



CONVRS HoW CURRICULUM | COURSE SYLLABUS

Hospitality With Eyes Open

De-Escalation Skills for Houses of Worship

Course type	Free curriculum, designed to be used with CONVRS HoW virtual reality practice
Who it serves	Church employees and volunteers: greeters, ushers, hospitality and parking teams, children's and youth ministry, safety team members, clergy, and staff
Structure	Five sessions. Each teaches a set of individual techniques, then puts them into practice in a CONVRS HoW conversation.
Two ways to take it	With a group and a facilitator (about 60 minutes per session), or on your own (about 45 minutes per session)
Each session includes	Presentation with speaker notes · Learner Guide · Check Your Understanding · one CONVRS HoW scenario
The goal	Confidence. Volunteers leave knowing what to say — and having already said it.
Scope	Recognition, conversation, and calling for help. No use-of-force, restraint, or firearms instruction.
Version	Draft v8.0 for review · October 2026

COURSE OVERVIEW

Houses of worship are open by design. The first person a visitor meets is a greeter, an usher, or a check-in volunteer — not a police officer. Most of what comes through the door is ordinary. Some of it is a person in crisis, a family conflict, a protest, or a camera. Rarely, it is someone who intends harm.

This course teaches the person at the door how to handle that conversation: what to notice, what to say, and when to call for help. Each technique is learned in a short session and then practiced in CONVRS HoW, where volunteers talk with realistic AI characters who respond to their words — so the first time they have a hard conversation isn't the first time they've practiced it.

Communication is consequential. Practice builds confidence.

Part 1 — About This Course

1.1 Purpose

This curriculum helps house-of-worship employees and volunteers **prepare for, recognize, and respond to** disruptive, distressed, or potentially dangerous people — including intruders — through calm, skilled conversation and a clear handoff to law enforcement.

It is free and can be used on its own. It is designed to be used with **CONVRS HoW**, the AI-enabled conversation trainer from Smarter Reality. The sessions teach the techniques; CONVRS HoW is where volunteers use them.

1.2 Individual skills, backed by a team

The course focuses on what one person says and does in a hard conversation. Every volunteer is backed by a team — a safety lead, a pastor on duty, someone who can call 911 — but the moment itself usually comes down to one voice. The three-phase protocol describes how that voice adapts as a situation changes.

Phase	Focus	What it looks like
1	Words & presence	A calm, slow voice; listening and naming feelings; one simple request at a time; real choices
2	Space & support	Move the conversation away from an audience; keep a way out for everyone; protect privacy; quietly bring in support
3	Boundaries & help	Clear choices instead of ultimatums; recognize danger cues; the code word; people to safety and police on the way

Most encounters end in Phase 1 — that is success. If there is a weapon or an explicit threat, skip straight to Phase 3.

No volunteer is ever expected to physically intervene against an armed or violent person. The priority order: get people to safety, get help on the way, and keep talking only if it can be done safely.

1.3 Why practice in CONVRS HoW

A CLASS ALONE <ul style="list-style-type: none">• People understand the techniques but have never used them under pressure• Role-play is awkward, and most volunteers avoid it• There is no safe way to rehearse a custody standoff or a threat	CLASS + CONVRS HoW <ul style="list-style-type: none">• Each technique is practiced in a realistic conversation the same day• The AI character responds to what you say — no acting required• Every run is different, and you can try again right away• Practice works with a group or on your own
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1.4 What this course is — and isn't

THIS COURSE IS <ul style="list-style-type: none">• Communication-first preparation for open, welcoming worship• Recognition of behavior, not appearance• Practice that builds confidence, not a test	THIS COURSE IS NOT <ul style="list-style-type: none">• Use-of-force, restraint, or firearms training• Legal advice — trespass, recording, and custody laws vary by state• A substitute for a safety plan, local police, or hands-on courses such as Stop the Bleed
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Part 2 — How the Course Works

2.1 Course at a glance

#	Session	Protocol	CONVRS HoW scenario
1	Eyes Open: Foundations & Recognizing What Doesn't Fit	Foundations	Agitated Individual in the Sanctuary — De-escalate and Redirect
2	Words That Work: Calm, Clear Conversation	Phase 1	Individual in Crisis — Calm and Connect to Care
3	Steady at the Door: Family Conflict & Children's Spaces	Phase 2	Upset Parent at Check-In — Hold the Custody Restriction
4	Calm Under Pressure: Disruption, Protest & Recording	Phases 2–3	Provocative Visitor on Camera — Stay Calm and Hold the Line
5	Holding the Line: Threats & Calling for Help	Phase 3	Threatening Individual — Escalate to Law Enforcement

After Session 5, each participant takes a **Final Practice Run** — one more CONVRS HoW conversation, usually a scenario they choose — and reflects on how far they've come.

