



**Deliver Dynamic Presentations,
Create Engaging Slides,
& Increase Active Learning**

Richard H. Neil Sr.
LEO-Trainer.com

"Just as police officers are the barbed wire that protects the sheep from the wolves, police instructors are the posts that provide them with a foundation of strength."

Police Instructor

*Deliver Dynamic Presentations,
Create Engaging Slides, &
Increase Active Learning*

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*"Do not withhold good from those who
deserve it, when it is in your power to act."
~Proverbs 3:27*

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Police instructors, trainers, and educators may use any of the techniques and methods they find in *Police Instructor* for classroom-based educational purposes. The techniques and exercises have been designed to benefit law enforcement professionals and the students they serve. Please use them to improve the safety of our law enforcers and the society they serve.

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Police Instructor is dedicated to my wife Gloria, my daughter Nadia, and my son Richard Jr. They provided me with a foundation of strength and passion throughout my career. They continue to serve as my inspiration in all things – including Police Instructor – which would not have been possible without their love and support.

I also dedicate the handbook to the law enforcement families around the globe. They must exhibit courage each day as they make sacrifices that other families will never experience. Thank God for their love and support.

Without sacrifice there can be no justice – there can be no society.



How to Use Police Instructor

Police Instructor is a collection of activities, techniques, tips, examples, scenarios, stories, and resources that will benefit any training topic in law enforcement. Whether you are teaching a class of new recruits, field training a rookie, serving as an SRO, delivering a speech to a civic group, or conducting roll-call training, you will be able to use the resources in this book to enhance their learning experience. Feel free to ignore the ideas that you don't like and change the ideas that will serve you best in a different way.

Police Instructor is also a quick reference for your classes. Use the notes area provided at the end of each chapter to record your ideas, cases, and stories for future audiences. If you run

short of information, use one of the interactive exercises throughout the book to ensure that the class will remember the material that you have provided.

Let *Police Instructor* be your ally by providing you with a variety of methods to enhance your training – law enforcement and society will both benefit from your efforts.

The Disclaimer

I wrote this book for law enforcers who train law enforcers, and I am not interested in being politically correct. If you are not a law enforcer, police instructor, or someone with a real connection to the world of law enforcement, this book may offend you. It is deeply opinionated, painfully honest, and personal. If you do not like hearing the truth, this book may not be for you - I recommend you go with fiction.

I have included examples of how I do things behind the scenes and in the classroom; however, like the making of hotdogs, not everyone wants to see how it's done. You probably will not like and use every one of the suggestions, but you will find many of them compelling if you train cops or cadets.

I believe whole-heartedly that our profession will benefit from the new methods and innovative ideas provided in *Police Instructor* – I am confident of that – but I would not insult you or any other instructor by saying I know your audience better than you do. No one can assure you that a certain activity or technique will work every time. If someone says otherwise, they are selling you a bottle of snake oil. If a particular method does not work for you – stop using it or change it for your class.

Police Instructor – The Mission

Our mission is to improve the safety of our law enforcers and the society they serve through more effective training.

We hope that you find large helpings of knowledge and some glimpses of wisdom throughout these pages. Implement as many of the tips and techniques as you can; you will see a significant improvement in your presentations and audience participation.

Police Instructor seeks to instill these guiding principles in law enforcement educators and trainers worldwide:

- ☆ **Cops & Cadets learn better** when they are given the opportunity to talk and not forced to only listen.
- ☆ **Cops & Cadets learn better** when you present information as if you were having a conversation with a friend instead of lecturing a class.
- ☆ **Cops & Cadets learn better** when you use pictures and images on your slides and not just text and bullet points.
- ☆ **Cops & Cadets learn better** when they write down information instead of just hearing it.
- ☆ **Cops & Cadets learn better** when they are given small chunks of wisdom instead of an iceberg of information.
- ☆ **Cops & Cadets learn better** when they are moving around and not constantly sitting.
- ☆ **Cops & Cadets learn better** when they are shown how the knowledge being taught will be of value to them.
- ☆ **Cops & Cadets learn better** when they are challenged to think critically, be creative, and communicate with others.
- ☆ **Cops & Cadets learn better** when you incorporate a *variety* of techniques and create an atmosphere of active learning.

Some may not like investing the time that active methods require, but we train warriors, not scholars. When confronted, our students have no time for debate, only action, if they are to survive.

"Life is an opportunity, benefit from it. Life is a beauty, admire it. Life is a dream, realize it. Life is a challenge, meet it. Life is a duty, complete it. Life is a game, play it. Life is a promise, fulfill it. Life is sorrow, overcome it. Life is a song, sing it. Life is a struggle, accept it. Life is a tragedy, confront it. Life is an adventure, dare it. Life is luck, make it. Life is life, fight for it!"

~Mother Teresa



*"Carved on these walls is the story of
America, of a continuing quest to preserve
both democracy and decency, and to
protect a national treasure that we call the
American dream."*

~President George H.W. Bush



*www.nleomf.com
www.nationalcops.org*

Police Instructor

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*“It’s a funny thing about life; if you refuse to accept
anything but the best, you very often get it.”*

~W. Somerset Maugham

SPIM

Super Police Instructor Man



SPIM is based on
Officer Neil's real life ~~story~~.
EGD!

SPIM will keep you entertained with one of his factoids at the end of each chapter, and show you what it takes to be a Super Police Instructor!



How Police Instructors are Made

I called out, “*Hold up a minute partner,*” as I patted him on the back. I was wondering if the guy was deaf. Just then, he swung around with a big haymaker. The punch glanced off the side of my head knocking me off balance. It didn’t sink in right away that I was in for a nasty fight. It did not make any sense; I was just trying to be a nice guy and offer the man a ride home. Then his second punch hit me in the chest and my instincts decided they did not care if it made sense – *Just fight!*

We exchanged several more blows as I moved in close and grabbed his arm to no avail. Nature was obviously on his side as I only stood 5’9” tall (okay, 5’8½” but I like rounding up) and weighed in at 170 pounds. The monster I just provoked was 6’6” tall and weighed 260 pounds. I could sense it was not going to go

well if we continued trading punches, so I swept his feet and took him to the ground. Luckily, he was not hurt by the big fall since he landed on top of me. He seemed surprised by my tenacity, but it was still obvious that he wanted a different outcome than I did. He was focused on kicking my butt and getting away while I was busy thinking that *this stuff doesn't happen here*.

I thought to myself, *I'm trained in defensive tactics; he should fear me*. BAM, he hit me in the face. *How rude! I can't believe this guy is assaulting a cop, that's against the law!* BAM, he hit me again. I thought about my extensive training in Army light infantry skills and then BAM, the guy hit me again! He did not seem to care about my résumé.

Once he knocked enough sense into me, I finally started to use my skills instead of just thinking about them. I landed several palm strikes that appeared to be devastating by the amount of blood they produced. He replied by punching my ear and educating me on the term "*wrung my bell*." I found myself on my back failing to fight off his attack. I knew I had no other option; I was going to have to kill him. I pulled my gun and prepared to fire, but then came a thud and blood sprayed over my face. *Did he hit me so hard that all I can see now is blood?* I pushed the gun into his side and began to pull the trigger, but before I could, he went limp and fell to the sidewalk.

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blood sprayed
over my face.

Divine intervention had saved me from myself. There stood a frail old man with a big Maglite. He hit my attacker in the forehead knocking him for a loop. "*Thank you sir,*" was the first thing I had uttered since the beginning. That's right; I had not said a thing during the entire fight – no command to "*stop resisting!*" or otherwise. "*You saved me sir,*" I muttered as I handcuffed my first arrest. As I turned to ask him where he came from, he was gone. I never saw him again. Was it God who had saved me because He knew all the laughs I would bring Him throughout my career in law enforcement? That is an answer I will not get on this side of Heaven.

Did I fail my instructors, or did they fail me? Or, was it a little bit of both? I was second in my class academically and had the highest score on the state's written test the year I graduated, but neither seemed to matter on the street. I had only been out of the academy a few short weeks and had already ignored much of what was presented in class.

I had three days of field training before I was sent out on my own to protect a town with a population of 1800. It was my second weekend alone on patrol when I spotted the guy stumbling along. It was a cold February night, and I was sure he would appreciate my offer to drive him home. As I pulled over to the side of the road, I decided not to notify dispatch about the contact; it was just a friendly ride after all. This was only the first of many mistakes I made that night. When I yelled out *"How about a ride?"* he ignored me and kept on walking. Something did not feel right, but I ignored my intuition to call for backup and continued to approach him. I was too close when I reached out to pat him on his back which provided him the opportunity to hit me.

I did not give any commands and completely stopped breathing at times during the fight. I used my gun hand to pat him on the back and moved in without hesitation or thought. I did not consider pushing away at the first sign of hostility and going for pepper spray or using the opportunity to call for assistance. I allowed my thoughts of working in a small farm town betray me into thinking that nothing bad happens in such a place, and no one else had any idea what was happening on the sidewalk that night since I never called out. There are several good lessons that can be learned from this encounter that lasted just a few minutes – not only for students but instructors as well. Why did I fail to retain the lessons from my academy training?

The instructors failed to train me, and I failed to actively learn. The training should have prepared me for the real world of law enforcement, but I was shown little of value outside of what

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was required to pass the test. And, there was no written test for me to take on that night.

The majority of my instructors opened the curriculum binder and began to read out loud starting us down the long boring road to wishing we were anywhere but in the police academy. On a rare occasion, we would have a truly advanced instructor who pulled out a piece of acetate and laid it on top of an overhead projector. Writing on a clear sheet of film with a black marker was about as progressive as we could hope for. That was to be repeated day after day for the better part of six months.

If you were like me, you caught yourself constantly drifting off wondering what police work was really like. Why were they keeping the truth from us? Did you long for the instructors that would provide a story or video showing exactly what the curriculum was trying to convey?

The few war stories that we heard had no relevance to the topic at hand, and they were told by instructors that wanted to be idolized by the cadets as a god among mere mortals. These instructors forgot their duty along the way – to serve the cadets as a trainer, role model, and inspirational guide into the world of law enforcement. When taken lightly, that duty can have devastating effects on the cadet and society. Today, we are doing better than our predecessors, but we can still do more.

