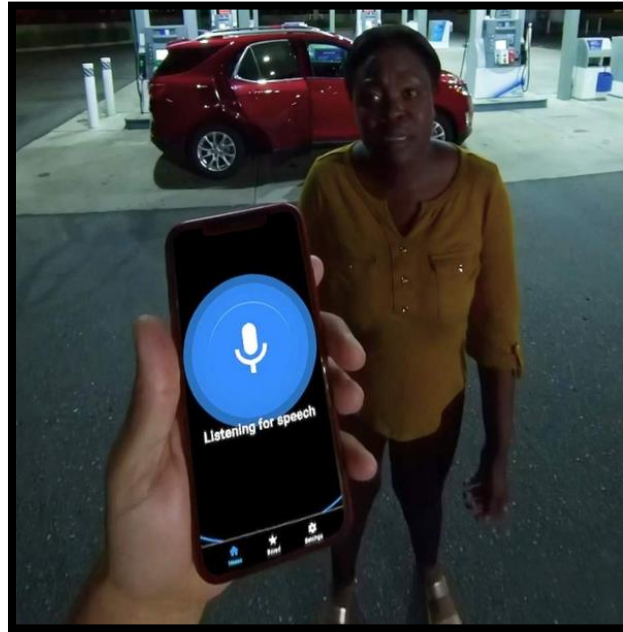


# Axon VR

## Community Engagement Training (CET)



## English as a Second Language

## Facilitator's Guide



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## FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

### TRAINING SESSION PREPARATION

**NOTE:** Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.

<b><a href="#">LESSON PLAN</a></b>	Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources.
<b><a href="#">LEARNING OBJECTIVES</a></b>	Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.
<b><a href="#">AGENCY RESOURCES</a></b>	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
<b><a href="#">SCENARIO FLOW &amp; DECISION POINTS</a></b>	Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

### TRAINEE EVALUATION

Use the [Trainee Evaluation form](#) to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions. Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing questions in the [Group Evaluation](#) section to debrief the group. Axon also recommends [screen casting](#) the in-headset experience for the group to observe.

<b><a href="#">DEBRIEFING QUESTIONS</a></b>	After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.
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## LESSON PLAN

<b>COURSE OVERVIEW</b>	<p>As a public safety professional, no matter where you work, you are likely to encounter an individual who does not speak English fluently at some point in your career.</p> <p>There are many adults living in the United States that don't speak English as their first language or that have limited English proficiency. When seconds count, this scenario teaches trainees how to work through complex language barriers with a non-English speaker during an emergency. Trainees are presented with multiple methods of communication to help reach a successful outcome.</p>
<b>IN-HEADSET VR EXPERIENCE</b>	<p>Trainees will begin the in-headset experience from the perspective of an individual not fluent in English going about their normal activities until an unexpected emergency occurs. From there, trainees re-enter the scenario as the responding officer and make decisions to establish communication and determine the next steps.</p> <p>Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required; trainees will use head movements to aim a crosshair and make selections.</p> <p>See the scenario flow and decision points <a href="#">flowchart</a> for an overview of the VR scenario and decision points branching.</p>
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Discover what life might be like for a person in the community who is not fluent in English.</li><li>• Discover the resources available for community members and public safety when an individual is not fluent in English.</li><li>• Have an effective interaction with a community member experiencing an emergency who is not fluent in English.</li><li>• Practice using resources and communicating through language barriers to increase the probability of a mutually beneficial outcome when encountering an individual having an emergency who is not fluent in English.</li></ul>
<b>INSTRUCTIONAL GOAL</b>	<p>As a responding officer, the trainee will apply agency policy and use available scenario information to work through complex language barriers with a non-English speaker during an emergency.</p>
<b>REQUIRED MATERIALS</b>	<ul style="list-style-type: none"><li>• Facilitator's Guide</li><li>• Sample Course Roster</li></ul>

## CHARACTER PROFILES

In the VR scenario, trainees will meet the following characters:

- **Nyah Zuberi:** A young mother from East Africa who has only been in the United States for a short time. She understands some English words but struggles to speak the language fluently primary language of her new country. When Nyah finds herself in an emergency situation where emotions are high and time is of the essence, she realizes just how dire a language barrier can be.
- **Bakari Zuberi:** Nyah's son—like many children who come to the United States—has quickly adapted to a bilingual lifestyle, speaking English at school but reverting to his native tongue when he is at home with his mother. He helps his mother learn the words and phrases he is picking up at school.
- **Officer John Herrera:** He has been a public safety officer in a busy and culturally diverse city for more than a decade. He often finds it challenging to communicate with community members who do not speak English but is prepared to use different methods to understand what Nyah is trying to tell him.
- **Officer Pete Miller:** Officer Herrera's trustworthy back-up partner who handles his calls for service by the book, always looking for a safe and mutually beneficial outcome for all.
- **Anthony Paddock:** Out of work and with a drug habit to support, Anthony thinks the quickest solution to his problems is to rob the corner store at gunpoint. Agitated and fearful, Anthony rushes into the store at the moment Nyah is paying for gas, terrifying the customers and cashier.
- **Charlie Beck:** A customer at the convenience store when the robbery occurs. Having travelled to other places and with a limited knowledge of other languages, he steps forward and attempts to assist the officers as a translator.
- **Dylan Smith:** Another customer who is simply at the wrong place at the wrong time. He is buying beer when Anthony rushes in and robs the store. Terrified, he tries to stay out of harm's way until the ordeal is over.
- **Mo Ahmad:** Filling in on the late shift at his family's store, Mo is manning the cash register when the armed man enters the store, waving a gun. He just wants to get through this without injury to himself or others.

