

**MICHIGAN COMMISSION ON
LAW ENFORCEMENT STANDARDS**

TERRORISM AWARENESS



FACILITATOR GUIDE

July 2015

Terrorism Awareness Facilitator Guide

How to use this Guide

The terrorism awareness facilitated learning model consists of two major components: a major table top *scenario* for class discussion and evaluation throughout the sessions and various *learning activities* that accompany the major scenario. The MCOLES terrorism awareness training objectives are divided into three main units: terrorism awareness, weapons of mass destruction, and the incident command system.

Introduce part one of the major scenario and lead the students through the accompanying learning activities. Next, introduce part two (WMD) of the scenario and lead the group through the learning activities. Finally, introduce part three of the scenario and facilitates the ICS learning activities. Make sure instructors with the relevant expertise and experience lead the discussions and facilitate the learning activities in the area of their expertise.

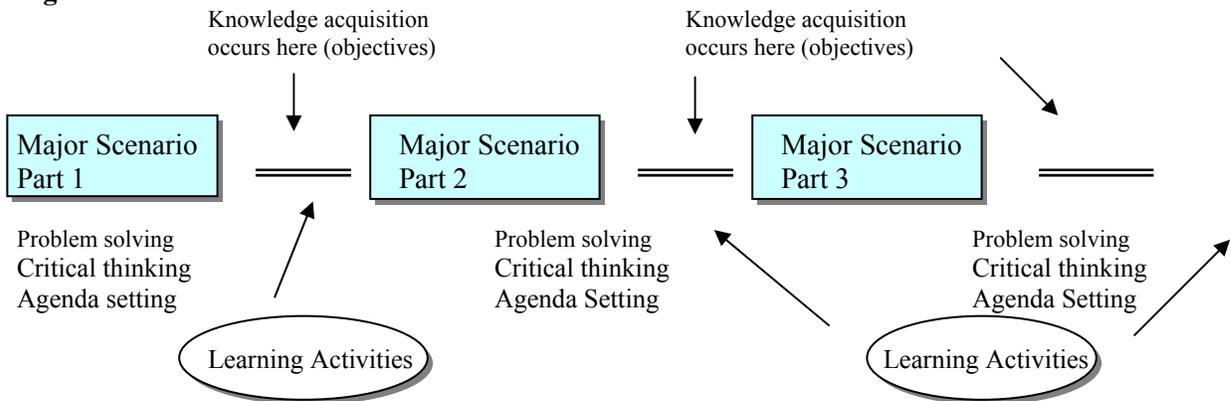
The major scenario consists of three parts and is to be facilitated in three individual class sessions. The primary purpose of the major scenario is to foster critical thinking, problem solving, and judgment. Students learn these skills best when working through a real life situation. Ask relevant questions about the facts of the scenario, questions that will best build problem solving and critical thinking skills. The goal is to generate the higher thinking skills in the students and to widen their worldviews regarding the nature and extent of terrorism. The responses from the students generated during each part of the major scenario will be consistent with the actual training objectives to be taught during the remainder of the day. In other words, the brainstormed ideas from the class will essentially set the training “agenda” for subsequent learning sessions.

A variety of learning activities follow each part of the scenario. Knowledge acquisition occurs here. The purpose is for the students to acquire new knowledge by mastering the terrorism awareness training objectives through various classroom learning activities. Although many of

the learning activities consist of interaction among students in small groups, there are a wide variety of approaches that can be used to help the students acquire knowledge and learn content. For example, lectures, lectures with questioning, brainstorming sessions, focus statements, case studies, role-plays, expert panels, guest speakers, skits, videos, etc., can be use. Although specific approaches to the learning activities are outlined in this *Facilitator Guide*, facilitators are encouraged to explore a variety of viable learning and training delivery methods.

The learning activities are designed to address specific terrorism awareness training objectives, as listed at the beginning of each session. By using the various learning activities and by continually questioning and challenging the students, the instructor must be sure that all of these objectives are covered in class (see figure 1).

Figure 1:



Michigan Commission on Law Enforcement Standards

Terrorism Awareness Training

Model Facilitator Guide

Session I:

- Break the class into small groups of five or six. Have the group members work through the questions posed in Part I of the main scenario. Distribute Student Handout #1. Allow approximately 20 minutes for this exercise.
- Main Scenario Part I:

Late one evening while on patrol at approximately 11:30 p.m., an officer is dispatched to the downtown area of the city to investigate suspicious activity. The dispatcher indicates that a concerned citizen called about seeing an older-model, white Chevy 4-door being driven slowly around the block several times near the Jewish Community Center. The caller reported that two young white males are in the vehicle and that one of the men seemed to be taking pictures of the building. The dispatcher says that the Jewish Center is closed for the night and there are few pedestrians in the area.

At the scene, the officer observes the vehicle and stops it for investigation. Upon approach to the driver's side of the vehicle the officer immediately observes that the two men have shaved heads, several tattoos, including Nazi swastikas, and that a US Army Field Manual on explosives is lying on the rear floor. The officer also observes one of the men holding a video camera. The driver of the vehicle states that he is a sovereign citizen and is not subject to the laws of the state, only to common law. The officer calls for back-up and continues the investigation.

Questions:

1. What is the nature of this call; what type of incident do you think this is? What information is in the scenario to help you decide?
2. What knowledge and skills will assist the officer in investigating this situation? Think about the variety of skills needed by an officer to handle such a call.
3. What expectations do the citizens of the community have of law enforcement in this situation? Think specifically about the complainant, the suspects, and the community at large.
4. Was the stop and investigation of the vehicle justified? Do your departmental policies address these types of situations?

Anticipated Responses:

1. No crime, kids just driving around, suspects planning to break and enter, suspects gathering information for future criminal activity, suspects planning to damage the Center, domestic terrorists planning to damage or bomb the Center, etc.
 2. Officer safety, interviewing skills, interrogation skills, communication skills with dispatch and other responding units, knowledge of previous trouble at the Center, information on local skin-head groups, knowledge of constitutional protections, driving skills, observation skills, knowledge of terrorist groups, etc.
 3. Caller: quick response to the call, follow-up contact from law enforcement, general protection from criminal activity, taking the call seriously; Suspect: constitutional protections, treated with dignity, no excessive force; Community: prevention and control of crime, responding to domestic terrorist activity, response to suspicious activity, maintaining a safe community, etc.
 4. No, more information is needed in order to establish reasonable suspicion for an investigatory stop..... yes, enough reasonable suspicion has been established to allow the officers to stop and question the individuals in this situation, etc.
- Re-assemble the groups and have them report out to the full class. Make note of their responses to the questions on a flip-chart or white board. Summarize the responses. Address topics that may have been missed. Emphasize how to identify a problem and formulate a response, using multi-tasking skills, and problem solving abilities.

Session II:

[Understanding the Characteristics of Modern Terrorism]

- This session addresses objective VI.E.1.1. Allow approximately 15 minutes.
- In a brainstorming session with the full class, ask the students to define and describe terrorism based on the following focus statement. Write the focus statement on a flip chart or white board and question members of the class individually around the room. Focus statement:

Generate a list of statements that specifically define and describe the concept of “terrorism”, including its main goals, objectives, and tactics.

- Be sure to address paragraphs “a” through “e” in the training objective. Record the responses on a flip chart or white board. Address information that is missed by the class. Perhaps use the FBI definition to compare and contrast with the definition generated by the class.
- Summarize the responses with the class. Make sure the objective is covered.

Session III:

[Identify Domestic and International Terrorist Groups]

- This session addresses objective VI.E.1.2. Allow approximately 15 minutes.
- Using a conventional lecture, with a power point program, address paragraphs “a” through “c” of the objective. Here, emphasize the Michigan groups. Remember that this is an *overview*.
- Answer questions.

