

OPE Playbook: Build Your Personal & Home Protection Plan

Regional Pilot Data			
Events	Avg Registrants	Avg Show Rate	Avg Conversion Rate

OPE at a Glance	
Lesson	Description
OPE Description	• This course will help to better prepare the average everyday person on how to create and be ready to protect themselves while out in public and in their home.
Ideal Venue	• Types of venues that would be ideal for this OPE (examples listed) • Range • Church • College • Office
Key Demographics	• This course is for participants who want to be better prepared on how to plan both a personal and home protection plan. • Participants should be anyone who has concerns about having a plan for their personal safety both out in public and in their home. • This course is designed for not just home owners, but any person who wants to be safer in their everyday living.
Pitch Points	• The knowledge that you are prepared to avoid a violent encounter, or if not possible, know how to react, is a vital skill to have.
Timing	• 5 Minutes: Introduction • 40 Minutes: Classroom Presentation • 10 Minutes: Pitch

Resources	
Resources	•

OPE Overview	
Overarching Goal	- External - Official Partner Experiences are brief 1 hour mini-classes with a corresponding multi-channel marketing campaign intended to drive foot traffic and introduce students to local training organizations and the USCCA. - Internal - Provide AEs with additional sales opportunities during weekdays when Official Partner class inventory is limited.
Course Objectives	- How to be more aware and better prepared of the dangers around you. - The student will learn that being better prepared doesn't mean you worry, rather it helps you not to worry because you have a plan for the unexpected.
Target Audience	- Active adults aged 18-75 who want to protect themselves. - Persons who aren't sure what to do when they are attacked. - RTM: Describe the typical attendee of this OPE during the pilot.
Course Materials	Required: RTM: Computer and ability to display PPT on either a large television or a screen with a projector.
Safety Reminders	- Guns in the classroom MUST remain holstered or cased. (Unless there is a need for self-defense in a dynamic critical incident, or unless otherwise instructed, firearms should not be accessed by students.) - Although this is not a hands-on class and participants will be seated for the presentation, remind everyone of emergency exits and location of medical equipment. - Please abide by the requests or rules of your specific range or location!

AE Checklist	
Timing	Description
Four - Six Weeks Prior	☐ Submit event request in Salesforce. (4 wks prior for free events, 6 wks prior for paid events)
Four Weeks Prior	☐ Review the OPE slide deck. ☐ Order class materials. ☐ Promote/advertise the upcoming class on social media channels.
Two Weeks Prior	☐ Review the OPE slide deck. ☐ Confirm classroom/range time of class.
One Week Prior	☐ Review the OPE slide deck.

	☐ Verify your class roster. ☐ Send students a follow-up email with class details and required gear.
Day of OPE	☐ Review the OPE slide deck. ☐ Confirm classroom/range time of class. ☐ Send a personalized email and/or text to registrants to remind them to attend the event. ☐ Prepare all training materials, aids and multimedia.
After OPE	☐ Send students a follow-up “thank you” email including any follow up discussions needed with students who were considering purchasing a membership

Introduction	
Presentation Content	Description
Welcome <i>(not in slide deck)</i>	• Before diving into the slides, cover introductions, venue-specific details, course objectives and, if desired, an icebreaker activity. • Introduce yourself and any co-instructors or guest speakers; if desired, give a short bio of yourself. • Set the stage and give context to the course; you won't know each student's reason for taking the course, but you'll want to support all students' training efforts in a safe learning environment.
Policies and Procedures <i>(not in slide deck)</i>	• <i>Guns in the classroom MUST remain holstered or cased. (Unless there is a need for self-defense in a dynamic critical incident, or unless otherwise instructed, firearms should not be accessed by students.)</i> • <i>Please silence or turn off cellphones. It is not OK to leave to make phone calls or conduct other business unless it constitutes an emergency.</i> • <i>We will be taking a short break, but if you need a bathroom break, please feel free to quietly leave the classroom.</i>

Classroom Presentation	
Presentation Content	Description
Presentation Overview	• Provide informative concepts on how to avoid a violent encounter whenever possible and how to identify a potentially dangerous situation before it becomes dangerous.

