

Axon VR

Community Engagement Training (CET)



Interactive Case Law III 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.

<u>LESSON PLAN</u>	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.
<u>LEARNING OBJECTIVES</u>	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.
<u>AGENCY RESOURCES</u>	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
<u>TRAINEE PRE-WORK HANDOUT</u>	Provide the trainee with the pre-work handout, which offers an overview of the CET topic. The trainee should review this handout before completing the scenario in headset.
<u>SCENARIO FLOW & DECISION POINTS</u>	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 and questions in the [scenario assessment rubric](#). 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 and group Scenario Assessment Rubric questions in the [group evaluation](#) section to debrief the group. Axon also recommends [screen casting](#) the in-headset experience for the group to observe.

<u>DEBRIEFING QUESTIONS</u>	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.
<u>SCENARIO ASSESSMENT RUBRIC</u>	Conduct an assessment of the scenario topic with the trainee based on the CET module's learning objectives. Use the provided assessment questions for support as needed. Your assessment should also include a discussion about agency policy and a review of any pertinent local and state resources.

LESSON PLAN

COURSE OVERVIEW	In this scenario, trainees will learn about the landmark U.S. Supreme Court case, <i>Graham v. Connor</i>, and its impact on how use-of-force decisions are evaluated under the Fourth Amendment's objective reasonableness standard. Trainees will then respond to a simulated investigatory stop involving a subject whose behavior may be misinterpreted. As circumstances evolve, trainees will practice reassessing their response options and articulating their use-of-force decisions based on the facts known at the time and in alignment with agency policy. After completing the experience, the trainer will conduct a debriefing with the trainee. The trainee must score 100% on the scenario assessment rubric.
IN-HEADSET VR EXPERIENCE	Trainees will begin the in-headset experience with a baseline scene that closely re-enacts the facts of <i>Graham v. Connor</i>: a diabetic subject rushes in and out of a convenience store to treat a low-blood-sugar episode, and his behavior is misread by responding officers as a possible theft. From the perspective of a responding officer, trainees then progress through a series of variations on this baseline scene that incrementally introduce new circumstances—the severity of the suspected crime, the subject's flight, and the emergence of an apparent immediate threat. At each decision point, trainees choose from a range of response options—using verbal commands, drawing a TASER energy weapon, attempting to physically detain the subject, or drawing a firearm—and are prompted to reflect on whether their choice would be objectively reasonable under <i>Graham v. Connor</i> and their agency's policy as the totality of the circumstances changes. 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. See the scenario flow and decision points flowchart for an overview of the VR scenario and decision points branching.
LEARNING OBJECTIVES	Given a scenario depicting an investigatory stop where a subject's behavior may be misinterpreted and force is used by officers, the trainee will compare/contrast the officer's actions and decisions to the decision in <i>Graham v. Connor</i>, 490 U.S. 386 (1989), with their agency trainer and score 100% on the scenario assessment rubric.
INSTRUCTIONAL GOAL	As a responding officer, the trainee will make decisions based on agency policy and the standard from <i>Graham v. Connor</i>, and proceed with the information available in the scenario.

REQUIRED MATERIALS	Available on the VR training materials page on Axon Help: • Facilitator's guide • Sample course roster (optional for collecting trainee names and email addresses and tracking completion)
DATE RELEASED	August 2026
PREREQUISITES	None
COURSE LENGTH	30 minutes (in-person instructor-led training)
EQUIPMENT	• Axon VR headset • Samsung VR tablet (<i>optional, but recommended for trainer observation through Miracast</i>)
FACILITY LOCATION	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.
TARGET GROUP	Public safety and law enforcement officers
INSTRUCTORS	Any agency-identified VR trainer
GROUP RATIO	This curriculum is designed for a trainer-to-trainee ratio of 1:1. NOTE: If facilitating this module with multiple trainees at the same time, Axon recommends screen casting a trainee's in-headset experience for the group to observe. Use the group debriefing questions and the group scenario assessment rubric to guide your debriefing with the group.
TRAINER PRE-WORK	1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated. 2. Open the CET application and download the module to the Library if it's not already present. 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.
REFERENCE LIST	• Graham v. Connor, 490 U.S. 386 (1989).