2.2 Two ways to take the course

Some congregations train together; some volunteers train alone. Both paths use the same sessions, the same scenarios, and the same measure of progress.

	With a group	On your own
Learn	A facilitator teaches from the presentation	The Learner Guide (or a narrated version of the presentation)
Practice	Two volunteers each take a run; everyone else watches on screen	You take the scenario at least twice
Feedback	The group notices the look-fors and shares what worked	CONVRS HoW shows the choices you made and the ones you didn't; you answer "Did I...?" questions
Your campus	A short conversation about how your team handles it	"Know Your Campus" questions you take to your safety lead or pastor
Progress	Confidence check at the start and end of each session	Same
Time	About 60 minutes per session	About 45 minutes per session

2.3 A session with a group

Time	Segment	What happens
0:00–0:05	Open	A real situation, described briefly: "What would you do?" Quick confidence check.
0:05–0:30	Learn	The session's techniques, from the presentation, with campus examples and phrase guides.
0:30–0:50	Practice in CONVRS	Two volunteers each have a conversation with the AI character. Everyone else watches and notices the look-fors.
0:50–1:00	Talk it through	What worked? One thing to try next time? Then two or three minutes on how your campus handles it. Confidence check.

2.4 A session on your own

Time	Step	What you do
~20 min	Learn	Read the session in the Learner Guide or watch the narrated presentation. Take the confidence check.
~8 min	First run	Have the conversation in CONVRS HoW the way that feels natural.
~5 min	Review your choices	Find the moment the character changed. Look at the choices you didn't take there. Answer the "Did I...?" questions.
~8 min	Second run	Try again, using the session's technique on purpose — or try one of the choices you skipped.
~4 min	Wrap up	Note your Know Your Campus questions for your safety lead or pastor. Take the confidence check again.

Some scenarios deal with difficult situations. Each briefing says what the scenario contains, and it's always fine to pause or stop.

2.5 Feedback that builds confidence

This course does not grade volunteers. Feedback is about noticing what worked and trying again.

Look-fors	Each scenario has five or six plain-language things to notice — for example, "Kept a low, steady voice." In a group, observers notice them; on your own, they become "Did I...?" questions.
One thing that worked, one thing to try	The only feedback format. Strengths first, then one specific suggestion.
Choice review	CONVRS HoW shows each choice a participant made, the other choices available, and where each path led.
Confidence check	Five short "I can..." statements, rated 1–5 at the start and end of each session. Growth in confidence is how the course measures progress.
Three things we never skip	Notice danger cues. Call for help early. Leave the physical response to law enforcement. These are practiced until they feel natural — not graded.

2.6 The session kit

Component	What it is
Presentation	PowerPoint and PDF, with speaker notes for facilitators. Print-friendly.
Learner Guide	Works in a group or on your own: key techniques, phrase guides, look-fors and "Did I...?" questions, Know Your Campus questions, and a one-page quick reference.
Check Your Understanding	Ten optional questions with an answer key. Self-checked; nothing is collected or graded.
CONVRS HoW scenario guide	For facilitators: setup, briefing, what good looks like, and conversation prompts.

Never print team code words, restricted-person names, or security schedules in any material. Code words are shared in person only.

2.7 Time and scheduling

Format	How it runs
Training day (group)	All five sessions in one day, about 5½ hours with breaks. Practice runs follow over the next few weeks.

Format	How it runs
Weekly (group)	One session per week, with a practice run in between.
On your own	One session at a time, at your own pace — about 45 minutes each. Most people finish in two to five weeks.
Keeping skills fresh	One CONVRS HoW practice run per person each quarter. New volunteers complete Sessions 1–2 before their first serve.

Part 3 — Session Descriptions

SESSION 1 · FOUNDATIONS & RECOGNITION

Eyes Open: Foundations & Recognizing What Doesn't Fit

Hospitality with eyes open: the warmest welcome on campus is also the best set of eyes on campus.