	• Emphasize the need to practice the concepts of situational awareness in everyday life and the importance of having a plan. • Educate on ways to make your home safer and to have a home safety plan should an intruder or danger ever occur while in the home. • Ask the students how many already have some sort of home protection plan in place.
Who is the USCCA?	• Education • Training • Self-Defense Liability Insurance
Why you need to develop a plan.	• Prepare for how to avoid a violent event. ■ The only way to guarantee surviving a violent encounter is to avoid it in the first place, which should always be your first choice. ■ By using the training today, you'll gain further knowledge on how to avoid violent events. ■ It's always best to avoid being involved in a confrontation. ■ We look for danger so we can avoid danger!!! • Prepare for how to physically react. ■ "Physically react" means more than fighting a person or using a defensive weapon.. ■ Simply walking in another direction or standing a certain way can affect your safety in a positive way. ■ The way you stand and how you position your body can be a way to show the people around you that you are prepared. ■ Practicing what you'll do will help you act without thinking about it because you'll make it a part of your everyday habits. Muscle memory. ■ This concept is similar to the phrase, "the body cannot go where the brain has not been". • Prepare to defend and fortify your home. ■ During this class, we'll take a deep dive into ways you can better secure your home through simple fixes. ■ By having a plan for your home, you and all members of your household will know the best exit routes, the safest places to shelter and the location of any defensive tools. • Prepare for the moral and financial aftermath. ■ The reality is that even in a perfect use-of-force event, there will be many difficult days ahead.

	■ You may face criminal or civil litigation that can drag on for years and take both an emotional and financial toll. ● As you can see from the slide above, preparing is vital to ensuring your safety. The time to do this is now so that when something happens, you'll know how to stay safe. ● The steps that we are taking today are the beginning steps and they are not overly intrusive or difficult to do. Rather it comes down to committing the time and effort to take action to better protect yourself and your loved ones. ● This is also a good place to stress that they cannot rely on law enforcement or others to help them. The reality is we are all responsible for our safety and although outside help will eventually arrive, it will never be fast enough for when we need it.
Four Options When You're Dealing With a Violent Encounter	● You have four options when it comes to dealing with a violent encounter: avoid, escape, de-escalate and defend. ● Avoid ○ As stated earlier, avoiding the conflict or event is always the best way to maintain safety. ○ Before going to an unfamiliar area, or one that may be unsafe, ask yourself if the risk is really worth going there. For example, is taking a shortcut through a dark walkway worth the risk compared to using a lighted sidewalk? ○ Whether you're shopping, going to an event or walking to your car, being alone can put you at risk. Travel with a companion whenever possible. ○ Going to places during the day, or when more people are out and about, can help keep you safe, as criminals prefer not to be seen by witnesses. ● Escape ○ Escape doesn't always mean running away. It can be as simple as walking away from the area when you sense things going bad. ○ Make the decision to act and leave an area quickly, and don't second-guess it. Act with determination and conviction. ○ The shortest escape route may not be best if you have to get closer to the threat to escape. Sometimes going in the opposite direction but to a safe place, such as an open business, can be safer than immediately leaving the area. ○ Use distance as your friend whenever possible, with the understanding that greater distance gives you more time to decide and act.

	○ Look for escape routes and safe places that you could go to BEFORE you need them. ● De-escalate ○ The choice to de-escalate rather than escape is a personal decision that should be made based on a variety of factors, including: ■ Your perception of the threat level and danger ■ Your inability to escape, such as being cornered in a room or physically unable to leave ■ Your knowledge of the situation, such as trying to de-escalate an upset coworker who is threatening violence versus a random stranger who confronts you on the street ○ Like the other skills we'll discuss, the ability to de-escalate effectively comes with practice and training. ● Defend ○ As hard as you may try to avoid, escape or de-escalate a situation, you may still find that you need to use force to defend yourself. ○ Are you prepared to defend yourself, whether by taking a self-defense class, carrying one or more non-lethal options or carrying a concealed firearm? ○ All options are good, but not all options work for every situation. ■ Regardless of the level of force you use, you must practice your skills and be confident in what you can legally do.
Color Codes of Awareness	● Most of us spend a good portion of our lives in "safe zones," where we rarely think about the potential dangers around us. ● Originally developed by the U.S. Marines in the Pacific during World War II to help mentally prepare them for attack, the Color Code of Awareness was later adapted for civilian use by USMC Lt. Col. Jeff Cooper. ● The Color Code of Awareness has four distinct "levels." ○ Condition White ■ You don't think anything bad will happen, and you may believe that violent crime happens to other people. ■ You may fail to recognize the emotions or aggressiveness of others. ■ This is the condition of most victims, and it's the condition criminals look for.

