



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):	4	
Instructional Designer(s):	SSA [redacted] ITU	b6 b7C
Contributing Subject Matter Experts (SMEs):	ITU Instructional Staff	
Classification Level:	Unclassified	
Instructional Strategies:	Lecture, small group decision making exercises	
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 & 3, [redacted] Practical	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.

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.] <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">☐ Brief written quiz</td> <td style="width: 50%; border: none;">☐ Homework assignment(s)</td> </tr> <tr> <td style="border: none;">☐ Written test</td> <td style="border: none;">☐ Graded product (such as a report)</td> </tr> <tr> <td style="border: none;">☐ Graded practical exercise</td> <td style="border: none;">☐ Graded presentation or briefing</td> </tr> <tr> <td colspan="2" style="border: none;"> ☐ In-class activity: _____ </td> </tr> <tr> <td colspan="2" style="border: none;"> ☐ Other: _____ </td> </tr> </table>	☐ 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: _____	
☐ 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 learn the tools/techniques used to [REDACTED]

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[REDACTED] a PCHS with [REDACTED] A major
step in this is [REDACTED] meet with the PCHS.

Instructional Objectives:

After 2 hours of instruction, the New Agent Trainee will be able to:

1. Explain the importance of [REDACTED] with a PCHS.
2. Determine [REDACTED] a PCHS.
3. Determine [REDACTED] a PCHS.
4. Determine [REDACTED] a PCHS.
5. Determine [REDACTED] a PCHS.
6. Explain [REDACTED]

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List of Items and Materials

Equipment / Aids Required for Instructor:

Equipment / Aids Required for Students:

Power Point Slides or Overheads

Slide 1
Slide 2
Slide 3
Slide 4
Slide 5
Slide 6
Slide 7
Slide 8
Slide 9
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Slide 29
Slide 30
Slide 31

Questions

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Handouts:

Pre-Block Instruction:

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This block is the bridge [redacted] practicals:

- Answer any lingering issues/questions from [redacted] practical
- Discuss the three PCHSs
- [redacted]
- [redacted]
- Have discussion regarding the two remaining choices
 - [redacted]
 - [redacted]
- Guide class to the choice [redacted] most logical
- Continue on with [redacted] lecture gearing up for [redacted] practical
-

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Outline of Activities

Content	Instructor Notes
Grabber: Some potential sources have been located. It's now time to move on [redacted] Introduction: Introduce self if not already known to students. Thesis Statement: The New Agent Trainee will learn the tools/techniques used [redacted] toward [redacted] Needs Statement: [redacted]	Slide 1: Title b7E b7E
Review/Setup This block is the bridge [redacted] practicals: • Answer any lingering issues/questions from [redacted] practical • Discuss the three PCHSs • [redacted] [redacted] A spokesman from each group can then quickly brief the class on their rationale. • Pass out [redacted] • Have discussion regarding the two remaining choices ○ [redacted] ○ [redacted] • Guide class to the choice [redacted] most logical • Continue on with [redacted] lecture gearing up for [redacted] practical A: [redacted] D: [redacted] A: [redacted] D: [redacted]	Instructor Note: [redacted] b7E b6 b7C b7E Slide 2: [redacted] [redacted] b7E

[Redacted]

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- The collection of information about [Redacted] Focus [Redacted]

Slide 3: Focus [Redacted]

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- The analysis of all available facts and impressions about the target to determine [Redacted] Focus [Redacted]

Slide 4: [Redacted]

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[Redacted] Categories [Redacted] these are some of the categories to look at and examine.

Slide 5: Categories [Redacted]

The following slides are topics/topic areas for discussion [Redacted]
[Redacted] Each one has potential pro and con elements [Redacted] These should create questions for the SA of their source targets.

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[Redacted]

[Redacted]

[Redacted]

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

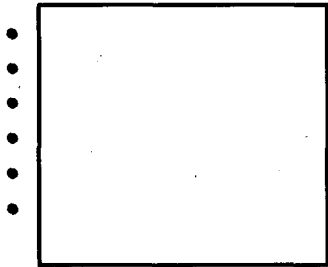
b7E

[Redacted]

Slide 6: [Redacted]

[Redacted]

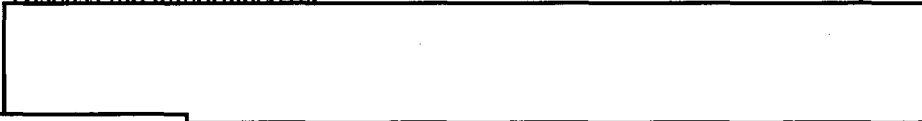
b7E



Objective #1: Explain the importance of [redacted] with a PCHS.

Objective #1

Discuss the importance of [redacted]

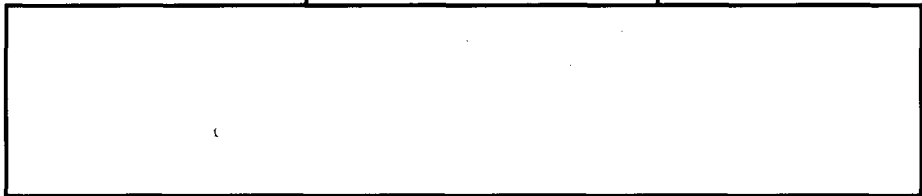


Objective #2: Determine [redacted] a PCHS.

Objective #2



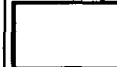
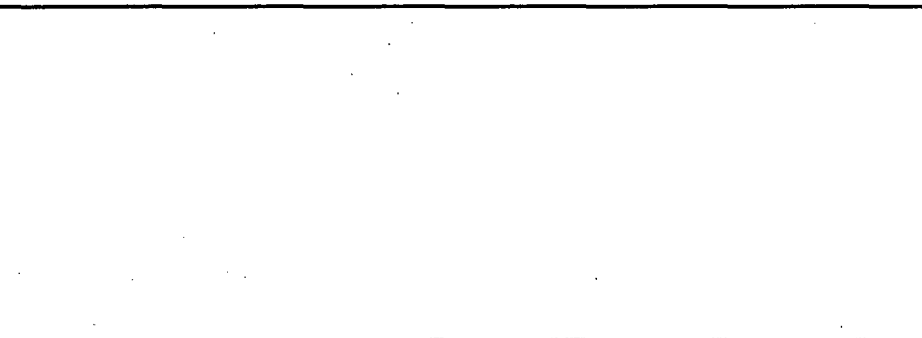
Slide 11: [redacted]



Objective #3: Determine [redacted] a PCHS.

Objective #3

Slide 12: [redacted]

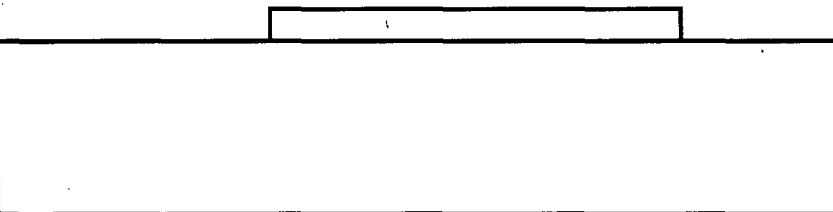


Slide 13: Video

Objective #4: Determine [redacted] a PCHS.

Objective #4

Slide 14: [redacted]



Bibliography