Police Instructor – A Return to Prominence

Imagine you are a teenager visiting the local police department to write a story about becoming a law enforcement officer. You need to get different view points for your assignment so you talk to several officers. You approach the first officer in his patrol car ready to hit the street. You ask, *“What are you doing?”* He says, *“I’m making \$20 an hour”* and drives away. For him, this is only a job. Hoping for more information, you find another officer who is placing her gear into a patrol car. You ask her, *“What are you doing?”* She gives a cynical answer, *“I’m writing reports and hanging out with dirt bags all day.”* For her, law enforcement has become a burden. Still wanting something more for your story, you talk to an officer sitting at a desk. Filling out paperwork was not the example you wanted to write about, but you ask him anyway, *“What are you doing?”* The officer stops,

turns to you with a smile, and explains, “*I am serving our community as a guardian of justice. I am fulfilling my oath to God, to protect and serve his people. Without my sacrifice there can be no justice. There can be no society.*”

The officers share the same profession, but each has a different vision of law enforcement. Which vision do you inspire as an instructor? We need trainers who will passionately serve to build the guardians of tomorrow and to help them understand the importance of their commitment. Without sacrifice there can be no justice – there can be no society.

Without sacrifice
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justice – there can
be no society.

The recipe for a good police instructor includes generous portions of courage, patience, and stubbornness mixed with as much wisdom and humility as you can find. These traits, along with a determination to improve our craft, will provide skilled and worthy protectors for our society.

The Bible speaks of God, the *Potter* of all life, taking a lump of ordinary clay and forming it into a glorious work of art – unique from any other. Picture yourself as a potter with a lump of clay on your wheel (it shouldn’t be hard to picture some of your students this way). As an instructor, you become part of the process of forming the clay into a unique person. You must take a cadet with *little* or *no* knowledge of law enforcement, and form them into a *guardian* of justice.

It will take time and energy to form the clay into such a person and you will probably get messy during the process, but it is well worth the effort. The FTO may put the final glazing on the guardian, but the work is started on the potter’s wheel by the police instructor.

SPIM Factoid

*SPIM is so strong
that he created fire
by rubbing
two criminals
together.*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Planning and Preparation Shortcuts

The cars were lined up ready to travel across the new bridge. Their small town would finally be united with the city across the river. It would save the citizens 45 minutes of driving to get to the stores, the schools, and the only hospital. The people raised millions of dollars and donated hundreds of hours to make the project work. The mayor cut the ribbon, but before the first car could cross, the engineer made an announcement. He told the people, "I did not use design plans, follow construction requirements, or perform any safety tests on the structure. However, I assure you that it is safe to cross."

The citizens were shocked and appalled. They refused to drive across the bridge with their families at risk. *How could he be so reckless?*

The engineer was insulted – he was an expert after all. He knew what he was doing. *What more did they want?*

Would you cross the bridge with your kids in the car? Would you be upset after investing time and money in the project? Walking into a presentation with nothing more than your expertise in law enforcement is the same as building a bridge without plans. It is a disaster waiting to happen. Students invest hundreds of hours and thousands of dollars to attend your academy, and they should see a presentation with design plans – not an instructor who decided to *wing it*.

A poorly constructed bridge appears to be more dangerous than a poorly trained police officer – but the bridge will only collapse once. The law enforcer may be around for decades impacting the lives of thousands of citizens and endangering his fellow officers.

It is a noble endeavor to serve as a police instructor, but you must develop essential qualities to succeed. You need determination over discouragement, enthusiasm to train law enforcers, and the self-confidence to believe you will succeed.

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“Education will not take the place of persistence; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan ‘press on’ has solved and always will solve the problems of the human race.” ~Calvin Coolidge

LEO Engineer

As an instructor, you are the engineer of your presentation. Your expertise is the greatest value the cadets can receive, but without planning and preparation they will be confused much of the time. You may know what you mean during your talk but they will not. It is all new to them.

Do not use the old excuses: “*I’m better off the cuff,*” or “*I don’t want to sound rehearsed,*” or the most common “*I don’t have time to prepare anything; I’m too busy.*” This is what I refer to as *crap*, *double crap*, and *lazy crap*. It is all *crap*! If you want to *wing it* with a 3 minute speech, have at it, but when you are teaching cops and cadets, you owe it to society to invest some time and effort to make it significant. If you give any less, you are building a bridge without plans, without meeting construction requirements, and without any testing. Structurally, it will be doomed.

This is what I
refer to as *crap*,
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and *lazy crap*.

Many of us don’t look forward to the preparation of a presentation and even fewer want to practice before the actual delivery, but it is a necessary step to make citizens into cadets and cadets into guardians.

Research Your Topic

Even if you have a curriculum provided to you, it is always best to do some research. Once a curriculum is written it quickly becomes dated, but you can make it fresh by adding new information. It is easy to find relevant and current stories on police websites – no profession is covered quite like ours. When you add a recent story to the topic, it shows the class that you prepared the presentation personally. They will recognize you as an instructor who takes the time and makes the effort to personalize your material. By adding your own handouts, group activities, and stories, you make it your own.

Collect more material than you will use. It is better to have too much than not enough when you first start building your presentation or slide show. With a vast quantity of information you can find the great stuff and throw out the rest, but keep the quirky and unusual points that others might not think to use. That is what *grabs* an audience. Through diligent research and unique ideas you will prove that you consider their time valuable.

Sticky Notes Layout

At some point, you will have to stop researching and start preparing. Decide how you want to organize your collection of material, and start putting it together into a presentation or slide show. Start out with a broad overview including several main points. Then develop sub-points and details that support your key message.

One method I like to use involves Post-It notes. Write each idea, item of information, or SPO on a separate note. Lay them out on the table or stick them to a wall. Picture them like slides in a *PowerPoint* presentation, and then move them around to see what order makes the most sense to you. You do not need every little detail on the notes. Instead, write just enough information to remind yourself of what will go on the actual slide. This method makes it easier to visualize your presentation than starting with the *PowerPoint* program first.



Some of us are easily distracted by using a computer with an Internet connection. We start our slide design, then log into our e-mail, check what movies are playing, and see what the weather will be tomorrow – one interruption after another. Sometimes, it can be more productive to get away from the online interruptions and go back to paper and pencil. Sticky notes are a great method for getting away from distractions, and you can take them wherever you feel like working.

Flexibility

There will be times when you end up with too much information in your presentation. Regardless of how much sweat you put into your slide show, you need to be flexible enough to skip some of your presentation if necessary. You should look strategically at the slides before hand, and then decide what you

can leave out if you need too. When you are a dynamic speaker, you focus your presentation on the audience. That means you cannot always stick to an exact plan or pace. A discussion that goes long may prove to be beneficial, but it will require a change in your agenda. Do what is best for your audience and help them gain the knowledge from your topic that will most benefit them.

Use a Theme

There are books and workshops dedicated to the development of *themes* for stories and presentations. Regardless of your topic, themes are an effective principle to enhance your presentations for an academy or in-service training, and it will help the learner retain the information by keeping everything connected. Be creative when considering your theme; even a quote can motivate your audience.

“Life is either a daring adventure, or nothing.” ~Helen Keller

You must choose several sub-points that will trace back to the theme as your presentation moves along. A theme provides a flow for your audience, and it increases their attentiveness as they watch for the next piece of the puzzle. This process not only works well with our law enforcement topics but adds intrigue and curiosity instead of boredom. The following is an example of how you can develop a theme with a current curriculum you are assigned to teach.

Our instructors complain about the *Foot Patrol* topic as a short and boring block to teach – if left unenhanced – they are correct. I have chosen it here to prove a point that we can use different techniques to make any curriculum interesting and beneficial for our audience.

Topic: Foot Patrol 8-2

The objectives for the topic include *SPO#1 - The 9 Advantages of Foot Patrol* and *SPO#2 - The 7 Disadvantages of Foot Patrol*. Nothing about that jumps out at a cadet and says, “*This will be cool to learn.*” By adding a theme, you add interest. Use the theme “*Surviving Foot Patrol*” on your opening slide along with an

image of a dark alley. Now it sounds and looks like something that might be important for them to know.

As they settle in for class, the introductory slide will already be creating interest and concern in their minds. They will envision themselves holding a flashlight walking down a dark alley on the midnight shift. Under the theme of “*Surviving Foot Patrol*,” your sub-points should include the two SPOs, and two additional subjects not in the curriculum: “*Awareness Skills*” and “*Dangerous Encounters*.”

Start with two quick questions of the class, “*When is foot patrol useful?*” and “*When is it dangerous?*” Many cadets will not connect danger or excitement to foot patrol because it does not sound scary or interesting. They think of *Officer Friendly* walking down the sidewalk speaking to citizens, and that is what they will continue to think if you allow it. This is where we can fail cadets in the academy. If we neglect to share our knowledge of the risks involved with foot patrol, and personal experiences with dangerous individuals, we leave our students unprepared. A cadet will have no real understanding of what it is like to walk into a dark alley unless you tell them about it.

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After discussing the opening questions, cover the required SPOs as sub-points. Share the knowledge in each SPO as a benefit that will help them in “*Surviving Foot Patrol*.” It connects the SPOs to your theme and makes an otherwise boring topic engaging and relevant. Move to your third sub-point of “*Awareness Skills*” and cover the signs of danger. Show students several short videos of suspects making furtive movements. Challenge them to look for *red flags* in body language and signs of concealed weapons. Show pictures of the tools to look for on a suspected burglar – screwdrivers, crowbars, scanners, etc... Point back to your theme and show how the “*Awareness Skills*” just covered can save their life on the street.

Use the most persuasive and compelling sub-point, “*Dangerous Encounters*,” for a powerful finish. Use stories of officers who were injured or killed in the line of duty while on foot

patrol. On January 1, 2011 *Deputy Suzanne Hopper* was out *on foot* investigating a report of a window that had been shot out of a trailer. It was a Saturday morning and most residents in the trailer park were sleeping in from *New Years Eve* celebrations. She was about to take photographs of a shoe impression when the suspect opened the door to his trailer and shot and killed her without warning.

I knew *Deputy Hopper* and her story can be hard to tell, but that is how we pay tribute to those who have sacrificed everything in their role as a guardian of justice. Using a photo of a fallen officer along with our theme can inject reality into the classroom.

The short one hour block of foot patrol is now an effective and engaging part of the cadets' training, and it should be, since we know they will spend plenty of time *on foot* in this profession. Always point back to the main theme throughout your presentation, and they will recall your nuggets of wisdom forever. We should never take it for granted that a well-instructed one hour block on *Foot Patrol* could very well save a life.

