

**Los Angeles Police Department
Mounted Patrol/Bokken Baton
1850-23808
Expand Course Outline**

Prerequisite: Currently a full time or reserve law enforcement officer in good physical health.
Completion of a basic mounted officers school or currently enrolled in a basic mounted officer school.

Instructional Goal: To provide the learner with knowledge and skills to effectively deploy and maintain a Bokken baton. To teach students how to better integrate tactical de-escalation techniques, less lethal devices and command and control tactics to preserve human life, reduce the intensity of tense encounters with violent suspects, and mitigate the need for higher levels of force.

Performance Objectives: Using lecture, group discussion and learning activities, drills and practical application students will:

- Apply the laws and policy related to Use of Force and impact devices (Bokken Baton)
- Use the Bokken proficiently on the ground
- Use the Bokken proficiently while mounted and control the mounts
- Demonstrate how to maintain and care for the Bokken Baton
- Review Use of Force Policy and Guidelines
- Students will discuss tactical de-escalation techniques to reduce the intensity of an encounter with a suspect and mitigate the need for a higher level of force.¹
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.²
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.³
- To review the basic principles of Command and Control, including:
 - Active Leadership
 - Using Available Resources
 - Accomplishing Tasks
 - Minimize Risks⁴

References: Instructors, facilitators and training supervisors shall ensure that the most current references are utilized

This course provides current Penal Code Section 835a content

¹ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

² Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

³ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

⁴ Training Bulletin, Volume XLVII, Issue 4; Command and Control

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I. COURSE INTRODUCTION AND OPENING

(60 min)

A. Introduction

1. Introduction of instructors
2. Instructors' experience
 - a. Share the backgrounds of the instructors and why they are qualified to lead this training
 - b. Include field experience and academic work
3. Administrative Duties
 - a. POST Roster
 - b. Metro Mounted Platoon contact information (213) 485-5909
 - c. Health and Safety Guidelines
4. Overview the training schedule
 - a. Classroom training
 - 1) History of the Bokken
 - 2) Use of force policy as it relates to the Bokken.
 - 3) California Penal Code 835(a) defining when force can be used by a police officer
 - 4) UOF Directive 16 De-Escalation
 - 5) Training Bulletin Vol. XLVII issue 4. Command and Control
 - 6) Maintenance, care, and use of the Bokken.
 - b. Skill Development
 - c. Practical Application and drills

B. Bokken Baton Overview

1. Bokken baton is unique to the Mounted Platoon
2. The 40" Bokken is a superior tool in the hands of a mounted police officer in comparison to the shorter side handle baton
3. The Bokken gives a mounted police officer the added reach to protect themselves from an aggressive/combative suspect(s)
4. Made of various types of wood and plastic
5. Bokken has arc from handle to end (designed after a sword)
6. Handle is wrapped for better grip
7. Longer than other batons
8. Curve in long portion allows follow through
9. The shape of the Bokken allows it to lay flat against the horse, keeping it in place
10. A situation may arise when a mounted officer may be required to dismount and use an impact device
11. It is neither practical nor safe to carry a traditional police baton in a ring on an officer's belt while mounted on a horse
12. Officers may have to utilize their police Bokken while dismounted
13. Officers are often placed in crowd control situation where they may be thrown by the horse or pulled from the horse by a violent crowd

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14. For these reasons' students will be required to learn strikes, blocks, and tactics while mounted and dismounted
 15. Students will be required to perform such strikes, blocks and tactics while their horse is moving and while their horse is in a stationary position
- C. History of the Bokken
1. Swords were used before documented history
 2. Chinese swords are long and straight compared to Japanese swords which are short and curved
 3. Japan turned to cavalry
 - a. Shorter curved sword was perfect for use from atop a horse
 - b. Bokken was used by samurai as a training tool and some chose to use it as a weapon
 4. LAPD began using the Bokken in the mid-1980s
 - a. As part of the Volunteer Mounted Unit
 5. The Bokken or horse detail baton has been adopted by several law enforcement mounted units

II. USE OF FORCE OVERVIEW

(30 mins)

A. **LECTURETTE:** Use of Force

1. **DISTRIBUTE:** Mounted Patrol Guidebook
1. California Penal Code Section 835(a)⁵
 - 1) Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
 - 2) Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - (1) Effect the arrest,
 - (2) Prevent escape, or
 - (3) Overcome resistance.
 - 3) The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
 - 4) A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, "retreat" does not mean tactical repositioning or other de-escalation tactics.