Session IV:

[Recognize Potential Terrorist Targets]

- This session addresses objective VI.E.1.3. Allow approximately 20 minutes.
- Break the students into their individual work groups. As a group, ask the students to make a list of potential terrorist targets in their jurisdictions. Have the students rate the listed targets as high, medium, or low risk. Have the students justify their answers.
- Re-assemble the groups. Have each report out to the full class. Record the answers on the flip chart or white board.
- Make sure that paragraphs “a” through “e” in the objective are covered by the class.

Session V:

[Preventing Terrorist Attacks]
[Understanding Pre-Incident Indicators]

- This session addresses objectives VI.E.1.4. and VI.E.1.5. Allow approximately 25 minutes.
- Break the students into their individual work groups. Distribute Student Handout #2. Have the students work through the questions posed in the following scenario:

Late one evening, an officer is dispatched to the scene of a bombing at a local gasoline refinery. Upon arrival, the officer observes that several small work sheds are on fire and that there is debris from the explosion all around the scene. The officer notes that the main gasoline storage tanks are not on fire, but that the shed fires could easily spread to the tanks. A security guard runs up to the officer and states that no one seems to be injured in the bombing. Fire services, EMS, and other units have been dispatched to the scene. The dispatcher notifies all responding units that a local right-wing extremist group has claimed responsibility for the bombing.

Questions:

1. Identify the role law enforcement plays, in general, in fighting terrorist activities. Should the federal government assume the primary role?
 2. What can you do, as a local officer, to help prevent future bombings?
 3. Identify the steps taken by a terrorist group to plan and prepare for this attack.
- Reassemble the groups. Have each group report out to the full class. Record the answers on a flip chart or white board. Compare and contrast the responses from questions 2 and 3.
 - Make sure that all the sub-objectives are covered.

Anticipated Responses:

1. Protection of the local community, investigate possible terrorist incidents, respond to terrorist attacks, prevent attacks, work with citizen groups, work with community leaders, raise awareness, identify potential targets, acquire training, the federal government should take the lead (local law enforcement should take the lead), etc.
2. Identify potential targets, conduct security assessments, target-harden, talk to citizen groups, be aware during routine criminal investigations, share intelligence with appropriate sources, conduct crime prevention activities, etc.
3. Surveillance, reconnaissance, coded communication, planning meetings, dry-runs, testing security measures, creating false identities, identifying potential targets, monitoring law enforcement, reading training manuals or other subversive literature, etc.

Session VI:

[Gathering Information Regarding Potential Terrorist Activities]

- This session addresses objective VI.E.1.6. Allow approximately 30 minutes.
- Break the students into their individual work groups. Distribute Student Handout #3. Have the students work through the questions posed in the following scenario:

While on patrol during the hours of darkness, an officer observes the driver of a late model pickup truck run a stop sign at an intersection in a residential section of the city. Upon approach to the vehicle, the officer observes night vision goggles and binoculars on the back seat, several maps on the front seat, and a set of blueprints on the floor near the driver. The driver is alone and presents the officer with an operator license that is clearly fraudulent. The officer investigates further by interrogating the driver about the materials in the vehicle and the fake license.

Questions:

1. In general, what types of materials found during “routine” traffic stops could be terrorist indicators? In this specific scenario, what indicators does the officer have?
2. Who in the community can law enforcement work with as important sources of information?
3. If material is uncovered that may indicate terrorist activity, what other agencies should know?
4. What role does *Terry v. Ohio* play in this scenario? What are the legal implications?

- Re-assemble the groups. Have each group report out to the full class. Record the answers on a flip chart or white board.
- Make sure that paragraphs “a” through “d” in the objective are covered by the class. Most students will be unaware of the many organizations, both state and federal, that have been created to gather information on terrorist activities. A short lecture here should be considered.

Anticipated Responses:

1. Multiple identifications, fraudulent identifications, radical literature, training materials, subversive literature, altered passports, multiple airline tickets, signs, symbols, decals, tattoos, etc.
2. Utility workers, local merchants, delivery personnel, community leaders, etc.
3. FBI, MSP, Homeland Security Office, Office of Domestic Preparedness, other federal agencies, VGTOF, LEO, JRIES, Terrorist Screening Center, MSP Intelligence, etc.
4. Reasonable suspicion must be established; must separately justify a frisk, if done; can detain only so long as justified; must articulate reasonable suspicion, etc.

Session VII:

[Legal Implications Regarding Terrorist Activities]

- This session addresses objective VI.E.1.7. Allow approximately 35 minutes.
- As an overview, provide the students with the main elements of Michigan’s Anti-Terrorism Act. For this exercise, demonstrate that the law may be found by using the following resources:
 - Michigan Compiled Laws
 - Internet sites: Westlaw, Michigan Legislature, etc.
 - Michigan Statutes Annotated
 - *Gould’s* Michigan Penal Code and Motor Vehicle Law Handbook.
- In a brainstorming session with the full class, conduct a brief discussion regarding the 4th Amendment implications to terrorism investigation and prevention by law enforcement. Use the following focus statement. Question members of the class individually around the room. Be sure to cover paragraph “e” of the objective. Focus statement:

Within the context of suspicious stops and terrorism prevention, how do we ensure that individual constitutional rights are upheld?

Instructor Note:

This concludes the Terrorism Awareness training objectives. Next, introduce part II of the main scenario. Part II introduces the students to the Weapons of Mass Destruction training modules.

Session VIII:

- Break the class into their work groups. Have the group members work through the questions posed in Part II of the main scenario. Distribute Student Handout #4. Allow approximately 25 minutes.
- Main Scenario Part II:

A back-up unit arrives on the scene as the primary officer continues to question the driver of the vehicle. The driver seems nervous, but is very uncooperative and continues to insist that he is a sovereign citizen. The passenger says the same thing. The officers conduct a frisk of both subjects, but locate no weapons. The driver and passenger are questioned separately, but neither offers a plausible explanation for being in the area. After repeated requests, the driver still refuses to show the officers an operator's license and says, "I don't need one to drive a car in this state." The officers run the vehicle plates through LEIN and learn that the vehicle is legally registered to a local resident, Samuel Masser. The officers arrest the driver for having no operator's license and call for a tow truck. A search of the passenger area of the vehicle, incident to the arrest, reveals no other materials or contraband. The officers release the passenger, transport the driver to lockup, and have the vehicle towed to the impound lot. A subsequent inventory search of the vehicle reveals that the trunk contains 120 pounds of powdered urea, which is a fertilizer used in the manufacture of explosives, three 12-oz. plastic jars containing nitroglycerin, and a circuit board to which a watch and nine-volt battery are affixed.

Questions:

1. As the situation unfolds, what specific information or additional knowledge do the officers need in order to handle this call?
2. What additional evidence is there to help the officers determine what the two subjects were doing?
3. Was the search of the passenger compartment of the vehicle legally justified?

Anticipated Responses:

1. Knowledge of explosives, information regarding weapons of mass destruction, an understanding of urea and its relationship to the circuit board and nitro, search procedures, impound and inventory procedures, laws of arrest, search incident to arrest, etc.
2. The nitro, urea, circuit board, watch, battery, Army manual, subjects found near the Jewish Center, late at night, downtown areas closed for business, refusal to answer officers' questions, claiming sovereignty, etc.
3. Yes, incident to a custodial arrest; ... No, once the subject is secured, no search without a warrant is allowed, probable cause must exist.

Session IX:

[Define Weapons of Mass Destruction]

- This session addresses objective VI.E.2.1. Allow approximately 15 minutes.
- In a brainstorming session with the full class, ask the students to define weapons of mass destruction, using the following focus statement. Question members of the class individually around the room. Focus statement:

Generate statements that describe and define “weapons of mass destruction”, including possible delivery systems and human exposure considerations.

- The students may struggle with paragraph “b” of the objective. Make sure the class understands the various types of weapons of mass destruction.
- Record the responses on a flip chart or white board. Summarize the responses with the class.

Session X:

[Identify the Types of WMD using C-BRNE]

- This session addresses objective VI.E.2.2. Allow approximately 15 minutes.
- Using a conventional lecture, with perhaps a power point presentation, address paragraphs “a” through “f” of the objective. Use many visuals here so the students begin to recognize the various types of WMD.
- Answer questions.

