

CRM LESSON PLAN REPORT

COUNTER IMPROVISED EXPLOSIVE DEVICE (IED) THREAT (CRM)
052-BT052026 / 21 ©

Approved
06 Jul 2021

Effective Date: 06 Jul 2021

SCOPE:

Soldiers will Counter IED threat by Identifying visual indicators of possible IEDs and then reacting to a possible IED.

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Foreign Disclosure: FD3 - This training product has been reviewed by the developers in coordination with the MSCoE foreign disclosure officer. This training product cannot be used to instruct international military students.

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses				
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

POIs				
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
Individual		
052-COM-1270 (*)	React to a Possible Improvised Explosive Device (IED) (UNCLASSIFIED//FOR OFFICIAL USE ONLY) (U//FOUO)	Approved
052-COM-1271 (*)	Identify Visual Indicators of an Improvised Explosive Device (IED) (UNCLASSIFIED//FOR OFFICIAL USE ONLY) (U//FOUO)	Approved

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
052-K-00001	Knowledge of Mine Awareness	Yes	Yes
052-K-00122	Booby Trap Principles	Yes	Yes
052-K-00123	Explosive Hazards Indicators	Yes	Yes
052-K-00127	Booby Trap Employment Techniques	Yes	Yes
052-K-00126	Minimum Safe Distance for Explosives	Yes	Yes
052-K-00862	Know the Use of Rules of Engagement (ROE) During Combat	Yes	Yes

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
052-S-00001	Send a Radio Message	Yes	Yes
052-S-00007	Ability to Recognize Battlefield Hazard Indicators	Yes	Yes
052-S-00014	Possess Effective Communication Skills	Yes	Yes
S0805	Ability to Determine Grid Coordinates	Yes	Yes
052-S-00181	Ability to Use Optical Equipment	Yes	Yes
052-S-00339	Visually Identify IED Indicators	Yes	Yes
052-S-00340	Detect Anomalies	Yes	Yes
052-S-00344	Identify Initiation Systems - Command, Remote, Victim Operated	Yes	Yes
052-S-00345	Identify IED Components, Initiation Systems, and Delivery Methods	Yes	Yes

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	0 hrs	10 mins	Lecture
Yes	1 hr	35 mins	Demonstration
Yes	1 hr	0 mins	Practical Exercise (Hands-On/Written)
<hr/>			
Total Hours(50 min):	2 hrs	45 mins	

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

Hours/Actions

0 hrs	10 mins	Classroom Breakdown
0 hrs	15 mins	Classroom Setup
0 hrs	30 mins	Logistics Support – Equipment
0 hrs	30 mins	Student Re-test
0 hrs	30 mins	Student Re-train
0 hrs	30 mins	Training Event Clean-up/Breakdown (non-FTX)
1 hrs	0 mins	Training Event Prep/Setup (non-FTX)

Total Hours (60 min): 3 hrs 25 mins

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Prerequisite Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

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References

<u>Number</u>	<u>Title</u>	<u>Date</u>
ATP 3-34.20	Countering Explosive Hazards	21 Jan 2016
ATP 3-90.37	COUNTERING IMPROVISED EXPLOSIVE DEVICES	29 Jul 2014
ATP 4-01.45	TCO MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR TACTICAL CONVOY OPERATIONS	21 Feb 2017
DoD Dictionary	DoD Dictionary of Military and Associated Terms	01 Jan 2020
TC 3-90.37	Counter Improvised Explosive Device Training	27 Sep 2016

Student Study Assignment

None

Instructor Requirements

Instructors are FIFC Certified. Each student group has a FIFC certified instructor and one assistant instructor.

Support Personnel Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Additional Instructors and/or Drill Sergeants	0:0	8	2.5
Remarks:			

**Equipment
Required
for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
* 05-113 - IED Effects Simulator, Increment 1, (IEDES 1) MILES Emitter Unit (MEU) Remarks:	1:50				No
* 05-113/1 - IEDES, Increment 1, (IEDES1) Pressure Plate Training Device Remarks:	1:50				No
* 05-113/2 - Improvised Explosive Device Effects Simulator, Increment 1, (IEDES1) Push Pull Booby Trap Remarks:	1:50				No
* 05-113/3 - Improvised Explosive Device Effects Simulator, Increment 1, (IEDES1) Man Worn Suicide Vest (SV) Remarks:	1:50				No
* 05-114 - Improvised Explosive Device Effects Simulator (IEDES 1) 433 MHZ Remarks:	1:200				No
* 05-114/1 - Improvised Explosive Device Effects Simulator (IEDES 1) 315 MHZ Remarks:	1:200				No
* 05-115 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Electronic Common Interface Device (ECID), 433 MHZ Remarks:	1:50				No
* 05-115/1 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Electronic Common Interface Device (ECID), 315 MHZ Remarks:	1:50				No
* 05-116 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Module Control Unit (MCU) 433 MHZ Remarks:	1:50				No
* 05-116/1 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Module Control Unit (MCU) 315 MHZ Remarks:	1:50				No
* 05-117 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Non-Pyrotechnic Controller (NPC) Remarks:	1:50				No
* 05-118/1 - Improvised Explosive Device Effects Simulator, Increment 1 (IEDES 1), Non-Pyrotechnic Scalable Signature Device (NPSSD) Remarks:	1:50				No
* GTA 05-10-044 - Mine Awareness (SANDI) Remarks:	1:1				Yes
* GTA 09-12-001 - Unexploded Ordnance (UXO) Procedures Remarks:	1:1				Yes
* GTA 90-01-001 - Improvised Explosive Device (IED) and Vehicular Borne Improvised Explosive Device (VBIED) Smart Card Remarks:	1:1				Yes
* T 05-062 - Improvised Explosive Device (IED) Kit Remarks:	1:50				No
* T 09-097 - Grenade, Hand, HOSAM Type 1, Egypt Remarks:	1:25				No
* T 09-108 - Landmine, TM 46 (Modified) Remarks:	1:25				No

