



Federal Bureau of Investigation Basic Instructor Development Course

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Title of Instruction: _____

Time of Instruction: _____

Target Group: _____

Instructor: _____

Methods of Instruction: _____

Additional Information:

Date: _____

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Title of Instruction: [Redacted] Practical Exercise (Heartsville)
Time of Instruction: 2 Hours
Target Group: [Redacted] Special Agents in
the Intelligence Career Path
Instructor: TBD
Methods of Instruction: Lecture
Additional Information: TBD
Date: TBD

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Statement of Goals and Objectives

Course Description:

Instructional Goal Lesson Description:

This lesson is designed to provide the student will an opportunity to work in small groups

Instructional Objectives:

After _____ hours of instruction, the learner student will:

Lesson Learning Objectives:

At the completion of this 2 hour block of instruction the students will be able to:

1. Understand and apply _____
2. As small groups will be able to:
 - a. Assess and Describe _____
 - b. Identify probable _____
 - c. Identify probable subjects of investigations.

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Criterion Test Questions

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Criterion Test Answers

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List of Items and Materials

Equipment / Aids Required for Instructor:

Case Exercise Facilitator's Guide – Attachment 5
[Redacted] Practical Exercise Lesson Plan

Equipment / Aids Required for Students:

Break out room or area
4 Flip Chart and markers

Power Point Slides or Overheads:

N/A

Handouts:

- Attachment 1 Group 1 – Heartsville
- [Redacted]
- Attachment 2 Group 2 – Northpoint, USA
- Attachment 3 Group 3 – Pleasanton, USA
- Attachment 4 Group 4 – Coastal City, USA

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- **Attachment 5** - Case Exercise Facilitator's Guide

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Outline of Activities

Content	Instructor Notes	Formatted Table b7E
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Introduction:	statement Objective #1:	
Thesis Statement:	Objective #2:	Formatted: Tab stops: 0.7", Left
Needs Statement:	Objective #3:	
Introduction:	Summary/Conclusion:	Formatted: Tab stops: 1.64", Centered
Thesis Statement:	Introduce yourself and the practical exercise.	Formatted: Font: Bold
This lesson is designed to provide the student with an opportunity to work in small groups to develop specific plans		Formatted: Font: Bold
Needs Statement:	Why is important??? Discuss.	Formatted: Font: Bold
This lesson is designed to provide you with basic information on the process of		
Practical Exercise Description		Formatted: Font: Bold
This lesson is designed to provide the student with an opportunity to work in small groups to develop specific plans		
Practical Exercise Learning Objectives		Formatted: Font: Bold
1. Understand and apply of individuals		Formatted: Bullets and Numbering
2. As small groups will be able to:		
d. Assess and Describe		
e. Identify		Formatted: Centered
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Content	Instructor Notes
f. Identify probable subjects of investigations. Case Exercise Facilitator's Guide	Instructor's refer to this document for detailed additional instructions.
Practical Exercise Instructions Conditions: 1 x Large group presentation by a moderator 4 x Small groups for discussion designated as Heartsville, Northpoint, Coastal City, and Pleasanton. 4 x flip chart block paper (1 per group) with markers 1 x moderator (who has completely digested the exercise) 4 x small group leads (who have completely digested the exercise and mastered the city for whom they will provide moderation). Objectives: - Each student will understand and apply the [redacted] of individuals [redacted] - Each small group will: - Assess and Describe [redacted] - Identify probable [redacted] - Identify probable subjects of investigations. Performance Measures: Each small group will: - Graphically represent environment/city - Present to the large group a description of the environment/city that describes the major pertinent	Much of the burden for the success of this exercise is dependent on the knowledge of the large group moderator and the 4 small group moderators. They must be extremely knowledgeable of their area. Attachment 1 Group 1 – Heartsville Attachment 2 Group 2 – Northpoint, USA Attachment 3 Group 3 – Pleasanton, USA Attachment 4 Group 4 – Coastal City, USA