Session XI:

[The Characteristics of Chemical Agents]
[The Characteristics of Biological Agents]
[Nuclear/Radiological Materials]
[Explosive Devices]

- This session addresses objectives VI.E.2.3., VI.E.2.4., VI.E.2.5., and VI.E.2.6. Allow approximately 40 minutes.
- Using a conventional lecture, with perhaps a PowerPoint presentation, address the sub-objectives in VI.E.2.3. through VI.E.2.6. Pictures, schematics, and charts work well in PowerPoint. Remember, explosive devices are covered elsewhere in the MCOLES curriculum at VI.A.2.
- Answer questions.

Session XII:

[Respond to a WMD Attack]

- This session addresses objective VI.E.2.7. Allow approximately 15 minutes.
- In a brainstorming session with the full class, ask the students to respond to the following focus statement. Question members of the class individually around the room. Focus statement:

Generate statements that describe the things a first responder to a WMD attack must consider once on the scene.

- Be sure to address paragraphs “a” through “d” in the training objective. Record the responses on a flip chart or white board. Address any subobjectives missed by the class.
- Summarize the responses with the class. Make sure the objective is covered.

Instructor Note:

This concludes the Weapons of Mass Destruction training objectives. Next, introduce Part III of the main scenario. Part III is a prelude to the Incident Command training objectives.

Session XIII:

- Break the class into their work groups. Have the group members work through the questions posed in Part III of the main scenario. Distribute Student Handout #5. Allow approximately 25 minutes.
- Main Scenario Part III:

As the officers continue to inventory the contents of the suspect vehicle and continue to identify the materials located in the trunk, the dispatcher notifies all units that a large explosion has just occurred at the Community Jewish Center. The first officer on the scene observes that the northwest corner of the 3-story Center has been blown away and that there is debris spread over a block-wide area. The officer also observes that the upper two stories on the northwest corner of the building have collapsed onto the ground and that the structure is burning from several small fires. No pedestrians seem to be in the area. The first responding officer activates the department's incident command system.

Questions:

1. What further information does the first responding officer need to handle this incident?
2. Analyze and evaluate how the officers performed in this scenario. Think about the entire scenario - how well did they do?
3. Are there any long term solutions to this incident? After the bombing scene has been made safe and the criminal investigation completed, what follow-up activities should the officers initiate? Who in the community can help?

Anticipated Responses:

1. Knowledge of the incident command system, communication with dispatch and responding units, fire control information, first-aid, locating evidence, investigative skills, interviewing, interrogating, locating witnesses, etc.
2. Performed well; ... did not perform well.
3. Work with victim assistance professionals, conduct follow-up interviews, talk with domestic terrorism experts, investigate the history of domestic terrorism in your jurisdiction, work with the prosecutor's officer, citizen groups, Neighborhood Watch, initiate crime prevention activities in the community, raise citizen awareness, be aware if local skin-head groups, but...too much focus may drive the terrorist group further underground, etc.

Session XIV:

[The Purpose and Structure of the ICS]

[Understanding ICS Terminology]

[The Major Functions of the ICS]

- This session addresses objectives VI.E.3.1., VI.E.3.2., VI.E.3.3. Allow approximately 40 minutes.
- Using a conventional lecture, address paragraphs “a” through “c” of objective VI.E.3.1. For paragraph “d”, have the students individually make a list of the types of emergency incidents for which ICS could be used. When summarizing the responses in the full group, emphasize that ICS can be used for small incidents as well as major ones.
- Use a conventional lecture for paragraph “e” of objective VI.E.3.1.
- Using a conventional lecture, address objectives VI.E.3.2. and VI.E.3.3. Be sure to cover all of the sub-objectives.
- Answer questions.

Session XV:

[The Role of Law Enforcement as Part of the ICS]

- This session addresses objective VI.E.3.4. Allow approximately 20 minutes.
- Break the students into their individual work groups. Distribute Student Handout #6. On the flip chart or white board, perhaps draw a free-hand map that depicts the scenario. Have the students work through the questions posed in the following case study:

Bomb Rattles Abortion Clinic

3/14/99

Source: From staff and wire reports of newsobserver.com

ASHEVILLE, NC - A bomb exploded outside an abortion clinic Saturday, causing no injuries and little damage because the device detonated partially. Officials had indicated Saturday that a second bomb was found at the Femcare Clinic in Asheville, but FBI spokeswoman Joanne Morley said several hours later that the second device was actually a piece of the first bomb, although it had the potential to explode. The bomb discovered at Femcare, which last month was harassed by an anthrax mail threat, was next to a brick wall near the waiting room, Asheville Police Chief Will Annarino said. "It appeared to be a very large device," Annarino said. The bomb went off about a half-hour before the clinic was to open at 8 a.m. The clinic received no threats immediately before the explosion, according to the FBI. Asheville Vice Mayor Edward Hay said Saturday evening that the bomb explosion is out of character for the western city. The executive director of the National Abortion Federation in Washington, D.C., described the incident as another in a recent series of attacks against abortion clinics across the country.

Questions:

1. If you were the first responder to the bomb explosion at the Femcare Clinic, what would you need to do to properly manage the scene? Make a short list.
2. Identify other agencies that could help you on the scene.
3. How can an Incident Management System help?

Anticipated Responses:

1. Assess incident priorities, tend to the injured, contain the incident, set a perimeter, call additional units, have other agencies respond, assume control of the scene, locate evidence, identify witnesses, assess the damage, investigate the potential for further damage or injury, etc.
2. Law enforcement, fire services, EMS, community health, FBI, state police, etc.
3. It structures the response, it prioritizes responsibilities, it may be known to area agencies, it can expand or contract depending on incident, it has a bottom-to-top structure, etc.

Session XVI:

[Michigan's Emergency Management Act]

- This session addresses objective VI.E.3.5. Allow approximately 15 minutes.
- Break the students into their individual work groups. As a group, ask the students to list the main provisions of Michigan's Emergency Management Act. For this exercise, provide the students with resource materials, such as:
 - Michigan Compiled Laws
 - Internet sites: Westlaw, Michigan Legislature, etc.
 - Michigan Statutes Annotated
- Re-assemble the groups. Have each group report out to the full class. Record the responses on a flip chart or white board.
- Using a conventional lecture, be sure that paragraphs "a" through "c" in the objective are covered.

Session XVII:

- This session addresses objective VI.E.3.6. Allow approximately 35 minutes.

Have the students participate in a table top exercise that simulates a response to an emergency situation. As the facilitator, create such an exercise. Have the students verbally participate in the exercise, which should cover the ICS protocols used to respond effectively.

STUDENT HANDOUTS

Terrorism Awareness Problem-Based Learning

Student Handout - #1

Late one evening while on patrol at approximately 11:30 p.m., an officer is dispatched to the downtown area of the city to investigate suspicious activity. The dispatcher indicates that a concerned citizen called about seeing an older-model, white Chevy 4-door being driven slowly around the block several times near the Jewish Community Center. The caller reported that two young white males are in the vehicle and that one of the men seemed to be taking pictures of the building. The dispatcher says that the Jewish Center is closed for the night and there are few pedestrians in the area.

At the scene, the officer observes the vehicle and stops it for investigation. Upon approach to the driver's side of the vehicle the officer immediately observes that the two men have shaved heads, several tattoos, including Nazi swastikas, and that a US Army Field Manual on explosives is lying on the rear floor. The officer also observes one of the men holding a video camera. The driver of the vehicle states that he is a sovereign citizen and is not subject to the laws of the state, only to common law. The officer calls for back-up and continues the investigation.

Questions:

1. What is the nature of this call; what type of incident do you think this is? What information is in the scenario to help you decide?
2. What knowledge and skills will assist the officer in investigating this situation? Think about the variety of skills needed by an officer to handle such a call.
3. What expectations do the citizens of the community have of law enforcement in this situation? Think specifically about the complainant, the suspects, and the community at large.
4. Was the stop and investigation of the vehicle justified? Do your departmental policies address these types of situations?