⁵ California Penal Code Section 835a

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2. Department Use of Force policy states that force must be “objectively reasonable” to:
- a. Defend themselves
 - b. Defend others
 - c. Effect an arrest or detention
 - d. Prevent escape
 - e. Overcome resistance
 - f. Use of force policy does not change in crowd control situations
 - g. Department Tactical De-Escalation Techniques In circumstances not involving imminent threat of death or serious bodily injury, officers should consider tactics and techniques that may persuade the suspect/s to voluntarily comply or that may mitigate the need to use a higher level of force to resolve the situation safely.
 - h. Tactical de-escalation does not require that an officer compromise their safety or increase the risk of physical harm to the public.
 - 1) Guided by the principal of reverence for human life.
 - 2) The use of techniques to:
 - a) Reduce the intensity of an encounter with a suspect; and,
 - b) Enable an officer to have additional options to gain voluntary compliance; or,
 - c) Mitigate the need to use a higher level of force.
 - d) All while maintaining control of the situation.
 - i. De-escalation techniques (PATROL) should only be used when safe to do so:
 - 1) Planning- Arrive and Coordinate
 - 2) Assessment- Change tactics as needed
 - 3) Time- Distance + Cover= Time for planning and communicating
 - 4) Redeployment and/or Containment- Maintain control and buy time
 - 5) Other Resources- Request additional resources and/or specialized personnel
 - 6) Lines of Communication- Helps to improve decision-making
 - j. Deadly Force can only be used when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - (1) To defend against an imminent threat of death or serious bodily injury to the officer or another person; or,
 - (2) To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.

Note: In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances

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of each case and shall use other available resources and techniques if reasonably safe and feasible.

- 1) "Deadly force" means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
- 2) "Totality of the circumstances" means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
- 3) A threat of death or serious bodily injury is "imminent" when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
- 4) A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

Note: The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with California Penal Code Section 835(a) as well as the factors articulated in *Graham v. Conner*.

- k. Proportionality⁶
- l. Rendering Aid. After any use of force, officers shall immediately request a rescue ambulance for any person injured. In addition, officers shall promptly provide basic and emergency medical assistance to all members of the community, including victims, witnesses, subjects, suspects, persons in custody, subjects of a use of force and fellow officers:
 - a) To the extent of the officer's training and experience in first aid/CPR/AED; and
 - b) To the level of equipment available to an officer at the time assistance is needed.
- m. Requirement to Intercede when Excessive force is observed
- n. Requirement to report potential excessive force
- o. Vulnerable Populations - include, but are not limited, children, elderly persons, people who are pregnant, and people with physical, mental, and developmental disabilities.
 - a) Age is not a legal consideration
 - b) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders

⁶ Department Manual, 1/556.10, Policy on Use of Force

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- c) Nothing in the use of force policy is intended to reduce the degree of care required in such cases
- 3. Assembly Bill 48 – Penal Code 13652.1
- 1. Law Enforcement agency shall within 60 days of each incident publish a summary of Less Lethal on their website
 - a. Can extend for a period of 30 days, but no longer than 90 days from the time of the incident
- 2. The report will contain:
 - a. Description of the assembly, protest, demonstration or incident
 - b. Crowd size
 - c. Number of officers involved
 - d. Type of Less Lethal deployed
 - e. Number of rounds or quantity of Chemical Agent
 - f. Justification for the use of Less Lethal
 - 1) De-escalation tactics or other measures taken to de-escalate tension and avoid necessity to use Less Lethal
- 3. DOJ shall post on its website a compiled list linking each law enforcement agency's reports
 - p. Command and Control⁷
 - a) The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
 - b) Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
Reduce over-response or over-deployment to specific duties and responsibilities.
Maintain officer safety through personnel location and assignment
- 4. Use of Force Guidelines for the Bokken⁸:
 - a. The use of force policy for the Bokken does not differ from that of the side handle baton⁹.
 - 1) While control of a suspect through verbalization is preferable,
 - 2) When verbalization appears to be ineffective and an officer has reasonable belief that the situation may escalate to a physical confrontation, the Bokken may be drawn as a show of force.
 - 3) This action may de-escalate the situation.
 - 4) Baton provides officers with an alternative between unarmed self-defense skills and deadly force
 - 5) Officer must constantly evaluate the situation and use reasonable force accordingly