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a. populations, b. institutions, and c. activities 3. Present to the large group a list identifying: a. [redacted] b. possible subjects for investigation 4. The description [redacted] should be defined by identified access and described [redacted]	Formatted: Indent: Left: 0.55", Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: 0.8", List tab + Not at 1" Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5" Formatted: Bullets and Numbering Formatted: Font: Bold Formatted: Centered Formatted: No underline Formatted: Font: Bold Formatted: Bullets and Numbering Formatted: Indent: Left: 0.55", Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: 0.8", List tab + Not at 1"	Formatted: Indent: Left: 0.55", Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: 0.8", List tab + Not at 1"
Exercise Conduct: 1. Orient the Students a. Describe briefly [redacted] Operations and the context of [redacted] importance. b. Describe the environment of the four major cities addressed. 2. Describe the [redacted] 3. Describe the performance measures expected. 4. Define a timeline for the group exercise.		
Time Allowed 30 minutes: Case Description/Orientation by instructor 30 minutes: Student Reading Time 30 minutes*: Discuss and identify [redacted] and Subjects, Prepare chart for briefing. 20 minutes: Brief the findings to large group; 5 minutes per group. 10 minute: Summary and questions * Small Group discussion is moderated by an instructor in order to ensure timeliness and focus.		Formatted: Font: Bold Formatted: Centered Formatted: Font: Bold Formatted: Font: Bold Formatted: Font: Bold Formatted: Font: Bold Formatted: Font: Bold Formatted: Centered Formatted: Centered

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Content	Instructor Notes
<u>Objective #1:</u>	
<u>Objective #2:</u>	
<u>Objective #3:</u>	
<u>Summary/Conclusion:</u>	

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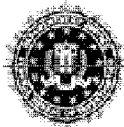
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Attachment 1 Group 1 - Heartsville, USA



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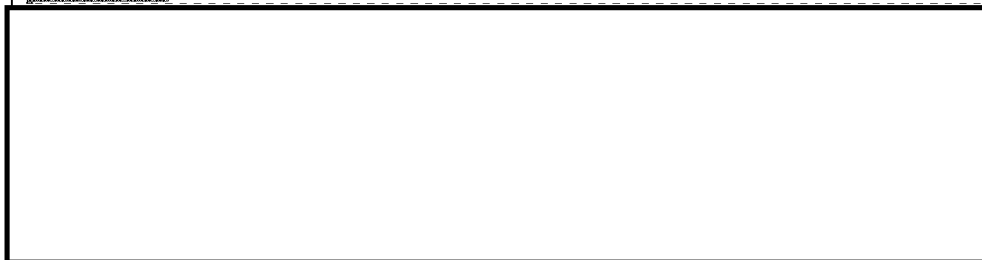


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Attachment 2 Group 2 - Northpoint, USA



