurrence”*
- *Response and Approach Guidelines for Unusual Occurrences*
- *Application of the Problem Solving Model to a Dynamic High-Risk Incident*

Facilitators Needed: 1(PP)

Location: Classroom

Materials Needed:

- **MEDIA (2 min)** – Katrina Chief

Students Should Already Have:

[THUMB DRIVE]

- *HANDOUT - High Risk Incident Resource Sheet*
- *HANDOUT – Unusual Occurrences Resource Sheet*



Introduction to Unusual Occurrences

Facilitator Guide

OVERVIEW

This 2-hour class will use the problems solving model to address a 5-part high-risk call. The problem is introduced one part at a time, and the recruits, working in their squads, have 10 minutes to address the first 4 steps of the problem solving model for that particular part. After all parts of the problem are presented, each squad will prepare a presentation that answers questions about each part of the problem and then presents a final action plan.

FACILITATOR GUIDE

Instructions

Each part of the problem is presented individually. The recruits will consider each step after part 1 as additional information received prior to arriving at the scene (during the response.) With that in mind, the recruits should work through the first 4 steps of the problem solving model. They will also answer 5 additional questions related to high-risk incidents for each part of the problem. The questions are:

1. What is the problem? (How has the problem changed?)
2. How will you respond? (Response options)
3. What are the considerations? (Tactical, legal, emotional)
4. What are the priorities? (Tactical, priorities of life)
5. What are the “what ifs?” (Plan for contingencies)

After the entire problem is presented, the recruits have 10 minutes to prepare a presentation that includes their observations on each part of the problem and an action plan to handle the call. Each squad will have 5 minutes to present their findings to the class. At the conclusion of the presentations, I will do a short wrap-up.



Introduction to Unusual Occurrences

Facilitator Guide

Problem Statements

- PART 1** – “A1 and A2 handle a **disturbance in progress** at the Westhill Mobile Manor, 2600 S. 260th St #42.
- PART 2** – “There is previous history of domestic violence at this residence. Our records indicate James and Bonnie Smith live at there with their two children ages 12-years and 18 months.
- PART 3** – “A1 and A2 multiple callers now report an adult male and female in the street in front of #42. The male just slapped the female, grabbed her by the hair and dragged her into the residence.”
- PART 4** – “Units responding to the Westhill Mobile Manor we have reports of a female yelling for help inside unit #42.”
- PART 5** – “All units responding to the disturbance, we now have reports of several gunshots inside #42.”

Group Exercise – Presentations Box

- TIME:** 35 min (10 work / 5 presentation for each squad)
- MATERIALS:** Easel & Pens
- INSTRUCTIONS:** Your group has 10 minutes to create a 5-minute presentation covering the 5 questions listed above for each part of the problem and your action plan.