* T 17-105 - 105mm Tng. Round APFSDS Remarks:	1:25				No
* T 17-107 - 120mm Sabot Tng. Round Remarks:	1:25				No
* T 20-011 - RGD-5 Anti-Tank Grenade Remarks:	1:25				No
* T 20-037 - RPG Round Remarks:	1:25				No
1240-01-430-6942 - Binocular: M24 Remarks:	1:12	1:1	No	0	No
5836-01-374-8330 - Projector, Video: Model Graphics 800 Remarks:	0:0	1:1	No	0	No
6730-01-546-7782 - Screen, Projection Remarks:	0:0	1:1	No	0	No
7021-01-C05-1951 - Computer, Personal Workstation: Dell GX745 Remarks:	0:0	1:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

- a. CALL Handbook No. 05-23 - Joint IED Defeat Task Force Counter IED TTPs
- b. MNC-I C-IED Smart Book (Sep 07)
- c. This LP, 052-BT052026 and all appropriate slides and handouts.

Student Materials:

- a. Note taking Material.
- b. GTA 90-01-001, Improvised Explosive Device (IED) and Vehicular Borne Improvised Explosive Device (VBIED) Smart Card.

Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-T-1680-50 Classroom, Traditional, 1680 Square Feet, 50 Students Remarks:		1:50	5	5
17999-12-2 Field Training Area, 12 Acre, 2 Each Remarks:		1:200	25	25

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

Instructional Guidance/Conduct of Lesson

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

This lesson is intended as a demonstration with hands on training aids. The slides provided are included to assist instructors when training aids are not available or insufficient to meet the TLO, not as a substitute for hands on interaction.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Ralph Turner	Not available	Approver	06 Jul 2021

SECTION II. INTRODUCTION

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)
Time of Instruction: 5 mins

Motivator

Improvised Explosive Devices (IED) are the most dangerous and effective weapon system Coalition forces face, inflicting more casualties than all other weapon systems combined. The information in this brief was compiled by the IED Task Force CONUS Advisory team tasked by Army G-3. They have teams that are in Iraq and Afghanistan and continue to collect information as it changes. This could save your life.

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:	Counter Improvised Explosive Device (IED) Threat
Conditions:	In a training environment containing both classroom and training area, IED training aids, IED simulators, and all operation personal protective equipment.
Standards:	Counter IED threat by Identifying visual indicators of possible IEDs and then reacting to a possible IED to prevent personnel injuries and equipment damage.
Learning Domain - Level:	Cognitive - Remembering
No JPME Learning Areas Supported:	None

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DD Form 2977 RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination.

Risk Assessment Level

Low - See DD FORM 2977, Risk Management Worksheet

Assessment: See DD FORM 2977, Risk Management Worksheet

Controls: See DD FORM 2977, Risk Management Worksheet

Leader Actions: See DD FORM 2977, Risk Management Worksheet

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations.

**Instructional
Lead-in**

What is an IED – A complete improvised explosive device that would function if not disarmed. This type of device can be placed or fabricated in an improvised manner which is designed to destroy, disfigure, or harass. IEDs can incorporate military ordnance or commercial explosives.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify Visual Indicators of an Improvised Explosive Device (IED) (UNCLASSIFIED//FOR OFFICIAL USE ONLY (U//FOUO))
CONDITIONS:	In a classroom environment with Improvised Explosive Devices (IED) training aids, CIED GTAs, and lesson slides.
STANDARDS:	Identify the visual indicators of IEDs using the naked eye and/or optics without causing injury to personnel or damage to equipment.
LEARNING DOMAIN - LEVEL:	Cognitive - Remembering
No JPME LEARNING AREAS SUPPORTED:	None

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Identify the three components of an IED.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 5 mins

Media Type: Training Aid / Slides

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Main Charges

a. Main Charge (Explosive)

- (1) Military Munitions
 - (a) Artillery Rounds
 - (b) Tank Rounds
 - (c) Grenades
- (2) Military Explosives
- (3) Civilian Explosives
- (4) Home Made Explosives (HME)

b. Identify the Initiating Method

NOTE: Initiating Methods described in detail in LSA 2

c. Casing (what the explosive is contained in).

- (1) Animal Carcasses
- (2) Plastic Bags

- (3) Soda Cans
- (4) Vests or Satchels (Suicide Bombers)
- (5) Plastic Jugs
- (6) Barrels

NOTE: Anything can be used as a container. Instructor should expand upon how certain locations follow different patterns based on availability of containers and training.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- Name a type of IED initiator.
- Can a US Army Claymore mine be used as a charge in an IED?
- Name an Item that can be used as an IED container.