Terrorism Awareness Problem-Based Learning

Student Handout - #2

Late one evening, an officer is dispatched to the scene of a bombing at a local gasoline refinery. Upon arrival, the officer observes that several small work sheds are on fire and that there is debris from the explosion all around the scene. The officer notes that the main gasoline storage tanks are not on fire, but that the shed fires could easily spread to the tanks. A security guard runs up to the officer and states that no one seems to be injured in the bombing. Fire services, EMS, and other units have been dispatched to the scene. The dispatcher notifies all responding units that a local right-wing extremist group has claimed responsibility for the bombing.

Questions:

1. Identify the role law enforcement can play, in general, in fighting terrorist activities. Should the federal government assume the primary role?
2. What can you do, as a local officer, to help prevent future bombings?
3. Identify the steps taken by a terrorist group to plan and prepare for this attack.

Terrorism Awareness Problem-Based Learning

Student Handout - #3

While on patrol during the hours of darkness, an officer observes the driver of a late model pickup truck run a stop sign at an intersection in a residential section of the city. Upon approach to the vehicle, the officer observes night vision goggles and binoculars on the back seat, several maps on the front seat, and a set of blueprints on the floor near the driver. The driver is alone and presents the officer with an operator license that is clearly fraudulent. The officer investigates further by interrogating the driver about the materials in the vehicle and the fake license.

Questions:

1. In general, what types of materials found during “routine” traffic stops could be terrorist indicators? In this specific scenario, what indicators does the officer have?
2. Who in the community can law enforcement work with as important sources of information?
3. If material is uncovered that may indicate terrorist activity, what other agencies should know?

Terrorism Awareness Problem-Based Learning

Student Handout - #4

Main Scenario continued:

A back-up unit arrives on the scene as the primary officer continues to question the driver of the vehicle. The driver seems nervous, but is very uncooperative and continues to insist that he is a sovereign citizen. The passenger says the same thing. The officers conduct a frisk of both subjects, but locate no weapons. The driver and passenger are questioned separately, but neither offers a plausible explanation for being in the area. After repeated requests, the driver still refuses to show the officers an operator's license and says, "I don't need one to drive a car in this state." The officers run the vehicle plates through LEIN and learn that the vehicle is legally registered to a local resident, Samuel Masser. The officers arrest the driver for having no operator's license and call for a tow truck. A search of the passenger area of the vehicle, incident to the arrest, reveals no other materials or contraband. The officers release the passenger, transport the driver to lockup, and have the vehicle towed to the impound lot. A subsequent inventory search of the vehicle reveals that the trunk contains 120 pounds of powdered urea, which is a fertilizer used in the manufacture of explosives, three 12-oz. plastic jars containing nitroglycerin, and a circuit board to which a watch and nine-volt battery are affixed.

Questions:

1. As the situation unfolds, what specific information or additional knowledge do the officers need in order to handle this call?
2. What additional evidence is there to help the officers determine what the two subjects were doing?
3. Was the search of the passenger compartment of the vehicle legally justified?

Terrorism Awareness Problem-Based Learning

Student Handout - #5

Main Scenario continued:

As the officers continue to inventory the contents of the suspect vehicle and continue to identify the materials located in the trunk, the dispatcher notifies all units that a large explosion has just occurred at the Community Jewish Center. The first officer on the scene observes that the northwest corner of the 3-story Center has been blown away and that there is debris spread over a block-wide area. The officer also observes that the upper two stories on the northwest corner of the building have collapsed onto the ground and that the structure is burning from several small fires. No pedestrians seem to be in the area. The first responding officer activates the department's incident command system.

Questions:

1. What further information does the first responding officer need to handle this incident?
2. Analyze and evaluate how the officers performed in this scenario. Think about the entire scenario - how well did they do?
3. Are there any long term solutions to this incident? After the bombing scene has been made safe and the criminal investigation completed, what follow-up activities should the officers initiate? Who in the community can help?

Terrorism Awareness Problem-Based Learning

Student Handout - #6

Bomb Rattles Abortion Clinic
3/14/99

Source: From staff and wire reports of newsobserver.com

ASHEVILLE, NC - A bomb exploded outside an abortion clinic Saturday, causing no injuries and little damage because the device detonated partially. Officials had indicated Saturday that a second bomb was found at the Femcare Clinic in Asheville, but FBI spokeswoman Joanne Morley said several hours later that the second device was actually a piece of the first bomb, although it had the potential to explode. The bomb discovered at Femcare, which last month was harassed by an anthrax mail threat, was next to a brick wall near the waiting room, Asheville Police Chief Will Annarino said. "It appeared to be a very large device," Annarino said. The bomb went off about a half-hour before the clinic was to open at 8 a.m. The clinic received no threats immediately before the explosion, according to the FBI. Asheville Vice Mayor Edward Hay said Saturday evening that the bomb explosion is out of character for the western city. The executive director of the National Abortion Federation in Washington, D.C., described the incident as another in a recent series of attacks against abortion clinics across the country.

Questions:

1. If you were the first responder to the bomb explosion at the Femcare Clinic, what would you need to do to properly manage the scene? Make a short list.
2. Identify other agencies that could help you on the scene.
3. How can an Incident Management System help?

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	E. Terrorism Awareness
<u>Module Title:</u>	1. TERRORISM AWARENESS
<u>Hours:</u>	3.

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in domestic and international terrorism. Completion of the Department of Justice State and Local Anti-Terrorism Training (SLATT), or a substantially similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. In-depth terrorism prevention training is available at the in-service level in Michigan.

The response to terrorist incidents is not addressed in this module. Instead, response procedures are covered in the module entitled *Incident Command* (VI.E.3.). However, those teaching terrorism awareness are encouraged to highlight the importance of the incident command protocols.

Instructors are also encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Terrorism Awareness training. To assist instructors, a terrorism awareness facilitator guide is available through MCOLES.

Module Objectives start on the next page:

VI.E.1.1. Demonstrate an Understanding of the Characteristics of Modern Terrorism.

- a. Recognizes that contemporary terrorism is a phenomenon that is easier to describe than to define; that it includes random violence by a group or individual against innocent people, intended to further a political or religious agenda.
- b. Describes terrorism by examining:
 - (1) State of Michigan definitions (MCL 750.543b), including
 - (a) act of terrorism;
 - (b) terrorist; and
 - (c) terrorist organization (MCL 750.543c); and
 - (2) Federal definitions, including
 - (a) terrorism (18 U.S.C. 2331);
 - (b) FBI definition; and
 - (c) Department of Justice (DOJ) definition.
- c. Identifies the general classifications of terrorist organizations, including:
 - (1) extremist political groups, both
 - (a) extreme left-wing; and
 - (b) extreme right-wing;
 - (2) race-based hate groups;
 - (3) religious extremists; and
 - (4) special interest groups.
- d. Identifies primary terrorist goals, including activities designed to:
 - (1) scare, intimidate, or frighten a nation or society;
 - (2) disrupt the normal, routine activities of a population;
 - (3) coerce, intimidate or humiliate a government;
 - (4) challenge a majority opinion; or
 - (5) promote their own desire for power and influence.
- e. Recognizes that terrorists use a variety of operational tactics to further their cause, including:
 - (1) assassinations;
 - (2) bombings;
 - (3) cyber-strikes;
 - (4) hijacking;
 - (5) sabotage;
 - (6) suicide attacks; or
 - (7) chemical-biological-radiological attacks.

VI.E.1.2. Identify Domestic and International Terrorist and Activist Groups.