## DATE CET MODULE RELEASED

April 2022

## PREREQUISITES

None

## COURSE LENGTH

30 minutes (in-person instructor-led training)

<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>• Axon VR headset</li> <li>• Samsung VR tablet (<i>optional, but recommended for trainer observation through <a href="#">Miracast</a></i>)</li> </ul>
<b>FACILITY LOCATION</b>	The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.
<b>TARGET GROUP</b>	Public safety and law enforcement officers
<b>INSTRUCTORS</b>	Any agency-identified VR trainer
<b>GROUP RATIO</b>	<p>This curriculum is designed for a trainer-to-trainee ratio of 1:1.</p> <p><b>NOTE:</b> If facilitating this module with multiple trainees at the same time, Axon recommends <a href="#">screen casting</a> a trainee’s in-headset experience for the group to observe. Use the <a href="#">group debriefing questions</a> to guide your debriefing with the group.</p>
<b>TRAINER PRE-WORK</b>	<ol style="list-style-type: none"> <li>1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated.</li> <li>2. Open the CET application and <a href="#">download the module</a> to the Library if it's not already present.</li> <li>3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.</li> </ol>
<b>ADDITIONAL MATERIALS</b>	<p>Download the optional Sample Course Roster.</p> <p>Print the roster to collect trainee names and email addresses during training and to track course completion.</p>

## ADDITIONAL RESOURCES

- For assistance facilitating this CET or setting up Axon VR equipment, see the [Axon VR Training](#) page
- For assistance screen casting the in-headset experience, see the [Screen cast options – VR](#) article
- Pair this experience with English as a Second Language (ESL) support if you have access to it or by engaging service provider partners.
- [Limited English Proficiency \(LEP\)](#): The mission of LEP.gov is to share resources and information to help expand and improve language assistance services for individuals with limited English proficiency, in compliance with federal law.
- [LE Solutions for Language Access](#): Sponsored by the LEP and written by the Vera Institute of Justice. Whether or not your agency is able to implement all of the strategies suggested in this report, you will learn from what other departments have done.
- [Language ID Card Sample](#): Sample language ID card that first responders can carry.

## SAMPLE COURSE SCHEDULE

<b>0800-0815</b>	Trainee completes VR scenario in-headset
<b>0815-0845</b>	Trainer conducts a debriefing evaluation with the trainee using the <a href="#">debriefing questions</a> in this Facilitator's Guide

## LEARNING OBJECTIVES

Upon completion of this CET module, trainees should be able to do the following:

- Discover what life might be like for a person in the community who is not fluent in English.
- Discover the resources available for community members and public safety when an individual is not fluent in English.
- Have an effective interaction with a community member experiencing an emergency who is not fluent in English.
- Practice using resources and communicating through language barriers to increase the probability of a mutually beneficial outcome when encountering an individual having an emergency who is not fluent in English.

## LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

<b>SITUATIONAL AWARENESS &amp; OBSERVATION</b> <ul style="list-style-type: none"><li><input type="checkbox"/> 360° awareness</li><li><input type="checkbox"/> Observation: Whole body, hands, belt line, demeanor (immediate area)</li><li><input type="checkbox"/> Subject proximity</li><li><input type="checkbox"/> Vehicle proximity</li></ul>	<b>DE-ESCALATION &amp; COMMUNICATION</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Active listening &amp; conflict resolution</li><li><input type="checkbox"/> Building rapport</li><li><input type="checkbox"/> Communication with partner</li><li><input type="checkbox"/> Communication with subject/individual</li><li><input type="checkbox"/> Cuffing under power</li><li><input type="checkbox"/> Dispatch disparity (caller perception, bias, etc.)</li><li><input type="checkbox"/> Duty to intervene</li><li><input type="checkbox"/> Empathy</li><li><input type="checkbox"/> Family intervention</li><li><input type="checkbox"/> Indicators that a community member is not fluent in English</li><li><input type="checkbox"/> Non-verbal communication</li><li><input type="checkbox"/> Third party considerations/bias</li><li><input type="checkbox"/> Verbal de-escalation</li></ul>
<b>TASER ENERGY WEAPON DEPLOYMENT</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Post deployment activity (supervisor; medical; other)</li><li><input type="checkbox"/> Probe deployment: Clothing consideration</li></ul>	
<b>ADMINISTRATIVE</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Court preparation</li><li><input type="checkbox"/> Report writing</li><li><input type="checkbox"/> Resource identification</li></ul>	<b>TACTICS &amp; MOVEMENT</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Interview stance</li></ul>

## AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

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## AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

### AGENCY-SPECIFIC NOTES

## TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide.

You can use the [Trainee Evaluation form](#) with the debriefing questions as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing questions in the [Group Evaluation](#) section to conduct a debriefing with the group.