Review Summary:

Identifying the components of an IED assists the Soldier in understanding how the IED works. This makes it easier locate possible IEDs. Summarize Identify the Three Components of an IED by reviewing the performance sets:

- Identify the Initiating System
- Identify the Main Charge
- Identify the Container

ELO A - LSA 2. Learning Step / Activity ELO A - LSA 2. Identify initiation methods used to detonate IEDs.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available Show Slide to overview Initiating Systems

NOTE: List initiating types. Differentiate each system generally as they are explained in detail later. Remote command can be accomplished by a radio transmitting device or an electric signal sent through a wire. Victim operated is a booby trapped object that detonates after the victim actuates it unintentionally. Timed is where a digital or mechanical timer is set to detonate the explosives at a predetermined time.

a. Types of IED initiating systems

- (1) Timed
- (2) Command
 - (a) Command Wire (CWIED)
 - (b) Radio controlled (RCIED)
- (3) Victim Operated

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Timed Initiators

b. Timed

- (1) Igniferous (fire)
- (2) Chemical
- (3) Mechanical
- (4) Electrical

NOTE: Timers are normally used to act as a safe separation timer. On a few occasions will they be used to initiate the device. When used as the former, it separates the power source from the electric blasting caps to provide the enemy with a safer system to employ.

NOTE: Mechanical: (washing machine or clock timer) used as initiator.

Electrical: Initiation device using an electronic timer, probably from a digital clock.

Chemical: Using chemical reaction to delay initiation. (Acid eating at a wire holding back a firing pin)

Igniferous: Time Fuze, Cigarette with clothespin circuit.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Remote Command Initiators

c. Command

- (1) Command Wire
- (2) Radio Controlled (RCIED)
 - (a) Radio controlled (key fobs/door bell transmitters)
 - (b) Radio controlled phones & communications
 - (c) Cell Phones

NOTE: Wireless door bell transmitters are common method for radio controlled

detonation. Wireless and cordless phones and other communication devices can be utilized in radio controlled detonation. Small hand held radios have the advantage of greater range.

NOTE: The possibilities for RCIED initiation are endless. Expand on the examples provided as needed, using hands on training aids when available.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Victim Operated Initiators

d. Victim operated (VOIED)

- (1) Passive infrared sensors (PIR)
- (2) Pressure
- (3) Pull
- (4) Anti Handling
- (5) Trip Wire

NOTE: Passive infrared sensors: commonly used for motion sensitive light fixtures. Vehicle passes through Passive Infra Red field of view causes detonation.

Pressure: This is an example of a Victim Operated IED (VOIED). Detonation is caused by both saw blades coming into contact with each other from someone stepping or running over it.

Pull: The poster on was rigged to detonate when the sign was removed. Insurgents are also booby trapping IEDs to explode when moved.

Anti Handling: The anti-handling device is set up on an actual or dummy IED to actuate when the IED is moved. This hair clip device is designed to go off when the tension is released, closing the hair clip jaws which completes the circuit.

NOTE: The possibilities for VOIED initiation are endless. Expand on the examples provided as needed, using hands on training aids when available.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are the three types of initiating systems?
- What is an example of a common household item that can be used in an RCIED?
- What is the most common use for timed initiators in an IED?

Review Summary:

Identifying the initiating method of IEDs helps understand what to look for when looking for an IED. Summarize Identify initiation methods used to detonate IEDs by reviewing the performance steps.

- Remote Command
- Victim Operated
- Timed

ELO A - LSA 3. Learning Step / Activity ELO A - LSA 3. Identify roadside IED indicators (suspicious objects or activities that seem out of place).

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available Show Slide to illustrate IED Concealment

a. IED concealment

NOTE: Indicators are not confirmation that there is an IED. They alert you to the possibility and assist you in confirming an IED that is spotted.

NOTE: Indicators can be anything. Explain that the lesson highlights common IED indicators but is by no means an all inclusive list.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Behavioral Indicators

b. Behavioral indicators

(1) Change in community behavior. (Empty streets in a busy area, businesses closed in the middle of the day, absence of women and children etc.)

(2) Vehicle following a convoy.

(3) Personnel lingering on overpass.

(4) Signals from civilians.

(5) Civilian video taping ordinary activity.

NOTE: Expand on this list of behavioral indicators as needed

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Disrupted

Environment

c. Disrupted environment

- (1) Out of place colors (Disturbed dirt, fresh concrete or asphalt etc)
- (2) Possible markers (Rock pile, abandoned tire, graffiti, tape or ribbon etc)
- (3) Out of place objects (Dead animal, trash unexpected construction)
- (4) Graffiti symbols or writings
- (5) Signs that are newly erected or out of place.

NOTE: Expand on this list of disrupted environment indicators as needed

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Possible IED Components

d. Possible IED Components

- (1) Wires
- (2) Antenna
- (3) Metallic objects
- (4) Containers that appear out of place

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- Is an empty market an indicator of a possible IED? Is it enough to confirm an IED?
- Why is disturbed earth an IED indicator?
- Is an artillery round on the side of the road an IED indicator?

