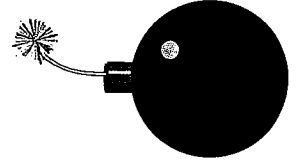
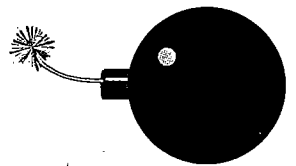
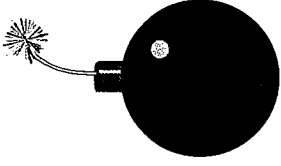


Respond to a Bomb Threat and/or a Bomb within Detainee Operations



Terminal Learning Objective

Action: Identify Appropriate Actions to Take in the Event of a Bomb or IED Threat in a Detainee Camp.

Conditions: In a Classroom Environment, Given a Situation Where You Have Received a Bomb Threat.

Standard: Identify the Steps to Take in the Event of a Bomb or IED Threat in a Detainee Camp.

BOMB *n.*

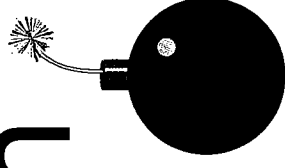
1. An explosive weapon detonated by a predetermined means, as impact, proximity to an object or a timing mechanism.
2. A weapon detonated to release destructive material, as smoke or gas.

(Source: *Webster's II New Riverside University Dictionary*)

BOMB

Simplified Definition

A device capable of producing damage to material and injury or death to personnel when detonated or ignited.

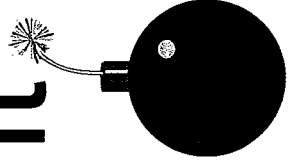


010593

Bomb Categories

Explosive

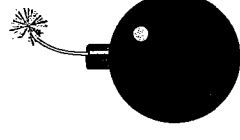
A bomb that causes damage by fragmentation, heat and blast waves, and a violent release of energy.



Bomb Categories

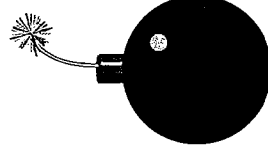
In incendiary

A bomb that, when ignited, generates fire producing heat without substantial explosion.



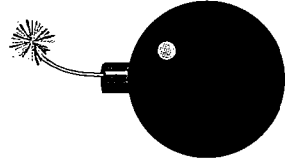
Bomb Threat

A message delivered by any means that warns or claims the presence of a bomb.



Reasons Bomb Threats Are Made

- 💣 **Create an Atmosphere of Anxiety, Havoc**
- 💣 **Minimize Casualties and Personal Injuries**
- 💣 **Minimize Property Damage**
- 💣 **Practical Joke, Prank, or On A Dare**



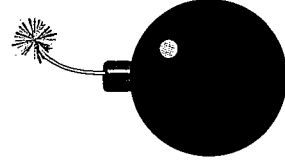
Receiving Bomb Threats

 **Suspicious Package**

 **Telephone Call***

 **Written Message**

 **By Mail or Messenger**



*** Used Most Frequently**

BATES PAGE 10599 - 10602

(React to Bomb Threat)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

BATES PAGE 10603-10604

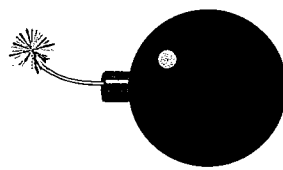
(Evacuation)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

