

BBB Empowering & De-escalation Learning Objectives

After this lesson, students will be able to:

- Empowered to De-escalate
- Understand their constitutional rights
- Identify escalating indicators
- Understand critical steps to de-escalation
- Understand How to de-escalate
- Understand how to interact with people of authority
- Understand what rights Police have
- Memorize the 3 R's
- Memorize the 3 B's

Length:

- 45 minutes to 1 hour

Materials

- Projector or Monitor
- Cell Phone with notepad

Key Vocabulary

- Escalating-*to increase in intensity, magnitude*
- De-escalating-*to decrease in intensity, magnitude*
- Empathy-*the psychological identification with or experiencing of the same emotions or thoughts*
- Non Judgmental- *not judged or judging on the basis of one's personal standards or opinions*
- Conflict- *a fight, battle, or struggle, especially a prolonged struggle; strife.*
- Racism-*an individual action or behavior based upon or fostering such a doctrine; racial discrimination.*

Curriculum Standards

- Identify steps of the de-escalation process related to fellow students, teachers, parents, and police.
- Determine the meaning of words and phrases as they are used, including vocabulary specific to domains related to de-escalating.
- Be able to understand and comprehend their legal rights.

Instruction

- Discussion - Ask students, have they ever had an encounter with police, another student, or their parents and the outcome?
- Discussion-Ask students if they trust the Police? If so, why or why not?
- Have students watch the informational video.
- Ask students what they learned from the video?
- Review Rights
 - What are your rights? **Give examples of each...**
 - First Amendment:
 - Freedom of religion, freedom of speech and the press, the right to assemble, the right to petition the government.
 - Fourth Amendment:
 - Protection against **unreasonable** search and seizure.

IN A HOME: Searches and seizures inside a home without a warrant are presumptively unreasonable. However, there are some exceptions. A warrantless search may be lawful: If an officer is given consent to search; If the search is incident to a lawful arrest. You can't run into a house and not be arrested. If there is probable cause to search and exigent circumstances or If the items are in plain view;

A PERSON: When an officer observes unusual conduct which leads him reasonably to conclude that criminal activity may be happening, the officer may briefly stop the suspicious person and make reasonable inquiries aimed at confirming or dispelling the officer's suspicions.

At School: **School officials do not need to obtain a warrant** before searching a student who is under their authority; rather, a search of a student need only be reasonable under all the circumstances.

CAR: Where there is probable cause to believe that a vehicle contains evidence of a criminal activity, an officer may lawfully search any area of the vehicle in which the evidence might be found. An officer also may conduct a traffic stop if he has reasonable suspicion that a traffic violation has occurred or that criminal activity is afoot.

An officer may conduct a pat-down of the driver and passengers during a lawful traffic stop; the police need not believe that any occupant of the vehicle is involved in a criminal activity.

The use of a narcotics detection dog to walk around the exterior of a car subject to a valid traffic stop **does not require reasonable, explainable suspicion.**

Special law enforcement concerns will sometimes justify highway stops without any individualized suspicion.

An officer at an international border may conduct routine stops and searches.

A state may use highway sobriety checkpoints for the purpose of combating drunk driving.

A state may set up highway checkpoints where the stops are brief and seek voluntary cooperation in the investigation of a recent crime that has occurred on that highway.

However, a state may not use a highway checkpoint program whose primary purpose is the discovery and interdiction of illegal narcotics.

- Fifth Amendment:
 - Right to remain silent
 - No one can be tried for a serious crime unless indicted (accused) by a grand jury.
 - No one can be forced to testify against herself or himself.
 - No one can be punished without due process of law.
 - People must be paid for property taken for public use.
- (Optional) Sixth Amendment:
 - People have a right to a speedy trial, to legal counsel, and to confront their accusers.
- (Optional) Seventh Amendment:
 - People have the right to a jury trial in civil suits exceeding \$20.
- (Optional) Eighth Amendment:
 - Protection against excessive bail, stiff fines, and cruel and unusual punishment.
- (Optional) Ninth Amendment:
 - Because there are so many basic human rights, not all of them could be listed in the Constitution. This amendment means that the rights that are enumerated cannot infringe upon rights that are not listed in the Constitution.
- Thirteenth Amendment (1865):
 - Slavery shall not be allowed in the U.S.
- Review escalating indicators
 - Huffing and puffing (Mouth Breathing)
 - Pacing
 - Facial indicators: staring - frowning - rubbing forehead - red complexion
 - Raised voice
 - Aggressive body language/actions - pointing - clenched fists, hitting things, throwing things

- Words expressing threats - including swearing
- Argumentative and belligerent - won't follow suggestions

Activity:

In your group, reflect on students that you've had to de-escalate during your time working with youth.

What indicator behaviors were there and how do they differ across examples from various students?

Discuss some personal experiences you've had where you felt like you could have handled the situation better.

- Review and discuss each de-escalation steps

1. Be Empathic and Nonjudgmental

Do not judge or be dismissive of the feelings of the person in distress. Remember that the person's feelings are real, whether or not you think those feelings are justified. Respect those feelings, keeping in mind that whatever the person is going through could be the most important event in their life at the moment.

2. Respect Personal Space

Be aware of your posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person's anxiety. If it seems safe, it may be helpful to move the person away from public spaces and into a private area to talk.

3. Use Nonthreatening Nonverbals

The more a person is in distress, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, open your hands and step back. Relax facial expressions, movements, and lower your tone of voice. Keeping your body language neutral will go a long way toward defusing a situation.

4. Keep Your Emotional Brain in Check

Remain calm and rational. While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses. Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.

5. Focus on Feelings

Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message. Try saying something like "I understand." "Help me understand what you need." "Tell me if I have this

right.” Supportive words like these will let the person know that you understand what’s happening.

6. Ignore Challenging Questions

Engaging with people who ask challenging questions is rarely productive. When a person asks you a question, redirect their attention to the issue at hand. Ignore the question and bring their focus back to how you can work together to solve the problem.

Example Student: “Why is Mr. Smith so mean? ”

You: “At least we get out early today!”

7. Set Limits

A person who’s upset may not be able to focus on everything you say. Be clear, speak simply, and offer them a positive outcome. Example: “It’s important for you to be calm in order for us to be able to talk. Can we do that?”

8. Choose Wisely What You Can Do

It’s important to be thoughtful in offering what you can and what you cannot do. Example : “I understand it’s confusing when rules change, but the school rules say we have to be respectful towards teachers.”

9. BE QUIET-Allow Silence for Reflection

We’ve all experienced awkward silences. By letting silence occur, you are giving the person a chance to reflect on what’s happening and how to proceed. Silence can be a powerful communication tool.

10. Allow Time for Decisions

When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you’ve said. Allowing time brings calm.

- Review what to do when approached by the police while walking.
- Review what to do when approached by the police while driving.
- Review how and why being respectful is good.
- Review your rights
- Remind students of the ultimate goal when having an encounter with the Police.
- Review what to do when another student begins to escalate.
- Ask students who can recite the 10 de-escalation steps.
- First one to recite all wins a BBB T-shirt
- Pass out the steps to de-escalation cards and download the Turnsignl App.
- Ask students to recite the 3 R’s (Relax, Record, Remember your Rights)
- Ask Students to recite the 3 B’s (Be Cool, Be Smart, Be Alive)

Activity

- Hand out Wristbands and stickers
- Use BBB cards to answer questions and highest score wins T-Shirt

Extensions

- Expand theme by asking students to Create a 3 word T-shirt or design to illustrate what they learned from your teaching