## TRAINEE EVALUATION: ENGLISH AS A SECOND LANGUAGE

TRAINEE NAME	ID	TYPE
		<input type="checkbox"/> Recruit <input type="checkbox"/> Officer

### DEBRIEFING QUESTIONS (INDIVIDUAL)

#### SCENE ENTRY & INITIAL OBSERVATIONS

- How does your past experience with people who are ESL affect how you responded in this scenario?
- Why does the woman sound stressed?
- What happened before this scene?
- How does she communicate with the cashier?
- When does the cashier understand her needs?
- Who is this person who entered the store?
- What does he attempt to do?
- How does the cashier respond?
- How does the woman respond to the situation?
- What happens to the man who attempted to rob the store?
- What does the cashier do to the door? Why do you think he does this?
- What effect does this have on the woman inside the store?
- What does the officer do after arriving on the scene?
- How does the woman inside the store respond? Why?
- What are your concerns when seeing the woman and cashier in the store?
- What escalates the situation after the woman is released from the store?

#### USING A NOTEPAD AS A COMMUNICATION TOOL

- What does the woman write on the notepad?
- What do you do with the information on the notepad?
- How useful is the information? Why?
- Did providing the notepad help you understand what was happening to the woman? Why or why not?
- When might providing a notepad to someone who speaks a different language not help the situation?

## USING A LANGUAGE CARD

- What is a language card?
- How is an officer expected to use a language card?
- What should you do once the individual identifies a language?
- What is the goal of using a language card?
- Did presenting the language card help the situation? Why or why not?
- Does the woman find her language on the card?
- What is her reaction to being presented with the card?
- Why might the woman have reacted the way she did to reviewing the card?
- What are the limitations of using a language card?
- In what situations may a language card not be useful?

## USING A TRANSLATION APP

### When you open up the translation app on your phone:

- What does the woman have to do?
- What does the app say on the first and second attempt?
- What information does the app provide you? How is this useful?
- What limitations does a translation app have?
- In what situations may a translation app not work?
- What other uses does a translation app have that are not used in this scenario?
- Does your agency have approved translation apps you can use?
- What are some concerns when recording a person's speech via app?

### When you ask the woman to speak into the phone's translator application:

- Does the woman understand what you are asking her to do?
- Why does she have to repeat herself?
- How does her demeanor change once the app works?
- What about the situation caused the app to not work initially?

## **EMOTIONAL IMPACT & BREAKTHROUGH MOMENT**

### **When you were able to find out through the app that she is talking about her son:**

- For what reason did you choose to continue using the app?
- What does the app respond with this time?
- Why does the woman react the way she does?
- How does her demeanor and body language change after the second attempt?
- Why might using the app a second time cause the woman to become frustrated?
- What problems can arise from relying on the app in this situation?

## **ATTEMPTING TO LOCATE A BILINGUAL OFFICER**

- What are the limitations of finding a bilingual officer?
- How did you attempt to find a bilingual officer?
- How does the woman's demeanor change while you're waiting?
- In what situations may a bilingual officer not be helpful?
- What are the limitations of waiting for one to arrive?
- Who are the bilingual officers at our agency, what are their abilities, and how do you contact them after hours?

### **When you call dispatch to see if there's a bilingual officer:**

- What is the result of the phone call?
- What is the woman doing while you try to contact dispatch?

## **USING A LANGUAGE LINE**

### **When the woman speaks to someone who knows Swahili using the language line:**

- What did you need to know before using the language line?
- What information were you able to gather after the call?
- Why did using the language line help officers understand what was happening?
- What interpretation services does your agency have access to?
- Is there training available for using interpretation services?
- Should a child or family member be used instead of an interpretation service? Why or why not?

## LOCATING THE MISSING SON

### When Nyah's son is found by an officer in the area:

- How does the officer respond to the boy when found?
- How does the officer's handling of the situation get the boy to come out?
- Are the language barriers the same for the boy and the mother?

### ADDITIONAL AGENCY DEBRIEFING QUESTIONS

## TRAINER NOTES

## TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

### DEBRIEFING QUESTIONS (GROUP)

- What about this scenario is similar or dissimilar to your real-life experience with individuals who do not speak English fluently?
- If you were in the officer's position in this scenario, what would you have done differently or what have you done differently on similar calls?
- What are some lessons learned from this scenario?

### ADDITIONAL AGENCY DEBRIEFING QUESTIONS



### TRAINER NOTES

# SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.