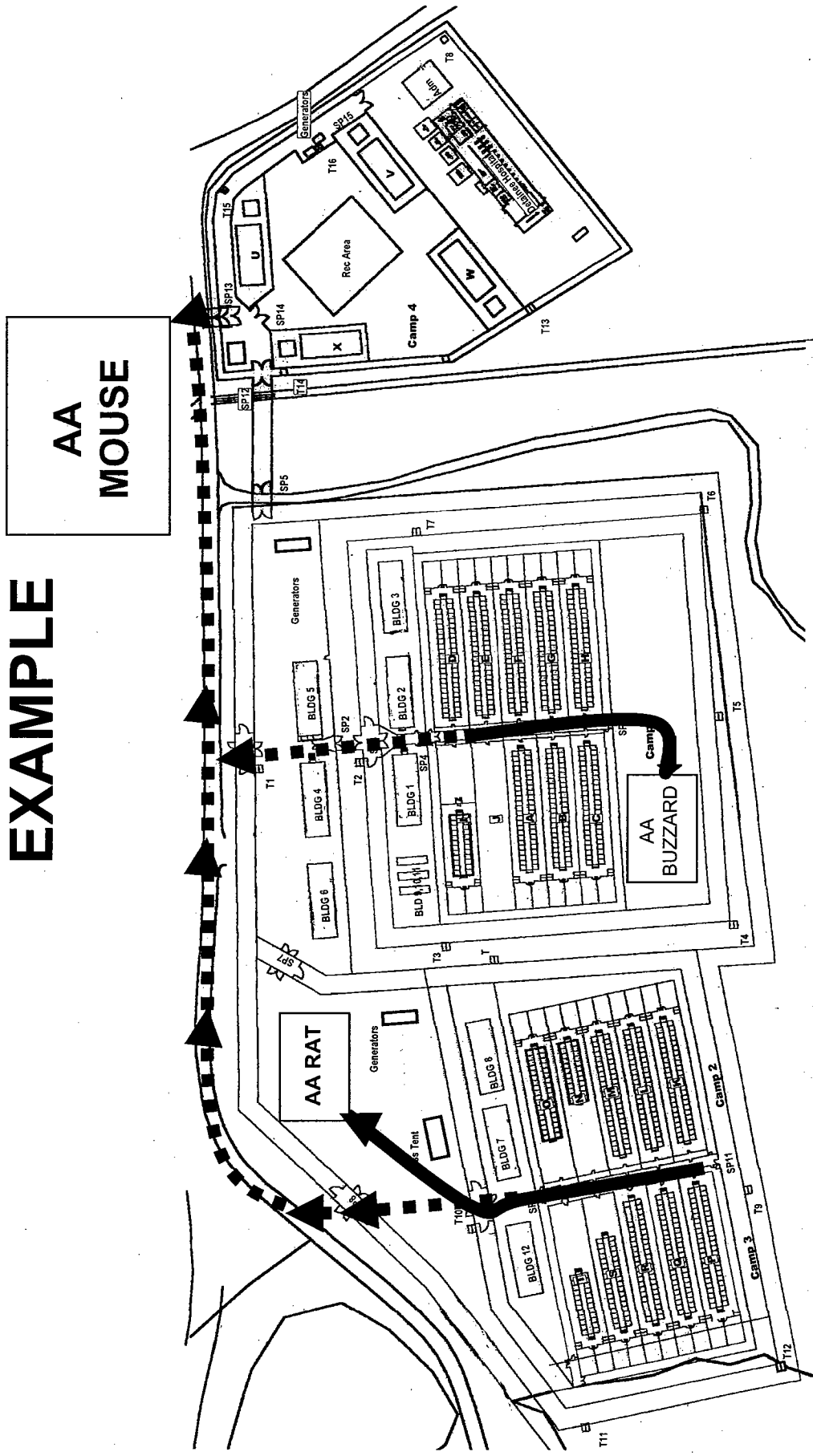
Internal Bomb Search Techniques

SOP Determines Method of Search:

- 💣 Search Team
- 💣 Supervisor's Search
- 💣 Notify TOC of Anything Suspicious



Bomb Threat Evacuation Plan EXAMPLE



EXAMPLE Emergency Evacuation Routes
Primary ——— & Alternate - - - -
“For Official Use Only”


BATES PAGE 10607-10614

(Bomb Search Procedures)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3


If You Encounter A Bomb...