CONVRS HoW SCENARIO	TIME	BETWEEN SESSIONS
Agitated Individual in the Sanctuary — De-escalate and Redirect	60 min group · 45 min solo	One practice run

OVERVIEW

Sets the foundation: why houses of worship are open and occasionally targeted, what volunteers do and don't do, the priority order, and the three-phase protocol. Participants learn the communication ideas behind every technique and the habit of noticing what doesn't fit. Then they take a “first try” at the Agitated Individual scenario — before learning any Phase 1 techniques — so they can feel the difference in Session 2.

PARTICIPANTS WILL BE ABLE TO

- Explain de-escalation as buying time, creating distance, and lowering emotional temperature — and state the priority order.
- Outline the three phases, and why ending in Phase 1 is success.
- Recognize how bias and attention limits shape what we notice, and separate what we observed from what we assumed.
- Tell time to talk from time to act, and use Ask–Persuade–Involve–Assist instead of Ask–Tell–Make.
- Notice behavior that doesn't fit the setting and report it clearly.

TECHNIQUES

What de-escalation is	Buying time, creating distance, and lowering emotional temperature so a moment can end safely or be handed to professionals.
Priority order	People to safety → help on the way → keep talking only if it's safe.
Bias and attention	We see what we expect, and we miss what we aren't watching for. Different is not defiant.
Ask, don't tell	Ask → Persuade → Involve → Assist. People want to be asked, not told.
Time to talk or time to act	Most encounters give us time. Use it; slowing down is a decision, not hesitation.
Noticing what doesn't fit	Know your baseline. Watch behavior, not appearance. Greet purposefully. Report who, what, where, direction, and time — facts, not conclusions.

PRACTICE IN CONVRS HOW

Agitated Individual in the Sanctuary — De-escalate and Redirect. A calm, low voice; no crowding or “calm down”; recovering from a misstep; a verbal agreement instead of an escort. Full description in Appendix A.

LOOK-FORS · “DID I...?” ON YOUR OWN

- Greeted him respectfully and stayed calm
- Kept a low, steady voice
- Avoided “calm down” and orders
- Acknowledged his frustration
- Offered a real choice
- Got his agreement to talk with a pastor after service

This is a first try. The look-fors show what Session 2 will teach — nobody is expected to hit them yet.

KNOW YOUR CAMPUS — ask your safety lead or pastor

- Who do I tell when something doesn't fit, and how — radio, text, or in person?
- Who is the on-duty leader during services?
- What is our code word? (Ask in person; never write it down.)

BEFORE THE NEXT SESSION

Run the Agitated Individual again before Session 2. Notice what you tried and how he responded.

SESSION 2 · PHASE 1: WORDS & PRESENCE

Words That Work: Calm, Clear Conversation

You can't reason with someone until they feel heard. Lower your voice, slow down, and listen for what they mean.

CONVRS HoW SCENARIO	TIME	BETWEEN SESSIONS
Individual in Crisis — Calm and Connect to Care	60 min group · 45 min solo	One practice run

OVERVIEW

Builds each person's core de-escalation skill. Participants learn the Phase 1 techniques and the ideas behind them: what people need first, what everyone wants, how stress takes over thinking, how to listen and redirect, which words escalate, and how to recover from a misstep. They then use those techniques with a person in crisis — someone who needs calm and care, not correction.

PARTICIPANTS WILL BE ABLE TO

- Use a calm, slow voice, short sentences, and one question or request at a time.
- Meet basic needs first, and honor what everyone wants: respect, to be asked not told, to know why, choices, and a second chance.
- Listen for meaning and name the other person's feelings before redirecting.
- Replace words that escalate ("calm down," "relax," a bare "no") with words that work — and recover from a misstep with an apology and a real choice.
- Recognize a person in crisis, and respond with care rather than enforcement.

TECHNIQUES

Presence	Introduce yourself; lower and slow your voice; give space and say so ("I'll give you some room"); ask before coming closer.
Needs and stress	Safety, water, a seat, and dignity come before policy. Stress narrows thinking; short sentences and patience help someone think clearly again.
Listen, then redirect	Listen → understand → clarify → feed back → conclude. Name the feeling: "That sounds frightening."
Words to avoid, words that work	"Calm down," "relax," "listen" → "How can we solve this?" "Would you like to sit here or by the window?" Use "no" and "have to" only with a reason and an alternative.
Recovering from a misstep	A sharp word is not the end. Apologize, name the emotion, and offer a real choice.

