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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement II |
| **Lesson/Unit Title** | Building Search |
| **TEKS Student Expectations** | **130.336. (c) Knowledge and Skills**  (21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:  (E) simulate conducting a building search; |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * List the purposes of building searches. * Identify what to do upon arrival. * Demonstrate how to safely search a building. * Critique other students on their officer safety building searching skills. |
| **Rationale** | Building searches are something an officer frequently does. It is important that an officer understand how to properly search a building by communicating with other officers. |
| **Duration of Lesson** | 4 to 5 Hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Burglary in Progress Study Guide * Burglary in Progress Reading Activity Sheet * Training guns * Flashlights * Handcuffs |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have the students read the Explorers Building Search Study Guide and answer the Burglary in Progress Activity Sheet. The Explorers Building Search Study Guide may be downloaded at  <http://resources.learningforlife.org/exploring/lawenforcement/study/burglary.pdf> |
| **Direct Instruction \*** | I. Building Search  A. A physical inspection of a structure usually conducted because of an alarm, unauthorized entry, or evidence of a break-in  B. Purpose of Building Searches  1. To locate, find, or seek out someone who is in a structure and is not supposed to be there  2. To do this carefully and prevent the person inside the structure from escaping or causing injury or death to the officers  3. Apprehend the person or persons and charge them with the offense they committed  II. The Mindset of the Officer  A. Think tactically, think survival  B. Approach the building anticipating an armed confrontation  C. Plan ahead  III. While in Route to the Location  A. When dispatched to either patrol or respond to an alarm, there are things an officer should take into consideration. These would include:  1. Past alarms or previous and current information of the facility to help you formulate a plan to conduct your search  Have there been other break-ins around the same time of day?  Where did the alarm originate (from broken glass, main lobby, etc.)?  Is the building a warehouse or other facility large enough that there are unlimited places for someone to hide?  Anticipate the address and the exact physical location of the structure  IV. Upon Arrival   * 1. Do not pull up directly in front of the location but try to pull up at a distance far enough away to view as much of the building as possible   2. As you approach closer to the building, use your senses   3. Consider available cover and concealment   4. Be alert for possible hiding places   5. Look for suspicious people or vehicles near the building and make notes of descriptions and directions of travel      1. Give dispatch the license plate of any vehicles parked in the driveway, parking lot, or in front of the location      2. Look for any suspicious items such as boxes out in front of the building, or unusual carts that could be used to carry equipment out   6. Check the perimeter of the building to see if there are any signs of forced entry and let dispatch and the other officers know   7. Have dispatch contact the owner of the location to have him or her arrive at the location so they can identify what may have been stolen or damaged   8. Check the phone lines and power lines entering the building as some criminals will cut these lines thinking that they may be the only means of security for the building   9. Communicate with other officers arriving to the call through      1. The radio      2. Verbal signals      3. Hand signals   10. Wait for back up   11. Secure the point of entry and any exits   12. As other officers arrive, have some of them establish a perimeter around the location   V. Preparing to Make Entry   * 1. If you must enter the facility, do so cautiously, and remember that the suspect could still be inside and armed   2. Before beginning the search, prepare to be as quiet as possible   3. Pre-plan the search with other officers based on available information   VI. Basic Rules While Searching   1. Keep your gun close to your chest, not way out in front of your body 2. Be aware of the locations of all officers involved 3. Officers stay together and don’t separate 4. Search each room thoroughly, secure it, and resume 5. As officers secure a room, they let other officers know by saying “**clear”** 6. Stay out of the fatal funnel    1. The fatal funnel is the doorway of a room that makes a person an easy target if they stay in it too long 7. If there is enough manpower or it is safe to do so, one officer stays posted at the door of the room, out of the fatal funnel, watching the hallway while the other officer or officers search the room 8. Search high and low and challenge the suspect from cover 9. If you are searching a room with another officer, focus on your area while they focus on theirs 10. Keep your finger off the trigger of the gun 11. Use lights in the room if they are an advantage or turn them off if they are a disadvantage 12. If you keep the lights off, use the spotting technique with your flashlight where you constantly turn your light on and off quickly so that the suspect can never guess your exact position 13. Don’t point your weapon at another officer 14. Search all areas thoroughly before bypassing an unsecure area 15. Stay aware of your position relative to that of your partner’s 16. Avoid crossfire 17. Be conscious of the noise you are making 18. If one technique will not work predominately in your favor find something else that will   VII. How to Handle Suspects   1. The first thing an officer should do when he or she finds suspects hiding is to instruct them to keep their hands up and direct them out in the open from a position of cover 2. The other officer then handcuffs the suspects and takes them to a secure area to conduct a search 3. When there is another officer available or the arresting officer is ready, the search continues   VIII. The Order of a Building Search   1. Begin slowly 2. Open the entry doors and listen before you enter 3. Announce yourself: “Police department—come out!” 4. Do a secondary search after the primary search is done, checking more thoroughly in closets, cabinets, under beds, etc.   