 **Do Not Touch the Device**

 **Report the Location to TOC by
Telephone or Messenger**

 **Secure the Area**

If You Encounter A Bomb...


 **Turn off Gas & Electricity in Area**

 **Remove Items That May Cause a
Secondary Explosion**

 **Open All Windows and Doors**



If The Bomb Detonates...

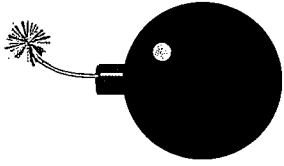
 **Give First Aid to the Injured**

 **Set up a Priority System for Evacuation
of the Injured**

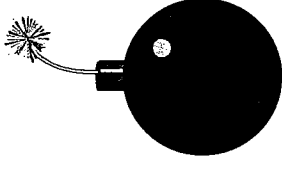
 **Control Fires**

If The Bomb Detonates...

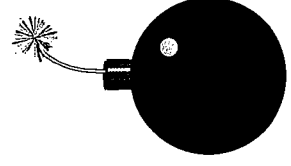
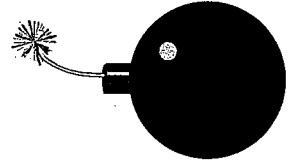
-  **Move Flammable and Secondary
Explosion Items Away From Flames**
-  **Secure the Area for Investigation**



Respond to a Bomb Threat and/or a Bomb within



Detainee Operations Summary



**Respond to a Bomb Threat and/or a Bomb within Detainee Operations
CD 256 / Version 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	191-381-1250 (*)	<u>INDIVIDUAL</u> React to a Bomb Threat and/or a Bomb in an Detainment Facility

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>

Academic Hours	The academic hours required to teach this lesson are as follows:	
	<u>Mobilization Hours/Methods</u>	
	1 hr 15 mins / Conference / Discussion	
	10 mins / Practical Exercise (Performance)	
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	1 hr 25 mins	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	_____

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	CD 254	Emergency Actions for Fire, Escapes and Disorders within Detainee Operations

Clearance Access	Security Level: "For Official Use Only" Requirements: There are no clearance or access requirements for the lesson.
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Foreign Disclosure Restrictions	FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.
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References	<table border="1"> <thead> <tr> <th><u>Number</u></th> <th><u>Title</u></th> <th><u>Date</u></th> <th><u>Additional Information</u></th> </tr> </thead> <tbody> <tr> <td>FM 19-15</td> <td>Civil Disturbances.</td> <td>25 Nov 1985</td> <td>p 297</td> </tr> <tr> <td>FM 3-19.30</td> <td>Physical Security.</td> <td>08 Jan 2001</td> <td></td> </tr> <tr> <td>STP 19-95C1-SM</td> <td>MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual</td> <td>30 Sep 2003</td> <td></td> </tr> <tr> <td>STP 19-95C24-SM-TG</td> <td>MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide</td> <td></td> <td></td> </tr> </tbody> </table>	<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>	FM 19-15	Civil Disturbances.	25 Nov 1985	p 297	FM 3-19.30	Physical Security.	08 Jan 2001		STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003		STP 19-95C24-SM-TG	MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide		
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STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003																			
STP 19-95C24-SM-TG	MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide																				

Student Study	Read STP 19-95C1-SM, STP 19-95C24-SM-TG.
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Assignments

Instructor Requirements

One primary instructor and one assistant instructor.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:
NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.
Bomb Threat Check List Form (Locally produced).

Student Materials:
Read STP 19-95C1-SM, STP 19-95C24-SM-TG, pen, pencil and notebook.

Classroom, Training Area, and Range Requirements


Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
	MSG	SR Corrections Technical Advisor	11 Jun 2004

(b)(6)-2

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Motivator

NOTE: Show Slide #1 (Respond to a Bomb Threat and/or a Bomb within Detainee Operations).

Everyday the phones ring in our detainee camps. It takes only one of those calls to disrupt the facility's daily activities. If that call is a bomb threat and if we don't handle it properly the end result could be needless death and destruction!