- a. Considers that not all terrorist groups aspire to the same goals and that they may not be driven by the same primary motives.
- b. Recognizes domestic activist groups, for example:
 - (1) right wing anti-government groups, including:
 - (a) the “Patriot” movement (tax protesters, militia members, etc.);
 - (b) local units of the Posse Comitatus;
 - (c) common law courts; and
 - (d) sovereign citizen groups;
 - (2) left-wing groups, including:
 - (a) New Communist Movement; and
 - (b) anarchist groups;
 - (3) religious oriented groups, including:
 - (a) Christian Identity;
 - (b) Church of Jesus Christ Christian (Aryan Nations); and
 - (c) Creativity Movement;
 - (4) special interest groups, including:
 - (a) Animal Liberation Front (ALF);
 - (b) Earth Liberation Front (ELF);
 - (c) Animal Rights Militia (ARM); and
 - (d) anti-abortion groups;
 - (5) race/hate groups, including:
 - (a) white supremacists (e.g., KKK);
 - (b) black separatists;
 - (c) neo-Nazi groups;
 - (d) racist skinheads; and
 - (6) local domestic extremists (Michigan groups).
- c. Recognizes the most active international terrorist groups, including:
 - (1) Al Qaeda (The Base), characterized by
 - (a) being a violent, Muslim revivalist movement;
 - (b) wanting to bring global prominence back to Muslims;
 - (c) Osama bin Laden in Afghanistan in the 1990s; and
 - (d) selecting the United States and its citizens as the primary enemy;
 - (2) Hezbollah (Party of God), characterized as:
 - (a) seeking to rid the Middle East of Western influence;
 - (b) targeting United States interests abroad;
 - (c) being extremely hostile toward Israel;
 - (d) being responsible for the bombing of the US Marine headquarters in Beirut; and
 - (e) linked to the Iranian government;

VI.E.1.2. Identify Domestic and International Terrorist Groups.
(continued)

- (3) Hamas (Islamic Resistance Movement), characterized as:
 - (a) a Palestinian branch of Muslim Brotherhood;
 - (b) a rival to the Palestine Liberation Organization (PLO); and
 - (c) conducting recruiting and fundraising activities in the United States;
- (4) Palestinian Islamic Jihad (PIJ), characterized by:
 - (a) suicide bombings; and
 - (b) fundraising activities in Michigan, Texas, Florida, and Missouri;
- (5) Al Qaeda in the Arabian Peninsula (AQAP):
 - (a) created in early 2009 by Yemeni and Saudi militants;
 - (b) a Sunni extremist group; and
 - (c) a branch of Yemen's Al Qaeda;
- (6) The Islamic State:
 - (a) known as the Islamic State of Iraq and the Levant (ISIS or ISIL);
 - (b) committed to bringing about the end of times (apocalypse);
 - (c) a religious radical group with a prophetic theology; and
 - (d) characterized by its mission to restore the Islamic caliphate; and
- (7) Boko Haram:
 - (a) a Nigerian based group;
 - (b) expressed solidarity with Al Qaeda;
 - (c) conducts attacks against Western interests; and
 - (d) often uses IED attacks against soft targets.

Notes to Instructor:

ISIS is a relatively new group. Until March 2015, when this training module was updated, ISIS has yet to plan or finance an attack in the United States. Although amateur terrorists may carry out attacks and give credit to ISIS, the group's main concern is holding territory in their region. Their ideology requires apocalyptic ground fighting to establish legitimacy for their caliphate, not isolated attacks. The *Charlie Hebdo* attack in Paris, for example, was an Al Qaeda operation. These groups change and evolve over time, however, and recruits should have a familiarization with ISIS and its radicalism.

It is important to emphasize the groups listed above are all extremist groups and do not represent mainstream Muslim philosophy or mainstream religious ideology. The overwhelming majority of Muslims have no interest in joining jihad.

Instructors need not provide in-depth information regarding various terrorist groups. Instead, provide a general familiarization with the groups since more detailed training can be acquired at the in-service level.

VI.E.1.3. Recognize Local Terrorist Targets.

- a. Describes how terrorist organizations select their targets, including the target's potential for:
 - (1) symbolism (e.g., national monuments, government buildings, abortion clinics, financial institutions, etc.);
 - (2) attractiveness (e.g., nuclear power plants, dams, bridges, financial institutions, etc);
 - (3) success;
 - (4) shock value to citizens or governments; or
 - (5) high media attention.
- b. Recognizes potential infrastructure targets, such as:
 - (1) telecommunication systems;
 - (2) electrical power plants and grids;
 - (3) emergency services;
 - (4) agri-businesses;
 - (5) water treatment plants;
 - (6) transportation systems; and
 - (7) gas and oil production and storage.
- c. Identifies potential "high-body-count" targets, such as:
 - (1) sports arenas and large public gatherings;
 - (2) meeting areas for government officials;
 - (3) parades or public celebrations; and
 - (4) shopping malls.
- d. Identifies potential military targets, such as:
 - (1) ships, aircraft, tanks;
 - (2) military installations; and
 - (3) supply areas for weapons or explosives.
- e. Using a table-top exercise, compiles a short list of potential terrorist targets in his or her local jurisdiction.

VI.E.1.4. Initiate Practical Measures for Preventing Terrorist Attacks.

- a. Explains that the law enforcement role in the fight against terrorism includes the responsibility to uphold the rule of law, maintain constitutional protections, and to defend life and property.
- b. Recognizes the law enforcement role as:
 - (1) preventing terrorist incidents;
 - (2) cooperating with other agencies and sharing resources;
 - (3) gathering information;
 - (4) sharing information; and
 - (5) responding effectively to terrorist events.
- c. Considers that various terrorist prevention activities can be conducted at the local level by patrol officers, by:
 - (1) recognizing that terrorism prevention is the responsibility of all law enforcement agencies;
 - (2) recognizing that terrorists may plan their activities well in advance of an attack and that such planning may alert law enforcement to a possible incident;
 - (3) identifying potential targets in communities:
 - (a) public infrastructure (bridges, power plants, water supplies, etc.);
 - (b) suspicious activity, such as abandoned vans or trucks;
 - (c) local schools;
 - (d) government buildings;
 - (e) sports arenas, stadiums, and shopping malls;
 - (f) corporations; or
 - (g) symbolic targets (e.g., abortion clinics, monuments, etc.);
 - (4) target-hardening and protecting potential attack sites through:
 - (a) vulnerability assessments and threat analyses;
 - (b) structural security upgrades and improvements (locks, lighting, security systems, etc.);
 - (c) targeted patrol activities;
 - (d) effective community education;
 - (e) architectural pre-planning upgrades intended to enhance security (access control, natural surveillance, structural barriers, etc.); and
 - (f) updates to emergency operations plans.
- d. Improves the ability to predict or prevent terrorist attacks by:
 - (1) monitoring specific Internet sites;
 - (2) recognizing significant terrorist dates or anniversaries;
 - (3) considering specific or general threats issued by a group; and
 - (4) checking state, regional and national intelligence sources.

VI.E.1.5. Demonstrate an Understanding of Terrorist Pre-Incident Indicators

- a. Considers pre-attack indicators by recognizing that:
 - (1) pre-incident indicators may surface months or even years prior to the execution of a terrorist attack;
 - (2) many terrorist cells are funded through conventional criminal activity;
 - (3) criminal investigations conducted by local law enforcement, including traffic stops or investigative stops, may uncover terrorist planning activities;
 - (4) terrorist groups or individual terrorists, in general, may:
 - (a) gather information and intelligence regarding specific targets;
 - (b) acquire funds and resources;
 - (c) make detailed inquiries about potential targets;
 - (d) acquire materials, supplies, or chemicals; or
 - (e) stockpile weapons.
 - (5) when planning a specific attack, terrorists may:
 - (a) conduct reconnaissance;
 - (b) conduct surveillance of the potential target;
 - (c) create maps or take photographs the potential target;
 - (d) obtain building blueprints;
 - (e) use coded communication;
 - (f) conduct dry-runs; or
 - (g) test specific security measures.
- b. Recognizes that the typical international terrorist group consists of three or four individuals who often develop sophisticated local “cover” to protect them against detection and infiltration and that only one member is fully aware of the levels of command or authority.
- c. Identifies terrorist group-behaviors as:
 - (1) using or possessing false or altered identifications;
 - (2) attempting to blend into the surrounding community;
 - (3) conducting business primarily in cash;
 - (4) living a secular life;
 - (5) being interested in local targets;
 - (6) monitoring law enforcement radios and activities; or
 - (7) possessing radical or subversive literature or training manuals.

