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Federal Bureau of Investigation
New Agents Training Program
Investigative Training Unit
Lesson Plan

Please refer to the annotated lesson plan (available on the NATP Curriculum SharePoint site) for a more detailed explanation of this lesson plan.

Title of Lesson:		b7E
Date Lesson Plan Was Created or Last Updated:	March 2010	
Lesson Plan Version Number:	1.0	
Length of Lesson (in hours):	3	
Instructional Designer(s):	SSA [redacted] ITU	b6 b7C
Contributing Subject Matter Experts (SMEs):	ITU Instructional Staff	
Classification Level:	Unclassified	
Instructional Strategies:	Lecture, class discussion, small group decision making exercise	
Copyright Information¹: [Please attach copies of grants for use.]	No copyrighted materials were used in the creation of this lesson	
Safety and Environmental Safeguards Required (if any):	N/A	
Prerequisite Blocks of Instruction:	[redacted] Overview, [redacted] Methods and Intel Practical 1 & 2	b7E
Prerequisite Web-Based Courses (if any):	None	
Number of Role Players Needed:	N/A	
Type of Room Needed:	Non-secure lecture	
Additional Information:	N/A	
Reviewed and Approved by:	Acting Unit Chief [redacted] ITU	b6 b7C
Date of Approval:	11/03/2010	

¹ Copyright information is required. If no copyright permissions were needed, please insert the applicable statement in this blank, either "No copyrighted materials were used in the creation of this lesson," or "Use of copyrighted materials is in compliance with fair use guidelines." If copyright permission has been granted, please attach all documentation and maintain it on file.

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Testing / Assessment of Student Learning

1.	Is there a graded assessment (quiz, test, practical exercise, etc.) of student learning of the content covered in this block of instruction?		
	☐ Yes ☒ No		
<i>If yes,</i>			
2.	A.	What does the graded assessment include?	
		☐ Content covered only in this one block of instruction	
		☐ Content from several combined blocks of instruction	
	B.	What kind of assessment is it? [Check all that apply. If <i>in-class activity</i> or <i>other</i> , please describe.]	
		☐ Brief written quiz	☐ Homework assignment(s)
		☐ Written test	☐ Graded product (such as a report)
		☐ Graded practical exercise	☐ Graded presentation or briefing
		☐ In-class activity: _____	
		☐ Other: _____	
<i>If the graded assessment covers content from several combined blocks of instruction:</i>			
3.	A.	List the titles of these blocks.	
	B.	Is there a block of instruction that prepares students for the assessment? If yes, please provide the title of the block.	
	C.	In which block is the assessment administered?	
	D.	In which block are the results reviewed with students?	

If there is a graded assessment of student learning, please be sure to follow test development guidelines as described in the *ISD Policy Implementation Guide* and in the FBI's *Test Development Manual, Volumes 1 and 2* (available from the Curriculum Development and Evaluation Unit).

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Statement of Goals and Objectives

(U) Instructional Goal: Students will be able to determine good potential Confidential Human Sources (CHS) based on [REDACTED]
[REDACTED]

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(U) Instructional Objectives:

After 3 hours of instruction the New Agent Trainee will be able to:

1. Explain a [REDACTED] plan.
2. Deduce [REDACTED] Potential CHS.
3. Interpret investigative information for [REDACTED] Potential CHS.

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List of Items and Materials

Equipment / Aids Required for Instructor:

- (U) Class to be held in General classroom
- (U) Sample plan

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Equipment / Aids Required for Students:

Power Point Slides or Overheads:

- (U) Slide 1
- (U) Slide 2
- (U) Slide 3
- (U) Slide 4
- (U) Slide 5
- (U) Slide 6
- (U) Slide 7
- (U) Slide 8
- (U) ~~(S)~~ Slide 9
- (U) ~~(S)~~ Slide 10
- (U) Slide 11
- (U) ~~(S)~~ Slide 12
- (U) ~~(S)~~ Slide 13
- (U) ~~(S)~~ Slide 14
- (U) Slide 15

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Handouts:

Student Notebook:

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Outline of Activities

Content	Instructor Notes
(U) Grabber: Finding the best potential Confidential Human Sources involves thorough examination of the sources and successful employment of an intelligence informed methodology. (U) Introduction: Introduce self if not already known to students. (U) Thesis Statement: Choosing the best potential Confidential Human source is essential to getting the best intelligence that is available and answering requirements. (U) Needs Statement: Choosing the best potential Confidential Human Source involves several processes being performed diligently by the Agent. (U) NOTE: First thing should be a review of [REDACTED] This is the last platform lecture block of instruction before practicals focusing on [REDACTED] Objective #1: (U) Explain a [REDACTED] plan. (U) The purpose of [REDACTED] is to make you think about what you want to accomplish and to document how you plan to do that. (U) (S) Instructor should emphasize and elaborate the following points to the students when describing a plan. • [REDACTED] • [REDACTED] (U) Instructor can use the MS-13 scenario as an example to highlight the development of a plan to determine specific individuals with the proper access, suitability, and susceptibility to meet the FBI need. Instructor should not tell the students how to develop the entire plan. (U) (S) The instructor will provide an overview to the process that Agents use for composing [REDACTED] plan. The components of the plan should include:	(U) Slide 1: Title Instructor note Objective #1 Lecture (U) Slide 2: [REDACTED] (U) Slide 3: Working Within FBI Policies (U) Slide 4: Methods Chart Lecture

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- [Redacted]
- [Redacted]
- [Redacted]

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(U) Instructor should describe differences between

- [Redacted]
- [Redacted]

Facilitate class discussion

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(U) Slide 5: Types of

[Redacted]

(U)

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

(U) Slide 6:

[Redacted]

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(U) Some examples of possible locations for

[Redacted]
[Redacted]

(U) Example:

Recruit the [Redacted]
[Redacted] and provide information [Redacted] can provide long term [Redacted]

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(U)

[Redacted]
[Redacted]

(U) Slide 7:

[Redacted]

(U) Some things to consider when looking for a source:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

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(U)

Sources may be [Redacted] For sources that are

(U) Slide 8:

[Redacted]

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contacted [redacted] there is pre-contact homework which should be completed. The agent may receive help from an IA to complete that homework. Questions to be asked are:

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- [redacted]
- [redacted]

(U) Sources contacted [redacted] may provide themselves or the agent may meet the potential source [redacted]. After the initial contact, the agent may then conduct homework on the potential source to determine if they meet the same above questions.

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(U)

~~(S)~~ Developing [redacted] Plan

The general steps in developing [redacted] Plan include, but are not limited to, the following:

1
2
3
4
5
6
7
8

[redacted]

(U)

~~(S)~~ Slides 9-10:
Developing a
[redacted] Plan

(U) Instructor should pass out the sample [redacted] plan and explain the scenario. The sample [redacted] plan should be developed with information that

Handout: Sample
[redacted] plan

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[redacted] The instructor can also ask the students if they notice anything in the plan that they determine needs improvement in order to produce a more effective [redacted] plan.

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Objective #2: (U) Deduce [redacted] for Potential CHS.

Objective #2

(U)

[redacted]

Lecture, Facilitate
class discussion

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(U) Slide 11:
Developing a
[redacted] Process

(U) One size does not fit all. [redacted]

conditions.

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(U) Explain some [redacted] that a potential CHS could encounter

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and that the FBI Agent should be able to deduce and identify:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

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(U) The instructor should ask the students [Redacted]

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(U) Instructor should describe

- [Redacted]
- [Redacted]

(U)

(U)

~~(S)~~

~~(S)~~ Slides 12-14:

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(U)

~~(S)~~

- 1 [Redacted]
- 2 [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

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Objective #3: (U) Interpret investigative information for [REDACTED] Potential CHS.

(U) The instructor will provide an overview of the various aspects an Agent has to consider while interpreting investigative information that has been gathered. Some aspects include:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

(U) The instructor can use/show an example of [REDACTED]

[REDACTED]

(U) Optional: The instructor can use alternative exercises to make the point.

[REDACTED]

(U) [REDACTED] chart should be printed by the ITU instructor and handed out to all students. The [REDACTED]

[REDACTED]

(U) The end result before leaving class is to direct the class on the appropriate Potential CHSs in the IIIQ. [REDACTED]

[REDACTED] They should be lead through discussion or exercise to arrive at this conclusion because that will be the end result regardless.

Objective #3

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Lecture, Facilitate class discussion

(U) Slide 15:

[REDACTED]

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Small Group Exercise

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Small Group Exercise

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(U) As preparation for the next block of instruction, IIO #08/H #04,
[redacted] Practical, the following instructions should be provided to
the students:

[redacted]
Practical
Instructions

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-
-
-
-
-
-
-
-
-

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[redacted]
The activities will consist of the following:

-
-
-
-
-

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Summary/Conclusion:

(U) The selection of a potential CHS involves lots of phases including:

- Developing a plan
- Deducing [redacted] for Potential CHS
- Interpreting investigative information for use [redacted] Potential CHS

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(U) All of these processes must be done with thorough attention to detail and strategy. Performing these processes with diligence can lead to better intelligence being gathered by the Agent.

Assignment:

Assignment

No assignment

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Bibliography

FBI Intelligence [redacted] Managemen [redacted] Process
Concept of Operations
ITU Block: Approaching and Developing Confidential Human Sources

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