⁷ LAPD Training Bulletin, Volume XLVII Issue 4, *COMMAND AND CONTROL*

⁸ Use of Force Tactics Directive No. 1.3, *Use of Force Policy*

⁹ Use of Force Tactics Directive No. 8.2, *Baton*

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- 6) There are many variables that can dictate the amount of force used
 - a) Mental illness
 - b) Type of weapon used by suspect
 - c) The size of the suspect compared to that of the officer
 - d) Location and number of suspects
- b. Warning
 - 1) A verbal warning, when feasible, shall be provided to a suspect(s) prior to the actual use of a Bokken.
 - 2) The warning is not required when an officer is attacked and must respond to the suspect's actions.
 - 3) Additionally, if a tactical plan requires the element of surprise in order to stabilize the situation, a warning need not be given.
 - 4) The verbal warning and the person who gave it, or the reason it was not given shall be documented in the appropriate reports.
5. What constitutes a reasonable amount of force in a "lone officer" situation may not fit a similar field situation where several officers are present. An officer's response in each incident must be based upon the tactical situation, Department policy on the use of force, and relevant State and Federal case law.
6. Tactics De-Escalation Techniques Directive No. 16¹⁰
7. Reverence for human life
 - a. Guiding principle in any use of force situation
 - b. It is both moral and ethical to place the highest value on human life
 - c. Not policy, but a philosophy for how to approach police work
 - d. Consistent with the department's mission, vision, and values
 - e. Helps build public trust
 - f. Using tactical de-escalation techniques and reasonable force demonstrates this principle
8. Definition of tactical de-escalation
 - a. The use of techniques
 - b. To reduce the intensity of an encounter with a suspect
 - c. And enable an officer to have additional options
 - d. To gain voluntary compliance
 - e. Or mitigate the need to use a higher level of force
 - f. While maintaining control of the situation
9. Officer safety considerations
 - a. Tactical de-escalation does not require that an officer compromise his or her safety
 - b. Nor increase the risk of physical harm to the public
 - c. De-escalation techniques should only be used when it is safe and prudent to do so

¹⁰ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

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- d. In many incidents, using force may be the best way to reduce the intensity of the encounter
 - 1) Officers should not be hesitant to use force when reasonable if they reasonably believe that it would mitigate the need for a higher level of force
 - 2) When the use of deadly force is justified and reasonable, officers should not hesitate to protect themselves or others
 - 3) Officers who fail to use force when warranted may endanger themselves, the community, and fellow officers
- 10. Purpose of de-escalation
 - a. Overall objective of any tactical situation
 - 1) Safely gain control
 - 2) Resolve the situation
 - b. Reverence for human life
 - 1) Public
 - 2) Suspects
 - 3) Victims
 - 4) Officers
 - c. Increases the likelihood of safely and successfully resolving a situation
 - d. Managed and coordinated response
 - e. Includes the transition from one force option to a lower level force option, thereby reducing the intensity of the encounter
 - f. Build public trust
- 11. Elements of de-escalation
 - a. Planning
 - b. Assessment
 - c. Time
 - d. Redeployment and or containment
 - e. Other resources
 - f. Lines of communication
- 12. De-escalation is not always a viable option
 - a. Tactical situations vary greatly
 - b. There is no single solution to resolving every incident
 - c. There are situations that cannot be de-escalated
 - d. The safety of all parties involved is of the highest priority
- 13. Learning Activity
 - a. Show video case study
 - b. Ask students to identify what the officers did well
 - c. Ask students to identify how the officers could improve
 - d. Facilitate an overhead discussion to bring the key points of Tactical De-escalation into the video case study scenario

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B. Command and Control Training Bulletin Volume XLVII, Issue 4¹¹

1. Four key components
 - a. Active leadership
 - b. Using available resources
 - c. Accomplishing tasks
 - d. Minimize risk
2. Initial Responsibility
3. Individual Officer responsibility
4. Preservation of life
5. Making decisions
6. Establishing command and control
 - a. P.A.T.R.O.L.
 - 1) Planning
 - 2) Assessment
 - 3) Time
 - 4) Redeployment and/or Containment
 - 5) Other resources
 - 6) Lines of communication
 - b. Tactical Four C's
 - 1) Control
 - 2) Communicate
 - 3) Coordinate
 - 4) Contain
7. Incident command system
8. Supervisor's responsibility
9. Commanding Officer's responsibility