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities.

- a. Recognizes that terrorist indicators may be uncovered during routine criminal investigations or citizen encounters by law enforcement, particularly through skillful observation and interviewing, and knowledge of the normal patterns and practices in their community or beat.
- b. Evaluates the importance of information discovered during traffic stops, which may give rise to targeted questioning, by identifying:
 - (1) multiple or fraudulent identifications and operator licenses;
 - (2) radical literature or training manuals;
 - (3) gang decals (bumper stickers, tattoos, signs, symbols, logos, etc.);
 - (4) altered passports, indications of frequent international travel;
 - (5) sensitive information regarding vulnerable targets (MCL 750.543r); or
 - (6) LEIN information and how it relates to persons already identified.
- c. Recognizes that local citizens or local community groups can be important sources of information when law enforcement works in cooperation with:
 - (1) utility workers;
 - (2) local merchants and community leaders;
 - (3) delivery personnel;
 - (4) Neighborhood Watch groups;
 - (5) UPS/Fed Ex/Postal workers; and
 - (6) public/private schools and colleges/universities.
- d. Shares and reports relevant information regarding terrorist activities with other official sources, including:
 - (1) FBI Law Enforcement Online (LEO);
 - (2) NCIC Violent Gang and Terrorist Organization File (VGTOF);
 - (3) Joint Regional Information Exchange System (JRIES);
 - (4) Michigan State Police Intelligence Unit (MIOC Fusion Center); and
 - (5) Terrorist Screening Center (TSC).

Notes to Instructor:

The TSC is a 24/7 FBI administered call center created to assist law enforcement in identifying possible terrorist threats. Officers should understand they will be prompted to contact the TSC at 1-866-872-9001 pursuant to an NCIC query. Officers should be aware of the three handling code levels. The *Terrorism Quick Reference Card* may be a useful resource, <http://www.fbi.gov/about-us/nsb/tsc/tsc>.

The Michigan Intelligence Operations Center (MIOC) can be reached at any time of the day or night at (517) 241-8000 or MIOC@michigan.gov.

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities. (continued)

- e. Uses terrorist pre-incident indicators to investigate suspicious or unusual conduct related to terrorist activities:
 - (1) briefly detains and temporarily questions individuals (*see Terry v. Ohio*, 392 U.S. 1 (1968)) based on:
 - (a) objectively reasonable suspicion;
 - (b) totality of circumstances;
 - (c) articulable facts; and
 - (d) a particularized and objective belief;
 - (2) conducts a pat-down for weapons, if reasonably justified;
 - (3) arrests if there is probable cause that the individual committed an offense;
 - (4) initiates appropriate checks through LEIN;
 - (5) asks relevant questions; and
 - (6) collects and prepares relevant information to share with local and regional sources (MSP Intelligence - MIOC Fusion Center, e.g.).

VI.E.1.7. Demonstrate a Working Knowledge of the Legal Implications Regarding Terrorist Activities.

Notes to Instructor:

When teaching the legal implications regarding terrorist activities, encourage the students to locate and read the MCL citations listed below. The Internet is a good starting place. And, facilitate a class discussion on the implications of the first and fourth amendments as they relate to terrorist threats.

- a. Identifies specific offenses contained in Michigan’s Anti-Terrorism Act as:
 - (1) terrorism (MCL 750.543f);
 - (2) hindering prosecution of terrorism (MCL 750.543h);
 - (3) providing material support for terrorism (MCL 750.543k);
 - (4) making a terrorist threat or false report of terrorism (MCL 750.543m);
 - (5) computer terrorism (MCL 750.543p); and
 - (6) possessing sensitive information of a vulnerable target (MCL 750.543r).

- b. Is aware of federal anti-terrorism legislation, such as:
 - (1) terrorist attacks against mass transportation systems (18 U.S.C. 2331);
 - (2) harboring terrorists (18 U.S.C. 2339);
 - (3) providing support for terrorism (18 U.S.C. 2339A); and
 - (4) USA Patriot Act of 2001.

- c. Evaluates the implications of the 1st Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
 - (1) freedom of religion;
 - (2) freedom of speech; and
 - (3) freedom to peaceably assemble.

- d. Evaluates the implications of the 4th Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
 - (1) unreasonable searches;
 - (2) unreasonable seizures, including *Terry* suspicious stops; and
 - (3) criminal profiling and how it differs from racial or ethnic profiling.

Module History

Implemented	1/05
Revised	6/13
Revised	3/15
Revised	7/15

Basic Training Module Specifications

<u>Functional Area:</u>	VI.	Special Operations
<u>Subject Area:</u>	E.	Terrorism Awareness
<u>Module Title:</u>	2.	WEAPONS OF MASS DESTRUCTION
<u>Hours:</u>	2	

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in weapons of mass destruction (WMD). Completion of a WMD course, or similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. More extensive WMD training in Michigan is available at the in-service level.

Instructors are encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Weapons of Mass Destruction training.

Ideally, the material in this module should be taught in conjunction with the *Emergency Preparedness* module (VI.A.1). The law enforcement response to bombs and incendiary devices, particularly within the context of terrorism incidents, is contain in the module entitled *Explosive Devices* (VI.A.2.).

Module Objectives start on the next page:

VI.E.2.1. Define Weapons of Mass Destruction (WMD).

- a. Defines a weapon of mass destruction (WMD) as any weapon or device that is intended to cause death or serious bodily injury to a significant number of people through toxic chemicals, disease organisms, or radioactivity (see US Code, Title 5).
- b. Recognizes that most definitions of WMD include a wide variety of weapon systems that are:
 - (1) nuclear;
 - (2) radiological;
 - (3) biological; or
 - (4) chemical.
- c. Observes that attacks with weapons of mass destruction, although unlikely to occur, have the capability to inflict mass casualties and destruction and that their use is intended to create large-scale fear in a population.
- d. Recognizes that weapons of mass destruction include a variety of delivery systems, such as (18 U.S.C 921):
 - (1) a large explosive, incendiary device or poison gas;
 - (2) a weapon that may be converted to expel a projectile; and
 - (3) any combination of parts from which a destructive device can be assembled.
- e. Recognizes that chemical, biological, radiological materials, and explosive shrapnel can enter the body through four methods, called “routes of exposure”:
 - (1) inhalation (breathing);
 - (2) ingestion (mouth);
 - (3) absorption (skin contact); or
 - (4) injection (projectiles).

VI.E.2.2. Identify the Five Types of WMD Materials.

- a. Uses the acronym C-BRNE to categorize the five types of weapons of mass destruction, as:
 - (1) chemical;
 - (2) biological;
 - (3) radiological;
 - (4) nuclear; and
 - (5) explosive.

- b. Defines chemical agents as synthetic substances, that when used as weapons, are intended to produce incapacitation, serious injury, and/or death, and include the following types of agents:
 - (1) nerve;
 - (2) blister;
 - (3) blood;
 - (4) choking; and
 - (5) irritants.

- c. Defines biological agents as terrorist weapons that disperse either disease causing organisms or toxins produced by living organisms, such as:
 - (1) bacteria (e.g., anthrax, plague);
 - (2) viruses (e.g., smallpox); and
 - (3) toxins (e.g., ricin, botulism).

- d. Explains that nuclear devices involve the detonation of a nuclear bomb, or the dispersion of radiological material using a conventional explosive, where the energy released is normally through the breakdown of the nucleus of an atom (radiation or radioactive decay).

- e. Describes an explosive device as the most commonly used WMD encountered by law enforcement, which is characterized by a rapid, violent release of energy from a confined location and which is designed to have maximum destructive potential (see also VI.A.2).

VI.E.2.3. Demonstrate an Understanding of the Characteristics of Chemical Agents as Weapons of Mass Destruction.