PRACTICE IN CONVRS HOW

Individual in Crisis — Calm and Connect to Care. Crisis, not threat; a calm verbal presence; naming feelings; asking permission; simple choices; moving toward help with her agreement. Full description in Appendix A.

LOOK-FORS · "DID I...?" ON YOUR OWN

- Introduced themselves and asked her name
- Used short sentences, one question at a time
- Named her feelings
- Reassured her she wasn't in trouble
- Asked permission and offered simple choices
- Connected her to help — a quiet room, her sister, a nurse — and talked her out of driving

KNOW YOUR CAMPUS — ask your safety lead or pastor

- Who on our team has medical training, and how do I reach them?
- Where is a quiet room I can offer someone?
- When would we call 911 for a welfare check?

BEFORE THE NEXT SESSION

Run the Individual in Crisis again and aim for the care handoff. Then rerun the Agitated Individual and ask yourself: what felt different from your first try?

SESSION 3 · PHASE 2: SPACE & SUPPORT

Steady at the Door: Family Conflict & Children's Spaces*Hold the line with kindness. You are not the judge — you are the person who follows the plan.*

CONVRS HoW SCENARIO	TIME	BETWEEN SESSIONS
Upset Parent at Check-In — Hold the Custody Restriction	60 min group · 45 min solo	One practice run

OVERVIEW

Applies the Phase 1 skills to family conflict and children's spaces, where the stakes are highest and the people are often familiar. Participants learn to move a conversation away from an audience, keep a way out for everyone, hold a custody or protective-order restriction without debating it, and bring in support early and quietly.

PARTICIPANTS WILL BE ABLE TO

- Move a conversation away from onlookers — especially children — while keeping a way out for everyone.
- Hold a custody or protective-order restriction calmly, without debating the order and without ever releasing a child under pressure.
- Use process language that keeps the rule impersonal and the person's dignity intact.
- Offer clear choices that keep the door closed.
- Protect a protected person's privacy, and adjust tone for minors.
- Know when and how to bring in support from the team.

TECHNIQUES

Isolate the conversation	People escalate when watched — especially in front of their children and friends. Invite them somewhere quieter.
Keep a way out	Never corner the person or yourself.
Process language	"There's a note on file, and I have to follow it. I'm not the one who decides what's on it."
Clear choices	Wait here; call the other parent or an attorney; or have our safety lead bring the paperwork. Every choice keeps the door closed.
What escalates	Authoritarian language, ultimatums, debating the order, or touching the person. A familiar face is harder, not easier.
Support, not a crowd	One person does the talking. Ask quietly for backup early; a second voice in the conversation usually re-escalates.

PRACTICE IN CONVRS HOW

Upset Parent at Check-In — Hold the Custody Restriction. Process language; acknowledging frustration; clear choices; holding a restriction without debate; protecting the child. Full description in Appendix A.

LOOK-FORS · "DID I...?" ON YOUR OWN

- Confirmed the note without embarrassing him
- Acknowledged his frustration
- Used process language
- Didn't debate the order
- Offered clear choices
- Kept the classroom door closed

KNOW YOUR CAMPUS — ask your safety lead or pastor

- How does our check-in system flag a restriction?
- Who do I call to the desk when a parent is upset?
- Who keeps our restricted-person list, and how is it kept private?

BEFORE THE NEXT SESSION

Run the Upset Parent again and take a different path. Notice which sentence moved him toward cooperation.

SESSION 4 · PHASES 2–3: BOUNDARIES

Calm Under Pressure: Disruption, Protest & Recording

Stay calm, stay brief, stay out of the debate. Protect worship and children's spaces with words.

CONVRs HoW SCENARIO	TIME	BETWEEN SESSIONS
Provocative Visitor on Camera — Stay Calm and Hold the Line	60 min group · 45 min solo	One practice run

OVERVIEW

Disruptions, protests, and people filming for an online audience all test a volunteer's calm. Participants learn to set boundaries that rest on house rules rather than personal authority, to stay brief and consistent when someone is trying to provoke them, and to recognize when a situation has become a matter for police.