Review Summary:

Roadside indicators are indicators for all static IEDs. While indicators are not confirmation of an actual IED they assist the Soldier in spotting IEDs and discerning real threats from clutter. Summarize Identify Roadside IED Indicators by reviewing the performance steps:

- Identify Behavioral Indicators

- Identify Disrupted Environment
- Identify Possible IED Components

ELO A - LSA 4. Learning Step / Activity ELO A - LSA 4. Identify common areas of IED emplacements.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available Show Slide to Overview Common Areas of IED Emplacement

NOTE: Overview of Common Areas of IED Emplacement: Explain the possibilities for IED emplacement are only limited by the enemy's imagination. However, trends and patterns exist. It is important to understand the trends of the local AO.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Common Emplacement Areas

a. Common Emplacement Areas

- (1) Roads that have a high volume of coalition traffic.
- (2) Good over watch position: Since most command-detonated devices require direct observation, the enemy needs a good over watch position.
- (3) An escape route for the enemy: Most insurgents will quickly retreat after the attack.
- (4) Obstacles between the IED site and initiation point: To prevent capture, the enemy will select an observation point with obstacles between the IED site and the firing point. Natural or manmade obstacles work. Canals, berms, congested areas i.e. civilians and fences will hinder any pursuit.
- (5) Chokepoints
- (6) Abandoned Structures (Building/Vehicles)

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Common Emplacement Points

b. Common Emplacement Points

- (1) On the shoulder of roadway (usually within 10 feet)

- (2) In the median
- (3) Fencing
- (4) Inside the guard rails
- (5) Power Poles
- (6) Elevated IEDs (utility poles, tree trunks and branches, street lights, over passes, signs, etc.
- (7) Dead animals
- (8) rubbish piles (new or altered)
- (9) Culverts
- (10) Previous blast holes
- (11) Fake bodies or scarecrows (often in coalition uniforms)

NOTE: Look for patterns of disturbance, tracks, altered vegetation, etc. If the unit has not taken measures to mitigate access, consider this as mission dictates.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Common Emplacement Patterns

c. Common Emplacement Patterns

- (1) Decrease in normal traffic/pedestrian flow
- (2) Predictability

NOTE: A unit in Iraq would test fire their weapons at this berm before beginning their missions. Insurgents noted this and planted an IED in the berm in anticipation of another test fire. This is why it is important not to get into a predictable routine, the enemy is watching for a window of opportunity to attack

- (3) Unit boundary turn around points.
- (4) Point of Origin (POO) from indirect fire (patterns).

NOTE: One recurring enemy technique is the placement of an IED at the point of origin (POO) of the route leading to the POO. The POO is where an enemy indirect fire weapon (mortars and rockets) was positioned to fire on coalition forces. The enemy knows, based on friendly patterns, that a convoy will be sent to investigate the firing point and will have an IED at the POO to ambush the convoy. Devices have been found along routes leading to the POO and they have been found at the firing point itself.

- (5) History of previous attacks.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- Why are previous IED attack sites an indicator for a future attack?
- Name at least two characteristics of common emplacement areas?
- Name at least two patterns that can influence IED emplacement?

Review Summary:

Identifying common areas of IED emplacement is critical for situational awareness and to help locate IEDs. Summarize Identifying common areas of IED emplacements by reviewing the performance steps.

- Common emplacement Areas
- Common emplacement points
- Common emplacement patterns

ELO A - LSA 5. Learning Step / Activity ELO A - LSA 5. Identify the IED threat types.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available Show Slide to Introduce IED Threat Types

NOTE: Overview the threat types being taught: Disguised static IED, Disguised movable IED, Thrown or projected IED, and Hoax IED

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Disguised Static IEDs

a. Disguised static IED, which includes anything that the IED can be concealed in.

NOTE: Indicators have been expressed in roadside indicators.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate

Disguised Movable IEDs

b. Disguised movable IED.

(1) Vehicle-Borne Improvised Explosive Device (VBIED).

- (a) Abandoned vehicle on the roadside.
- (b) Vehicle may appear overloaded, with chassis low to the ground.
- (c) Donkey carts or other loaded trailers left on the roadside.
- (d) Darkened windows or shades.
- (e) Parked near a high-profile target or route.
- (f) Parked unusually close to moving traffic.
- (g) License plates or vehicles that are unusual for the area of operations.
- (h) Illegally parked or broken down at a choke point.
- (i) Recently painted.
- (j) Fake markings.

(2) Suicide Vehicle-Borne Improvised Explosive Device (SVBIED).

Note: Often, multiple vehicles are involved. The lead vehicle is used as a decoy or barrier buster. Once it is stopped, forces move in to clear or inspect the vehicle. Then the SVBIED vehicle approaches the crowd and detonates.

- (a) Driver may ignore orders to stop.
- (b) Driver may attempt to circumvent security.
- (c) Driver may allow a convoy to come to him (pull over and let a convoy begin to pass).
- (d) Driver may appear sedated/intoxicated (for example, driving erratically).
- (e) Vehicle may be moving erratically or not in a normal traffic pattern (trolling).
- (f) May target traffic merging from an on-ramp.
- (g) May target traffic merging from intersections or breaks in the median.
- (h) May target oncoming traffic with no hard barrier or median separating it from the patrol.

(3) Person-Borne Improvised Explosive Device (PBIED).

- (a) Attacker may appear calm, yet intensely focused.
- (b) May stand out from others in mood or behavior.
- (c) May have a fixed stare and be unaware of environment.
- (d) May shout a brief political or religious statement; muttering (praying).
- (e) May exhibit sweating.
- (f) Bulging coat or clothing that does not fit the season or event.
- (g) May walk in an unusually erect manner or have a lump under their clothing.
- (h) Briefcase with protruding wires or a visible arming or firing switch.

NOTE: When Training Aids/Devices are not available Show Slide to illustrate Thrown IEDs and HOAX IEDs

c. Thrown or projected IEDs (improvised grenades or mortars) used mostly from overhead passes or from the roadside in front of approaching vehicles or in the middle of convoys.

d. Hoax IEDs, which includes something resembling an actual IED, but have no charge or a fully functioning initiator device.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are the 4 IED threat types?
- List indicators of SVBIED?
- Why may hoax IEDs be emplaced?