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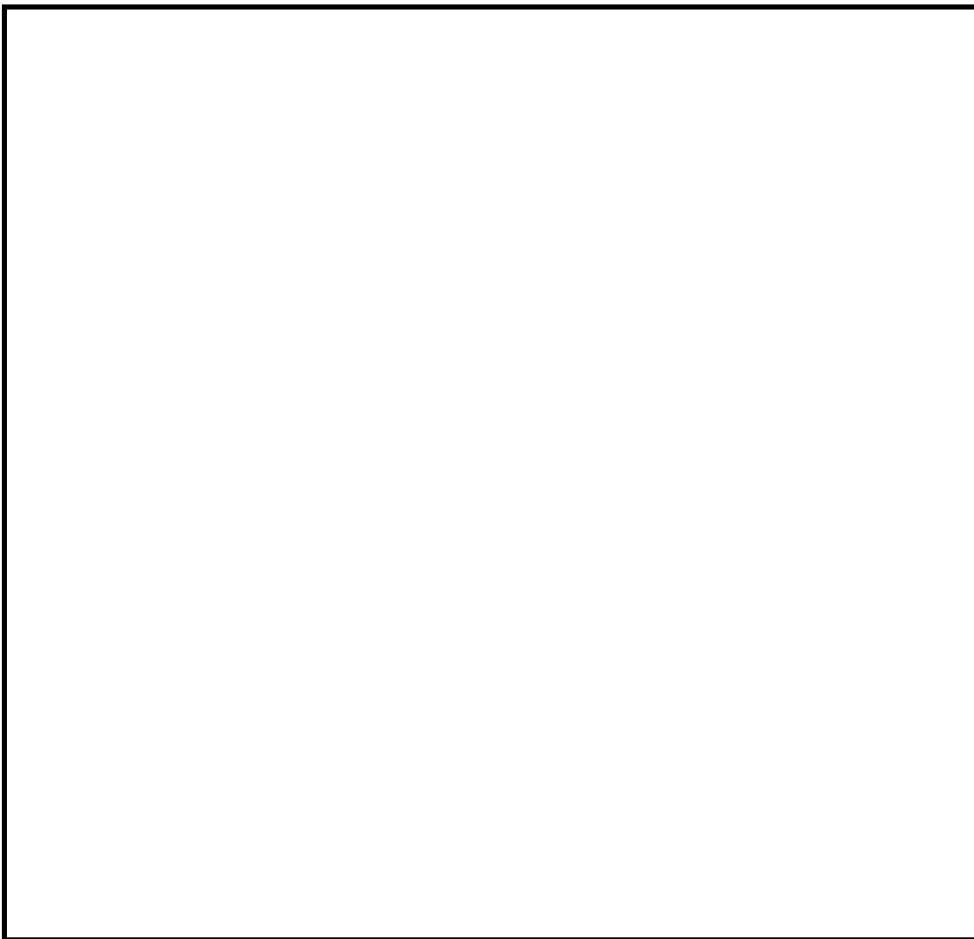
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Attachment 3 Group 3 - Pleasanton, USA



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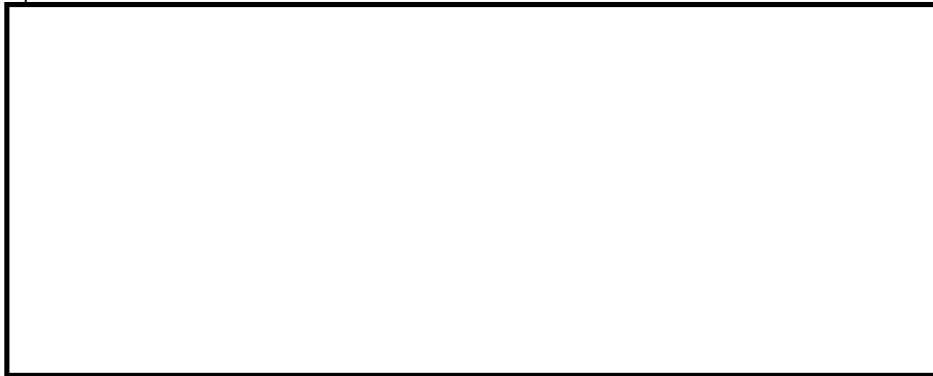
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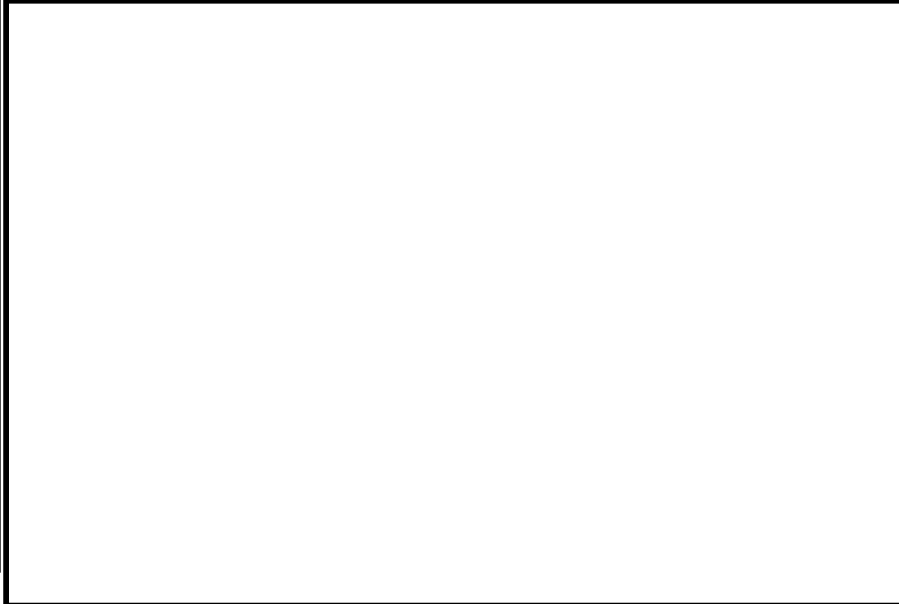
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Instructions from Washington

