



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:	[Redacted] Practical		b7E
Date Lesson Plan Was Created or Last Updated:	March 2010		
Lesson Plan Version Number:	1.0		
Length of Lesson (in hours):	4		
Instructional Designer(s):	SSA [Redacted]	ITU	b6 b7C
Contributing Subject Matter Experts (SMEs):	ITU Instructional Staff		
Classification Level:	Unclassified		
Instructional Strategies:	Role playing exercise		
Copyright Information ¹ : [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 areas for role-play [Redacted]		b7E
Additional Information:	A/B split		b6
Reviewed and Approved by:	Acting Unit Chief [Redacted]	ITU	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.

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).

Statement of Goals and Objectives

Instructional Goal: Students will apply information from the previous lectures to [redacted] help determine who is the most suitable Potential Confidential Human Source (PCHS).

b7E

Instructional Objectives:

After 4 hours of performing the practical exercise, the New Agent Trainee will be able to:

1. Develop [redacted]
2. Employ [redacted] to determine PCHS access, suitability, [redacted]
3. Utilize [redacted] to acquire another meeting.
4. Accurately report investigative findings
5. Accurately report [redacted] information in [redacted]
6. Discuss suitability of various CHS candidates, choose most logical candidate.

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List of Items and Materials

Equipment / Aids Required for Instructor:

- Role player scripts
- Three stations
 - Role play stations
 - [redacted] b7E
 - [redacted]
 - [redacted]
 - Video viewing station
 - Case work station
- [redacted] video for video station b7E
- [redacted]
- Injects
- Assessment paperwork
 - [redacted] 1 per instructor + copies for students watching video) b7E
 - Instructor assessment (2 per student)
 - NAT self-assessment (2 per student)
 - PCHS assessment (1 per student)

Equipment / Aids Required for Students:

Power Point Slides or Overheads:

N/A

Handouts:

Student Notebook:

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Outline of Activities

Content	Instructor Notes									
Overview Setup of Practical Exercise There will be a minimum of 3 instructors assigned to teach this block. Some of the instructions for this block will have occurred in the previous block (H #3, [redacted]) The students are to arrive 15 minutes prior to the start time (7:45 am and 12:45 pm) for 15 minutes of clear instruction of the next four hours. The instruction is based on the chart below. All of the students should get in their respective NAT squads for these courses. There should be approximately 6 students in a squad. The squads will be rotating halfway through the class. Two squads will be in the Interview/Observation mode for the first half (2 hours) of the class while the other two squads are in the Video/Case work mode. The squads in the video/case work modes are instructed to switch after one hour from Video to case work and from case work to Video. At the 2 hour mark, the main instructor will make the switch and the first two hour layout will be repeated. <table><tr><th></th><th>Squad 1/5 & 2/6</th><th>Squad 3/7 & 4/8</th></tr><tr><td>Hours 1&2</td><td>INTERVIEW and OBSERVE</td><td>INJECTS and CASE WORK</td></tr><tr><td>Hours 3&4</td><td>INJECTS and CASE WORK</td><td>INTERVIEW and OBSERVE</td></tr></table>		Squad 1/5 & 2/6	Squad 3/7 & 4/8	Hours 1&2	INTERVIEW and OBSERVE	INJECTS and CASE WORK	Hours 3&4	INJECTS and CASE WORK	INTERVIEW and OBSERVE	b7E
	Squad 1/5 & 2/6	Squad 3/7 & 4/8								
Hours 1&2	INTERVIEW and OBSERVE	INJECTS and CASE WORK								
Hours 3&4	INJECTS and CASE WORK	INTERVIEW and OBSERVE								
Note: On the morning/afternoon of this exercise, the instructor should re-cap to the NATs the general objectives of what they should be attempting to accomplish [redacted] 1) Develop [redacted] 2) Employ [redacted] to determine [redacted] criteria [redacted] [redacted] 3) Utilize [redacted] concept [redacted] [redacted] The NATs will have been told during the previous block of instruction [redacted] [redacted] Each squad is tasked with lining up their squad NATs with potential CHS' based on best chance at success. With a squad of 6, there will be 2 NATs per PCHS. With smaller squads, each PCHS [redacted] but the squad will decide which PCHS will be	b7E b7E b7E									

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The activities will consist of the following: • • • •	b7E
Video options include: • •	b6 b7C b7E
Thesis Statement: information as possible from potential CHSs is essential to the CHS selection process and the intelligence process as a whole. Needs Statement: Choosing the best potential Confidential Human Source involves several processes being performed diligently by the Agent. Objective #1: Develop	b7E Objective #1 b7E

Through the exercise, the students will be able to demonstrate the development [redacted] the potential CHS.		b7E
Objective #2: Employ [redacted] to determine PCHS [redacted] [redacted]	Objective #2	
Through the interview and observation exercises, the students will be able to employ [redacted] to determine the PCHS access, suitability, and susceptibility.		b7E
Objective #3: Utilize [redacted]	Objective #3	
Through the interview exercise, the students will be able to [redacted] [redacted] with the potential CHSs.		
Objective #4: Accurately report investigative findings.	Objective #4	
Through the injects and video activities, the students will be able to practice reporting the investigative findings with accuracy.		
Objective #5: Accurately report [redacted] information in [redacted]	Objective #5	b7E
Through the injects and video activities, the students will be able to practice reporting [redacted] information [redacted]		
Objective #6: Discuss suitability of various CHS candidates, choose most logical candidate.	Objective #6	
Through all of the activities, the students will be able to use the information gleaned to discuss the suitability of various CHS candidates, and to be able to choose the most logical candidate.		
Summary/Conclusion:		
NATs have been able to practice interviewing potential CHS candidates. Additionally, students will be observing other interviews to learn the best techniques for obtaining information. Finally, the students have practice going through the process of determining who would be the best CHS for the operation and supporting this decision with thorough justification.		
<u>Assignment:</u>	Assignment	
No assignment.		

Bibliography

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