Review Summary:

Understanding the IED threat types makes it easier to identify IED indicators amongst the vast amount of possible threats. Summarize Identify the IED threat types by reviewing the performance steps:

- Disguised static IED
- Disguised movable IED
- Thrown or projected IED
- Hoax IED

CHECK ON LEARNING (ELO A):

Conduct a check on learning to ensure students have understood the learning objective. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are the three methods of IED initiation?
- What are some different forms of movable IEDs?
- What are components of an IED?

REVIEW SUMMARY(ELO A):

Identifying visual indicators of an IED is the first step in identifying an IED. Without positive identification it is impossible to counter the IED threat. Summarize Identify Visual Indicators of an IED by reviewing each LSA:

- Identify the three components of an IED
- Identify initiation methods used to detonate IEDs

- Identify roadside IED indicators
- Identify common areas of IED emplacement
- Identify IED threat types

B. ENABLING LEARNING OBJECTIVE

ACTION:	React to a Possible Improvised Explosive Device (IED) (UNCLASSIFIED//FOR OFFICIAL USE ONLY) (U//FOUO)
CONDITIONS:	In a classroom and operational environment, theater rules of engagement (ROE), Escalation of Force (EOF) measures, a explosive hazard (EH) spot report, and higher headquarters mission instructions. The element has all available equipment and personnel. The element personnel have already received a theater-level explosive ordnance briefing. The theater could contain static IEDs, vehicle-borne improvised explosive devices (VBIEDs), and person-borne improvised explosive devices (PBIEDs).
STANDARDS:	React to a possible explosive hazard device by taking immediate action to prevent injuries or death to personnel and damage to any equipment.
LEARNING DOMAIN - LEVEL:	Cognitive - Remembering
No JPME LEARNING AREAS SUPPORTED:	None

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. React to a possible static IED/VBIED while mounted/dismounted.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 20 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available, Show Slide to Introduce ELO React to an IED

NOTE: Introduce the ELO React to an IED Overview the 3 LSAs Reacting to different IEDs: (1) Static Improvised Explosive Devices (IEDs) / Vehicle Borne Improvised Explosive Devices (VBIEDs), (2) Suicide Vehicle Borne Improvised Explosive Devices (SVBIEDs), and (3) Person Borne Improvised Explosive Devices (PBIEDs).

NOTE: When Training Aids/Devices are not available, Show Slide to Show Slide Overview React to a static IED

a. React to a static IED (Mounted and Dismounted).

(1) Alert leadership and other members of the element to the possible IED/VBIED and its location using the 3 Ds (distance, direction, description) - if the situation permits.

(2) Establish security, scan for possible secondary/tertiary IEDs/VBIEDs using the 5/25/100 meter checks.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate the 5 meter Check

(a) 5 Meter check.

i. 5-Meter Check: Identify a position to halt. Carry out a systematic visual check using binoculars or other optics. Check for abnormalities such as disturbed earth, suspicious objects, or loose bricks in walls and security ties. Work from the ground and continue above head height. Take your time, search methodically, and utilize Night Vision Devices (NVD) or a white light during hours of reduced visibility, METT-TC dependent.

ii. The driver and the gunner should remain inside the vehicle for security purposes. Conduct a buddy check when applicable due to dead space encountered with certain vehicle types, such as Stryker and MRAP varieties.

iii. Immediately scan 5 meters around vehicle for IEDs.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate the 25 Meter Check

(b) 25 Meter check.

i. 25-Meter Check: Once a 5-Meter Check is completed, continue visually clearing out to 25meters. If mounted thoroughly scan through your windows. Unless leaderships analysis of METT-TC deems otherwise (i.e. very high sniper or directionally focused explosive charge (DFFC) threat), immediately conduct a dismounted check to a radius of at least 25 meters around your position, checking for any potential IED indicators or anything out of the ordinary. During the conduct of the 5/25/100 meter checks the element must remain focused outward searching from near to far (out to approximately 100 meters) looking for suspected enemy activity (such as triggermen, cameramen, or snipers).

ii. The driver and the gunner should remain inside the vehicle for security purposes.

iii. Prior to dismounting clear close to the vehicle. Clear the area immediately around and under the vehicle.

iv. Immediately scan then dismount (if required) and search for at least 25 meters around vehicle for IEDs.

NOTE: When Training Aids/Devices are not available, Show Slide to Illustrate effective 2/25/100 meter checks

(c) 100 Meter check

i. Focus outward

- ii. Search from near to far (approximately 100 as far as necessary)
- iii. look for suspected enemy activity (triggermen, cameramen, snipers, etc.)

(d) Effective 5/25/100 meter checks occur without the need for in depth discussion or directions. Each Soldier must know his/her role.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate the 5 Cs

- (3) React to an IED while mounted/dismounted by conducting the 5 Cs.

NOTE: These are done concurrently!

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate CHECK in the 5 Cs

- (a) Check - All personnel check their immediate areas for secondary/tertiary devices by conducting 5/25/100 meter checks.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate CONFIRM in the 5 Cs

- (b) Confirm.

- i. Confirm the presence of the suspected IED from a safe distance.
- ii. Use any available optics and equipment available immediately to you (binoculars, weapon sights (ACOG), robot, buffalo, etc.) to increase your standoff distance.
- iii. Once an IED has been confirmed, a 9 line IED/UXO report MUST be called in to your higher headquarters.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate the 9-Line IED/UXO Report

- (c) 9 line IED/UXO report.