- a. Recognizes that the delivery of chemical agents during an attack requires a device for airborne dispersion and that such agents typically settle into low places in the surrounding terrain (sewers, e.g.).
- b. Explains that chemical agents take the form of a solid, liquid, or gas and that their dispersion is affected by:
 - (1) temperature;
 - (2) humidity;
 - (3) precipitation;
 - (4) wind speed; and
 - (5) the nature of terrain and buildings.
- c. Considers that some chemical agents can be identified by military classification codes that provide the patrol officer with a quick reference to their characteristics and hazards.
- d. Explains that chemical agents are considerably less toxic than most biological agents and therefore must be used in relatively large quantities, which increases the chances of detection and that theft or sabotage of these materials during shipment must be considered.
- e. Recognizes that terrorists must protect themselves from death or injury from exposure to chemical agents during their manufacture, shipment, or emplacement at the target location.

VI.E.2.4. Demonstrate an Understanding of the Characteristics of Biological Agents.

- a. Identifies the major characteristics of biological agents as:
 - (1) requiring a dispersion device for airborne delivery;
 - (2) being more toxic than industrial chemicals;
 - (3) being colorless and odorless;
 - (4) being highly lethal;
 - (5) posing an inhalation hazard;
 - (6) having a delayed effect, ranging from several hours to several weeks; and
 - (7) being invisible to the senses.
- b. Explains that small quantities of biological agents are cheap and relatively easy to manufacture from materials found from nature, hospital labs, and university research facilities, but that the development of effective delivery systems (weapons) is typically very difficult.
- c. Recognizes that biological agents can be spread throughout large areas by air currents and that ventilation systems in buildings or transportation systems may become part of the dissemination system (e.g., sarin incident in Japan).
- d. Considers that the mass casualty potential of biological agents and the public fear they create increases their potential impact as terrorist weapons.

VI.E.2.5. Demonstrate an Understanding of the Characteristics of Nuclear/Radiological Materials as Weapons of Mass Destruction.

- a. Recognizes that the psychological impact of nuclear or radiological attacks is likely to be substantial and that such attacks may cause extensive damage to the infrastructure and produce thousands of casualties.
- b. Considers that radiological materials may be found in many places, such as:
 - (1) research and educational labs;
 - (2) nuclear power plants;
 - (3) medical buildings;
 - (4) overland truck transports;
 - (5) industry; and
 - (6) government facilities.
- c. Explains that most nuclear devices are large, extremely dangerous and very costly to produce and that terrorist groups may seek secret state sponsorship, hijacking, or black market acquisition to obtain such devices.
- d. Identifies the three potential forms of radiological terrorism as
 - (1) spreading radioactive materials using mechanical devices (e.g., fans);
 - (2) detonating conventional explosives containing large amounts of radiological material; and
 - (3) packing radiological material around a conventional explosive device.
- e. Responds to attacks, hijackings, or accidents of DOE truck transports of radiological materials by:
 - (1) approaching the scene safely;
 - (2) recognizing DOE placards;
 - (3) contacting escort personnel; and
 - (4) establishing a safe perimeter.

Notes to Instructor:

MCOLES recommends that the material contained in VI.E.2.6. be taught in conjunction with the training objectives in VI.A.2., if practicable. Information regarding suicide bombers is presented here, but more detailed information regarding explosive devices is addressed in the Explosive Devices modules.

- VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness.
- a. Reviews the training objectives in the module entitled *Explosive Devices* (VI.A.2), including the characteristics of explosive materials, responding to bomb threats and incidents, and understanding the nature of bombing incidents.
 - b. Identifies various types of explosive devices, such as:
 - (1) conventional devices;
 - (2) military ordnance;
 - (3) commercial devices; and
 - (4) improvised explosive devices (IED).
 - c. Considers that, although there is no valid profile of a suicide bomber, some of the more common characteristics include:
 - (1) being alone and/or nervous;
 - (2) adjusting tactics to avoid notice by law enforcement;
 - (3) being unconcerned about capture;
 - (4) ignoring security measures at the target location;
 - (5) wearing loose, bulky clothing or wearing a disguise;
 - (6) having tightened hands or rigid mid-section (may be carrying devices); and
 - (7) possessing a false identity document or newly issued passport.
 - d. Recognizes that suicide bombers typically prepare for attacks through:
 - (1) secrecy;
 - (2) reconnaissance; and
 - (3) rehearsals.
 - e. Identifies typical targets of suicide bombers as:
 - (1) crowded restaurants or theaters;
 - (2) municipal transportation systems;
 - (3) government buildings;
 - (4) malls and shopping areas; and
 - (5) financial buildings.

VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness. (continued).

- f. Responds to a suicide bomber by:
 - (1) maintaining a safe distance and separation;
 - (2) confirming that the suspect is a suicide bomber;
 - (3) not engaging in negotiation;
 - (4) isolating the bomber, if possible;
 - (5) considering the evacuation of the target area; and
 - (6) understanding that suicide bomber situations may involve the use of deadly force by law enforcement, if necessary.

VI.E.2.7. Respond to a Known or Unknown WMD Attack.

- a. As the first responder, considers the Incident Command System, as trained (see training module VI.E.3.).
- b. Assesses the situation at the scene by considering:
 - (1) weather conditions, particularly wind direction;
 - (2) number of apparent victims;
 - (3) rapid evacuation procedures;
 - (4) types of injuries and symptoms;
 - (5) substance or agent identification;
 - (6) isolating the scene; and
 - (7) the use of self-protection equipment.
- c. Handles the scene the same as any other crime scene where, to the greatest extent possible, the following factors must be considered:
 - (1) locating and collecting all relevant evidence;
 - (2) preserving evidence;
 - (3) interviewing witnesses;
 - (4) protecting the scene; and
 - (5) preparing reports.
- d. Alerts the response network, by notifying:
 - (1) 911-dispatch to call-in assistance (e.g., fire services, EMS, etc.);
 - (2) FBI Detroit Field Office (313-965-2323);
 - (3) local/county/state Office of Emergency Management; and
 - (4) local/county/state Health Department.

Module History

Implemented 1/05

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	E. Terrorism Awareness
<u>Module Title:</u>	3. INCIDENT COMMAND SYSTEM
<u>Hours:</u>	3

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in the Incident Command System. Completion of an incident management course, or similar course, is recommended.

Homeland Security Presidential Directive # 5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. Information about NIMS can be found at <http://training.fema.gov/EMIWeb/IS/is700.asp>. Instructors should research NIMS and be familiar with its online training programs.

MCOLES intends for this material to be taught at the awareness level for basic recruit training.

The primary purpose of the facilitated discussion (VI.E.3.6.) is to give the students practice in handling real life incidents by solving associated problems. In a facilitated session, question the students about what is, and what should be known, about a situation. Then, identify an appropriate response to the incident and evaluate the outcomes with an emphasis on long-term solutions.

Module Objectives start on the next page:

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System.

- a. Describes the Incident Command System (ICS) as part of a much broader method of emergency management where operational tactics are used by a law enforcement agency to coordinate an effective response to a serious event.
- b. Observes that the Incident Command System is the centerpiece of the National Incident Management System (NIMS), which is a nationwide approach to the prevention, response, and recovery from domestic incidents.
- c. Defines the Incident Command System (ICS) as:
 - (1) a coordinated response to a serious incident using a command structure;
 - (2) a formal model used by management to handle emergency situations;
 - (3) a system that provides a means to coordinate the efforts of individual agencies to stabilize an incident; and
 - (4) a means for a first responder to manage a serious incident.
- d. Recognizes that ICS has been proven effective for responding to serious emergency incidents, such as:
 - (1) hazardous materials spills (see module VI.A.1);
 - (2) fires, particularly arsons;
 - (3) hostage situations;
 - (4) bombings (see module VI.A.2.);
 - (5) terrorist attacks;
 - (6) natural disasters;
 - (7) multi-casualty incidents; and
 - (8) traffic crashes.
- e. Identifies the common characteristics of the Incident Command System as:
 - (1) having common names and terminology (e.g., no 10-codes);
 - (2) identifying the specific needs of an incident;
 - (3) using a unified command structure (i.e., all agencies contributing to the management process);
 - (4) developing a common plan;
 - (5) using a modular organization (i.e., can expand or contract to meet the seriousness of a particular incident); and
 - (6) designating facilities (e.g., staging areas, command posts, etc.).