C. Target Areas

1. Consistent with the side handle baton, contact with the Bokken should be directed to the areas of the body that will temporarily incapacitate the combatant and avoid contact to the body parts that could be potentially lethal
2. The primary Bokken striking areas or target areas are the bony areas of the body
 - a. the arms
 - b. hands
 - c. wrists
 - d. elbows
 - e. Legs
 - f. Knees
 - g. Shins
 - h. The secondary striking or target areas are the chest and midsection.

¹¹ Training Bulletin, Command and Control

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3. Due to the fluid nature of a violent confrontation, officers may be unable to strike effectively the recommended areas
 4. However, officers should avoid striking the head, neck, throat, spine, kidneys and groin areas to prevent causing serious injury
 - a. The target is moving, and the officer is on a moving platform
- D. **SHOW VIDEO:** (UOF Video of choice of Instructor)
1. Debrief the video by asking the following questions and discussing the students' responses
 - a. How many strikes?
 - b. What part of the body was struck?
 - c. Other officers involved?
 - d. In Policy? Justify why
 - e. Out of policy? Justify why
- E. Crowd Control- Use of the Bokken¹²
1. During crowd control situations, police officers may be required to physically engage numerous individuals who exhibit unlawful or hostile behavior
 2. In these situations, it may be necessary for officers to utilize physical force to control or move crowd members who do not respond to verbal directions
 3. When officers are confronted by this type of behavior, the Bokken may be used to push individuals who do not respond to verbal commands to disperse
 4. It may also be used as an impact weapon depending upon the degree of active resistance or combative behavior demonstrated by crowd members
 5. There are no exceptions to the Department's Use of Force Policy.
 6. When the use of force is justified during a crowd control situation, only reasonable force shall be employed. Officers must only use objectively reasonable force to overcome resistance and effect control
 7. Verbalization should be used throughout the duration of the operation to gain compliance and reduce the necessity for further physical force.

III. TEST

(20 min)

- A. Administer written test
 1. Passing score is 100%
 2. Review responses
 3. If students fail the test there will be an open class review to verify each student has a clear understanding of the material tested
- B. Clarify any misunderstanding

IV. SAFETY GUIDELINES

(10 mins)

¹² Use of Force Directive 1.3, Policy on Use of Force

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A. Safety overview

1. Overview the safety plan

- a. Safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potential hazardous situations and how to avoid
 - b. **DISTRIBUTE** and discuss: Safety Guidelines Mounted Training handout
 - c. Anyone participating in the training, whether student, observer, or instructor, has the authority to “STOP” the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities
 - d. Students shall immediately notify an instructor, or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - 1) Render first aid and obtain appropriate medical assistance
 - 2) Notify the Fire Department rescue ambulance (213-485-6185). Give specific direction to the training location
 - 3) In case of a serious injury, all IIPP notifications and protocols shall be followed
 - 4) At each training location, there is a notebook located in the training unit’s office also containing the emergency plan that is in place.
 - 5) The supervisor will ensure that the necessary worker compensation forms and reports are completed in a timely manner
 - 6) Transport to the local hospital for a minor injury
2. Advise the class that prior to conducting the training at their specific training site they need to ensure that they have a site-specific safety plan developed and in place. At a minimum, the plan needs to include the following:
- a. No live weapons at the training location
 - b. Safety rules for simulator weapons
 - c. Emergency information for training location

- B. The Safety Guideline that was distributed and passed out during this block can be used as an exemplar for developing the site-specific safety plan

V. BOKKEN BASIC TECHNIQUES

(120 min)

A. **DEMONSTRATION:** Bokken Ground School will consist of the following activities:

1. Overview of the key components students must learn to use the horse detail baton on the ground before using it while mounted
 - a. Grip
 - b. Primary striking surface of the horse detail baton
 - c. Ready Stances
 - d. Using a 45-degree downward strike on a stationary target

