

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	A. Emergency Preparedness/Disaster Control
<u>Module Title:</u>	2. EXPLOSIVE DEVICES
<u>Hours:</u>	Not less than 2 hours

Notes to Instructor:

This material is designed to be taught by an instructor with expertise in explosive devices. It is also designed to be taught at the awareness level for recruit training.

MCOLES recommends that the instructor display examples of explosive devices in class or use a color slide presentation that depicts a variety of devices and materials. Instructors are urged to review the training materials made available through federal agencies, such as the Department of Homeland Security, Office of Domestic Preparedness, and the Department of Justice.

The material in this module should be taught within the context of homeland security and terrorism awareness.

VI.A.2.1. Demonstrate an Understanding of the Common Characteristics of Explosive Devices.

- a. Defines an explosive device as an instrument specifically designed to cause an instantaneous, rapid, violent release of energy from a confined region, when subjected to heat, impact, friction, or other initial impulse.
- b. Defines an explosion as a chemical reaction or change of state usually associated with a rapid expansion of gases and the liberation of heat, which includes the following basic requirements:
  - (1) fuel or load;
  - (2) oxygen/oxidizer; and
  - (3) a source of initiation.
- c. Defines an incendiary device as an instrument designed to burn rather than to explode.
- d. Recognizes that there are a wide variety of explosive devices, many of which can be disguised as, or concealed in, common objects, and that it is important to leave untouched any suspicious looking object.

VI.A.2.2. Identify Explosive Devices.

- a. Recognizes conventional low explosives, such as:
  - (1) smokeless powders;
  - (2) black powder;
  - (3) Pyrodex powders and pellets; and
  - (4) pyrotechnic powder.
  
- b. Recognizes conventional high explosives, such as:
  - (1) nitroglycerine;
  - (2) TNT;
  - (3) dynamite;
  - (4) slurries/water gel;
  - (5) ammonium nitrate (ANFO); and
  - (6) C-4.
  
- c. Recognizes improvised (AKA: homemade) explosives.
  
- d. Understands the dangers of consumer and commercial fireworks.
  
- e. Recognizes common military ordnance, such as:
  - (1) grenades;
  - (2) artillery shells and projectiles;
  - (3) mortar shells;
  - (4) mines; and
  - (5) rockets.
  
- f. Defines an improvised explosive device (IED) as any homemade instrument consisting of a triggering mechanism and volatile material designed to cause property damage or personal injury and which can take a variety of forms from basic to complex.
  
- g. Recognizes the common components of an improvised explosive device (IED), which may include:
  - (1) a power supply or power source;
  - (2) a fuse, initiator or detonator;
  - (3) a switch, which can be:
    - (a) time-activated;
    - (b) victim-activated (booby trap);
    - (c) command-initiated; or
    - (d) any combination of the above;
  - (4) an explosive material;
  - (5) a container; and
  - (6) added shrapnel.

VI.A.2.3. Demonstrate an Understanding of the Response Protocols to a Bomb Threat.

- a. Receives bomb threat by phone:
  - (1) notes time the call was received;
  - (2) asks appropriate questions (when, where, what, why, etc.);
  - (3) notes characteristics of caller's voice and background noises;
  - (4) identifies general v. specific threat; and
  - (5) attempts to keep caller on the line.
- b. Evaluates how local agency policies and procedures and departmental standard operating procedures affect the officer's response to a bomb threat.
- c. Responds to scene of a bomb threat rapidly but safely, and:
  - (1) gathers relevant information from building occupants; and
  - (2) recognizes that police radios, cell phones and pagers emit electromagnetic radiation.
- d. Searches for suspicious or suspected devices by:
  - (1) explaining search procedures to building management;
  - (2) searching with building occupants or those in authority;
  - (3) searching systematically; and
  - (4) looking for unclaimed or out of place items.
- e. Considers the following when a suspicious device is located:
  - (1) establishing a perimeter;
  - (2) maintaining radio silence within 300 ft.;
  - (3) noting and recording useful information regarding the device;
  - (4) determining possible evacuation procedures, considering time, distance and shielding;
  - (5) initiating searches of evacuation routes and staging locations;
  - (6) notifying the bomb squad;
  - (7) continuing the search in other areas, if practicable; and
  - (8) recognizing the possibility of secondary devices.

Notes to Instructor:

Show examples of various IEDs to the class so the students have an idea of what to look for when working patrol, including pipe bombs, car bombs, fertilizer-based bombs, etc.

VI.A.2.4. Respond to a Bombing Incident.

- a. As the first responder, initiates the incident command system, as trained.
- b. Considers the following when responding to a post-blast incident:
  - (1) officer safety;
  - (2) safety of others;
  - (3) perimeter control;
  - (4) possible secondary devices;
  - (5) evidence protection; and
  - (6) treating the blast scene as a crime scene.
- c. Shares relevant information with appropriate agencies, including:
  - (1) federal agencies (FBI, ATF, etc.);
  - (2) MSP Intelligence Unit (MIOC Fusion Center);
  - (3) Law Enforcement Online (LEO); and
  - (4) Terrorist Threat Information Center (TTIC).

Note to Instructor:

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](mailto:MIOC@michigan.gov).

**Module History**

Revised	1/05
Revised	7/15
Revised	5/16