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System (continued).

- f. Considers that specific response tactics to incidents may vary from agency to agency, although an agency may use part, or all, of the components of a structured Incident Command System.

Notes to Instructor:

Federal law requires the use of the Incident Command System for all hazmat incidents. See the *Superfund Amendments and Reauthorization Act* of 1986 (SARA).

VI.E.3.2. Demonstrate an Understanding of the Terminology Associated with the Incident Command System.

- a. Identifies the importance of understanding the common terminology in incident management, particularly when a variety of agencies, or agencies other than those first on the scene, are involved in the response.
- b. Recognizes that when a variety of responding agencies gets involved in an incident, all with slightly different understandings of terms, confusion and inefficiency may result.
- c. Defines relevant ICS terminology:
 - (1) unity of command, a concept:
 - (a) by which each person within an organization reports to only one designated person; and
 - (b) where that designated person may not be the responder's day-to-day supervisor;
 - (2) unified command, a concept that:
 - (a) identifies a common set of incident objectives and strategies;
 - (b) plans jointly for operational activities;
 - (c) shares responsibility for overall incident management; and
 - (d) maximizes the use of all assigned resources;
 - (3) consolidated IAP (incident action plan), a formal plan that includes:
 - (a) incident response goals;
 - (b) operational objectives; and
 - (c) support activities;
 - (4) incident command post, a location:
 - (a) from which the Incident Commander, command staff, and general staff oversee an incident;
 - (b) that is isolated from noise and confusion; and
 - (c) that provides sufficient working area;
 - (5) staging area, a location:
 - (a) where resources are kept while waiting an incident assignment; and
 - (b) that provides immediately available resources to meet the changing conditions of the incident;
 - (6) emergency operations center (EOC), a location:
 - (a) where department heads and government officials gather to coordinate their response to an emergency event; and
 - (b) that maintains an interface with on-scene activities.

VI.E.3.3. Demonstrate a Working Knowledge of the Major Functions of the Incident Command System.

- a. Observes that to coordinate the use of all available resources at the scene of an incident, agencies must have a formal structure that creates consistency, efficiency, and direction.
- b. Describes the five major functions of the ICS organization as:
 - (1) command, as directed by the Incident Commander, who:
 - (a) is usually the senior first-responder on the scene;
 - (b) delegates authority, as required;
 - (c) decides to expand or contract the ICS based on life-safety, incident stability, and property protection; and
 - (d) transfers authority to the senior officer, or other supervision, as requested;
 - (2) planning, which includes the:
 - (a) collection of important and relevant information;
 - (b) timely dissemination of information to those who need to know;
 - (c) monitoring of all necessary and available resources; and
 - (d) demobilization;
 - (3) operations, which is responsible for:
 - (a) developing specific response goals and objectives;
 - (b) requesting resources through the Incident Commander;
 - (c) directing all response activities;
 - (d) keeping the Incident Commander informed and updated; and
 - (e) implementing the emergency action guidelines (EAG);
 - (4) logistics, which is responsible for:
 - (a) providing facilities, services, and material, as needed;
 - (b) providing personnel to operate equipment; and
 - (c) planning for long term operations, if necessary;
 - (5) finance/administration, which
 - (a) tracks incident costs;
 - (b) records, documents, and tracks financial operations; and
 - (c) tracks reimbursement costs.
- c. Recognizes that, when responding to small-scale incidents, all of the major ICS functions may be managed by the initial responding officer, who functions as the Incident Commander, but that large-scale incidents may require the activation of all five functions.
- d. Recognizes that large scale-incidents, or expanding small-scale incidents, may potentially require the activation of Michigan's statewide emergency management plan and the EOC (VI.E.3.5.).

VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure.

- a. Recognizes that local law enforcement officers are normally responsible for the initial response to an emergency incident and will be required to:
 - (1) assess incident priorities;
 - (2) perform emergency rescue;
 - (3) stabilize the incident;
 - (4) protect property; and
 - (5) perform initial investigative functions.
- b. Determines that as the Incident Commander, or first responder to the incident, the responding officer is responsible for the overall management of the scene, until properly relieved by a senior officer or other supervisory personnel.
- c. Observes that in handling typical or “routine” emergency calls, such as a personal injury motor vehicle crash, the responding officer activates an incident command process by requesting EMS, tow trucks, and fire personnel.
- d. Manages incident priorities at the scene, by:
 - (1) responding safely and quickly to the emergency;
 - (2) immediately assessing incident priorities;
 - (3) managing injuries or tending to injured individuals;
 - (4) stabilizing and containing the incident;
 - (5) assessing damage and protecting property;
 - (6) coordinating the approach of responding units;
 - (7) establishing facilities (e.g., command post, staging area, etc.); and
 - (8) assuming control until properly relieved.
- e. Explains that the Incident Command System is a layered structure in which the first responding officer must determine when, and if, to expand or contract the level of response depending upon the nature of the incident.
- f. Identifies agencies that may provide assistance in an emergency situation, such as:
 - (1) law enforcement (local agencies, county sheriffs offices, state police);
 - (2) federal agencies (e.g., emergency preparedness office, FBI, ATF, etc.);
 - (3) emergency medical services (EMS);
 - (4) fire services;
 - (5) multi-agency coordinating centers;
 - (6) department of community health;

VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure (continued).

- (7) public works departments;
- (8) communications centers; and
- (9) specialized response teams (e.g., hazmat response teams, SWAT, etc.).

g. Recognizes that law enforcement officers must be ready to respond to the scene of an emergency incident if requested by the Incident Commander and that deployed responders must:

- (1) prepare properly for deployment to an incident;
- (2) follow the directions of the supervising officer (may be other than the officer's day-to-day supervisor);
- (3) know when and where to report; and
- (4) understand their assigned role in managing in the incident.

- VI.E.3.5. Demonstrate an Understanding of the Key Provisions of Michigan's Emergency Management Act.
- a. Defines Michigan's Emergency Management Plan as a formal response plan for major disasters and emergencies in Michigan, declared officially as such, often first coordinated by law enforcement (MCL 30.402).
 - b. Recognizes that the Emergency Management Plan consists of a top-down structure, in which:
 - (1) the governor issues proclamations and directives for disasters and can declare states of emergency, when necessary (MCL 30.407);
 - (2) the state director of emergency management coordinates federal, state, and local operations and complies with the Emergency Management Plan (MCL 30.407);
 - (3) the state Emergency Management Division establishes rules and requirements for local and interjurisdictional emergency management programs;
 - (4) each county identifies an emergency management coordinator, who shall coordinate all matters pertaining to emergency management preparedness and response (MCL 30.410); and
 - (5) each county coordinator has the responsibility to (MCL 30.410):
 - (a) develop and prepare a plan for preparedness;
 - (b) declare local states of emergency, when necessary;
 - (c) distribute equipment for disasters;
 - (d) direct local multi-agency response; and
 - (e) provide assistance, as necessary.
 - c. Recognizes that the governor may heighten a state of alert for a threat of terrorism or acts of terrorism and may use the resources available under Michigan's Emergency Management Act (MCL 30.421).

VI.E.3.6. Participate in a Classroom Facilitated Discussion of a Simulated Emergency Situation.

- a. Using a table-top scenario, actively participates in a facilitated discussion of a reality-based emergency situation, by:
- (1) identifying the problem;
 - (2) formulating a proper response;
 - (3) identifying agencies that can assist;
 - (4) determining whether to expand or contract ICS; and
 - (5) evaluating the effectiveness of the response.

Module History

Implemented 1/05
Revised 4/06