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"Wisdom is knowing what to do next; skill is knowing how to do it, and virtue is doing it." ~David Starr Jordan

Never Try to Memorize Your Material

Memorization is a trap that destroys effectiveness for instructors who do not trust in their knowledge and experience. Focus on your ideas and not on words. A few notes on the lectern, or hints in a slide show, should be enough to remind you of your message and its key points. Memorization sounds mechanical and it is unnecessary.

We speak with others spontaneously. We think in ideas – if our ideas are clear, the words will come without memorization.

When you have a script or read from a curriculum, it will always sound monotone to your audience; you are speaking from



Dynamic Delivery

Your audience wants an instructor who not only believes in what they are saying but one who has confidence in their ability to present it well. Do not diminish their belief and be *kind of bold* – be bold! Not cocky or arrogant, but bold in the knowledge that you have value to offer through your experience and preparation. A dynamic presentation is lean and confident. It does not require repetitive material that fluffs it up but stays lean by offering wisdom over fluff.

A dynamic police instructor will see their audience as *guardians of justice* and train them for that mission. They will not use the techniques and methods throughout this book as a cosmetic fix for their presentations but recognize the human element as the most important ingredient in learning. It is an

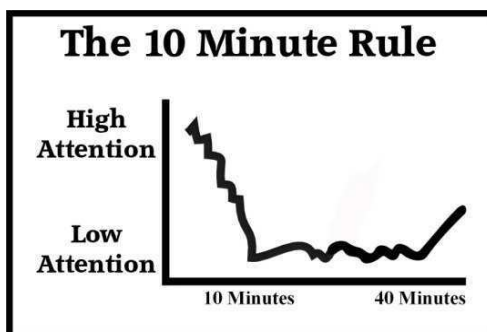
element sometimes lost and replaced by cookie cutter slide show presentations. Instead of following a failed system, you can engage your audience by providing them with realities and relevant active learning techniques like those illustrated in *Police Instructor*.

The Ten Minute Rule

This is a strategy that I believe in so much that every slide presentation I have is set up paying respect to it; it can help you keep the attention level high with any audience.



Boring cop classes are easy to come by, and like you, I have attended a few that could have served as anesthesia. In a study from the 70's, the U.S. Navy indicated an attention span of 18 minutes was the most you could expect without changing something in a presentation. Dr. John Medina, an award winning teacher, points to his research that shows the span is now down to 10 minutes. It comes as little surprise considering how many distractions we are competing against today as instructors. If I find myself in a boring class, I am more drawn (against my will) to my *Android* than the instructor. When you build variety into your presentation, you will not be competing for the attention of your audience – it will be on you.



Some topic areas in the basic academy are lengthy – *Community Diversity* is a 24-hour block – but you can still set up your presentation using *The 10 Minute Rule*. It does not require a change of topics, just a change in the way you are currently teaching the topic.

Here are some ideas that will provide a change in the learning environment using the rule:

- ★ Have a picture of the 2001 Cincinnati race riots on the screen and change gears from the SPO on race relations to the aftermath when they fail.

- ☆ Go back to teaching your SPO for ten minutes, and then stop and assign a group exercise on values. Allow students to compare their top five beliefs with the others in the class.
- ☆ Teach for another 10 minutes using your prepared slides, and then stop and show a video on the Islamic Faith.
- ☆ After another 10 minutes of teaching goes by, tell the story of *Silvestre S. Herrera* – a WWII hero who won the *Congressional Medal of Honor* – though he was not a U.S. citizen.
- ☆ Go another 10 minutes and display a picture of the one dollar bill. Ask the audience if they know why the *Star of David* is located above the eagle, or if they know who *Haym Solomon* was.
- ☆ Go another 10 minutes and play the news coverage of *Sgt. Crawley's* arrest of Harvard Professor *Henry Gates Jr.* for the class (that is always a lively discussion).
- ☆ After 10 more minutes of teaching, ask them what ethnicity was predominate with the first *American* law enforcement officers, and why they were picked for the job.

It really is that easy to lay out your presentation using *The Ten Minute Rule*. I can go on and on because those are the actual items I have in my presentation for *Community Diversity*. It can be time-consuming work when you first follow this principle, but it is well worth it when you consider who we are training.

You feel good as an instructor when your presentation has the appreciation of your class. They will welcome the journey that this type of training takes them on, and you will be welcomed back – “*We’re glad we have you tonight!*”

The ideas used in the previous example are not hard to find, and they add great interest to any presentation. Cadets do not need long lists from a curriculum to be professional law enforcement officers. They need knowledge based on real life experiences provided by *you* through different types of visual media and stories. Make it your mission to give them something new, however small it may be, every 10 minutes or so.

Introduce You Not Your Title

“Why am I here today? It all started with a tackle that could have been an ESPN highlight – if I had not landed on a parking block. A smarter cop would have waited until the grass and then tackled the bad guy to cushion the fall. The concrete block shoved my ribs into my spinal cord causing permanent damage. I now have 2 battery packs in my back, and they power 4 wires that carry electricity to my spinal cord – much like a Taser. I even re-charge myself like a robot by plugging into an outlet. I wanted to be R2D2 when I was a kid, so I finally got my wish - batteries, wires, and all.

The man who blessed me with my Star Wars persona was wanted for a minor traffic violation, but he fought like he had just committed murder. Unlike those of you here today, I can no longer meet the physical demands law enforcement places on a body. I consider myself fortunate to be able to use the knowledge I gained through my experiences to serve you as an instructor. I still do my part to protect and serve our society by training you – the future guardians of justice. Now let’s get started and we will find out more about each other as we move through this topic together.”

This introduction takes me less than two minutes to present to a new class. It is not my police biography, a list of achievements, or my entire repertoire. It is a story that engages the listener with a quick glimpse of who I am. It leaves them wanting to know more about my police experience, and that is a good thing. I let the audience know that I will be personal with them encouraging them to be personal with me.

Do not try to memorize a particular opening or use the same one every time, and avoid the boring format most instructors adopt. They spend several minutes going through their résumé and list of certificates, or worse, they get on a soap box for the first fifteen minutes of class. I have tried these methods and gained nothing but contempt from my audience.

Leave the “old and busted” format behind, and introduce yourself as you would when meeting someone new. Take the opportunity and capture the interest of your audience right from the start.

"It's so much easier to pray for a bore than to go and see one." ~C. S. Lewis

First Impressions

First impressions are big in the world of law enforcement, and it starts when you arrive in the room. Make sure you get there early and set up with time to spare. It is annoying when an instructor spends the first ten minutes messing around with the computer. It will not impress your audience if you act like their time is not as valuable as yours.

Be straightforward and show the audience respect, and they will do the same for you. Express your honest opinions without reservation and the audience will feel connected with your message even if they disagree with you. It is important that the audience understands you are there to talk *with* them, not *at* them. You are there to have a conversation and challenge them to participate. Here are a few easy ways to connect with any audience:

- ☆ **Mention people.** Before you start speaking, meet the people who are there to hear your presentation. Ask them questions about work, family, and what they hope to get from your talk. Once you start, strategically weave a few of the names and interesting bits of information you discovered into your message.
- ☆ **Mention groups.** Along with mentioning people, you can talk about what affects the group. If it's an academy class, speak about their commander (*always* in a good light), joke about push-ups, or other things they have in common. If you are presenting to another group, find out as much as you can about them through their website or by talking to some of the members. Mention traits, ideas, or struggles shared by the group.
- ☆ **Ask questions.** Instead of simply transferring information during your presentation, include the audience by asking questions – not just the *yes* or *no* type. Invite them to share their ideas, opinions, stories, and reactions.
- ☆ **Current & local news.** Check for relevant news that is hot off the presses. With a multitude of law enforcement websites, it is easy for you to get the most up-to-date



The Power of Storytelling

Your stories serve as a vital form of communication with your friends and family and a valuable method by which to train law enforcers. You can engage and educate your learners through the use of realistic, relevant, and captivating stories.

Use Stories to Enhance Understanding

Place your students in the shoes of the main character of your story – as if it is happening *here* and *now* – regardless of how long ago it was. Pull the audience in by starting out with an intriguing invitation, *“Imagine you are the one fighting the crazed man in the street, and then...”* Ask questions when you reach key decision points throughout your story, and let students feel the emotions that go along with each choice that had to be made. True stories

have a *real* outcome that involved choices made by *real* people. When you make up a story that is filled with make-believe characters, it can end up in “*Never Never Land*.” You may “*never*” reach your students because the made-up story “*never*” really happened to anyone – it lacks the authenticity of a real event. Audiences like relevant and interesting stories that have real people facing real conflicts and who showed character by overcoming it.

We discussed learning styles in the *Understanding Cops & Cadets* chapter. Our *Type A* extroverts are described as realistic problem solvers, and storytelling is the perfect method to train them. A funny story can be just as effective and educational as a dramatic tale. Telling stories that involve your mistakes will require some humility but they can save lives. Law enforcement is not the best profession to learn from your own mistakes, and cadets gain wisdom when you allow them to interact with your stories and characters.

“I am defeated, and know it, if I meet any human being from whom I find myself unable to learn anything.”

~George Herbert Palmer

How to Use Stories

There is nothing more powerful to have in your arsenal as a police instructor than stories. Let’s say you are teaching the *Foot Patrol* topic and want students to understand what it really means to be out on foot. You could just display the SPOs on the screen and let students take notes. Let it go at that, and they will

Your stories serve as a vital form of communication with others and a valuable method by which to train law enforcers.

surely be ready to hit the bricks. Really, is that the best we can do for our audience? You might think, “*Well I’m teaching the day academy, I can’t take them out in a dark alley to check doors at 2 a.m.*” You are only partially right because you can bring that environment to the classroom. A story will allow you to take

them out on foot patrol – or anywhere else to experience police work.

The following story works well with the topic of *Foot Patrol*. I start with a photo of a dark alley on the screen to set the stage and then jump right into my rookie experience.

The Doorknob

It was my first night alone as a young rookie. I finished all three days of my FTO training and was fully prepared for anything that might happen [some cadets are already in shock at this point thinking they may only receive three days of training]. Jamestown was a quiet village with very little crime, and they wanted to keep it that way. One of the preventative methods we used involved checking the businesses during midnight shift to make sure no one was trying to break in or damage property.