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- e. Using a 45-degree downward strike on a target while advancing and retreating
 - f. 4-side striking pattern while advancing and retreating
 - g. Two Hand Power Stroke
 - h. Forward Push
 - i. Handle End Strike
 - j. Handle Rear Strike
 - k. Blocking Techniques
 - 1) High Block (Primary and support side)
 - 2) Side Block (Primary and Support side)
 - 3) Low Block (Primary and Support side)
 - 4) Strike Blocks
2. Grip (Minimum 3 fingers)
- a. Figure 8- Wrist Circle-Overhead/side/Different Direction Exercise
3. Striking Surface of the Bokken
- a. The Bokken is divided into Third's to establish the "Sweet Spot".
 - b. Figure 8 with a strike using a long stick for a target.
 - c. Figure 8 with a strike while stationary, advancing and at the retreat
4. 4-Side Striking Pattern while advancing and retreating (Multiple Strikes)
- a. Forward Strikes
 - 1) Strike Front
 - 2) right side strike
 - 3) left side strike
 - 4) rear strike
 - b. Retreat
 - 1) front strike
 - 2) right strike
 - 3) left strike
 - 4) rear strike
5. Blocking Techniques
- a. Top block-left side and right side
 - b. Upper body- left side and right side
 - c. Lower body-left side and right side
 - d. Middle body-left side and right side
- B. Students will block while performing a circle pattern to deplete energy. Students will perform counter strikes.
- 1. Short Stroke and Jabs
 - a. Gripping the Bokken
 - b. Use of the Bokken for short stroke and jab
- C. PRACTICAL EXERCISE
- 1. Tire target exercise
 - 2. **Live suspect** exercise with instructors.

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D. Grip

1. To properly grip the Bokken, the student should use his/her three fingers (Pinky, Ring and middle finger) to grip the weapon allowing the index finger and thumb to move freely.
2. By using this grip, it allows the student to rotate his wrist in order to deploy the Bokken techniques
3. Students should grip the Bokken using the three fingers approximately an inch or more from the ring of the Bokken
4. Using the three-finger grip ensures that the student has a strong hold of the weapon and at the same time allows him/her to move the weapon freely
5. To test the strength of the grip on the weapon you can use the wall test
6. Using the three-finger grip, place the tip of the Bokken against a wall and then lean into it to support your weight
7. You may have to use your other hand to support the bottom of the Bokken in order to perform this test. If the Bokken holds you upright, it is proper
8. If it does not, it would be an improper grip

E. Bokken is divided into thirds to establish the striking portion

1. To deliver a proper strike and achieve maximum power, a student must know where the striking portion of the Bokken is.
2. The striking portion is the part of the weapon you should strike the target with.
3. A striking technique will not be as effective if the student does not strike the target with the striking portion of the weapon.
4. To find the striking portion of the weapon, you must divide the Bokken into third's.
5. The upper third of the Bokken (tip) is the striking portion

F. Ground Techniques

1. 4 Side pattern-advance and retreat strikes
2. Advancing strikes are used to close the distance between the student and the suspect
3. Retreating strikes are used to maintain the distance between the student and the suspect.
4. The 4-side pattern will enable the student to strike at all sides, front, rear, left and right side. Students will be able to strike in the advance or retreat
5. The 4-side pattern is a basic threat exercise for the student. An advance threat exercise would cover an 8-angle pattern
6. Students will practice using double or multiple strikes

G. 4-Side Striking Pattern (Advance)

1. Ready stance
 - a. gun leg back with Bokken in the low-profile position. Free hand forward to estimate range and act as a barrier.
 - b. *Techniques are described for a right-handed student*
2. Forward strike