ADDITIONAL MATERIALS	Download the optional Sample Course Roster on the VR training materials page on Axon Help. Print the sample course roster to use while facilitating training to collect the names and email addresses of trainees and track completion.
ADDITIONAL RESOURCES	• For assistance facilitating this scenario or setting up Axon VR equipment, see the Virtual reality training page • For directions on how to screen cast the in-headset experience, Screen cast options article

SAMPLE COURSE SCHEDULE

0800-0810	Trainee reviews the pre-work handout
0810-0820	Trainee completes VR scenario in-headset
0820-0830	Trainer conducts assessment debriefing with the trainee using the debriefing questions and scenario assessment rubric

LEARNING OBJECTIVES

Given a scenario depicting an investigatory stop where a subject's behavior may be misinterpreted and force is used by officers, the trainee will compare/contrast the officer's actions and decisions to the decision in *Graham v. Connor*, 490 U.S. 386 (1989), with their agency trainer and score 100% on the scenario assessment rubric.

LEARNING OBJECTIVE SKILLS

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

SITUATIONAL AWARENESS & OBSERVATION	DE-ESCALATION & COMMUNICATION
☐ 360° awareness	☐ Active listening & conflict resolution
☐ Interview stance	☐ Building rapport
☐ Observation: Whole body, hands, beltline, demeanor (immediate area)	☐ Communication with partner
☐ Subject proximity	☐ Communication with subject/individual
TASER ENERGY WEAPON DEPLOYMENT	☐ Cuffing under power
☐ Post deployment activity (supervisor; medical; other)	☐ Dispatch disparity (caller perception, bias, etc.)
☐ Principles of after-care post TASER energy weapon deployment	☐ Duty to intervene
☐ Probe deployment: Clothing consideration	☐ Empathy
ADMINISTRATIVE TASKS	☐ Non-verbal communication
☐ Court preparation	☐ Third party considerations/bias
☐ Report writing	☐ Verbal de-escalation
☐ Resource identification	

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:

☐☐☐☐

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. Then, complete the Scenario Assessment Rubric with the trainee.

You can use the [trainee evaluation form](#) with the debriefing questions and [scenario assessment rubric](#) 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 and Scenario Assessment Rubric questions in the [group evaluation](#) section to conduct a debriefing with the group.

TRAINEE EVALUATION: INTERACTIVE CASE LAW III

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit
		☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

- ☐ What specific facts influenced your decisions as the scenario progressed, and which facts did you give the most weight?
- ☐ How did the changes in the suspected offense, the subject's flight, and the potential threat affect your assessment of what response was objectively reasonable?
- ☐ What signs suggested the subject's behavior might have an explanation other than intentional resistance or aggression? How should that possibility factor into your decision-making?
- ☐ At what point, if any, did your perception of the subject change from a subject who was noncompliant to someone who might pose an immediate threat? What observable facts caused that change?
- ☐ Did any of the consequences of certain choices come as a surprise? If so, which one(s)? Why?
- ☐ Would you change any of your choices after viewing the outcome of the scenario? Which choices would you have made differently?
- ☐ What is our agency's policy in responding to situations similar to this scenario?

AGENCY-SPECIFIC QUESTIONS

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TRAINER NOTES

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SCENARIO ASSESSMENT RUBRIC (INDIVIDUAL)

Given a scenario depicting an investigatory stop where a subject's behavior may be misinterpreted and force is used by officers, the trainee will compare/contrast the officer's actions and decisions to the case law decision in *Graham v. Connor*, 490 U.S. 386 (1989), with their agency trainer and score 100% on the scenario assessment rubric below.

NOTE: As part of the scenario assessment rubric, Axon recommends discussing agency policy and reviewing local and state resources with the trainee.

Q1: Describe the response options you considered throughout the encounter. When, if at all, would you change your response, and what specific changes in the circumstances caused you to do so?

☐ **PASSING
RESPONSE**

The trainee clearly articulates at least three response options, which may include:

- Identifies response options consistent with agency policy, which may include verbal commands/de-escalation, TASER energy weapon, physical detention, and firearm.
- Selects response options based on observable circumstances rather than relying solely on the subject's apparent noncompliance.
- Recognizes indicators that the subject's behavior could have a medical or other explanation.
- Identifies when requesting EMS or other appropriate resources should be considered.
- Reassesses the selected response when new information is received from the subject, witnesses, or scene.
- Adjusts the response appropriately as circumstances escalate, stabilize, or de-escalate.
- Explains decisions with reference to agency policy rather than treating any particular force option as automatically required by the scenario.

☐ **FAILING
RESPONSE**

The trainee fails to articulate at least three responses that are aligned with agency policy.

TRAINER NOTES

Q2: Using *Graham v. Connor*, explain how an officer's use-of-force decisions during this encounter should be evaluated.

