

## Lesson Plan: Using the Spotify Model in Uniformed Services (Policing)

**Topic:** Incident Response and Decision-Making in Law Enforcement

**Duration:** 90 minutes

**Teaching Methodology:** *The Spotify Model* (Squads, Tribes, Chapters, and Guilds)

### Overview for Teachers

This lesson applies the **Spotify Model** to **Policing and Uniformed Services**, simulating **real-world decision-making** in law enforcement. Instead of a traditional lecture-based approach, students **take on roles, analyze scenarios, and collaborate** to respond to an unfolding police incident.

This guide provides a **step-by-step** breakdown of how the Spotify Model enhances this lesson by **mirroring real-world policing structures**.

### Step 1: Understanding the Spotify Model in Uniformed Services

Before diving into the lesson, let's clarify how the **Spotify Model** functions in a policing context:

- **Squads** – Small teams acting as police units responding to a scenario. Each Squad **makes independent decisions**, gathering intelligence, assessing risks, and coordinating a response.
- **Tribes** – Groups of Squads working together on related tasks (e.g., one handles community engagement, another tactical response).
- **Chapters** – Skill-based groups ensuring **quality decision-making** across all teams (e.g., evidence gathering, communication).
- **Guilds** – Interest-based groups exploring specialized areas (e.g., crime prevention, counter-terrorism, forensic analysis).

This approach **mirrors real-world policing** while developing **critical thinking, teamwork, and problem-solving skills**.

### Step 2: Lesson Objectives

By the end of this lesson, students will:

- Work in Squads to **assess and respond to a live policing scenario**.
- Apply **policing procedures and decision-making frameworks**.

- Collaborate with other Squads and Tribes to ensure an effective response.
- Reflect on the challenges and responsibilities of law enforcement decision-making.

### Step 3: Lesson Breakdown

#### 1. Squad Formation (10 minutes)

- Divide students into **Squads** of 4-5 members, each representing a **unit within a police force**.
- Assign each Squad a **specific role**:
  - **Patrol Unit** – First responders to the scene.
  - **Traffic Unit** – Managing road safety and potential suspects in vehicles.
  - **Criminal Investigation Team** – Collecting evidence and interviewing witnesses.
  - **Public Order Unit** – Assessing crowd control and preventing escalation.

→ **Teacher's Role:** Explain that each Squad **controls their own decision-making**—they will decide **how to assess the situation, gather intelligence, and take action**.

#### 2. Sprint: Scenario Development & Tactical Planning (30 minutes)

- Present students with a **police incident scenario** (e.g., a suspected armed robbery in progress, a domestic dispute, or a missing person case).
- Each Squad **analyzes the situation** using a **decision-making framework**, such as the **National Decision Model (NDM)**:
  1. **Gather information and intelligence**
  2. **Assess threat and risk**
  3. **Consider policy and legislation**
  4. **Identify options and contingencies**
  5. **Take action and review**

→ **Chapters in Action:** Some students may need additional support. This is where **Chapters** assist:

- A **Legal & Ethical Chapter** ensures actions align with policing laws.

- A **Tactical Communication Chapter** helps students improve how they de-escalate situations.

→ **Teacher's Role:** Move between Squads, prompting students with questions like:

- *What evidence do you have?*
- *What is the immediate threat?*
- *How will you communicate your response?*

### 3. Stand-ups: Cross-Squad Collaboration (10 minutes)

- Squads **brief each other** on their findings and response strategies.
- They **adjust their plans** based on new intelligence from other teams.

→ **Tribes in Action:** Squads form **Tribes** based on the broader policing objective:

- **Incident Response Tribe:** Patrol and Public Order Units coordinate an approach.
- **Investigation Tribe:** The Criminal Investigation Team and Traffic Unit analyze evidence and suspect movements.

→ **Teacher's Role:** Encourage students to discuss:

- *What information do you need from other Squads to act effectively?*
- *How will you coordinate your response across teams?*

### 4. Scenario Execution & Tactical Response (20 minutes)

- Squads enact their response, making **real-time decisions** based on evolving information (e.g., new suspect movements, changing risk levels).
- Some Squads act as **incident controllers**, updating their teams with critical intelligence.
- The class **engages in role-playing**, handling suspect interactions, issuing commands, and coordinating a tactical approach.

→ **Guilds in Action:** Some students take on **Guild roles**, enhancing the learning experience:

- **Forensics Guild:** Examining evidence collected from the scene.
- **Media & Public Perception Guild:** Considering how the incident is reported to the public.

→ **Teacher's Role:** Act as the scenario controller, introducing new variables (e.g., a witness provides conflicting accounts, a suspect flees).

## 5. Reflection & Debrief (20 minutes)

Students engage in a **self and peer review**:

- What worked well in their response?
- What challenges did they face?
- How did coordination between Squads and Tribes impact decision-making?

→ **Agile Thinking:** Students analyze *what worked, what didn't, and how to improve next time*.

→ **Teacher's Role:** Guide reflection through questions like:

- *Did your Squad's initial response change as new information emerged?*
- *How well did you communicate with other Squads?*
- *What would you do differently next time?*

## Step 4: Assessment & Extension

### Assessment:

- **Formative:** Observe Squad discussions, evaluate decision-making, and assess teamwork.
- **Summative:** Students submit a **policing incident report**, detailing their response strategy and legal justifications.

### Extension Activities:

- **Advanced students** analyze **real-life policing case studies** and compare them to their own response.
- A follow-up **Guild project** could focus on **community policing and trust-building strategies**.

## Step 5: Why This Works for Uniformed Services Teachers

This lesson **simulates real-world policing challenges**, ensuring students engage in **active learning rather than passive theory**.

### Why is this better than traditional policing lessons?

- **Autonomy:** Students take ownership of their decisions.
- **Collaboration:** Cross-Squad communication mimics **real-world law enforcement teamwork**.
- **Engagement:** Students handle policing challenges **firsthand, rather than just reading case studies**.
- **Skill Development:** Encourages **critical thinking, legal reasoning, and real-time problem-solving**.

### Key Takeaways for Teachers:

- **You're a facilitator, not an instructor.** Allow students to **lead their investigation and response**.
- **Trust the process.** The **Agile cycle** ensures students continuously improve their policing decisions.
- **Encourage adaptability.** Real-world policing is **unpredictable**, so students must think on their feet.
- **Make it real-world.** Show students that policing is about **strategic decision-making, not just enforcement**.

### Final Challenge for Teachers:

Take this framework and apply it to **other policing topics**.

- How can Squads **analyze criminal behavior** using real case studies?
- What **Chapters** could help students refine skills like evidence collection or interview techniques?
- Could a **Guild project** drive deeper research into **modern policing strategies**?

Try it next lesson—see what happens.

This isn't just a lesson. It's a **new way of learning law enforcement**.