PARTICIPANTS WILL BE ABLE TO

- Stay brief, calm, and polite when someone is trying to provoke a reaction — and give out no names or information about children, schedules, or security.
- State a boundary as a house rule that applies to everyone, the same way every time.
- Use the non-cooperation sequence: ask, explain the consequence, offer alternatives, give a second chance, then act within policy.
- Hold the line at children's areas with words alone.
- Name police calmly as the next step, not as a threat.

TECHNIQUES

House-rule boundaries	"Recording inside needs staff permission. That's the same for everyone, including our members."
Non-cooperation sequence	Ask politely → explain the consequence → offer alternatives → give a second chance → act within policy.
Don't take the bait	Insults and legal threats are meant to provoke. Don't argue the law; return to the rule and the choice.
Disruption and protest	A low voice and a respectful request; position and words, never hands; steer toward the doors. Don't debate theology in the aisle.
Livestreams	Every sentence may be replayed. Speak as if the whole community is listening.

PRACTICE IN CONVRs HOW

Provocative Visitor on Camera — Stay Calm and Hold the Line. Composure on camera; a house-rule boundary stated the same way every time; not taking the bait; holding the children's-area line; naming police calmly as the next step. Full description in Appendix A.

LOOK-FORS · "DID I...?" ON YOUR OWN

- Stayed brief, calm, and polite
- Declined to give names
- Stated the policy as a house rule, the same way each time
- Didn't argue the law or take the bait
- Held the children's-area line
- Offered a clear choice and named police calmly as the next step

KNOW YOUR CAMPUS — ask your safety lead or pastor

- What is our recording policy?
- Who decides to call police when someone refuses to leave?
- Does leadership pause our own livestream during a disruption?

BEFORE THE NEXT SESSION

Run the Provocative Visitor again. Try to make the recording as boring as possible.

SESSION 5 • PHASE 3: BOUNDARIES & HELP

Holding the Line: Threats & Calling for Help

When the cues appear, the job changes: set the boundary, say the code word, hold your distance, and wait for help.

CONVRS HoW SCENARIO	TIME	BETWEEN SESSIONS
Threatening Individual — Escalate to Law Enforcement	60 min group · 45 min solo	Final Practice Run

OVERVIEW

The safety floor of the course. Participants learn to recognize the signs that violence may be near, to stop trying to resolve a grievance when empathy isn't working, to set a clear boundary, and to use the code word early so help is on the way. The session closes with what happens after: writing down what happened and checking on each other.

PARTICIPANTS WILL BE ABLE TO

- Recognize danger cues: clenched fists, rapid breathing, pacing, closing distance, and a sudden shift to unnatural calm.
- Stop debating and set a clear boundary when empathy isn't enough.
- Use the code word early, and know what happens next on your campus.
- Treat any mention of a weapon as credible: distance, a way out, and help on the way.
- Leave the physical response to law enforcement, and never block a person who chooses to leave.
- Write down what happened, and check on teammates afterward.

TECHNIQUES

Danger cues	Clenched fists, rapid breathing, pacing, closing distance, target glancing, and sudden calm after agitation.
When empathy isn't enough	Stop trying to resolve the grievance. Set a clear boundary, hold your distance, and wait for help.
The code word	A discreet phrase that starts the 911 call before anything turns physical. Say it early.
Weapons	Treat any claim as credible. Keep distance and a way out; move others to safety without announcing the threat.
Threats by phone and returns	Write down exact words and time; tell the safety lead; involve police rather than confronting.
After the encounter	Write it down while it's fresh; talk it through; check on each other in the days after.

PRACTICE IN CONVRS HOW

Threatening Individual — Escalate to Law Enforcement. Recognizing danger cues; boundaries when empathy isn't enough; the code word; a held distance and a calm wait for officers. Full description in Appendix A.

LOOK-FORS • “DID I...?” ON YOUR OWN

- Noticed the danger cues
- Stopped arguing the grievance
- Set a clear boundary
- Used the code word early
- Kept distance and didn't block his way out
- Waited calmly for officers

KNOW YOUR CAMPUS — ask your safety lead or pastor

- What exactly happens when I say the code word?
- Who calls 911, and where do we meet officers?
- How do we write up an incident, and who reads it?

BEFORE THE NEXT SESSION

Run the Threatening Individual again. Notice how early you could have used the code word. Then take your Final Practice Run.

Part 4 — Progress & Completion

Progress in this course is about confidence, not scores. Nobody passes or fails.