NOTE: Instructors are required to incorporate Contemporary Operating Environment (COE) issues and reinforce VALUES in this lesson to include scenarios and practical exercises. There are key variables that can be expected in virtually every conflict that serve as building blocks for the operational environment (OE). They are interrelated and sometimes overlap, and serve collectively as the foundation for understanding COE. Information can come from CALL (Center for Lessons Learned) <http://call.army.mil> or any media source including newspaper/magazine articles, television/radio information, law enforcement/field training circulars, etc. and should be current and relevant to the training. Do not violate any copyright or reproduction laws.

The eleven variables are:

1. Physical environment
2. Nature and stability of the state
3. Military capabilities
4. Technology
5. Information
6. External organizations
7. Social demographics
8. Regional Relationships
9. National will
10. Time
11. Economics

NOTE: Show Slide #2 (TLO).

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.
Conditions:	In a classroom environment, given a situation where you have received a bomb threat.
Standards:	Identify the steps to take in the event of a bomb or IED threat in a

detainee camp.

Safety Requirements

Safety briefings will be conducted prior to training with emphasis on weather conditions, existing and predicted; munitions, including the handling and transporting of blank ammunition and pyrotechnics; and safety while working around and with machinery, vehicles, and tools. Other topics include hot and cold weather injury prevention and treatment, animal and insect bites, poisonous plants, and fire prevention. All injuries/incidents will be reported to the instructor on site and processed IAW course policies and procedures.

Comply with:

- a. AR 385-10, The Army Safety Program, 29 February 2000.
- b. AR 385-55, Prevention of Motor Vehicle Accidents, 12 March 1987.
- c. TRADOC Regulation 385-2, 27 January 2000.
- d. FM 100-14, Risk Management, 23 April 1998.
- e. FM 101-5, Staff Organization and Operations, 31 May 1997.

NOTE: This is an example of a safety briefing. Safety briefings are dependent on the location of training/training event and this is not to be considered an all-inclusive safety briefing.

1. **Electrical storms:** (when appropriate) To take precautions against anyone being hit by lightning, we have a dispersal area that is located on this range at (give location) (instructors will complete this at their specific outside location). When directed to disperse, you will move directly to the dispersal area, ground your rifle and Kevlar and place your poncho over yourself after lying flat on the ground. In addition, be sure to avoid flagpoles, wires, Kevlar, and meters that contain electrical charges.
2. **Snakebites:** (when appropriate) As you know, the areas in which snakes are generally found during hot weather are cool, damp places such as rotten logs, creek banks, and under roots. In training areas they may be found in fighting supported positions and bunkers. Always observe an area very closely prior to training. In the event that a snake of any type bites you, report it to range personnel, the instructor, or your drill sergeant. Under no circumstances should anyone try to handle a snake.
3. **Heat casualties:** (when appropriate). When you are active the body becomes overheated and the perspiration, which is created, cannot evaporate and cool the body because of the high humidity. You become a possible casualty from the heat as the body temperature rises above the normal temperature. The symptoms that this can create are: cool, moist or hot, dry skin; profuse sweating; headaches; dizziness; weakness; rapid pulse; or severe cramps in the abdomen or legs. Instructors, range personnel, drill sergeants, and company cadre are familiar with first aid treatments and casualty evacuation procedures for further medical attention. During hot weather, drink water at a rate of not more than 1.5 quarts per hour and not more than 12 quarts per day. Use the buddy system and watch your buddies for signs of heat illness.
4. **Cold weather injuries:** (when appropriate) Range OIC will ensure that warm-ups are properly utilized. Ten-minute breaks will be scheduled for each 50-minute block of instruction. During conference sessions, individuals should be allowed to move their feet, hands, etc., in order to maintain circulation. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather. Range OIC will coordinate with company personnel to rotate Soldiers into warm-up tents when inclement