I parked my police cruiser on the street and walked behind the businesses. It was shocking how dark it was [I turn the lights down in the room], and I was surprised at how uneasy I felt being alone. I had a gun, body armor, and plenty of training, but I was still anxious.

I had no doubt that I would get used to checking doors and maybe even catch a bad guy in the act making me an instant hero – one of many medals I would surely receive in my career.

I could hear every little noise around me and would quickly turn to see what caused them, but surely I was the only one in town who was not in bed. [I stop and draw a student in by asking a question, “*Tom, how does it feel to be in a dark alley all alone?*” Most students will not know because they have avoided dark alleys, but now – for the first time – they are really contemplating the scenario.]

The first door was the back entrance to a mom and pop restaurant where the chief routinely ate. He took me there the first day I was hired to meet the owners, and meeting them instilled in me the responsibility to protect their property. They were counting on me to get over my anxiety of the dark and check the area at night.

I approached the door with my flashlight in hand. The sergeant had previously told me that I might find an open door once a year which put me at ease. That *ease* would soon be a

mistake. I grabbed the doorknob as I walked by already heading for the next business and gave it a tug. It came open and caught me completely off guard. [I stop again and pull in another student, *“Tammy, you are the one in the dark with an open door; what are you going to do?”*]

I was turning and drawing my weapon at the same time fearing someone would spring out at me. I was alone in the dark, back-peddling with a gun in my hand, and I tripped over a tree root and fell on my butt – a little pee may have even come out. [Through the use of humor, I pull in the entire class, *“Anyone else in here clumsy enough to fall on their butt?”*] I jumped up and took cover behind the tree and called for backup. I knew there was a chance I might have to fight someone or even shoot them before a deputy arrived.

An old deputy with a leather face arrived 30 minutes later to assist me. I asked him *“Do you want to go in first?”* He looked at me like I was an idiot (I would not let a nervous rookie get behind me with a gun either). He said, *“You go first, I’ll be right behind you”* and he turned the doorknob. It was locked! He looked at me like I was an idiot again. All the tension and anxiety was for nothing. The doorknob was locked the entire time, but it did not latch all the way. That is, until I came along and pulled on the door. Now it was nice and secure. I served my purpose but I did not see it that way. I was embarrassed, and worse, I still had to check the rest of the doors in town.

Students need to experience the unknown that will come with a career in law enforcement. You will have no trouble pulling them into the environment using a similar story. They will connect with the feeling they experience with their *first time* of doing everything in police work – just like we did.

When you want to build tension, slow the story down and pause. Move around and do some minor acting that relates to the situation. Act like you are opening a door and give a quick look of shock as you look inside.

A five minute story can give strong insights into policing and connect students to our presentation. They can relive the experience vicariously through your story, and the connection is stronger than any other method we use. It may not fit every topic you teach – when it does – use storytelling.

“Learning without thought is labor lost.” ~Confucius

Why is Storytelling so Powerful?

Have you ever been eager to share a story that you just heard during training, on the radio, or as part of a speech? Or had someone share a story with you they heard during a conference they attended?

Now, picture a class you sat through that consisted of an endless slide-after-slide presentation of bullet points. You have undoubtedly encountered this type of presentation during your academy or in-service training. Were you excited to leave the class and share bullet points of information with anyone? Do you remember anything from the presentation other than how long it was? So which type of encounter are you offering your audience?

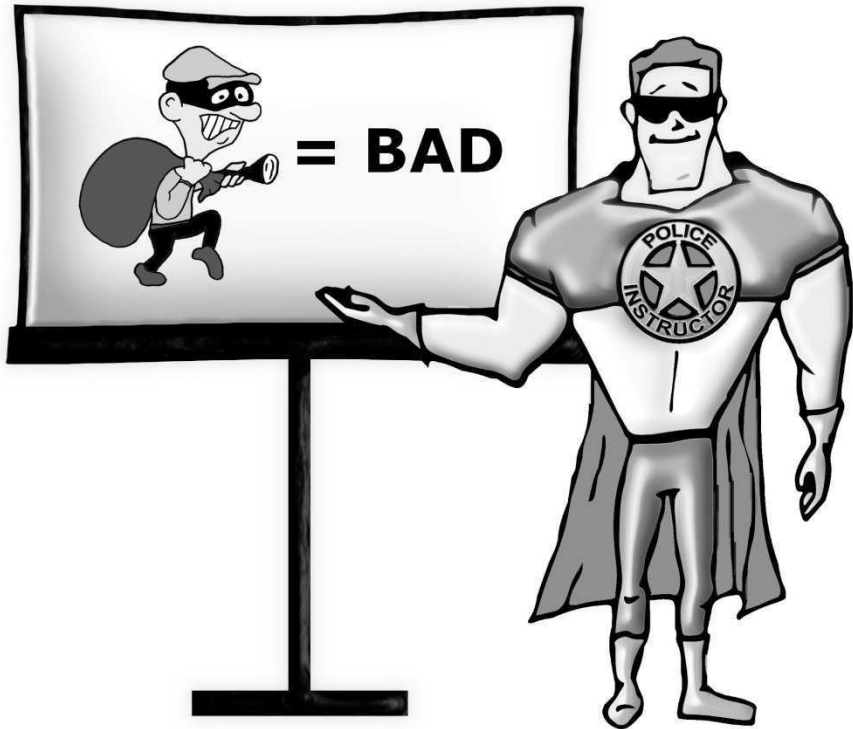
Were you excited
to leave the class
and share bullet
points of
information with
anyone?

Lectures lack the personal connection a story can bring to your class, and stories are just as effective with veteran cops as they are with cadets. Besides engaging all three learning styles, the use of a story is a great way for extroverted students to actually learn new information.

Engage your learners by using realistic, relevant, and captivating examples. Every story you tell should help create a change in your students' thinking, behavior, attitude, emotions, or actions. And a good story will cause a change to come about much quicker than a slide filled with bullet points or a memorized SPO.

That is the power of good storytelling. It provides lasting memories of what was covered – unlike some of our other methods. It is a powerful way for you to grab your cadets' attention and provide them with relevant and lasting illustrations of police work. Storytelling is one of the most important skills you can possess as a police instructor. Add storytelling to your *Ninja instructor skills*, and reach your students like never before.





Designing Your Slides

This will not be a tutorial on how to build a *PowerPoint* slide show. If you need to learn the basics of the program, I have placed several tutorials on the *LEOtrainer* website; there are more available for you to watch on YouTube.

This chapter is filled with tips, illustrations, and guidelines that will help you create compelling slides that draw interest to your presentations. Strengthening your slides will help keep your audience focused and increase their retention of the material.

As the instructor, *you* are the presentation – not the slide show. If the projector fails, your laptop crashes, or you forget the jump drive, it should not matter. You should be able to go on without it. Slides should only serve as a resource to support your presentation.

Use a Simple Design

It is a good practice to pull your resources and ideas together before starting to construct a slide show. If you start with *PowerPoint*, you run the risk of building slide after slide of bullet points which is not necessarily the best design for your learners.

Humans think in narrative stories – not in bullet points. While necessary for some lists, you should try to refrain from using bullet points wherever possible, and keep the audience in mind with each slide you make.

I usually begin with my topic and a theme, but I do not work out every detail before starting to work on a new slide show. Some instructors will prefer to work out every detail before beginning; you should decide what works best for you.



Consider starting the process by using sticky notes to lay out your presentation. The technique is illustrated in the *Planning & Preparation Shortcuts* chapter.

Design Tactics

When you design your slides, look at what makes it easy for students to understand, not what is easy for you to make. If you have ever seen the show “*How It’s Made*” on the Discovery channel, you can follow their lead. The show takes the confusing process of manufacturing and makes it understandable by using a narrative story with strong visuals. They go step by step until everyone understands how it is accomplished.

By using the same method that includes pictures, videos, text, and stories, you take your audience through the step-by-step process of policing. Find the clearest way possible for your students to gain the knowledge they need to be successful.

The thousands of transitions and animations available in *PowerPoint* can serve as a distraction but are enticing to use (I have fallen to their charms more than once). These elements include text that bounces, grows, flashes, dings, sings, and so on. Any elements that you add to your presentation only to benefit

your amusement should be removed. Your slide show should represent who you are as an instructor. If the entire show comes across as silly, that is what your class will think of you and your credibility may suffer.

If any element is lacking relevance to the topic it should be left out. It takes discipline to decide what to include and even more to determine what to eliminate. You can break rules and take risks when you design your slides as long as you are trying to reach your students through creative means. Once again, the presentation is about them – not about how many tricks we can make *PowerPoint* perform.

Left to Right

Americans learn to read from left to right. This is a powerful principle to remember when designing a slide that contains more than one element. The area to the left of your slide should be reserved for the focus of your message – whether it is the image or the text. Your audience will look at the left side and then move to the right regardless of what is on the slide. The following introduction slide includes a photograph from the Beavercreek, Ohio Police Department.




The image of the police car serves as a relevant photo, but my title has the prominent spot on the left side of the slide where the audience's focus will initially be.



Vehicle Patrol Techniques

This second slide has the car on the left and the words on the right. The car will be their main focus when first viewing the slide. With such a small amount of text, students will not have much trouble looking past the car and reading the title, but with more text comes more problems.



DUTIES OF OFFICER ON THE SCENE

- 1)Check victims &
provide first aid**
- 2)Detain witnesses
& suspects**
- 3)Conduct initial
interviews**
- 4)Preserve the
scene**
- 5)Protect & gather
evidence**

The third slide contains far more text to the right of the image. In this type of setup, students can become distracted while trying to read past the photo. They are repeatedly drawn to look at the photo on the left as they read each line of text.

DUTIES OF OFFICER ON THE SCENE

- 1)Check victims &
provide first aid**
- 2)Detain witnesses
& suspects**
- 3)Conduct initial
interviews**
- 4)Preserve the
scene**
- 5)Protect & gather
evidence**



The fourth slide has the text in the prominent position on the left side. The students will not be distracted as they read left to right until they are finished. Try reading both and you will see the difference. Your audience will not rebel if one of your slides has a distracting arrangement, but they will quickly tire of your presentation if it is repetitive.