LINE 1. Date-time group (DTG): When was the item discovered?

LINE 2. Report activity and location: Unit and grid location of the IED/UXO.

LINE 3. Contact method: Radio frequency, call signs, point of contact and telephone number.

LINE 4. Type of ordnance: Dropped, projected, placed, or thrown; give the number of items if more than one.

LINE 5. Nuclear, biological, chemical (NBC contaminations: Be as specific as possible.

LINE 6. Resources threatened: Equipment, facilities, or other assets that are threatened.

LINE 7. Impact on mission: Short description of current tactical situation and how the device affects the status of the mission.

LINE 8. Protective measures: Any protective measures taken to protect personnel and equipment.

LINE 9. Recommended priority: Immediate, indirect, minor, no threat.

(d) Sample 9 line IED/UXO report.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate CLEAR in the 5 Cs

(e) Clear.

i. Clear the area around the device of all personnel, working from device outwards.

ii. The safe distance is determined by METT-TC.

iii. Keep in mind the minimum safe distance for exposed troops is 300 meters.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate CORDON in the 5 Cs

(f) Cordon.

i. Cordon the danger area and set up an Incident Control Point (ICP) for follow on agencies.

ii. Soldiers should establish blocking positions around the area to prevent foot and vehicle traffic from approaching the IED.

iii. Make sure the safe area is truly safe by checking for secondary/tertiary IEDs.

iv. Make use of all available cover.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate CONTROL in the 5 Cs

(g) Control the area inside the cordon to ensure only authorized access.

NOTE: When Training Aids/Devices are not available, Show Slide to illustrate Suspected IED Warning/ What not to do

(4) Suspected IED - what not to do.

(a) Never approach a suspected IED use Binoculars and spotting scopes to verify the IED. When in doubt, back off and call EOD.

(b) Do not pick up DETCORD – DETCORD is an explosive and its presence alone is enough to call EOD.

(c) Tracing command wire – the enemy has placed trip wires and other IEDs under/in the vicinity of command wires. Instead of tracing the wires by walking parallel to them, walk in an “S” pattern, crossing over the wire until the initiation point is found.

(d) Maximize use of available cover If METT-TC requires dismounted element to remain within the estimated casualty producing radius of the suspected IED, ensure that Soldiers retain a covered position to the greatest extent possible.

(e) Do not focus on the “found” IED.

i. An IED, once found, is not going to move.

ii. Direct the element to focus outward from the attack site, take cover and begin looking for signs of any enemy activity (such as triggermen, cameramen, or snipers) and suppress any enemy fire, as required.

iii. Establish security, and scan for possible secondary/tertiary IEDs/VBIEDs using the 5/25/100 meter checks.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are the 5 Cs?
- What is the technique used to alert others of an IED threat?
- What is the Report used to report an IED threat?

Review Summary:

Reacting to an IED requires all team members to react independently without needing guidance. For this to be possible each Soldier needs to instinctual understand the steps. Summarize React to a Possible static IED While Mounted/Dismounted by reviewing the performance steps:

- Alert leadership and other Soldiers
- Establish security
- Conduct the 5 Cs

EOF measures.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available, Show Slide to Introduce Reacting to a SVBIED

NOTE: Introduce the LSA Reacting to a SVBIED highlighting the warning and note below.

WARNING: MAINTAIN SITUATIONAL AWARENESS, THE ENEMY HAS BEEN KNOWN TO USE MULTIPLE SVBIEDs WHEN ATTACKING COALITION FORCES.

NOTE: Escalation of Force (EOF) procedures and Rules of Engagement (ROE) vary between units and OEs. It is imperative Soldiers are aware of and understand their current ROE and EOF procedures.

NOTE: When Training Aids/Devices are not available to demonstrate, Show Slides to illustrate Steps

a. Alert the unit of the approaching vehicle using the 3Ds.

- (1) Maintaining Standoff is the single most important principle.
- (2) Control your immediate tactical space (within 100 meters).
- (3) Do not mass (Personnel/vehicles).
- (4) Escalation of Force.

b. Signal the approaching vehicle to stop by employing your current EOF measures.

- (1) Spotlight/green lasers (night time).
- (2) Non-lethal warnings.
 - (a) Chem-lites.
 - (b) Use of Pen-flares.
 - (c) Flash-bangs.
- (3) Engage vehicle with deadly force if necessary (ROE and EOF measures).

c. If the vehicle does not stop, follow your current ROE.

d. Clear the area around the possible SVBIED (the minimum safe distance for

exposed personnel is 300 meters, dependent on METT-TC factors).

- e. Establish security, and scan for possible secondary/tertiary IEDs and signs of enemy activity (such as an impending ambush, triggermen, cameramen, or snipers).
- f. Report the possible SVBIED to the leadership using the most expeditious manner possible and 9 Line IED/UXO report as soon as the tactical situation allows.
- g. Follow directions from the leadership.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are two critical SOPs that must be given to react to SVIEDs?
- What are two non-lethal methods to signal approaching vehicles?
- Once security is established what should you be scanning for?

Review Summary:

Knowing the steps to reacting to SVBIEDs is critical because SVBIEDs can give very little time for a Soldier to react to. Summarize react to a possible SVBIED according to current ROE and EOF measures by reviewing the performance steps:

- Alert the unit of the approaching vehicle
- Signal the approaching vehicle to stop employing current EOF
- Follow current ROE if the vehicle does not stop
- Clear the area around the possible SVBIED
- Establish security
- Report the possible SVBIED
- Follow directions from the leadership

ELO B - LSA 3. Learning Step / Activity ELO B - LSA 3. React to a possible PBIED according to current ROE and EOF measures.