-
- weather conditions dictate the need for this to preserve troop health.
5. **Weapons Handling:** Do not fire blank ammunition at individuals within a distance of 25 meters. Ensure blank adapters are installed on weapons before ammunition is issued. Blank adapters will be installed on weapons at all times. When utilizing MILES equipment, never look directly into the laser engagement transmitter.
 6. **Classroom Instruction:** Inform students of the procedures and exits in the classroom in the event of an emergency and/or fire.
 7. If in need of a MEDEVAC helicopter, immediately contact the MEDEVAC Operations Center telephonically, either by calling through the Range Control Switchboard or by radio. If emergency care is needed, all medical support for units training outside the cantonment area should contact the local 911 for emergency care.
 8. Be responsible for security of weapons.
 9. Ensure proper use of pyrotechnics and blank ammunition.

NOTE: Ensure all students have been given the safety brief. Have those arriving late due to appointments and sick call read the briefing.

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage. Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See *FM 3-100.4* for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance. Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural

and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

None.

**Instructional
Lead-In**

The importance of correctly reacting to a bomb threat and obtaining all the information possible from the caller who is calling in the bomb threat cannot be emphasized enough. Then comes the action upon encountering an explosive device. Lives and property are a major priority in a detainee camp during this situation.

SECTION III. PRESENTATION

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

a. Before we discuss how to react to a bomb threat, bomb search techniques, and actions to take upon encountering a bomb, we will cover some definitions.

NOTE: Show Slides #3 and #4 (Definition of a Bomb)

(1) A bomb is a device capable of producing damage to material and injury or death to personnel when detonated or ignited.

NOTE: Show Slides #5 and #6 (The Two Classifications of a Bomb)

(2) Bombs are placed in two categories:

(a) Explosive: a bomb that causes damage by fragmentation, heat and blast waves, and a violent release of energy.

(b) Incendiary: a bomb, when ignited, that generates fire producing heat without substantial explosion.

NOTE: Show Slide #7 (Definition of a Bomb Threat)

(3) A bomb threat is a message, delivered by any means, that warns or claims the presence of a bomb. It may, or may not, include information like the time for detonation/ignition, why the bomb was set, or where the bomb was concealed.

NOTE: Show Slide #8 (Reasons Why Someone Would Report a Bomb Threat)

(4) Reasons why someone would report a bomb threat.

(a) To create an atmosphere of anxiety and panic, which will disrupt the normal activities of the facility (May be used as a diversion for an escape).

(b) To minimize personal injuries or property damage.

(c) As a practical joke or on a dare.

NOTE: Show Slide #9 (Bomb Threat May Be Received in Many Ways)

b. A bomb threat may be received in a number of ways:

(1) A suspicious package.

(2) A telephone call.

(3) A written message.

(4) Delivered through mail, or by messenger.

NOTE: Although a bomb threat may be delivered by any means, the most frequently used method is by telephone.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. React to a telephonic bomb threat

Method of Instruction: Conference / Discussion

Time of Instruction: 15 mins

Media: -None-

NOTE: Show Slides #10 through #12 (React to a Telephonic Bomb Threat)

a. What to do if you answer the phone and receive a bomb threat?

(1) First, you must remain calm throughout the telephone conversation.

(2)

[REDACTED]

NOTE: Instructor to issue Bomb Threat Checklist Form.

(3)

[REDACTED]

(4)

[REDACTED]

(5)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

QUESTION: Throughout the conversation what must you do?

ANSWER: Remain calm.

11/15/2-3

All b2-3

[REDACTED]

NOTE: Instructor will give examples of situations that may occur if panic spreads throughout the detainee camp.

NOTE: The public affairs officer is the only person authorized to release information to the public.

c. After the caller hangs up, brief your supervisor and follow his instructions.

NOTE: Show Slide #13 (Inform all Persons and Agencies on the Notification List)

(1) You may be told to inform all persons and agencies on the notification list.