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- a. Stepping forward with right leg, student will use an overhead circle then strike the target.
 - b. Student will then reverse the Bokken in the opposite direction, do another overhead circle and strike the target on the other side.
 3. Forward right-side strike
 - a. Step/slide with right leg toward right side target
 - b. Using an overhead circle strike the target
 - c. Student will then reverse the Bokken in the opposite direction do another overhead circle and strike the target on the other side
 4. Forward left side strike
 - a. Step forward with left leg toward left side then bring right leg to left side pass left leg while performing an overhead circle, then strike the target
 - b. Student will then reverse the Bokken in the opposite direction, do another overhead circle and strike the target on the other side
 5. Forward rear strike
 - a. Step/slide with the right leg to the rear while doing overhead circle then strike the target
 - b. Student will then reverse the Bokken in the opposite direction to another overhead circle and strike the target on the other side
- H. 4-Side Striking Pattern (Retreat)
 1. Retreat front strike
 - a. Step back with left leg and slide back right leg while doing an overhead circle. Strike the target
 - b. Student will reverse the Bokken in the opposite direction, do an overhead circle and strike the target on the other side
 2. Retreat right side strike
 - a. Left leg step to the left and slide right leg while doing an overhead circle. Strike the target
 - b. Student will reverse the Bokken in the opposite direction, do an overhead circle and strike the target on the other side
 3. Retreat left side strike
 - a. Student will move left leg behind right leg, pivoting body to the left side
 - b. While sliding both legs toward the right student will perform an overhead circle striking the target
 - c. Student will reverse the Bokken in the opposite direction, do another overhead circle striking the target on the other side
 4. Retreat rear strike
 - a. Left leg step to the front while sliding right leg, do an overheard circle striking the target
 - b. Student will reverse the Bokken in the opposite direction, do another overhead circle striking the target on the other side
- I. Basic Blocking Techniques with the Bokken

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1. *Described for right-handed student*
2. Students should use a circular motion while blocking to deplete energy from the attack. Student will immediately counter strike.
3. Left side top block
 - a. Student will move his/her left leg in a circular motion behind his/her right leg
 - b. At the same time, student will raise the Bokken in a 45-degree angle (tip down). The left hand will hold a section of the Bokken for support
 - c. Student will block the suspect's weapon and counter strike.
4. Right side top block
 - a. Student will move his right leg in a circular motion behind his left leg
 - b. At the same time, student will raise the Bokken in a 45-degree angle (tip up)
 - c. The left hand will hold a section of the Bokken for support
 - d. Student will block the suspect's weapon and counter strike
5. Left side upper body block
 - a. Student will move his/her left leg in a circular motion behind his/her right leg.
 - b. At the same time, student will raise the handle portion of the Bokken above his/her head
 - c. The tip of the Bokken should point toward the ground. The left hand will hold a section of the Bokken for support
 - d. Student will block the suspect's weapon and counter strike.
6. Right side upper body block
 - a. Student will raise the handle portion of the Bokken near the right side of student's head (right elbow up)
 - b. The tip of the Bokken should be in a 45-degree angle toward the ground
 - c. Student will block suspect's weapon and counter strike
7. Left side middle block
 - a. Student will move his/her left leg in a circular motion behind his right leg
 - b. At the same time angle block in a sweeping motion (tip of the Bokken up)
 - c. Student will block the suspect's weapon and counter strike
8. Right side middle block
 - a. Student will move his/her right leg in a circular motion behind his/her left leg
 - b. At the same time angle block in a sweeping motion (tip of the Bokken up)
 - c. Student will block the suspect's weapon and counter strike
9. Left side lower block
 - a. Student will step back with his/her left leg and slide his/her right leg back toward his/her left foot
 - b. Student will block the suspect's weapon using a downward circle (clockwise)
 - c. Student will immediately counter strike.
10. Right side lower block
 - a. Student will step back with his/her left leg and slide his/her right leg back toward his/her left foot

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- b. Student will block the suspect's weapon using a downward circle (counter clockwise)
 - c. Student will immediately counter strike.
- J. Short Stroke and Jab
- 1. Short Stroke Grip
 - a. Student slides handle portion of the Bokken under his/her arm pit
 - b. Student holds the Bokken at its mid-point.
 - 2. Short Stroke
 - a. This technique is used when a suspect is too close to use a full strike
 - b. It can also be used as a low-profile position
 - c. Gripping the Bokken at its mid-point and clamping it under the arm pit enables the student to maintain better control over the weapon
 - d. If using this technique while mounted, students should sit up straight and not lean too far out of the saddle
 - e. Doing so, may give a suspect an opportunity to pull the student from his horse
 - f. Short Strokes should be used in a chopping motion.
 - 3. Jabs
 - a. Although referred to as a jab the technique is similar to a push with the Bokken
 - b. Students should use caution not to jab a suspect with full force causing unnecessary injury.
 - c. Jabs can be used while mounted or dismounted
 - 4. Dismounted
 - a. Student holds the handle of the Bokken in his primary hand
 - b. The student will hold the middle of the Bokken with his/her other hand.
 - 5. Mounted
 - a. While mounted the Bokken will be held in one hand
 - b. The jab technique can be used to peel suspects off the horse by placing the end of the Bokken on the suspect's shoulder/chest area
 - c. Students can apply pressure to remove the suspect
 - d. Students can also apply pressure by moving their horse in the direction of the suspect while contacting the suspect with the end of the Bokken
- K. PRACTICAL GROUND EXERCISES
- 1. Tire Target Exercise
 - a. Students will demonstrate the number of times they can strike a tire target in two minutes
 - b. This exercise gives the student the opportunity to apply the striking techniques they learned during the class
 - c. Students will be expected to strike the tires in multiple locations while moving around the targets. Instructors will watch for proper technique
 - 2. Live Suspect Exercise