DUTIES OF OFFICER ON THE SCENE

- 1)Check victims & provide first aid**
- 2)Detain witnesses & suspects**
- 3)Conduct initial
interviews**
- 4)Preserve the scene**
- 5)Protect & gather
evidence**



This fifth slide is the technique I use most frequently. If a photo is acting merely as an interesting supplement, and not the focus, I shrink it down and give the text prominence over the

image. There is no doubt that the written information is my point of focus on this slide.

Next is a slide that I use for *Child Abduction Prevention*. During the class, kids learn how to use their bicycle to hinder a would-be abductor.



If someone grabs a child riding their bike, the kid should grab the frame; the abductor can't squeeze both into his vehicle, and they are quite hard to separate. I *could* place a large amount of text on the slide to explain the technique, but instead, I use one photo with a short title to illustrate the skill. A picture is worth a thousand words, and this one tells the story before I do. The picture, not the title, is the focus I want for my audience. It is positioned on the left side and is much larger than the text. The audience is drawn to the photo while I explain the technique in detail. A photo will greatly increase your audience's retention.

Fonts and Styles


Your typeface or font can turn into an obsession (or head ache) with hundreds to choose from. Generally, the *sans serifs* (e.g., Arial or Verdana) are better for clarity on slides. They are easier to read from a distance and look cleaner. The *serifs* (e.g., Times New Roman or Bookman Old Style) have a small projecting

feature at the end of each letter. The small details help with the readability of longer publications, but they can clutter your slides.

Sans serifs offer a simple and easy-to-read appearance for slide design. If you study large signs and billboards, you will notice they are designed using sans serifs fonts. Marketers know if you cannot read the sign or billboard it is worthless, and the same is true of your presentation. Using sans serifs on your slides will make the words legible for everyone, and they will pop out on projector screens.

Take a look at the following two slides. The first is formatted using Times New Roman for the typeface. The second one uses Rockwell (also a serif) for the headline and MS Reference Sans Serif for the body. You can see how much easier it would be for your audience to read the second slide over the first – especially from a distance.

3 OFFENSES THAT CONSTITUTE DOMESTIC VIOLENCE



- 1. Knowingly causing or attempting to cause physical harm to family or household members**
- 2. Recklessly causing serious physical harm to a family/household member**
- 3. By threat of force, knowingly cause a family member to believe that the offender will cause eminent physical harm**

I asked cadets to vote on which sans serifs were easiest to read on a slide. They liked MS Reference Sans Serif, Arial Unicode MS, Gill Sans MT, Prima Sans BT, and Verdana. The majority of my presentations are set in MS Reference Sans Serif. I like it, the students like it, so I usually just stick with it. You can use options like bold, italics, or changes in the color of text to make it stand out.

3 OFFENSES THAT CONSTITUTE DOMESTIC VIOLENCE



1. Knowingly causing or attempting to cause physical harm to family or household members
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Serifs like Rockwell or Times New Roman are good for a change of pace, but keep them large for clarity. They work well when used for a quote or a headline (like the previous slide).

Deliver More with Text

When designing your presentation, think of the student in the back row trying to read your slides. Keep the size of text on slides 30pt. and larger whenever possible. Bigger is better when it comes to text, especially if you want your audience involved.

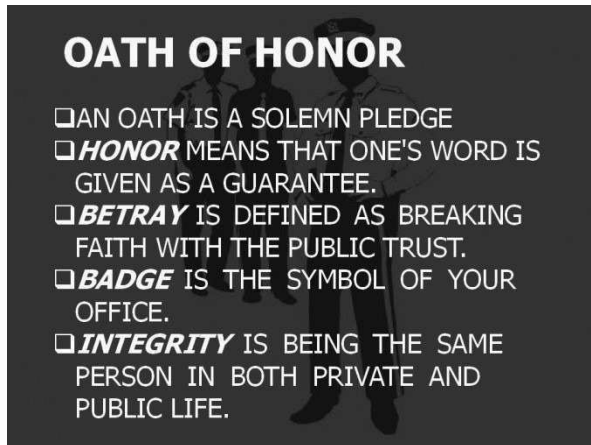
Most of our cops and cadets want the facts, and they want them quickly. They want to look at a simple and understandable format, and they do not want to squint. You may need to spread one SPO across four or five slides



to make that happen. It is more engaging to move through four slides, spending two minutes on each one, than to show your audience a single slide that takes up eight minutes of presentation time. Use one idea per slide, and give them what they want – easily understood presentations.

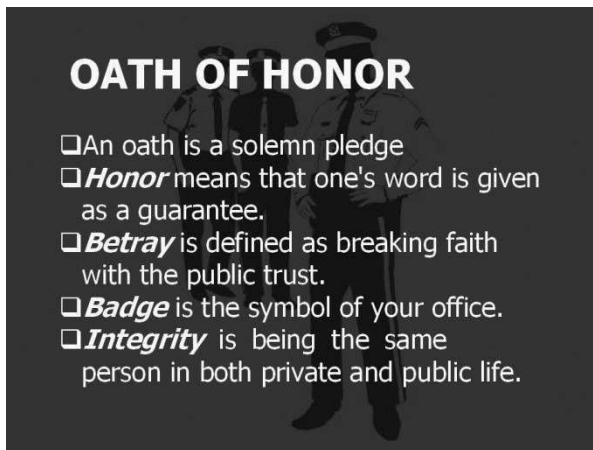
Using all capital letters for a title is engaging, but they become hard to read in a sentence or paragraph. The next two slides

contain the same information, but the first has all caps and the second uses lower case letters. Which one is easier to read?



OATH OF HONOR

- ❑ AN OATH IS A SOLEMN PLEDGE
- ❑ **HONOR** MEANS THAT ONE'S WORD IS GIVEN AS A GUARANTEE.
- ❑ **BETRAY** IS DEFINED AS BREAKING FAITH WITH THE PUBLIC TRUST.
- ❑ **BADGE** IS THE SYMBOL OF YOUR OFFICE.
- ❑ **INTEGRITY** IS BEING THE SAME PERSON IN BOTH PRIVATE AND PUBLIC LIFE.



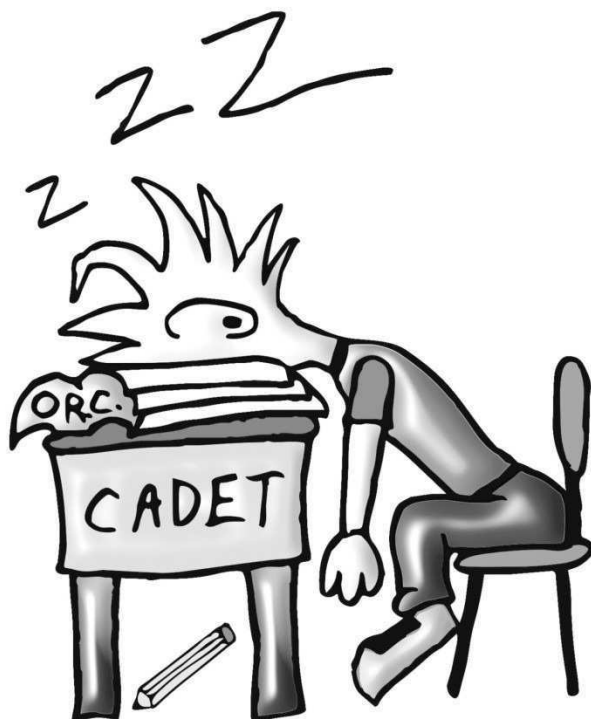
OATH OF HONOR

- ❑ An oath is a solemn pledge
- ❑ **Honor** means that one's word is given as a guarantee.
- ❑ **Betray** is defined as breaking faith with the public trust.
- ❑ **Badge** is the symbol of your office.
- ❑ **Integrity** is being the same person in both private and public life.

Most people find it easier to read lower case text for longer passages (also known as “sentence” case). While it is easier for an audience to read lower case letters, capital letters say, “*Listen up this is important.*”

Express it with Color

Choose wisely when it comes to the color of your slides. Staring at slides that use a white background can irritate your eyes, especially when you do it all day. Instead, use a dark color



Increasing Audience Participation

*“If you’ve got them by the balls, their hearts
and minds will follow.” ~John Wayne*

When you instruct, you are responsible for passing along wisdom – not just information. Engaged cops and cadets are enthusiastic to learn and become active participants in their own training. To create productive, memorable, and vibrant classes, an instructor must continually work on increasing audience participation. A good format will include group discussions, lectures, guest speakers, case studies, review games, and other activities. Active learning and audience participation may require more from you as an instructor but, the payoff for the audience is worth it. Your efforts will benefit them with a deep understanding of the topic and prepare them for the tasks that lay ahead.

It is difficult for cadets to comprehend the serious nature of law enforcement if they sit and listen to lecture after lecture without any real examples. I admitted to my near-death blunder at the beginning of this book – as I do to my classes – because there are lessons to be learned. While the responsibility to survive falls on the officer in *that moment*, we share in that responsibility as their instructor. If we fail to gain the participation of our audience, we may send them into the field as unprepared as I was.

“There is only one way under high heaven to get anybody to do anything. Just one way. And that is by making the other person want to do it.” ~Dale Carnegie

The Academy is Crucial

I feel ill every time I hear a cop tell a new rookie, “*Forget everything you learned in the academy,*” or “*A month in the academy isn’t worth one hour on the street,*” or the worst, “*The academy is over – now you’ll learn how to be a real cop.*”

The academy is crucial to the success of our cadets and this type of careless statement can cause confusion. Every topic has real-world implications if the instructor puts forth the effort to make it *real*. Even if you do not like the curriculum, there is always important information you can add. Your personal knowledge and experience is the most valuable teaching resource you have, and those nuggets are what your students need the most, and what they look forward to.

Every topic has
real-world
implications if the
instructor puts
forth the effort to
make it *real*.

Experiential Activities

Our audience of law enforcers and cadets learns best by *doing*, and any activity that provides them with a direct experience will help them understand more effectively.

“For the things we have to learn before we can do them, we learn by doing them.” ~Aristotle

You can design your own experiential activities or adapt those created by others to gain the participation of your audience. These activities can add relevance and understanding where a lecture and bullet points cannot. I created *Neil Island* with the help of my daughter, Nadia. I originally created the exercise to force students to take a deep look at the components of our criminal justice system, but it works well with other topics including *Community Policing*, *Community Diversity*, *Crime Prevention*, *Crisis Intervention*, and others.

Neil Island

Break your class into small groups, and provide them with copies of the following story (or display it on the screen).