[REDACTED]

NOTE: Instructor will explain role each agency will play.

- (a) [REDACTED]
- (b) Explosive [REDACTED]
- (c) [REDACTED]
- (d) [REDACTED]
- (e) [REDACTED]
- (f) [REDACTED]
- (g) [REDACTED]
- (h) [REDACTED]
- (i) [REDACTED]
- (j) [REDACTED]
- (k) [REDACTED]
- (l) [REDACTED]
- (m) [REDACTED]
- (n) [REDACTED]
- (o) [REDACTED]
- (p) [REDACTED]
- (q) [REDACTED]
- (r) [REDACTED]
- (s) [REDACTED]
- (t) [REDACTED]
- (u) [REDACTED]
- (v) [REDACTED]
- (w) [REDACTED]
- (x) [REDACTED]
- (y) [REDACTED]
- (z) [REDACTED]

[REDACTED]

NOTE: Show Slides #14 and #16 (Evacuation)

(2) Evacuation will be according to the facility SOP.

[REDACTED]

All b2-3

[REDACTED]

[REDACTED]

[REDACTED]

(c) [REDACTED]

[REDACTED]

(e) [REDACTED]

[REDACTED]

[REDACTED]

c [REDACTED]

NOTE: Conduct a check on learning and summarize the learning activity.

- 3. Learning Step / Activity 3. Search for a bomb
 - Method of Instruction: Conference / Discussion
 - Time of Instruction: 10 mins
 - Media: -None-

NOTE: Show Slide #17 (Bomb Search Techniques)

NOTE: The I/F SOP will determine the method of search.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

NOTE: Show Slides #18 through #21 (Things to Search For).

- b [REDACTED]
- (1) [REDACTED]
- c [REDACTED]
- (2) [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

NOTE: Show Slide #22 and 23 (Bomb Search Techniques for the Outside Area)

- (1) [Redacted]
- (2) [Redacted]

NOTE: Use extreme caution when searching vehicle.

- (3) [Redacted]
- (4) [Redacted]

NOTE: Show Slide #24 and 25 (Bomb Search Techniques Detailed Room Searches)

[Redacted]

d. Now we will discuss detailed room searches.

- (1) [Redacted]
- (2) [Redacted]
- (3) [Redacted]

NOTE: Instructor will point out things in the classroom and explain how to search them.

- (4) [Redacted]
- (5) [Redacted]
- (6) [Redacted]

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4.

Method of Instruction: Conference / Discussion
 Time of Instruction: 10 mins
 Media: -None-

NOTE: Show Slide #26 and 27 (What to do if you Encounter a Bomb).

AM b2-3

a. Actions to take upon encountering a bomb.

QUESTION: How far are the detainees and staff evacuated to?

ANSWER: A [REDACTED]

(1) [REDACTED]

[REDACTED]

(3) [REDACTED]

(4) [REDACTED]

[REDACTED]

(6) Open all windows and doors. This will help reduce air pressure, flying debris, and reduce the overall effect of the blast. If necessary, escort EOD personnel to the location of the reported device.

QUESTION: How would you report the location of an explosive device?

ANSWER: A [REDACTED]

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5.

Method of Instruction: Conference / Discussion
Time of Instruction: 10 mins
Media: -None-

NOTE: Show Slide #28 and 29 (Actions to Take If the Bomb Detonates)

a. Actions to take if the bomb detonates.

(1) Give first aid to the injured. This includes both cadre and detainees and is based on the severity of the injuries.

(2) Set up a priority system for the evacuation of the injured.

(3) Control fires; attempt to put out small fires; for larger fires follow the facility fire plan.

(4) Move flammable items away from fires and items that could cause secondary explosions. This includes floor wax, cleaners, etc.

(5) Secure the area for the investigation. Do not let anyone tamper with the debris. You will not leave the area until ordered by your supervisor or the bomb scene officer.