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- a. Students will face an instructor in a live suspect scenario
- b. Student and instructor will wear protective gear and will be armed with a training Bokken
 - 1) shinai
 - 2) bamboo strips mended together
- c. Students will attempt to strike instructors with the shinai and utilize the shinai to block strikes directed at them
- d. This is a two-minute exercise
3. Reverence for human life
 - a. Officers should remember this principle any time that they are using force
 - b. Using tactical de-escalation techniques and reasonable force demonstrates this principle
4. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics¹³ prior to using any force option
5. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances¹⁴
6. Scenario setup
 - a. The instructor will give the class the scenario and the force options “flow” of techniques to practice
 - b. The suspect will role play only the behavior that the instructor allows for each scenario
 - c. The training scenario will consist of:
 - 1) The Student
 - 2) Suspect
 - 3) Safety Officer
 - 4) Time Keeper
7. Scenario practice
 - a. Students will run through the flow of techniques for each scenario
 - b. Students will rotate roles each scenario
8. Scenario Debrief
 - a. The instructor will lead a short debrief after each repetition
 - b. Highlight the key points of the techniques used and any specific takeaways
 - c. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force
 - 1) Use of Force Policy¹⁵
 - 2) Tactical De-escalation Techniques Directive¹⁶
 - 3) Command and Control Training Bulletin¹⁷

¹³ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques, October 2016

¹⁴ Use of Force Tactics Directive

¹⁵ Use of Force Tactics Directive

¹⁶ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

¹⁷ Training Bulletin, Command and Control

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- 4) Any other applicable Use of Force Directives
- 5) Reasonable force based on the totality of the circumstances
- 6) PATROL de-escalation techniques¹⁸
- 7) Any other applicable UOF policy based on the techniques used

VI. MOUNTED BOKKEN TECHNIQUES (Practical Applications)

(210 min)

- A. The decision to draw or exhibit a Bokken must be based on the tactical situation
- B. It may be appropriate to display the Bokken as a show of force or in preparation of an encounter with an aggressive/combatative crowd or suspect(s).
- C. Ready positions for the Bokken:
 1. Ring position
 - a. The Bokken is placed in a ring attached to the saddle on the student's support side
 2. High position
 - a. The Bokken is held in the student's primary hand
 - b. The Bokken is raised above the student's head with the tip on the Bokken toward the student's support side and the handle toward the student's primary side
 - c. This position allows a student the ability to strike a suspect who may be standing to the horse's front, rear or sides
 3. Low position
 - a. The Bokken is held in the student's primary hand
 - b. The student's primary arm is held down along his/her primary side
 - c. The tip of the Bokken is slightly pointed toward the ground
 - d. This is a low-profile position that allows the student to strike a suspect who may be standing to the horse's front, rear or sides
 4. Forward
 - a. The Bokken is held in the student's primary hand
 - b. The student's primary arm is extended out in front of him/her
 - c. The tip of the Bokken is extended out in front of the horse's head
 - d. This allows for protection of the horse's head
 - e. This position may benefit students when working in a crowd control situation such as a skirmish line
 - f. Using a circular strike may cause one student to strike another nearby student
 - g. This position will allow students the use of the Bokken in close quarters
 - h. Students could easily deliver jabs with the Bokken from this position
 5. Neutral position
 - a. The Bokken is held in the student's primary hand along with the reins