You have joined others in starting a new society on Neil Island, but even with a careful selection process, crime has become an issue. There is a prison, but it only has room for five people. They will each have their own cell, but they must share the common areas like bathrooms and the recreation facilities. There is no separation available, and no system of parole or probation exists due to financial cuts.

Queen Nadia (she wanted to be queen of Ohio, but I gave her an island instead) has issued a proclamation to deal with this scourge on society by setting an example. Your citizens will decide the fate of the following people who have been convicted. The prisoners include:

1. A 50-year-old man who hired a hit-man to kill his son-in-law. The victim was physically abusing the suspect's daughter for years.
2. A 27-year-old single mother of two convicted of a DUI accident that killed a 38-year-old man. He was a devoted husband and the father of three kids.
3. A 16-year-old burglar who was caught stealing an Xbox from a neighbor's house. He cooperated and confessed to three other burglaries in the area.
4. A 37-year-old man who abducted and repeatedly raped a 5-year-old girl. She was rescued after 10 days of captivity.
5. An 18-year-old gang member who was a passenger in a car that was involved in an armed robbery. A pursuit of the

vehicle resulted in a crash that killed a police officer. She left a husband and her 6-month-old infant behind.

6. A 41-year-old man arrested while driving a stolen car. The car belongs to a missing woman who has never been found. The man has a previous conviction for rape.
7. A 26-year-old male teacher who had a *consensual* relationship with a 15-year-old student. The student said he loved his teacher and admitted that they were sexually involved.
8. A 13-year-old male who was caught molesting his two female cousins, ages 3 and 6. He has no criminal record but the victims' parents want him locked away forever.

The citizens must follow the sentencing options based on the Queen Nadia's proclamation, the available space, and the budget set for confinement.

1. One person *must* be executed. Try to make this a unanimous decision among your group.
2. One person *must* receive life in prison without parole.
3. One person *must* receive 20 years in prison.
4. One person *must* receive five years in prison.
5. One person *must* receive three years in prison.
6. One person *must* receive six months in prison.
7. Two people *must* go free with no punishment or court controls of any type.

Give the teams 20 to 45 minutes to work on their list (depending on the size of your groups). Some groups will want the option to give up. Force them to choose a sentence for each person. As officers, they will not have the option to give up. They need to experience the reality that some decisions in their career will be difficult to make. No one will want the responsibility of making them – they must make them just the same.

Each group must indicate who they executed and why. They must explain what influenced their decisions on who received the harshest sentence compared to the lightest. Have each group present their choices to the class and then compare the differences.

Did they lock up the 13-year-old? Will he simply become a better predator from the experience with other sex offenders all around him? Was he a victim himself? Most groups choose to execute the 37-year-old child abductor instead of the man who committed a premeditated murder even though capital punishment is not an option for such a crime in the real world. Ask them how they can rationalize such a decision? There are dozens of questions you can ask based on their discussions.

Ask how many members in a group had a difference of opinion. Go through the list one by one discussing the good and bad reasons for execution, imprisonment, or giving that particular person another chance. Talk about the ethics of our legal system as well as its inherent flaws.

Begin a class discussion by asking, *“Do we really need services like probation, parole, child protective services, psychiatric hospitals, and rehabilitation centers?”* Encourage an in-depth discussion on the importance of social services and incarceration, including the improvements that are needed in our current system. Ask them *“What was the most frustrating part of the activity for you?”*

This is one of the most compelling experiential activities that I have created. Deep discussions and strong arguments will occur. Be a facilitator and let the students control their group discussions. Stay out of their way unless they are getting completely off-track. Walk around and listen to their discussions, and take your own notes to use for the end of the exercise. The students will look at the different services in a new light when they are burdened with the responsibility to make decisions that will affect the community, the victim, the suspect, and both of their families.

Neil Island is thought-provoking and involves emotional situations that create a challenging activity for students, so make sure you have enough time before using this experiential activity. This activity can last 45 to 90 minutes depending on your class size and the depth of their discussions.

There are several more experiential activities for you to use in the *Active Learning Index*, and consider developing your own from cases that have challenged you.





Spellbinding Lectures

Lectures are the backbone of the education system in America, and the police academy is no exception. While I like to highlight the increased value of active learning, the lecture will always have a place in the learning process. Lecture can be an excellent method to convey information when it is done well; however, active learning – which requires students to discover, discuss, demonstrate, and explain the information – is more suited to our audience. The two methods should be combined by the police instructor to create *Spellbinding Lectures*.

*"I hear and I forget. I see, I remember.
I do, I understand." ~Confucius*

Spellbinding Questions

Build questions into your slide show to keep the audience attentive. Every few minutes, have a question appear on the screen for the class to answer; multiple choice questions serve the technique well.

Instead of asking questions throughout the lecture, you may choose to begin with a short quiz. Make sure you include a few quirky or controversial questions about the topic. Do not grade the quiz or give the correct answers, but challenge the students to listen for the answers during your lecture. Let them grade their own quiz as you teach the topic. At the end, use the quiz as a group discussion guide.

Students need to question, talk about, think through, argue, and recall your lecture to help the information fully sink in. Let them do the digging and research for important material. Whoever is working the hardest at learning will gain the most knowledge; that should be your students – not you.

“Lectures in which students are continuously asked to interact hold extra benefits for learning. Students get to test their understanding of the material as it is presented; they have repeated opportunities to use critical thinking and to be creative. Their motivation to study, research the topic, and keep up with assignments also improves (Bligh, 2000).”

Patrol Partners

Partnering up is a quick and easy way to involve everyone in the audience. When your topic does not allow enough time for other activities, have students partner up with the person sitting next to them. It helps cadets form a personal bond with one of their peers as they discuss the topic, research a handout together, respond to a question, or compare their work. They learn to count on each other and trust others for back-up, a valuable lesson for law enforcers.

Placing questions throughout your slide show works well with *Patrol Partners*. Each time a question comes up, let the pairs quickly discuss their answer and check their notes before you choose someone to answer.

Quiz Five-0 Style

Start by telling your students “there will be several quizzes throughout my lecture today,” and require them to take notes that they can refer back to when taking the quizzes. Challenge them to recognize and take detailed notes of all relevant information – not just the SPOs – a skill they will need later when interviewing victims, witnesses, and suspects.

Give your lecture in chunks of 30 to 60 minutes and then stop for a *Quiz Five-0 Style*. Hand each cadet a blank index card and instruct them to write down one test question about the topic. Collect all the cards; shuffle them, and have students take turns drawing a card for a unique and interactive review.

Instruct each cadet to read their question out loud and give them 15 seconds to consult their notes and answer. Reward any correct answer with points or prizes (the goofier the better). I use toy police officers (like toy soldiers) and call them *Officer Neil* action figures. Cadets are competitive, and when the activity becomes a competition with prizes, they will scan their notes to create complex questions to stump their classmates.



Students will be on the edge of their seats during each chunk of your lecture looking to create formidable questions. For a more intense review, continue to give a prize for correct answers, but additionally require pushups, sit-ups, or some other consequence (determined by the class) for wrong answers. If a student answers incorrectly and owes some pushups to the class, the cadet who wrote the question gets the prize.

Every once in a while I change the rules to keep it interesting and fresh. For an easy adjustment, have one student read the question out loud and then let them choose another cadet to answer it. If the chosen student answers correctly, they both get a prize, but if not, they are doing pushups together.

Cadets thrive when they are challenged to think and pressured to perform. They have to actively listen, take notes,

formulate test questions, contemplate answers, and speak in front of a group.

Once the activity is over, keep the index cards as an added bonus. Students will pose questions you never thought about asking in ways you never thought about asking them. You may find some of these questions useful to challenge future students or include in your next presentation. *Quiz Five-0* is always engaging for the audience, and it will provide you with plenty of laughs and new material as you facilitate the activity.

Police Briefing

Divide the students into small teams, and then have each group form a U-shape so every member is able to see your presentation. Before you begin, advise them to take thorough notes for an assignment that follows the lecture. Teach in chunks of 30 to 45 minutes (choosing logical points to stop at). Have each cadet write down a brief summary of the chunk that you just presented. Create some pressure by limiting their time to one minute. Now the group work begins.

Have the cadets go around their group and read their summaries. Have them determine which ideas and words illustrate the information in a concise and clear way. Instruct each group to develop a one-minute *Police Briefing* using their combined notes. Give them a few minutes to complete the short report that must include an *original* example. Allow them one minute to present their report to the class. Groups must designate a new speaker each time they present a briefing.

This technique keeps everyone tuned in to your lecture. They learn to pull out the relevant information – a skill they will need when they interview people in the real world. They hear it, write it, discuss it, and teach it.

Some students will zone out when material other than the SPOs are being covered. They decide that only the SPOs count for the test, so why not ignore the rest. The information between the SPOs can be just as important to their success as a cop – even more so at times – and this type of activity will ensure they pay attention to those details that they might normally ignore.



Confessions of a Police Instructor

I thought long and hard about adding this chapter to the book before finally working up the courage to include it. Cops are not always good at being transparent with their personal lives and I am no exception, but I believe our mission as police instructors must be based on honesty – so here it goes.

I Wrote for Selfish Reasons

I have selfish reasons for wanting our police instructors to get better and improve the safety of our law enforcers and the society they serve. With frequent visits to the Cleveland Clinic, I have come to the realization that I will not live to be a ripe old age. I

have a vested interest in the next generation of police officers who will become the guardians that protect my wife and kids (maybe grandkids) after I am gone. We do not hesitate to invest in life insurance to protect our families – should we not also invest in our law enforcers who will provide a lifetime of vital service for them? This book is my investment in the development and training of worthy protectors to watch over my family and yours.

I want the best possible men and women wearing the badge when my loved ones need their help, and I want input on how they are trained. I want to make sure standards are kept high and that only the most qualified cadets with large quantities of integrity and humility are accepted. My family has been blessed by our profession, but they have also suffered through fear and pain because of it. Spending time writing the book, designing the website, and creating resources to help instructors could never repay their sacrifice, but I hope it will create a better world for them to live in when I am gone.

This book is my investment in the development and training of worthy protectors to watch over my family and yours.

I Am a Jealous Instructor

I am jealous of every cop and cadet I teach. I loved being a police officer and was not ready to retire when my career ended; I still find myself wanting to take their place each time I talk about the unique profession we serve. Recently, while giving a speech during a graduation ceremony, I admitted my jealousy to the recruits and their families. I hope it served as a reminder of just how addictive this profession can be and what an honor it is to serve others as one of God's guardians of justice.