4.1 Confidence check

At the start and end of each session, participants rate five “I can...” statements from 1 (not yet) to 5 (very confident) — for example, “I can stay calm when someone raises their voice.” Comparing the two shows how much the session helped and where another practice run would help most.

4.2 Final Practice Run

After Session 5, each participant has one more CONVRS HoW conversation — usually a scenario they choose — and reflects on three questions: What came naturally? What do I still want to practice? What would I do differently now than in Session 1? Anyone who wants another run takes one.

4.3 Certificate of Completion

Participants who complete the five sessions and the Final Practice Run receive a Certificate of Completion. It records participation; it is not a credential and does not certify anyone as a security professional.

4.4 Records for leaders

For trustees, insurers, and grant reports, a congregation can keep: sessions completed, CONVRS HoW practice runs completed, and the group’s overall confidence growth. Individual volunteers are not ranked or graded.

Part 5 — Leading This Course

5.1 Facilitators

- A safety lead, a pastor or staff member, or an experienced volunteer. No special technical skills are needed.
- Facilitators complete the CONVRS HoW trainer orientation: setup, briefing, group viewing, and leading the conversation afterward.
- Facilitators keep the course in scope and gently redirect discussion that drifts toward force or weapons tactics.

5.2 Campus readiness

Leaders confirm these before Session 1, because the sessions refer to them — and so volunteers, including those training on their own, have someone to ask:

1. A current code word, shared in person and changed periodically.
2. A clear way to report a concern, and a known on-duty leader at every service.
3. A private list of custody restrictions, protective orders, and trespass warnings, and a children's check-in process that flags them.
4. A quiet room and a medical contact for someone in crisis.
5. A relationship with local law enforcement — consider inviting an officer to a session.
6. A named person each volunteer can bring their Know Your Campus questions to.

5.3 Leading practice

- Introduce every run as practice, not a test. Wearing the headset is always optional; watching counts as taking part.
- Brief the run: where you are, who you are, and what “good” looks like.
- Don't coach during a run. Afterward, start with what worked, then one thing to try: “What do you think would happen if you said...?”
- Offer a replay whenever there's time. Reps build confidence.
- Keep the campus conversation short — two or three questions. The focus stays on the conversation itself.
- Some participants carry personal experience of violence, abuse, or crisis. Make it easy to step out.

IMPORTANT NOTICE

This curriculum is provided for educational purposes and is not legal advice. Laws governing trespass, recording, firearms, custody orders, and mandatory reporting vary by state and locality. Congregations should review their policies with legal counsel, their insurance carrier, and local law enforcement. Completing this course does not certify any person as a security professional or authorize any use of force.

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Appendix A — CONVRS HoW Scenario Library

The course launches with five scenarios, one per session. In each, the participant speaks one-on-one with an AI character who responds to what is said and how it is said. Every run can turn out differently, so one scenario supports many practice runs.

A.1 Launch scenarios

#	Scenario	Session	Setting	What it practices
1	Agitated Individual in the Sanctuary — De-escalate and Redirect	1 (first try), 2 (practice)	Sanctuary	A calm, low voice; no crowding or “calm down”; recovering from a misstep; a verbal agreement instead of an escort
2	Individual in Crisis — Calm and Connect to Care	2	Foyer	Crisis, not threat; a calm verbal presence; naming feelings; asking permission; simple choices; moving toward help with her agreement
3	Upset Parent at Check-In — Hold the Custody Restriction	3	Children’s check-in desk	Process language; acknowledging frustration; clear choices; holding a restriction without debate; protecting the child
4	Provocative Visitor on Camera — Stay Calm and Hold the Line	4	Main lobby	Composure on camera; a house-rule boundary stated the same way every time; not taking the bait; holding the children’s-area line; naming police calmly as the next step
5	Threatening Individual — Escalate to Law Enforcement	5	Fellowship hall	Recognizing danger cues; boundaries when empathy isn’t enough; the code word; a held distance and a calm wait for officers

A.2 Launch scenario descriptions

1. Agitated Individual in the Sanctuary — De-escalate and Redirect

Sanctuary, center aisle, during the sermon

During the sermon, a man stops in the center aisle about halfway to the platform and begins shouting about church leadership. He is loud and agitated, not violent, and will take direction if he is given space and a respectful response. The objective is to hold a calm, low voice, avoid crowding or orders such as “calm down,” and get his verbal agreement to take the rest of the conversation out of the sanctuary and to a pastor or elder after service. Success is a lower voice and an agreement, not an escort. A sharp tone can be recovered with an apology, naming his anger, and offering a real choice.