	■ Never allow yourself to be in Condition White while you're armed, as your ability to avoid or escape a dangerous situation is compromised. ■ It's often said that this is the condition you're in when you're at home, and some even say it should be reserved for when you're sleeping. ○ Condition Yellow ■ This is the condition you should be in anytime you're out in public. ■ You're not paranoid or overreactive, but you do keep an eye out for potential threats. ■ You're looking for anomalies (things that are off the normal baseline for how it should be). ■ This condition is a moderate level of focus. You aren't completely captivated by something, but you are paying attention. ○ Condition Orange ■ You have identified a possible threat. ■ There may be danger to you or others. ■ You make a plan to react, and you may take a preemptive action such as turning around, moving "off the line" or increasing distance. ■ You mentally prepare yourself for a confrontation or a rapid escape. ○ Condition Red ■ The threat is real, and you must take immediate action. ■ Your mental trigger has been tripped, and you execute your plan to escape, take cover or engage the threat. ■ Trust your instincts, and avoid getting caught in the mental block of "this can't be happening to me." ■ Because you're focused on the threat, you may miss other things going on around you. ■ Condition Red does not automatically mean using force. ● As your condition level rises, you may become less aware of your surroundings and lose focus on your 540-degree environment. ● The goal is to return to Condition Yellow as quickly as possible and regain full situational awareness of your 540-degree environment.
Tips to Avoid an Encounter	● Check your 360-/540-degree environment. ○ We're often told to keep our heads on a swivel and look all around us.

- When you're looking ahead, you have a field of view of about 180 to 200 degrees.
- When you add looking behind you, you bring that total to 360 degrees.
- When you add looking above you, you get to a total of 540 degrees.
- A 540-degree "bubble" of awareness helps give you a better view of your overall environment.
- In today's world, being watched or followed from above is a real possibility.
- **Maintain a positive body posture.**
 - Stand upright with your shoulders back. Even if you aren't extremely tall, let people see the full you.
 - Maintain a strong stance and presence as you stand and walk, and avoid looking tired or injured.
 - Keep your hands free as much as possible when you're out in public, and keep them out of your pockets when you can.
- **Use distance to your advantage.**
 - Distance provides safety because it gives you more time to determine whether there's danger and more time to react.
 - Use a walking pace to help determine whether someone may be following you or trying to catch up to you.
 - If you increase your speed, it will become harder for the individual to keep up without showing extra effort.
 - Be aware of how close people get to you, and make sure it matches what's normal for where you are.
 - If someone infringes on your personal space and gets too close, step back and observe what he or she does.
 - Determine what your personal space is.
 - Most people maintain a separation of 3 to 5 feet when they're talking to a stranger or someone they don't know well.
 - If someone gets too close, use polite but firm verbalization to ask him or her to step back.
 - This shows that you're alert to him or her closing in.
 - The individual's reaction and behavior can help you determine the threat level.
 - Be prepared to use de-escalation techniques as you speak with him or her.
 - The individual's level of compliance will help guide you on where the situation may be headed.
- **Use eye contact to your benefit.**
 - Making eye contact with an individual can help you understand what he or she may be thinking.

	○ The key is to avoid staring and starting a confrontation while also avoiding looking away entirely and projecting fear or weakness. ○ Use the 20/10 concept when you're observing people coming toward you. ○ When someone is 20 feet away, scan him or her quickly and make observations, such as the following: ■ What is he or she wearing? ■ Is he or she carrying anything? ■ Where are his or her hands? ■ At 10 feet, make eye contact. ■ Look at the individual for one to three seconds without staring. ■ Observe how he or she responds, and use that reaction to help establish a baseline for normal behavior. ■ Looking at someone and providing a facial expression also sends the message that you've noticed him or her. ■ Adding a verbal greeting can help you further assess the individual's intentions based on how he or she responds.
Practice Being Aware Every Day	● While you're out in public, try to identify some of the following: ■ A person who appears to be in Condition White ■ A person who may be carrying concealed ■ People who avoid making eye contact ■ People who deliberately walk away from others and avoid close proximity ● Ask yourself the following questions: ■ If I have to leave the area, what would be my best escape route? ■ If I couldn't leave the area, where could I seek shelter? Instructor Insight ● Use the classroom environment you are in and ask where people would exit, but the way came in is not an option. ● Safe place if they couldn't get out? ● Tools that they could defend themselves with?
Types of Force	● Voice ○ Proper use of your voice has several advantages: ■ It can startle an assailant.