If you are still serving as a law enforcer, you should know that there are people that long to fill your shoes. In my two decades of policing, I served on the road patrol, as a crime scene investigator, as a criminal investigator, and as a school resource

officer. I was blessed with a multitude of experiences while serving with three great organizations, and I overlooked how fortunate I had been until it was gone. And it was gone without warning.

What I missed the most were the people that made up the police division – not the building, the badge, or the cars (okay, the cars are pretty cool). The people stood beside me, shoulder to shoulder, while I went from one hospital to the next. They donated tens-of-thousands of dollars in sick time so my family never missed a pay check, and they never asked for a *thank you*. There is no profession quite like ours.

I was truly lost for a while, but finally realized I still had an oath to God to fulfill. To *protect and serve* His people is still my duty – I just accomplish it in a different way.

Like many of you, I did more to help others in one week than some people will do in a lifetime. That is the blessing of law enforcement, but it also comes with an addiction and its own form of withdrawals. By helping to develop the next generation of guardians, I find the symptoms are more bearable. It does not always feel as significant as being on the street, but I know it is.

I Am a Stingy Instructor

While attending a train-the-trainer course, I met several new instructors from all over Ohio. A few of them had no idea where to start; the course simply provided them with a lesson plan but not much more. I had accumulated a wealth of resources and information that could help them get started, but I found myself reluctant to share.

I had a hard time giving out my training materials to others unless they had something to offer in return. I made a rule – only give help to instructors and cops that worked hard to make the profession better – no one else. I finally realized the error of my ways and now *try* to encourage everyone, including those we might consider to be *slouches*, to become a better trainer. It can only improve our profession if someone shows them how to be more engaging and effective.

One officer was new to teaching, and I gave her copies of some videos, pictures, *PowerPoint* presentations, and resources that I had collected. It felt good when I helped her, and I felt guilty for not doing something sooner. Several other instructors also asked for materials, and I found myself burning discs each night of the class for someone different. By the final day, everyone was exchanging presentations with one another. Methods from Cleveland ended up in Dayton, and techniques from Hocking Hills are now taught in Bowling Green. We benefited more from the exchange of ideas than we did from the course.

My real fear was that I would become boring or mediocre if I gave all my ideas and hard work away. I feared walking into a class and finding the audience had already experienced one of my techniques. In fact, it happened, but the students were not restless or bored – they were attentive and engaged because they liked the technique. It benefited the students, and that is what is most important.

Just recently, I was tested again. I was co-teaching a class on *Crime Scene Search* with a new instructor. He had not taught the topic before and I was there to help him. I brought a cart full of props and evidence to create realistic crime scenes for the class, but he told me that he wasn't interested in doing that. I reminded him that the search was a required part of the curriculum to which he responded "*They only have a few weeks left.*" I was surprised by the statement and assured him that we were setting up the crime scenes. I explained to him that the academy expected us to actively train the class even if there were only a few minutes left. I went to stage the scenarios in another room while he covered the SPOs.

When I returned to the classroom, the cadets looked at me as if they were prisoners. One student even mouthed "*help us.*" The instructor was reading a page from the state's curriculum as if it were a book – something I had not seen since my days in the academy. The students went on break, and I asked him why he was reading the outline to the class. He replied "*No one gave me anything else.*" He decided it was not his responsibility to be

prepared, so I took over the classroom portion as well and then he sat down and started to read a magazine. I was ticked!

We made it through the class, and the cadets all processed a crime scene as required. He took a topic that was interactive by its very nature and made it a complete bore. I wanted to tell the instructor how much of a disappointment he was to our craft, but I did not. I knew once the commander heard about the class he would not allow the instructor to teach at his academy again, but I was sure that the man would find a position somewhere.

Instead of telling him what I thought, I gave him my slide show for *Crime Scene Search*. I told him to add cases and information of his own to personalize it for his next class. I wanted to *wash* my hands of him, but I knew he would teach again someday and have an effect on our profession. It did not feel good to give him anything, but it did feel right.

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to give him
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did feel right.

When I used to worry about giving away my stuff and how it might affect my *persona* as an instructor, I was focusing on me and only me. Instead of concerning myself with our cadets, our officers, and our society, I worried about my ego, my pride, and my vanity. I encountered all of these obstacles again while writing *Police Instructor*, but this time I overcame them – I have a new mission.

I Gave Up in the Most Uninspiring Way

The doctor walked into my hospital room and said, “*Mr. Neil, I cannot figure out how to stop your pain, and you cannot go on like this much longer. I am going to send you home on some strong narcotics that should sedate you and help with the pain.*” I was completely speechless (a rare occasion), but my wife Gloria asked “*Who should we see next?*” The doctor looked offended as if an accusation was made against her intellect. She responded “*Well I do not know what anyone else could do, but you can call whomever you like.*” I went home and tried to hide my self-pity

while I thought of ways to die with dignity. I simply gave up and was completely defeated in body and spirit. Fortunately for me, my family went along for the ride and they did not give up so easily.

I do not want anyone to think I am without my faults, or that I never give up. The fact is I did. I felt like a burden to my wife and kids, and I wondered what kind of father and husband I could be in a drug induced stupor. That is a glimpse of what my family has endured, and I had to apologize to them for the way I let them down.

Our friends and family would tell you that I am the noisy and overprotective city cop, and that Gloria is the devout Christian mother, wife, and friend. But fortunately for me, she also grew up *Pentecostal* and knew how to raise her voice when it mattered most. She was not about to let me get away with dying and leaving her alone to raise two teenagers. She ignored the doctor and called the Cleveland Clinic. There was no availability but the specialist saw me anyway just to stop Gloria from constantly harassing him with phone calls. She saved my life by not giving up on me – even though I gave up on myself. I thank God for her, and I realize that this book would not exist without her courage and continued sacrifice. That is why *Police Instructor* is dedicated to my family and yours.

I Feel Sorry for Myself

It's embarrassing to admit, but I feel sorry for myself – daily sometimes. My nerve damage was catastrophic and the debilitating pain caused by my injury is constant. I have 4 Neurostimulator implants in my spinal cord powered by two battery packs in my lower back. I am dependent upon several narcotics and one of them causes me to suffer short-term memory loss. I must take an amphetamine to make my body function every morning, and I wear Lidoderm (a form of Novocain) patches on my legs and back to help with the pain when I stand to teach.

I only tell you this to share with you an important lesson, and one that seemed to take me a while to accept as true. There is one

thing I can assure you – self-pity has *never* helped me accomplish anything. It does me no good to feel sorry for myself or have others feeling sympathy for me – it is nothing but a waste of precious time.

It also does no good to feel sorry for ourselves when we have to teach a topic that we do not enjoy. Complaining and disdain will not help our law enforcers or recruits learn how to survive. Take it from a master of self-pity – when you find yourself in that state of mind, look for the nearest exit.

It really is true: You learn what is important in your life when you are about to lose it. I wish I would have had my current perspective on life twenty-five years ago. My priorities would have included hope, faith, and serving others much sooner, and I would have ensured that my God and my family would have never taken a back seat to anything.

“Self-pity is our worst enemy and if we yield to it, we can never do anything wise in this world.” ~Helen Keller

How I Wrote This Book

I am not a writer – hopefully that has not been painfully obvious up to this point - but I knew it was my duty to write *Police Instructor*. I was asked by an academy commander if I would share my techniques, activities, and ideas with the other instructors. I agreed, and started by surveying hundreds of cadets and trainers to find out what their most common complaints and challenges were; I tried to find answers for each one. I continued past the complaints and began to include other methods of education and training from a variety of professions and groups. That variety is the foundation of *Police Instructor*.

I began to develop a handbook that would benefit instructors throughout Ohio, and then I began adding resources, information, and activities to benefit instructors across our nation. While researching, I made dozens of connections with police officers from other countries, and I asked them for their analysis and input on the guide. They not only added ideas but

requested more of my materials as well as the book when it was completed. That is how the handbook grew from a simple handout for fellow instructors into a comprehensive resource for policing.

To prepare, I read several books on *how* to write non-fiction. *On Writing Well* by William Zinsser was my biggest help. I listened to his audio book a dozen times while driving back and forth to the academies and followed the advice and tips he gave. After applying his rules, I reduced the original manuscript by half.

On top of the photos and images found throughout the book, I decided to add some character by creating *SPIM (Super Police Instructor Man)*. I purchased a guide on cartooning, and with Gloria's help, spawned the cartoon characters leading you through the chapters. I wanted a book with unique characters since we serve a profession that is filled with unique people. I added a *SPIM Factoid* at the end of each chapter to ensure you smile while reading the book. I enjoyed writing the book (most of the time), and I want you to enjoy reading it.

Publishing the book at a reasonable cost for instructors proved to be harder than I originally thought it would be. One publisher wanted a *politically correct* version of the book to hit the shelves at nearly one hundred dollars. Another publisher wanted to split the book into two volumes and sell each for forty five dollars; both wanted to charge a fee to join the website. At those prices, the book would have collected dust while sitting on a shelf at an academy, university, or police agency – where it would not benefit anyone. *Police Instructor* must be in the hands of a trainer to be an effective resource for law enforcement training.

I have nothing against these publishers, but I decided to fulfill my mission through non-traditional methods to lower the cost. It required far more work and a family effort, but you can see the end result. It was finally published under our conditions and specifically for law enforcement and criminal justice educators.

The book also took *much* longer to finish than I had anticipated. I spent several years testing the techniques and activities with a variety of law enforcement audiences. I consumed

over 40 books on public speaking, training techniques, group facilitation, active teaching methods, and slide design. I spent three months, before my last spinal implant surgery, getting all my notes and materials together into something that resembled a file system. After the surgery, I spent the next six months writing and rewriting the book – much more on rewriting.

I worked between 6 and 12 hours each day on the book, and when I finally had everything I wanted inside, it was nearly 500 pages. My time was then spent cutting out the fluff and repetitive material to make it as concise as I could. I have invested over 1600 hours in crafting the book and the website over the last nine months. Charles Dickens wrote *A Christmas Carol* in two weeks so I am not planning to change careers anytime soon.