¹⁸ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

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- b. The Bokken is laid across the saddle in front of the student with the tip toward the student's support side
 - c. This position allows for the student to use two hands on the reins while maintaining control of the Bokken
- D. Position of the horse when utilizing the police Bokken
 - 1. Students are trained to strike a suspect that may be in any position in relation to their horse
 - 2. It is optimal to deliver a strike while a suspect is on the student's primary side
 - 3. Students can develop more power on their primary side and it lessens the chance of a student striking his own horse
 - 4. Students should consider positioning the horse's shoulder toward the suspect with the horse's head slightly turned away from the suspect
 - 5. If suspect(s) attacks or attempts to take control of the horse's head (bridle, get down rope, etc.) the student may elect to turn his horse's strong side flank toward the suspect.
- E. Draw and Ring Bokken While on Horseback
 - 1. Draw/Ring the Bokken while stopped
 - a. While on horseback, the student will draw the Bokken from the ring while holding the reins with his other hand
 - b. During this exercise, the student will transition to a two-handed hold (Neutral position) of the reins while retaining his Bokken in his hand
 - c. This will allow the student to adjust the length of his reins and maintain control of his horse
 - d. The student will ride his/her horse forward and upon command, the student will stop and ring the Bokken.
 - 2. Draw/Ring the Bokken at the Walk
 - a. Student will have his horse move forward at a walk
 - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a walk
 - 3. Draw/Ring the Bokken at the Trot
 - a. Student will have his horse move forward at a trot
 - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a trot.
 - 4. Draw/Ring the Bokken at the Lope
 - a. Student will have his horse move forward at the lope
 - b. Student will draw his/her Bokken. The student will ring the Bokken while the horse continues at a lope
- F. 15 Downward Strikes on Cone Targets
 - 1. Student rides horse and stops between 6 cones
 - 2. There will be three cones on the primary side and three cones on the support side of the horse and rider

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3. Students should be able to change direction of the circle in order to properly engage the suspect
 4. If done properly students should perform the strikes without striking their horse
 5. Students should be able to engage a suspect at all angles of attack (except front of the horse's head)
 6. Students should be able to develop power using centrifugal force if the strikes are properly done
- G. Live Suspect Attack (Mounted)
1. Reverence for human life
 - a. Officers should remember this principle any time that they are using force
 - b. Using tactical de-escalation techniques and reasonable force demonstrates this principle
 2. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics¹⁹ prior to using any force option
 3. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances²⁰
 4. Scenario setup
 - a. An instructor (suspect) wearing protective gear will attempt to attack the student and horse
 - b. The student will defend himself by using a shinai (practice Bokken) or maneuvering his/her horse
 - c. The instructor (suspect) will also attempt to grab the student and hang on to the student
 - d. Students must be able to position their horse at the proper tactical angle to the suspect
 - e. Student will be required to defend themselves while maintaining control of their horse
 - f. Students should always be in an upright position
 - g. Students should position their horse close enough to the suspect to perform a strike without leaning or reaching for the suspect.
 - h. The instructor will give the class the scenario and the force options "flow" of techniques to practice
 - 1) The suspect will role play only the behavior that the instructor allows for each scenario
 5. Scenario practice
 - a. Students will run through the flow of techniques for each scenario
 - b. Students will rotate roles each scenario
 6. Scenario Debrief
 - a. The instructor will lead a short debrief after each repetition

¹⁹ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

²⁰ Use of Force Tactics Directive

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- b. Highlight the key points of the techniques used and any specific takeaways
- c. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force
 - 1) Use of Force Policy²¹
 - 2) Tactical De-escalation Techniques Directive²²
 - 3) Command and Control Training Bulletin²³
 - 4) Any other applicable Use of Force Directives
 - 5) Reasonable force based on the totality of the circumstances
 - 6) PATROL de-escalation techniques²⁴
 - 7) Any other applicable UOF policy based on the techniques used

VII. MAINTENANCE AND CARE

(20 mins)

- A. Advise the students of proper maintenance of the Bokken
 - 1. Inspect Bokken for cracks or sharp edges prior to deploying in the field
 - 2. Oil wooden Bokken 1-2 times a year
- B. Storage
 - 1. Do not store Bokken in extreme heat/cold or direct sunlight
- C. If damaged how to replace
- D. Tack down horses

VIII. CLOSING

(10 mins)

- A. Debrief the Training
- B. Clarify any questions
- C. Provide students with certificate

²¹ Use of Force Tactics Directive No

²² Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques

²³ Training Bulletin, Command and Control, July 2018

²⁴ Use of Force Tactics Directive No. 16, Tactical De-escalation Techniques