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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement II |
| **Lesson/Unit Title** | Crowd Control |
| **TEKS Student Expectations** | **130.337. (c) Knowledge and Skills**  (3) The student uses telecommunications equipment. The student is expected to:  (F) identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits  (6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:  (A) demonstrate crisis negotiations to promote the safety of individuals and the general public |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * List the things a crowd control unit may need to do during a riot. * Name the different formations used in a riot and describe their purposes. * Identify the riot baton target areas and fatal areas on a body and explain the different grips used on the baton. * Demonstrate the various riot formations and baton strikes. * Simulate concepts learned for one-on-one combat with a baton. |
| **Rationale** | There are times an officer will come across riotous crowds on the street. The officer needs to be able to safely control the crowds while working as a team with other officers. |
| **Duration of Lesson** | 2 to 3 Hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Crowd Control Handout * Padded training suit * Padded Batons * Mats * Pads with handles on one side for the students to put their arms through * Computers with Internet access or other research resources |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Use the following questions for a class discussion.   * What factors play into and must be taken into consideration by officers when dealing with riotous crowds? * Why do people in a crowd do things they would not do if they were by themselves? * Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | I. A full riot team is composed of fifteen (15) people trained and drilled to move in areas of disturbance with adequate equipment and to do one of four things:  A. Contain crowd activity  B. Assault or divide a crowd  C. Move or guide a crowd  D. Extract a hostage or any injured personnel  II. Unit Riot Team Movement  A. Double Time – is a controlled jog in formation (usually a single or double column) designed to cover great distances with no opposition.  1. The preparatory command is “Team at a Double Time.”  B. Full Step – Full Step is a normal stride, keeping in formation.  1. Designed to cover large distances with little opposition.  2. The preparatory command is “Team at Full Step.”  C. Half Step – is approximately an eighteen-inch step in formation to move at a slower pace or over a short distance with increased opposition.  1. The preparatory command is “Team at Half Step.”   * + 1. Unit Riot Teams Non-Movement     2. One additional speed that is utilized does not involve movement:   1. Mark Time – is normally a half-step in place, designed to allow the squad to regroup or encounter a specific problem.   1. The preparatory command is “Team – Mark Time.”  III. Team Stances   * 1. There are three basic team stances in formation:      1. Rest Position – The feet are shoulder-width apart, arms lowered down by side, baton held in a relaxed, ready position      2. Ready Position – The feet are shoulder-width apart, baton held diagonally across the body (45-degree angle) about 2-4 inches from the chest. This position will be assumed when formed in any team formation. This position will also be utilized when moving from one place to another.      3. On Guard Position – Feet are in a “T” shaped stance, knees slightly bent, elbows in close to body, baton held at waist level pointing towards the rioters   IV. Riot Formations  A. The Column - All team members line up in a straight column, one behind the other. The team members will look straightforward and stand in the “ready position.” It is in this formation that the team will count off and determine what position each member in the formation will assumed. This formation will also be used in moving from one area to another.  B. The Line - Is primarily used to move a crowd straight back. The method of formation is for the Point Man (#2) to go to a location designated by the team leader. The remainder of the team automatically follows the Point Man, lining up, with the even numbered officers to the right and the odd to the left. The team members will align themselves in sequence, on line with the Point Man, one pace apart. If the Team Leader desires, and the situation requires, this distance may be increased or decreased as necessary  C. The Wedge - Is designed to split a large group into two smaller entities. The small groups can then be controlled by additional support teams. The method of formation is for the Point Man (#2) to go to a location designated by the team leader. The remainder of the team automatically follows the Point Man, lining up with the even numbered officers on the right and the odd to the left. The team members will align themselves in sequence, one pace apart and one pace behind the Point Man. This distance may be increased or decreased as necessary. After assuming the “Wedge,” the officers will automatically assume the “on guard” position and await further orders.  D. The Diagonal Left and Diagonal Right - is designed to move a crowd away from a barrier such as a barricade or wall, and can be used to turn a crowd. The method of formation is for the Point Man (#2) to go to a location designated by the Team leader. The remainder of the team automatically follows the Point Man, lining up in numerical sequence, one pace apart and behind the officer in front of them, dependent upon the direction of the diagonal. After forming the diagonal, the officers will assume the “on guard” position and await further orders.  E. The Diamond - is used to penetrate a crowd and extract a hostage or injured person. It is formed by placing two wedge formations back-to-back with the formation facing opposite directions. It can be formed by a single team or a combination of two or more teams. It is an extremely difficult formation to execute and should only be used by a well-drilled and experienced team.   1. Riot Batons – are use-of-force equipment that are used primarily for defense and should only be used to prevent serious bodily injury to another person, or to prevent serious property damage. The baton will never be used to punish.    1. Strike Points – The baton is an invaluable tool for use in any disturbance control situation. Officers using riot control batons must have a thorough knowledge of the vulnerable points on the human body.    2. Places on the Body to Target       1. Thigh, between the hip and knee       2. Upper arm, between the elbow and shoulder    3. The baton can be used to punch someone in the abdomen to keep them away    4. Fatal or Permanent Damage Impact Points    5. Head    6. Joints (elbows and knees)    7. Kidneys    8. Lower Sternum    9. Genitals    10. Neck and Throat   E. Riot Baton Grips   * 1. Two-Handed Grip – It is necessary to utilize a secure grip on the baton to affect a good strike with it and maintain possession of it. The preferred grip is that using both hands. The strong hand will hold the baton with a firm grip, palm down. The weak hand will be on the strike end of the baton, 2-4 inches from the end to prevent injury, palm up, with a firm grip.  1. One-Handed Grip - The second grip utilized the officer’s strong arm only. The officer grasps the baton handle firmly, keeping the baton close to his body to maintain possession. The weak arm can thus be used to protect the body, with or without a shield, or take an additional hold on the baton handle to provide a more controlled and powerful strike. 