My friend Nancy Neal, along with my wife Gloria and my son Richard Jr. were instrumental in proofreading the book, but no one invested more time on the project than my daughter Nadia. Her dedication and hard work gave the book clarity and kept it from sounding like a farm boy from Ohio wrote a *how-to guide for cops that teach stuff*. She may have read through the manuscript more than I did and all while working toward a graduate degree.

If I can write a book that benefits police instructors, you can deliver dynamic presentations, create engaging slides, and increase active learning for your next audience. Share the information and techniques you find useful with other instructors, and help us with our mission to improve law enforcement training everywhere. It may sound like I am reaching for the stars – believing we can improve law enforcement training with a website and a book – but I also believe the world will be a better place to live if we are successful. I am actually reaching for a galaxy far, far, away, but I believe in the importance of our mission that earnestly.

“If at first an idea isn't absurd there is no hope for it.”

~Albert Einstein


Not the Last Word

Police Instructor is not my attempt to speak the last word on law enforcement education and training. The techniques, methods, suggestions, and tips are **NOT** absolutes for you to follow. They are resources for you to use, change, or adapt how you see fit. I hope to stimulate ideas, stories, discussions, and positive action by law enforcement instructors, criminal justice educators, field training officers, supervisors, school resource officers, sheriffs, and chiefs. I hope the book serves you and your students well throughout your career and theirs. We should be pleased with our advancements in law enforcement training, but we should never be content.

"They must create the right environment and culture that fuels people and their performance. Culture drives behavior, behavior drives habits, and habits create the future." ~Jon Gordon

SPIM Factoid

Google could calculate data as quickly as SPIM - if he were to sleep. He chooses not to.



My



Notes



Ideas



Cases



Stories



Active Learning Index

Throughout the book you have read about innovative techniques to use for training law enforcers and cadets. They can help you create a positive experience for students while increasing retention and understanding. Variety is the key to effective training and the *Active Learning Index* will aid you in discovering it. Continually add to the index with your ideas, quotes, exercises, scenarios, and stories.

Look for opportunities to incorporate the techniques from this book as well as other sources into your presentation. If you only have a short amount of time, pick a controversial statement, inspirational quote, or a quick opening exercise. There is always enough time to add a unique point to the mix and start your class off with interest instead of monotony.

Experiential Activities

Experiential learning activities are designed to bring meaning for your students from a direct experience with your lesson. Our audience of law enforcers and cadets learns best by *doing*, and any activity that provides them with interaction will help them understand more effectively.

At a Second Glance

I created this exercise to help cadets focus on deep issues that can be hidden from sight when they initially respond to a call, and realize things are not always what they appear to be.

Start by making groups of 4 to 6 students and give them the following list of people to rank. Number 1 will be the person they find the most reprehensible, and 5 should be the least offensive. Give the groups 10 minutes to discuss the individuals and rank each one.

- ☆ A woman leaves her 3 year old daughter home alone while she prostitutes herself.
- ☆ A 23 year old Heroin addict.
- ☆ A 20 year old who sells a joint to a neighbor.
- ☆ A 16 year old who shot a man in the back.
- ☆ A man who committed a sexual assault against a 15 year old girl.



Have each team explain how they determined who was the worst, and their justification for each of the rankings. After the groups have all presented their lists, show them the list again – *At a Second Glance*.

- ☆ A woman leaves her 3 year old daughter home alone while she prostitutes herself for \$10. *She has lost her job and her husband ran out on her. Her child will slowly starve without the money. She has never been forced to do anything illegal before in her entire life.*
- ☆ A 23 year old Heroin addict. *The young man served 3 tours in Afghanistan where he saw several friends killed by road side bombs. He was diagnosed with PTSD but was too ashamed to take help from the VA Hospital.*

Participation Activities

Start – Stop – Continue - Change

At the beginning of your lesson have students write four words on their handout: Start-Stop-Continue-Change. After your training is completed, have the class return to the list. Ask them to consider what they have learned and how it can benefit them as officers. Instruct them to answer the following questions:

- ☆ What should you **Start** doing?
- ☆ What should you **Stop** doing?
- ☆ What should you **Continue** doing?
- ☆ What should you **Change**?

This simple technique is used by trainers in the business world to help their audience focus on what they have learned and what to do with it when they get back to work. It can be equally as effective with any law enforcement audience you train.

Judge and Jury

Judge and Jury is a group exercise used to present scenarios to students that will require some deliberation and thought. I use it primarily with the *Legal and Ethics* topics, but it will work in other areas as well. Place the students into juries of four to eight members. Pose a situation through a scenario or relevant police video. Give them four or five choices – or you may choose to leave the sentencing entirely up to them.

Judge and Jury can place students in the position of civilians judging the actions of law enforcement officers. With a topic like *Use of Force*, show a video of an officer repeatedly hitting a suspect. Students (the jury) must look at the evidence and decide if the force used was reasonable based on decisions like *Graham v. Connor (1985)*. If not, they must decide if there was a civil rights violation under *42 U.S.C*; and determine if criminal charges are appropriate.

Judge and Jury is more than just an interactive review; it serves as a sobering reality that your students will also be judged for their actions, and it gives them one more reason to be attentive in class.

Controversial or Peculiar

Consider any well known book, article, news story, or quote as a unique way to start your next class. I purposely use controversial statements that I know will make a class of cops or cadets mad. If they are mad, they are listening. They want to know why I used it and what comes next. Do not be afraid to challenge their core beliefs or yours – they will come out stronger and be more attentive knowing that nothing is off limits in your presentation.

I usually place short statements on the screen for students to ponder and then follow up with the remainder of the information.

PTSD & Stress

True or False: As many as one third of law enforcers in this country are impaired by PTSD (Post Traumatic Stress Disorder) and cannot function well, if at all. ~from the book CopShock by Allen R. Kates

The statement is true and backed up by several different studies. Here are a few follow up statistics to drive the point home for your audience of veterans or cadets.

- ★ Rates of PTSD among American police officers are as high as 35% (Mann & Neece, 1990).
- ★ Law enforcement personnel have been reported to have three times the rate of suicide, increased alcohol use and cardiovascular diseases, and twice the rate of divorce compared to the general population (Marmar et al., 2007; McCaslin et al., 2007).
- ★ 69% of law enforcement officers who retired early left for psychological reasons (Miller, 1996).

Rookie Stress

True or False: Over 50% of rookie officers will encounter a critical incident in their first year?

- ★ It's false. It is much higher with 94.5% of police recruits reporting exposure to at least one critical incident during their first year of police service (Marmar et al., 2007).

Rapidly Evolving Scenarios



Law enforcers have to make quick decisions, and the average person has no idea what a *rapidly evolving* situation really looks like. Neither do cadets, but you can start clueing them in with some creative role-playing. The following interactive scenarios will grab their attention with situations that have actually occurred. Involving them in a rapidly evolving situation brings tension and emotion into the classroom. Consider using your own experiences, or stories you have heard, to illustrate what a rapidly evolving situation looks like.

Purse Snatcher

I first used this role-play when I was asked to teach a high school class about police work. I have used it many times since with topics like *Observation, Perception, & Description* or *Witness Misidentification* with academy cadets.

Begin lecturing the class on your topic. The best time to spring this on a cadet class is when they are copying one of the SPOs (Student Performance Objectives) into their notebooks. Have a personal item sitting close to you or in your hand. A wallet, a small bag, even the projector remote will do. Have a volunteer (not a cadet from the class or someone they have seen before) run into the class and push you aside. Have a shocked look on your face and make an appropriate comment for someone who has just suffered a strong arm robbery. They should grab the item and run out of the room. Have them wait in the hallway where they cannot be seen. Have the volunteer wear a hooded sweatshirt and gloves that will hide their features and race. Watch the reactions of your students for a lively discussion.

I have only had one student in the dozens of role plays ever run after the volunteer, and they had previous law enforcement experience. The rest just sit there in shock waiting for someone else to take action. Once you put their minds at ease, ask them to write down a description of the suspect in their notebooks. Then have them write down the appropriate charges for the crime. You can move right into a class discussion or have them form groups

to compare their descriptions. There will be major disagreements on the color of clothing, race, age, and sex. Try to mislead them on the description, and see if they are easily persuaded.

Discuss the discrepancies between the students on the suspect's description and criminal charges. Then ask why no one went after the suspect. You will get a variety of answers and several egos may get bruised by the simple question. Reinforce the reality that they can no longer sit on the side lines and wait for others to act once they are sworn in as police officers. There can be no "I don't want to get involved" attitudes in law enforcement.

When you are ready, bring the volunteer back into the classroom so they can see him or her. Consider using a female volunteer whenever possible. I rarely have anyone identify her as anything but a male suspect. They make the assumption that crimes such as this are perpetrated only by men. Everyone misses descriptors of the suspect, and that helps them understand how hard it can be for a witness who was just involved in a critical incident to recall key information. The scenario covers a host of discussion topics for your academy class.

Pushing the Hair

Rub your hair from back to front several times without talking. The students may look a little puzzled, or even laugh. Ask if they were intimidated. They probably are not at this point, but tell them they should be ready to fight every time they see it on the street. It is a proven sign of aggression that has been researched and witnessed by law enforcement. Have them list other signs of aggression in a group. Videos of assaults are one method to show cadets how the signals may appear. Show several examples to your students or provide a short story of an incident in which you spotted the behavior and averted an attack.

The activity is not just an exercise for officer safety. Use it to point out how these signals could allow a frisk under *Terry v.*

About the Author

Richard lives on a farm in southwestern Ohio with his wife Gloria (below). Their daughter, Nadia (right), attends The Ohio State University and has served as a missionary in Mexico, Uganda, and Kenya. Their son, Richard Jr. (right), also attends The Ohio State University and serves in the U.S. Army as an Infantryman.



Currently, Richard instructs for several of Ohio's basic peace officer training academies and conducts advanced training for veteran law enforcers. He also serves on a team of investigators that reviews unresolved cases involving missing children.



Richard served as a patrol officer, criminal investigator, field training officer, police instructor, crime scene investigator, and school resource officer before retiring from a distinguished career in law enforcement. He has conducted training for officers, cadets, parents, and children and has presented in front of civic groups, governors, and White House cabinet members. He has developed prevention programs, designed workshops, and directed conferences.

Richard wrote this book to stimulate ideas, stories, discussions, and positive action by police instructors – he is committed to the advancement of law enforcement training.

“Blessed are the peacemakers, for they will be called children of God.” ~Matthew 5:9



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