☐ **PASSING
RESPONSE**

The trainee identifies at least three of the following:

- Identifies the Fourth Amendment's objective reasonableness standard as applicable to force used during an arrest, investigatory stop, or other seizure.
- Explains that reasonableness is evaluated from the perspective of a reasonable officer on scene rather than with hindsight.
- Recognizes that the assessment considers the totality of the circumstances known when force is used.
- Addresses the severity of the suspected crime.
- Addresses whether the subject posed an immediate threat to officers or others and recognizes the significance of this factor.
- Addresses the subject's resistance or attempt to evade detention by flight.
- Recognizes that the *Graham* factors are relevant considerations but are not an exhaustive checklist.
- Explains that officers may have to make decisions in tense, uncertain, and rapidly evolving circumstances.

☐ **FAILING
RESPONSE**

The trainee fails to identify three evaluation options based on *Graham v. Connor*.

TRAINER NOTES

Q3: How did the changing circumstances affect your assessment of what response options were objectively reasonable?

☐ **PASSING
RESPONSE**

The trainee articulates at least three of the following responses:

- Identifies how the suspected offense contributes to the totality-of-the-circumstances assessment.
- Recognizes that the subject's sudden movement introduces additional considerations regarding resistance or flight.
- Recognizes that reaching into an area the officer cannot see may change the threat assessment.
- Does not automatically equate flight, noncompliance, or a concealed hand with a particular level of force.
- Explains how the totality of circumstances—not one fact in isolation—influences the reasonableness assessment.
- Demonstrates ongoing reassessment as circumstances change.
- Recognizes that information reducing the perceived threat or indicating a medical emergency should also cause reassessment and may support de-escalating or changing the response.

☐ **FAILING
RESPONSE**

The trainee fails to articulate at least three responses that are aligned with agency policy.

TRAINER NOTES

Q4: Articulate why your response at the final decision point was objectively reasonable using only the facts you knew at that moment. Then identify which facts you learned afterward that should not influence the evaluation of that earlier decision.

☐ **PASSING
RESPONSE**

The trainee articulates at least three of the following responses:

- Describes specific observable facts rather than relying primarily on conclusory statements such as “he looked suspicious” or “I felt threatened.”
- Identifies relevant subject behaviors, environmental conditions, witness statements, and other information known at the decision point.
- Connects those facts to the trainee's threat assessment and selected response.
- Explains why the selected response was reasonable under the totality of the circumstances and agency policy.
- Clearly distinguishes *facts known at the time* from information discovered afterward.
- Does not use the subject's subsequently confirmed medical condition to retroactively justify or criticize the earlier force decision.
- Articulates how new information would affect subsequent decisions once that information became known.
- Provides a coherent explanation that another officer, supervisor, or reviewer could understand based on the objective facts available at the time.

☐ **FAILING
RESPONSE**

The trainee fails to articulate at least three responses that are aligned with agency policy.

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)

- ☐ Were there moments when the same behavior could reasonably be interpreted in more than one way? How did that uncertainty affect your decision-making?
- ☐ At what point did you feel the situation changed enough to justify changing your response? What changed for you?
- ☐ After hearing how others assessed the same situation, is there anything you would reconsider about your original decision? Why or why not?