IX. Don’ts   1. Don’t backlight yourself 2. Don’t give away your position    1. Don’t rub or scrape against walls    2. Beware of silhouettes (turn your flashlight on to search and off when moving)    3. Don’t enter an area that you cannot cover, or at least is not covered by your partner    4. Never search a building alone    5. Don’t assume anything   X. Stairways   * 1. If possible, use stairways since elevators offer no visibility and no cover   2. Take the position that gives you the advantage of a tactical angle   3. Look for overhangs or balconies   4. Don’t bunch up   5. Field of view   XI. Field of View   1. Field of view refers to everything you can see from your position 2. An officer needs to consider his or her field of view and the potential suspect’s field of view 3. You should never move into a suspect’s potential field of view that you or your partner cannot cover 4. Any movement that does not permit you to face the danger area and maintain target acquisition while moving is likely to be a bad movement   XII. Moving   1. As you move your field of view changes. Also, additional areas of responsibility may come into view 2. Hallways must be secured and cleared at some point 3. Let the design of the building determine how you will search 4. Be creative 5. Communicate with your partner   XIII. Method of Entry   1. Crisscross Pattern    1. The officer enters a room by crossing from the outside of the doorway to the inside of the doorway on the opposite side 2. Buttonhook    1. The officer enters a room by hooking around the doorway thus staying on the same side of the doorway as they were before they entered the room 3. Open door – both officers on the same side    1. 1st officer – buttonhook    2. 2nd officer – crisscross 4. Open door – officers on opposites sides    1. Officers should crisscross 5. Closed door – opens out    1. Officers should get on both sides    2. Knob side opens the door    3. Throws the door to the other officer    4. Officers should crisscross 6. Closed door – opens in    1. Officers on the hinge side    2. The first officer opens the door and "rides" the door till it stops    3. Checks behind the door    4. The second officer crisscrosses   XIV. Clearing Techniques   1. Quick peek    1. Quickly look from cover (expose no more than one eye and part of your face)    2. Do not do quick peek from the same level twice in a row 2. Slicing the Pie    1. Stand approximately 6 feet from the opening    2. Face the opening with your weapon raised    3. Slowly begin to move sideways with little steps    4. Lean out to expand your field of view    5. Shuffle your steps slowly 3. Chunking    1. Like slicing    2. Larger steps    3. Must be prepared to engage    4. Quicker than slicing the pie 4. Limited Penetration    1. Usually follows a quick peek    2. Your weapon, one eye, and only a small portion of your side are exposed    3. If the room can be cleared without entering, do not enter it 5. Stairwells    1. Straight stairs       1. Officer 1 covers from the opposite side       2. Officer 2 moves along wall       3. Stay off the wall    2. Once at the top       1. Officer 2 can continue to clear       2. Quick peek       3. Limited penetration       4. Officer 1 then moves to join Officer 2    3. Reverse stairs-up       1. Officer 1 provides cover to the first landing   b. Officer 2 covers up the far set of stairs  c. Officers 3 and 4 move together  d. Officer 3 covers the second set of stairs and up e. Officer 4 covers the landing area   1. Stairwells – Down    1. One covers over the railing    2. Observes the open area while team moves    3. A two-man team moves outside the wall    4. Stops at the landing    5. A second two-man team continues down the steps   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have the students complete the Building Search Open-note Quiz.  Pair-up the students as officers while one or more other students hide in a designated area. The officers must use the concepts taught in the Outline and teacher presentation. If they miss a suspect, it is an automatic zero. You may want to allow the students more than one attempt to complete the activity and take the highest score.  Before beginning the activity, have the partners create hand signals to use during the search. Then have the students interview the teacher or another student as a witness before they enter the room.  During the activity students should demonstrate the following:   * + staying out of the fatal funnel   + not pointing their weapon at their partner   + keeping their finger off the trigger   + focusing on their area of search   + good communication among officers   + correct terminology (such as crisscross, buttonhook, clear)   + officer safety issues while calling out and arresting a suspect   The students who have completed the activity will observe, interpret, and critique the current pair of students searching. Use the Discussion Rubric to determine the impact of the officers’ verbal communications on the suspects.  When the activity is complete, have the students write a police report about the exercise. Use the Building Search Checklist and the Writing Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Building Search Exam and Key * Building Search Quiz and Key * Building Search Checklist * Individual Work Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | Officers’ personal experience  Del Mar Regional Police Academy Training  Learning for Life, Law Exploring, Burglary in Progress Study Guide http://resources.learningforlife.org/exploring/lawenforcement/study/burglary.pdf |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For reinforcement, students will pair up and draw a layout of the room they will be searching. They will document how they will enter and search each room and dangers they would need to consider. Use the Individual Work Rubric for assessment.  For enrichment, students will search multiple rooms with multiple suspects. The instructor can play loud music and turn off the lights to increase the intensity of the moment. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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