NOTE: Conduct a check on learning and summarize the learning activity.

6. Learning Step / Activity 6. Practical Exercise

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 10 mins

Media: -None-

Conduct Practical Exercise.

NOTE: Conduct a check on learning and summarize the learning activity.

NOTE: Show Slide #30 (Summary)

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if students have learned the material presented by:

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.
- c. Providing immediate feedback in context to the material presented and correcting student misunderstandings.

Review / Summarize Lesson

RETAIN ATTENTION: Although a bomb threat will not happen every day there is a possibility that it could happen. This would create an emergency situation where you have to react without creating an atmosphere of panic.

SUMMARY: During this block of instruction, we have covered the information on how to properly fill out a bomb threat checklist, react to a bomb threat, bomb search techniques, take immediate action upon encountering an explosive device, and what to do if the bomb explodes.

CLOSING STATEMENT: The importance of correctly reacting to a bomb threat and obtaining all the information possible from the caller who is calling in the bomb threat cannot be emphasized enough. Then comes the action upon encountering an explosive device. Lives and property are a major priority in a detainee camp during this situation.

**REACT TO A BOMB THREAT IN A DETAINEE CAMP
RECEIVING A BOMB THREAT BY TELEPHONE**

SUMMARY

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

7. [REDACTED]

8. [REDACTED]

All b2-3

[REDACTED] ge.
[REDACTED] ise.

9. [REDACTED]

b. [REDACTED] training?
c. [REDACTED]
e. [REDACTED]
f. [REDACTED]
g. [REDACTED]

TAKE IMMEDIATE ACTION UPON ENCOUNTERING AN EXPLOSIVE DEVICE IN A DETAINEE CAMP

SUMMARY

1. Procedures will be followed in accordance with local SOP.
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED] try to control
7. Do not tamper with any debris after an explosion. Evidence could be destroyed.
8. Secure the area until your supervisor releases you.

-
9. You should be very familiar with the unit's bomb threat SOP; knowing what to do when encountering an explosive device could save lives.
 10. Talk to no one other than when instructed to do so by your supervisor.
-

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions.. Provide remedial training as needed.

Appendix A - Viewgraph Masters

VIEWGRAPHS FOR LESSON 1: CD 256 version 2004

Appendix B - Test(s) and Test Solution(s) (N/A)

B-1

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Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: CD 256 version 2004

PRACTICAL EXERCISE SHEET 1

Title	Emergency Actions for Bomb Threats						
Lesson Number / Title	CD 256 version 2004 / Respond to a Bomb Threat and/or a Bomb within Detainee Operations						
Introduction							
Motivator							
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td> <td>Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.</td> </tr> <tr> <td>Conditions:</td> <td>In a classroom environment, given a situation where you have received a bomb threat.</td> </tr> <tr> <td>Standards:</td> <td>Identify the steps to take in the event of a bomb or IED threat in a detainee camp.</td> </tr> </table>	Action:	Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.	Conditions:	In a classroom environment, given a situation where you have received a bomb threat.	Standards:	Identify the steps to take in the event of a bomb or IED threat in a detainee camp.
Action:	Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.						
Conditions:	In a classroom environment, given a situation where you have received a bomb threat.						
Standards:	Identify the steps to take in the event of a bomb or IED threat in a detainee camp.						
Safety Requirements							
Risk Assessment	Low						
Environmental Considerations							
Evaluation							
Instructional Lead-In	None.						
Resource Requirements	<p>Instructor Materials:</p> <p>Handout, Bomb Threat Checklist form (locally produced).</p> <p>Student Materials:</p> <p>STP 19-95C1-SM, pen/pencil, and notebook.</p>						
Special Instructions							
Procedures	<p>PROCEDURE: Have three student role players (supervisor, bomb caller, and person answering phone with bomb checklist available). Terminate PE after 5 minute phone call.</p>						

**Feedback
Requirements**

Appendix D - Student Handouts (N/A)