AGENCY-SPECIFIC QUESTIONS

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TRAINER NOTES

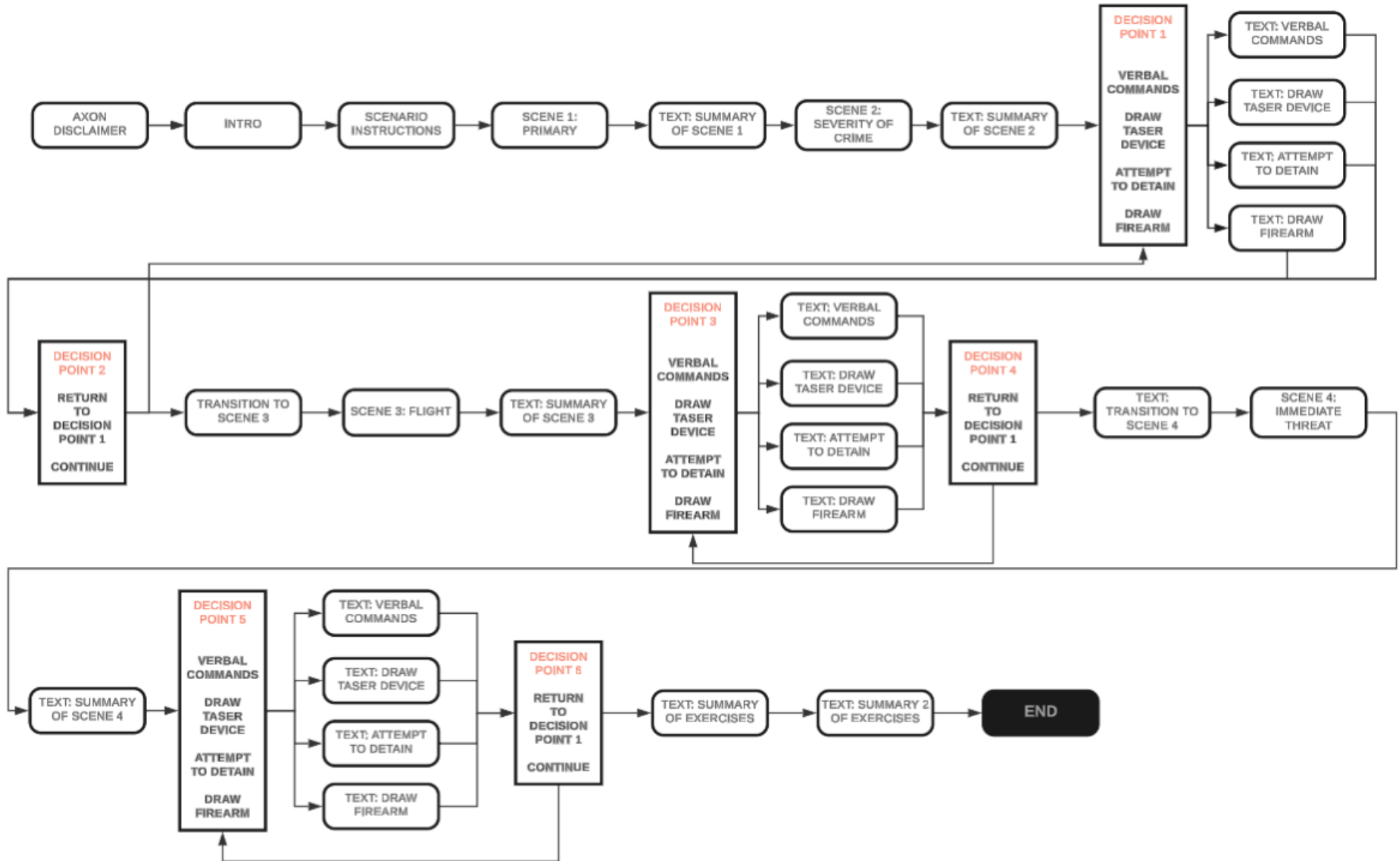
SCENARIO ASSESSMENT RUBRIC (GROUP)

- ☐ As the encounter unfolded, how should your response change as new information about the subject, scene, and possible medical condition becomes available?
- ☐ How would you apply the *Graham* objective reasonableness standard and its key factors to evaluate the officer's decisions based only on what was known at the time?
- ☐ How did the changes in crime severity, flight or resistance, and apparent immediate threat affect which response options could be considered objectively reasonable at each decision point?
- ☐ How would you articulate the objective facts that supported your response, while distinguishing what you knew at the moment of the decision from information learned afterward?

TRAINER NOTES

SCENARIO FLOW & DECISION POINTS

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



TRAINEE PRE-WORK HANDOUT: INTERACTIVE CASE LAW III

The purpose of this handout is to provide the trainee with an overview of the *Graham v. Connor* case information and court holding prior to completing the in-headset VR Interactive Case Law III scenario and facilitator debriefing.

CASE OVERVIEW

- Graham entered a convenience store to buy orange juice but quickly left after seeing a long line.
- Officer Connor observed Graham's behavior, became suspicious, and conducted an investigative stop.
- Graham explained that he was having a diabetic reaction, but officers continued the detention while investigating.
- Graham lost consciousness, was handcuffed, and sustained several injuries during the detention.
- Officers later determined that Graham had committed no crime and released him.
- Graham sued, alleging that officers used excessive force.

UNITED STATES SUPREME COURT RULING & ANALYSIS

Excessive-force claims arising from an arrest, investigatory stop, or other seizure must be analyzed under the Fourth Amendment's *objective reasonableness standard*.

- Reasonableness is judged *objectively* from the perspective of a reasonable officer on the scene, based on the *totality of the circumstances* confronting the officer *at the moment the force was used*—not with the benefit of hindsight.
- An officer's personal intentions or motivations do not determine whether the force was reasonable.
- Relevant factors include (but are not limited to):
 - The severity of the suspected crime
 - Whether the subject posed an immediate threat (most important)
 - Whether the subject was actively resisting or attempting to flee
- Officers may need to make split-second decisions in tense, uncertain, and rapidly evolving situations.

Practical takeaway: Were the officer's actions objectively reasonable under the totality of the circumstances confronting the officer at that moment?