Method of Instruction: Demonstration

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH (1:50)*

Time of Instruction: 10 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: When Training Aids/Devices are not available, Show Slide to Introduce Reacting to a PBIED

NOTE: Introduce REACT TO A PERSON BORNE IMPROVISED EXPLOSIVE DEVICE (PBIED) highlighting the two notes and Warning

PBIED Note (1) If the Suicide Bomber realizes they have been detected there is a high probability the individual will attempt to detonate the explosive device

WARNING: ENSURE THAT SOLDIERS DO NOT ATTEMPT TO PHYSICALLY RESTRAIN THE SUSPECT FROM DETONATING THE DEVICE. THIS IS VERY DANGEROUS DUE TO THE POSSIBILITY OF DETONATION OR USE OF A REMOTE INITIATION SYSTEM.

PBIED Note (2) A "fail safe" initiator could be used to detonate the device if the bomber is incapacitated or hesitates. This "fail safe" initiator is another individual with a remote detonator and a line of sight to the bomber.

WARNING: DO NOT APPROACH OR ATTEMPT TO REMOVE THE IED FROM THE PERSON. WAIT FOR EOD.

NOTE: After these actions there is a high probability that the suicide bomber will attempt to detonate the explosive device. Use deadly force in accordance with the Theater ROE.

NOTE: Ensure that soldiers do not attempt to physically restrain the suspect from detonating the device. This is very dangerous due to the possibility of detonation or use of a remote initiation system.

NOTE: When Training Aids/Devices are not available to demonstrate , Show Slides to illustrate steps

- a. Alert the unit to possible PBIED using the 3 Ds and make maximum use of available cover.
- b. Issue a verbal command using your interpreter (if one is available) or with a loud and firm voice in the local language to maintain maximum standoff until the suspect stops. Your weapon should be at the high ready position.
- c. Confronting a non-compliant suspect.
 - (1) If the suspect continues to approach, signal them to stop by employing your current EOF.
 - (2) If the suspect still does not stop, follow your current ROE.

NOTE: Even if the person bearing the IED is neutralized the IED is still a threat, you now must react to it as a static IED.

- (3) Report the possible PBIED and employment of EOF measures to the leadership,

using the most expeditious manner possible and submit a 9 line IED/UXO report.

(4) Clear the area around the possible PBIED (the minimum safe distance for exposed personnel is 300 meters, dependent on METT-TC factors).

(5) Establish security, and scan for possible secondary/tertiary IEDs and signs of enemy activity (such as an impending ambush, triggermen, cameramen, or snipers).

(6) Follow the leadership directions.

d. Confronting a compliant suspect.

NOTE: The steps outlined in this section are based on the assumption the suspect complies with security directives. The suspect can become non-compliant at any time so be prepared to escalate your EOF, along with using deadly force (ROE).

(1) Using your interpreter (if available) or in a loud and firm voice in the local language.

(2) Tell the suspect to place all carried items on the ground and to step two paces away from them. Visually demonstrate if required.

(3) Direct the compliant suspect to show hands palms up. The suspect must show palms and have fingers spread, so that you can determine if the suspect is palming a detonator (there may be a remote detonator). Visually demonstrate if required.

(4) Direct the suspect to remove outer clothing, such as jackets, and place the garments on the ground. Maintain cultural sensitivities when dealing with females.

(5) Direct the suspect to raise or pull tight any layered clothing while turning in a complete circle in order to reveal any possible concealed devices. Maintain cultural sensitivities when dealing with females.

(6) If the suspect cannot be visually cleared, direct the suspect to lay face down, turn head away, with legs spread wide, arms outstretched, and palms upwards. Do not approach the suspect, even if the suspect is injured.

(7) If the suspect cannot be visually cleared, maintain cover.

(8) Report the possible PBIED to unit leadership.

(9) Clear the area around the possible PBIED utilizing available cover while still maintaining communication with the suspect (the minimum safe distance for exposed personnel is 300 meters, METT-TC dependent).

(10) Establish security, and scan for secondary/tertiary PBIEDs, along with enemy over watch positions may be used for remote detonation of the suspected PBIED.

(11) Follow the leadership directions.

Check on Learning:

Determine if the students have learned the material presented in the learning step by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- When dealing with a compliant suspect what must you be prepared for at all times?
- What is the first step in reacting to a possible PBIED before engaging a suspect PBIED?
- What is a "FAIL SAFE" initiator?

Review Summary:

If Soldiers fail to properly react to PBIED can directly lead to unnecessary casualties. Summarize React to a possible PBIED according to current ROE and EOF measures by reviewing the performance steps:

- Alert the unit to the possible PBIED
- Issue a verbal command for the suspect to stop
- Confront a non-compliant suspect
- Confront a compliant suspect

CHECK ON LEARNING (ELO B):

Conduct a check on learning to ensure students have understood the learning objective. Ask the students relevant questions, such as, but not limited to, the ones below, and correct any misunderstandings.

- What are the 5 Cs?
- How do you conduct a 5/25/100 Meter check?
- What is the difference between SVBIEDs and VBIEDs?