2. Two-Handed Thrust - The two-handed thrust is made from the on-guard stance. The body is thrust forward rapidly by advancing the left foot. The left arm is snapped fully straight, driving the striking end of the baton into a selected vulnerable point of the opponent’s body. To prevent permanent injury or death, the officer must never direct the thrust at the throat area or soft underbelly. 3. One- or Two-Hand Strike - The one- or two-hand strike can be made from any stance. The body is thrust forward rapidly by advancing the foot opposite the side the strike is being performed from. The striking arm is snapped straight, allowing the striking end of the baton to impact on a vulnerable point of the opponent’s body. After striking the opponent, the baton must be utilized in a combination of strikes or quickly returned to the officer’s body to prevent your opponent’s taking control of the baton.    1. Butt Stroke - The butt stroke is delivered from the on-guard position. The butt stroke is made by advancing the body rapidly off the foot. The right arm is snapped straight. The handle of the baton is driven to the left, striking the opponent’s shoulder, chest, or collarbone. The left hand is kept even with the left shoulder. The butt stroke can be fatal if the side of the neck or head is struck. After delivering the blow, the officer returns to the on-guard position.    2. Baton Smash -The baton smash can be delivered from the rest, ready, or on-guard positions. The baton is held horizontal to the ground, chest high. The smash is executed by advancing the left foot rapidly. Both arms are snapped straight, smashing the length of the baton across the opponent’s chest. After delivering the smash, the officer returns to the on-guard position.    3. In many situations, officers may have to employ the riot baton to defend themselves. This may be a defense against armed or unarmed attackers. Defensive techniques enable officers to defend against blows to the head, jabs and stabs to the body, and hand holds. The officer can utilize the offensive techniques listed previously in a defensive manner to protect him or herself.    4. The riot baton, in the hands of trained officers, is a formidable tool, but is normally used in conjunction with other measures to be most effective. The officer who is skillful in using a riot baton can adequately cope with most situations that require physical restraint. Riot Team officers must be trained with the baton to the point that they use the various techniques automatically.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | Have the students practice the different formations talked about in the lesson. Use the Individual Work Rubric for assessment.  In an Instructor/Student Ration of 1:20, the instructor(s) should follow the included Crowd Control Checklist to ensure that each student has participated in each of the components of crowd control formations, stances, and baton strikes.  Explain to the class that the ready position in a one-on-one combat situation, entails an officer in a squatted, bladed stance with the end of the baton resting between the elbow and shoulder of the arm that is the farthest away from their opponent. The hand closest to the offender should be raised about eye level and open to block any potential punches the officer could receive.  Have half the class take a pad and the other half get a padded baton. Have the two groups form two lines facing each other. Make sure each student has one partner from the other line across from them. Have the group with the pads put the pads over the outside of their right or left thigh. Have the group with the batons get in ready position and strike the pad when the instructor says, “strike.” The students only strike the pad once each time the instructor says, “strike,” then return to the ready position.  After a few times of this, instruct the students that when the instructor says, “strike,” the student with the baton will hit the outside of the thigh, bring the baton underneath the arm of the opposite arm, and then bring the baton back down to hit inside of the thigh. After this they return to ready position until the instructor says, “strike,” again. This means the student holding the pad will have to move the pad to the inside of their thigh after the outside of their thigh has been hit.  Instruct the students to say, “get down,” when they hit the pad. This allows them to release the nervous energy from their stomach. This also tells the offender exactly what the officer wants them to do, as well as gives witnesses something to testify about in defense of the officer if the incident was ever to go to court over excessive force claims. After so many times of this, have the students switch the pads and batons. Use the Crowd Control Activities Rubric for assessment.  This is also focused towards a one-on-one combat situation. If available, have a student (or the instructor) put the padded training suit on. Each student, with a baton, will take a turn fighting the person in the suit. Explain to the students beforehand that the key to taking down an offender is to consistently hit the offender in the thigh target area. Explain that it normally takes on average 4 or 5 consistent strikes for someone to pass out from the pain of the baton and go down. Advise the students that in a real-life situation, you would turn the offender onto their side until they came to, so the offender would not choke on their vomit.  The person in the padded training suit needs to actively go after the student who has the baton. The person in the suit should only fall to the ground after the student has successfully hit him in the thigh consistently 4 or 5 times. Use the Crowd Control Activities Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Crowd Control Exam and Key * Crowd Control Checklist * Crowd Control Activities Rubric * Discussion Rubric * Individual Work Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | Correctional Officer Resource Guide, 3rd edition, American Correctional Association |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For reinforcement, have students list the things they would need a crowd to do at any given time (for purposes of containing crowd activity, assaulting or dividing a crowd, moving or guiding a crowd, extracting a hostage or any injured personnel, etc.) and identify which formations would be needed to do these things. Use the Individual Work Rubric for assessment.  For enrichment, have students research how police departments responded to well-known riots like the Los Angeles riots in the early 1990s. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)