

ACTIVE CONTINUOUS TRAINING: ACTIVE SHOOTER LESSON PLAN

LESSON SUMMARY

Active Continuous Training by CAAS LLC (“ACT”) provides realistic, engaging and cost effective training for law enforcement officers with a focus on improving decision making skills. Individual officers complete the first two Phases of ACT working on their own. In Phase I, the officers focus on individual decision making in the context of responding to an active shooter call originating in the local high school. Phase I focuses on a small number of critical decisions, and officers are afforded the opportunity to experience the impact of a range of potential choices. In Phase II, officers focus on the detail, and are forced through a continuous series of interactive measures to demonstrate professional knowledge and the ability to make optimal routine decisions.

This Phase III is intended to be a collective exercise led by an agency trainer or a supervisor. In this Phase, the team of officers will use three fundamental processes to achieve the learning objectives: 1) Review and demonstrate understanding of local laws, policies and procedures; 2) Apply local laws, policies and procedures, as well as personal experience, in critiquing the actions of the officers in the film; and 3) Work through and discuss how their response might change in several “what if” scenarios that change certain facts or circumstances presented. Additionally, there are multiple opportunities throughout for the team to examine and discuss officer safety issues.

This lesson plan follows the film scenario sequentially and presents opportunities to examine and discuss the decision points in Phase I and the learning points in Phase II. The lesson plan is designed to use the film in conjunction with a slide presentation to drive learning and discussion. Trainers are encouraged to create additional “what if” scenarios and add these to the ones presented in this lesson plan.

LEARNING TOPICS & INSTRUCTOR GUIDE

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3. FOCUS ON CRITICAL DECISION POINT: “The first officer to arrive on scene should...”



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- a. Discuss your agency's policy on when to make entry during an active shooter incident.
 - b. Based upon your agency's policy and officer experience, do the officers agree that the best choice is to develop the situation since other responding units will arrive momentarily/are arriving on scene?
 - c. What factors would the officers consider in making a decision here? [NOTE: These should include whether or not it can be determined that the shooter is still active, the number of shooters reported, the type and number of weapons being used, and the distance of other responding units. NOTE ALSO: Keep track of answers on a dry erase board or some similar place for future reference.]
 - d. Ask how officers would change their response based upon the following:
 - 1) There are reports of multiple shooters.
 - 2) There are reports that the shooter has an assault rifle and several high round capacity pistols.
 - 3) Backup is limited due to the remoteness of the school. The nearest unit is at least 5 minutes away.
 - 4) The school appears to have executed its lockdown process.
4. Evaluating single entry tactics.
- a. Assuming that Officer Blake is following his agency's policies in making a single officer entry, evaluate his tactical posture [NOTE: Discuss how he positioned and used the patrol vehicle, the silhouette he presented, weapons posture, and the entrance to the building].
 - b. Play film from 3:33 to 4:21.
 - c. Critique Officer Blake's approach.
 - d. What would the officers do differently?
5. Developing the situation.
- a. Assuming that Officer Blake is following his agency's policies in waiting for backup to arrive before making entry, evaluate his efforts to develop the situation. [NOTE: Discuss what information he gathers about the shooter, directing potential victim's to a safe location, scanning for the shooter, maintaining a tactical posture, reporting.]
 - b. Play the film from 4:21 to 5:11.
 - c. Critique Officer Blake's approach.
 - d. Play the film from 5:11 to 6:10.
 - e. Critique Officer Blake's approach. [NOTE: Focus on Blake's questioning of the teacher. He should confirm that there is only one shooter, get a description of the



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shooter, ask about the number and type of weapons, and pinpoint the shooter's location. ALSO NOTE: Reporting will be discussed in next learning point.]

6. Reporting.

- a. Insert local policies/practices on reporting and/or discuss officer experience on effective reporting using radio communications.
- b. Play film from 6:10 to 6:29.
- c. Evaluate Officer Blake's report based upon local policies/practices and officer experience.

7. Deciding to make a tactical entry and getting organized.

- a. Review from previous discussion (see learning point #3 above), the factors that impact on deciding whether to make a tactical entry. [NOTE: Probably the most important consideration is the shooter's or shooters' disposition (active or barricaded, is this known and with what degree of certainty, or is this something that cannot be determined).
- b. Play the film from 6:29 to 7:38.
- c. Based upon each decision factor identified, discuss whether that factor supports a decision to force a tactical entry or to set up a barricade.
- d. Discuss the factors of organizing the entry team (multiple jurisdictions/what tactics apply ours or theirs, appointing a leader, closing the initial space to the building, choice of weapons)
- e. Play the film from 7:38 to 8:32.
- f. Evaluate this team's initial organizing effort and movement to the building.
- g. Ask how officers would change their response based upon the following:
 - 1) They were under fire or can visually see a gunman.
 - 2) There are only 3 officers present. There are only 2 officers present.