REVIEW SUMMARY(ELO B):

Summarize reacting to a possible IED by reviewing each LSA:

- Summarize reacting to a possible static IED/VBIED
- Summarize reacting to a possible SVBIED
- Summarize reacting to a possible PBIED

SECTION IV. SUMMARY

Method of Instruction:	Lecture
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - NON-ICH (1:200)
Time of Instruction:	5 mins

Check on Learning

Determine if the students have learned how to Counter IED threats by soliciting student questions and explanations. Ask the students relevant questions, such as, but not limited to , the ones below, and correct any misunderstandings.

- What are the IED threat types?
- Name three common areas of IED emplacement.
- What do ROE and EOF stand for?

Review/ Summary

IEDs are the greatest casualty producing weapon the enemy has at this time. Therefore it is imperative that all Soldiers understand how to counter the IED threat so as to minimize the IED threat. Summarize the lesson by quickly reviewing each ELO:

- Identify Visual Indicators of an IED
- React to a Possible IED.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate the accomplishment of the TLO. Refer student to the Individual Student Assessment Plan.

Soldiers will be given a hands on performance test. Soldiers will be evaluated on tasks 052-COM-1270 and 052-COM-1271. Soldiers will be graded in squad sized elements on a GO / NO-GO basis, instructors will ensure all Soldiers are contributing and actively involved in all performance measure.

Feedback Requirements

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

Appendix A - Viewgraph Masters

**Counter Improvised Explosive Device (IED) Threat (CRM)
052-BT052026 / Version 21 ©**

Sequence	Media Name	Media Type
1	COUNTER IMPROVISED EXPLOSIVE DEVICE (IED) THREATS	PPT

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: Score the Soldier GO if all performance measures are passed (P). Score the Soldier NOGO if any performance measure is failed (F). If the Soldier scores a NO-GO, show the Soldier what was done incorrectly and how to do it correctly.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 052-BT052026 Version 21 ©

PRACTICAL EXERCISE SHEET 052-BT052026 PE1

Time: 1 hours 0 minutes

I:S Ratio: 1:25

Title Counter IED Threats

Lesson Number/Title 052-BT052026 Version 21 © / Counter Improvised Explosive Device (IED) Threat (CRM)

Security Classification Unclassified

Introduction All Soldiers must know how to react to an IED and secure the immediate vicinity at each and every halt. This practical exercise is designed to increase your awareness of the proper procedures used when reacting to an IED. You will be task organized into squads and will be required to react to signs, indicators, and possibly an actual simulated detonated IED. NOTE: Use this statement or develop on of your own.

Motivator Recent combat operations have proven that Improvised Explosive Devices (IED) are the most dangerous and effective weapon system Coalition forces face, inflicting more casualties than all other weapon systems combined. The continued effectiveness of the IED threat has impacted unit operations, U.S. policy, and public perception. Therefore, this deadly enemy capability is likely to be a component of war and armed conflict for the foreseeable future. Reacting to an IED is not MOS specific, rather it is a basic task that each and every Soldier must be prepared to execute.

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:	Counter Improvised Explosive Device (IED) Threat
Conditions:	In a training environment containing both classroom and training area, IED training aids, IED simulators, and all operation personal protective equipment.
Standards:	Counter IED threat by Identifying visual indicators of possible IEDs and then reacting to a possible IED to prevent personnel injuries and equipment damage.

Safety Requirements In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider

the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination.

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Evaluation

Each Soldier will be evaluated on a GO / NO-GO basis by executing the proper steps in Identifying visual indicators of an IED and reacting to a possible IED during a squad based exercise. Instructors will ensure all Soldiers in the squads executing the exercise demonstrate understanding of the lesson and perform the steps correctly.

Instructional Lead-in

The use of IEDs on the modern battlefield has a direct impact on mobility, survivability, and logistical support requirements. All units must be able to maintain operations despite these hazards. This means that you, the Soldier, must know what actions to take upon encountering a suspected IED.

Resource Requirements

Instructor Materials:

Lesson Plan BT052026

Student Materials:

Personal Protective Equipment

Note taking Material

Special Instructions

1. Task organize the Soldiers into squad sized elements.
2. Prior to the Students arriving at the training site, place simulated explosive hazards and/or indicators around the area where the Soldiers will identify then react to the IED indicators and conduct the 5/25/100 meter checks
Instructor Note: Soldiers may execute this Practical Exercise from a mounted and moving patrol or while dismounted.
3. Place indicators at various distances away from the site where Soldiers will conduct the 5/25/100 meter checks. Do not make the indicators too hard to identify.
4. Rotate Soldiers through the exercise until each group has successfully completed the 5/25/100 meter checks.

5. Conduct an AAR with each group as they complete the exercise or conduct an AAR with the larger group. 6. Once complete, account for all equipment.

Procedures

1. Alerted leadership and other members of the element to the possible IED and its location using the 3 Ds (distance, direction, description).

2. Identified and Confirmed the IED.

3. Establish security, scan for possible secondary/tertiary IEDs using the 5/25/100 meter checks.

4. Completed and called in a 9 line IED/UXO report.

Feedback Requirements

Conduct an after action review (AAR) after each group has completed their iteration. Get feedback from the Soldiers and make them aware of any mistakes they have made. Show them what they have to do to the task correctly.

**SOLUTION FOR
PRACTICAL EXERCISE 052-BT052026 PE1**

None

Appendix D - Student Handouts

**Counter Improvised Explosive Device (IED) Threat (CRM)
052-BT052026 / Version 21 ©**

Sequence	Media Name	Media Type
None		