- It can alert others, which at minimum creates witnesses.
 - It can increase your adrenaline and put you in fight mode.
- There are three types of dialogue:
 - *Conversational dialogue*
 - Normal, everyday conversation
 - *Mid-level dialogue*
 - Louder and delivered with conviction and confidence
 - *High-level dialogue*
 - Short, direct commands delivered at a loud volume
- **Instructor insights**
 - You should demonstrate the different levels of voice commands for students.
 - You should also point out that this is something they need to practice. If they never practice, they may scream, show fear and fail to give direction with a high level of confidence in a real situation.
 - Some additional tips on using your voice include:
 - Avoid foul language.
 - The higher your voice level, the fewer words you should use.
 - Your body language and presence should match your elevated voice.
 - Once you've gained compliance, lower your voice.
- **Physical**
 - Physical force can include strikes, punches, elbows, knee strikes and kicks.
 - Physical force is more effective if you have prior training in self-defense or martial arts.
 - Your strikes should be focused and forceful.

Instructor Insight:

- Talk about how hard they would hit somebody if they had to strike them. Let them understand that should they come to the decision that they have to strike someone to defend themselves, it should be done as hard as they can hit. If they don't strike them with the required force to stop the attack, they may just provoke them further or worse, give the bad guy a chance to continue the assault. We don't hit someone at a lesser level because we are afraid to hurt them. If that's the case, then maybe a different type of force is more appropriate in that situation.

	● Non-Lethal ○ Non-lethal options include pepper spray, electronic control devices and non-lethal pistols. ○ Like any force tool, you must be trained and practice with these tools. You must know how they are used properly and what limitations each tool may have. ● Deadly ○ Deadly force options include knives and firearms. ○ Like the non lethal tools above, you must be trained in the use of a knife and firearm. ○ Defending yourself with a knife is much, much more than just carrying the knife. Most people who carry knives are not trained to use them in self-defense and are more likely to hurt themselves or have the knife taken from them when the encounter starts. ○ Firearms are not just about firing the weapon. You must also know how to safely and efficiently draw the firearm from concealment.
Justifying Deadly Force	● In order to use deadly force, four factors must be present: ○ You must be in immediate fear of death or serious bodily harm to yourself or another person. ■ The danger must be immediate. If someone makes a threat, can he or she act on it? ■ Does it fit the imminent threat criteria? ● Weapon: A weapon can be an item (gun, knife, bat), or it can be fists. ● Intent: Intent is shown by the actions the person takes and the words he or she uses. ● Delivery system: A delivery system is the capability to follow through. For example, a person on a roof with a knife may have a weapon and the intent to harm you, but he or she cannot do so because he or she is not near you. ○ You must not have initiated or escalated the incident. ■ Simply put, you're an innocent party. ■ You must not have started or escalated the incident through your actions. ■ Chasing after someone and then using force on him or her would be an example of a poor use of force. ○ No lesser force is sufficient or available to stop the threat.

	■ What physical skills do you have, and would they be effective in stopping the threat? ● The size and physical ability of both you and the other person will be judged by the prosecutor and jury. ■ What defensive tools do you carry besides a firearm? ■ If you have other skills or tools, you do not have to try to use them if they would be ineffective (for example, trying pepper spray on a person who has a gun on you). ○ You have no way to escape from the threat. ■ When you're able to disengage, avoiding the confrontation is always the right decision. ■ Reasons you may not be able to retreat include: ● You're not physically able to retreat. ● It happens too fast for you to retreat. ● You're trapped in a building or another area. ● Your loved ones are not able to retreat with you. ● If the prosecutor or police ask you, "Was there anything you could have done besides use deadly force?" your answer needs to be a solid "no." Otherwise, your actions could have serious legal repercussions. ● The use of deadly force should always be your last resort.
Protecting Your Family and Yourself at Home	● Your home is considered your "castle," and it's a place where you have an expectation of safety and security. ● Most states have Castle Doctrine laws regarding the defense of your home or, more specifically, affirming your right to use deadly force within your home. ● Depending on the state, Castle Doctrine can also apply to vehicles and businesses. The specifics vary based on your location. ● Even in Castle Doctrine states, the threat must be immediate and involve the risk of death or great bodily harm. The legal use of force must meet specific criteria. Misuse of force — such as shooting a fleeing intruder — can still result in criminal charges. ● Although retreat is not always required, retreating to a safe place in your home and calling 911 is still the best option when possible.
Defending Your Home	● Using deadly force to stop a person from taking property would not be a reasonable use of force.