2. Individual in Crisis — Calm and Connect to Care

Foyer, between services

Between services, Carol, 52, who attends occasionally with her sister, is in the foyer speaking quickly and incoherently. She stopped her medication a week ago and has barely slept; the crowd and noise overwhelmed her, and she can’t find her sister or her car keys. She is frightened, never aggressive, and believes she is about to be thrown out. The objective is to recognize a crisis rather than a threat and respond with a calm verbal presence: introduce yourself, use short sentences and one question at a time, name her feelings, ask permission, and offer simple choices. The trainee must not say “calm down,” argue with what she believes, mention police or security, or announce an ambulance without her agreement. Success is her agreement to a quieter room, water, her sister being called, and a nurse’s check — and not driving home.

3. Upset Parent at Check-In — Hold the Custody Restriction

Children’s check-in desk, after service

A known, well-liked member arrives at children’s check-in demanding to pick up his daughter. The roster shows a court-ordered custody restriction, and the child stays in class. The trainee must not release her, debate the order, or put hands on him. The objective is to confirm the note without humiliating him, validate the frustration, and offer clear choices: wait

at the desk, call the child's mother or an attorney, or have a safety lead pull the paperwork. The door stays closed. Authoritarian language or ultimatums make him more argumentative; a steady, non-personal explanation brings him to reluctant compliance.

4. Provocative Visitor on Camera — Stay Calm and Hold the Line

Main lobby, before service

About 15 minutes before service, Tyler, who runs a small online channel, comes into the lobby with a partner who is filming and livestreaming. He asks the trainee for their name, claims the building is publicly accessible, uses sarcasm, mild vulgarity, and lawsuit threats as bait, and says he wants a quick look at the children's wing. The objective is to stay brief, calm, and consistent: politely decline to give names, state the recording policy as a house rule for everyone, hold the children's-area line, and offer a clear choice — join the service without recording, film outside, or leave — with police named calmly as the next step. The trainee must not argue the law, call his conduct illegal, insult him, change the rule, or threaten to take the camera. Success is a children's wing that stays closed and a recording with nothing to post.

5. Threatening Individual — Escalate to Law Enforcement

Fellowship hall, after service

After service in the fellowship hall, a non-member becomes highly aggressive, accusing his wife — a well-known volunteer — of infidelity with a church official. She is not in the room. He will not come off the boil for empathy alone. The objective is to recognize the cues of impending violence, set a clear boundary, and use the campus code word ("Facilities to the kitchen") so a teammate quietly calls 911. The trainee does not debate the accusation, name staff, fetch the wife, or go hands-on. Success is a held distance and a contained wait for officers, not a resolution of the grievance.

A.3 Enrichment scenarios (later releases)

Seven more scenarios will follow as enrichment. Each adds practice to an existing session or forms part of a future optional module, Care at the Door. None is required to complete the course.

#	Scenario	Release	Adds to	What it practices
6	Individual Claiming a Weapon — Call for Help and Create Distance	Wave 1	Session 5	Treat any weapon claim as credible; use the code word within seconds; keep distance and leave a way out
7	Lingering Visitor — Greet and Observe	Wave 1	Session 1	The purposeful hello; behavior, not appearance; observed vs. assumed; a short factual report; welcoming a neurodivergent visitor
8	Protest Leader at the Platform — Hold Position with Words	Wave 2	Session 4	Engaging the most vocal person; position and words, never hands; steering toward the exit
9	Restricted Individual — Ask Privately to Leave	Wave 2	Session 3	A private approach; asking someone to leave without accusation; protecting a protected person's privacy
10	Upset Teenager — De-escalate with Respect	Wave 2	Session 3	Tone for minors; a face-saving way to step back; involving parents
11	Visitor Seeking a Pastor — Listen and Connect	Future	Care at the Door (optional)	Listening for meaning; protecting privacy; a warm handoff to a pastor or care team
12	Mother Seeking Help — Meet the Need, Protect Her Privacy	Future	Care at the Door (optional)	Meeting needs first; earning trust before details; recognizing a safety risk that may follow her

The code word used in the training scenarios ("Facilities to the kitchen") is for practice only. Each campus uses its own, shared in person and never printed.