	• Consider that confronting someone who is stealing property while you have a firearm in hand may escalate the situation and create circumstances in which deadly force becomes more likely. • Similarly, if you're inside your home and observe someone breaking into your shed, it would not be wise to go outside and confront that person. • Make sure you know whether you live in a stand-your-ground or duty-to-retreat state. • Duty to retreat requires you to attempt to withdraw or escape from a threatening situation before resorting to the use of force. • Stand-your-ground laws assert that you have no obligation to retreat from a threatening situation. • <u>Instructor insights</u> ○ Ask the class the following question: "Just because you have the legal right to stand your ground, does that mean you should never retreat and avoid the use of force?"
Securing Your Home	• <u>Instructor insights</u> ○ Read each topic aloud and then move into each slide to discuss that topic in more detail. ○ At this point, select the widget images to go through the checklist.
Windows and Doors	• Start with a simple walk around the exterior of your home, but do so with the perspective of someone who wants to break in. • Look for broken parts on doors and windows and for any obstructions that prevent them from closing properly. Also make sure they're not concealed by trees and/or bushes. • Consider using a lock that has a key, but also a code, to open any door. • Do not leave spare keys in common "hiding" spots outside. • Check the interior of your home to see what items may be in front of windows that make entering the home from outside more difficult. This could include a table, plant, chair or similar items.
Technology	• At night, walk around your home and identify areas of darkness where you may want to add lighting, and consider using motion-activated lights. • Make use of smart lights, both inside and outside your home, that you can control remotely from your phone. • In the absence of remote-controlled lighting, consider placing lights on a timer.

	• Identify areas where cameras can be used effectively, especially the driveway or garage door, the front door, and the back of the house. • Consider who will have access to the cameras and who will receive alerts when motion is detected. • Many cameras allow a user to activate an alarm, which can help scare away intruders.
Home Safety Plan	• Plan and agree on where firearms will be kept in your home and how they will be stored or staged. • Determine how the firearms will be secured. • Decide what state of readiness they will be in (for example, loaded or unloaded). • If an intruder enters the home, have a clear plan in place. • Evade the intruder as best you can. • Move to a safe room and barricade yourself inside. • If you have a firearm in the home, arm yourself and make the firearm ready. • Call 911. • Respond as needed. • Try to identify more than one room to which you could retreat so that you have options if something happens. • Consider the benefits of a room with a window or door that allows you to flee if necessary. • Avoid closets or confined spaces that offer no concealment and limited defensive positions. • Consider verbally announcing that you're armed and have called 911. • This can let the intruder know that you're prepared to defend yourself. • It can also reduce the risk of harming a family member who may have come home late or unannounced. • Verbalization can help you evaluate the threat, as someone who continues to advance after being warned is demonstrating a higher level of aggression and poses a greater danger than someone who flees. • Plan how you will exit the room when law enforcement arrives. • Decide in advance what you will do if the intruder surrenders and lies on the floor.

Medical Intervention	• Every person, regardless of whether he or she carries a firearm, should take the time to become CPR certified and take a simple Stop the Bleed class. • Accidents happen every day, and the quicker you can provide medical attention, the greater the chance of survival. • Carrying a bag with basic medical supplies in your car and keeping one at home should be standard. • It should, at a minimum, include the following items: • Bandages • Gauze • Shears • Medical tape • Tourniquet • Latex gloves • CPR mask • You should check this bag often (monthly) to make sure you have what you need and to stay familiar with where items are located in case you need them in an emergency.
What if This Happens?	<u>Instructor insights</u> • As time allows, talk through the scenarios above and add the following what-if questions as you discuss each situation. ○ Upon arriving home, you find the front door open. ■ Is the door or doorjamb damaged? ■ Is anyone supposed to be home? ■ Who last left through that door? ■ Does anything else appear disturbed or out of place? ■ Do you enter the home? ■ Do you announce yourself? ○ You're awakened by the sound of glass shattering in your home. ■ Is anyone expected to be coming home late? ■ What follow-up sounds do you hear? ■ Do you arm yourself? ■ Do you announce yourself? ■ Do you turn on lights? ■ When do you call 911? ■ Do you leave your room to investigate?

	○ While you're walking alone to your car in a dark grocery-store parking lot, a man begins to approach you. ■ Do you go back into the store? ■ Do you make a break for your car? ■ What verbalization do you choose to use? ■ If he asks for directions, how do you respond? ■ How does this situation change if it happens during daylight hours? ○ You observe two youths in your neighbor's driveway entering your neighbor's car. ■ Do you go outside and confront them? ■ Do you call your neighbor? ■ Do you call the police? ■ Do you yell from your porch?
Questions?	● RTM: Be prepared for some very "what if" questions and do your best to encourage realistic questions.
Next Steps	● RTM: What additional training opportunities can the audience be pointed to: ○ Related to the topics covered in this presentation ○ Offered by the hosting OP

Pitch	
Content	Description
Pitch Points	● RTM: Based on the content and the key demographics, what should an AE emphasize, minimize, add or omit from their pitch to connect with their audience?