Headquarters requests that all Task Forces rally their resources to canvass local communities in an effort to uncover [REDACTED] activity in your jurisdiction(s). As you will note from the included intelligence information [REDACTED] [REDACTED] This effort may begin with a large-scale attack [REDACTED] within the coming months.

We request you present your plans to [REDACTED] [REDACTED] intelligence to pre-empt, disrupt and/or destroy [REDACTED] capabilities worldwide. Please assure you consider [REDACTED] Further guidance will follow.

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Attachment 5

Case Exercise Facilitator's Guide

Case Exercise

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Introduction

Exercise Solution & Link Charts

"Lesson Boxes"

Part I: The Scenario

- a. Heartsville, USA
- b. Northpoint, USA
- c. Pleasanton, USA
- d. Coastal City, USA

Part II: Developing Leads

- a. Heartsville, USA
- b. Northpoint, USA
- c. Pleasanton, USA
- d. Coastal City, USA

Part III: Narrowing It Down

- a. Heartsville, USA
- b. Northpoint, USA
- c. Pleasanton, USA
- d. Coastal City, USA

Additional Information for Students

Post-Exercise Debrief

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Introduction

This [redacted] case exercise is based on a realistic [redacted] environment in which the students must make real life planning and [redacted] decisions as they progress [redacted]. We have constructed the exercise itself in three parts. Each part of the exercise demonstrates what the students will be faced with as they [redacted].

Note: This exercise provides a realistic [redacted] experience from an intelligence perspective. There is no clearly defined end state for this exercise. The ambiguity of a less than satisfying ending is more realistic than any other outcome [redacted]. The goal is to recognize this, while continually striving to reach a conclusion resulting in the destruction [redacted] capabilities.

As the facilitator for this exercise, we recommend that you make the following points to the students up front:

- [redacted]
- [redacted]
- [redacted]
- [redacted]

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- Washington drives the broader strategy within which you operate. The Field drives the operations on the ground. Neither can exist without the other.

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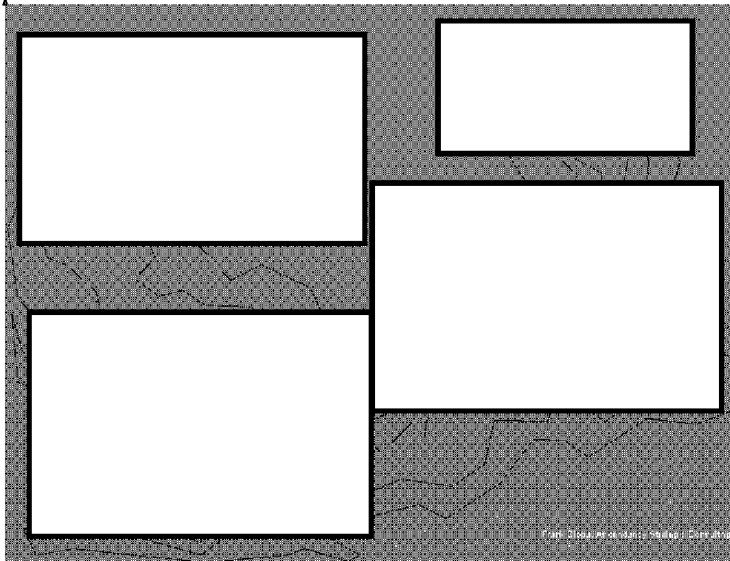
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Lesson Boxes

The instructor's notes contain a section entitled "Lesson Boxes." These boxes are a series of small hints, tips and lessons that will assist the students in understanding some basic



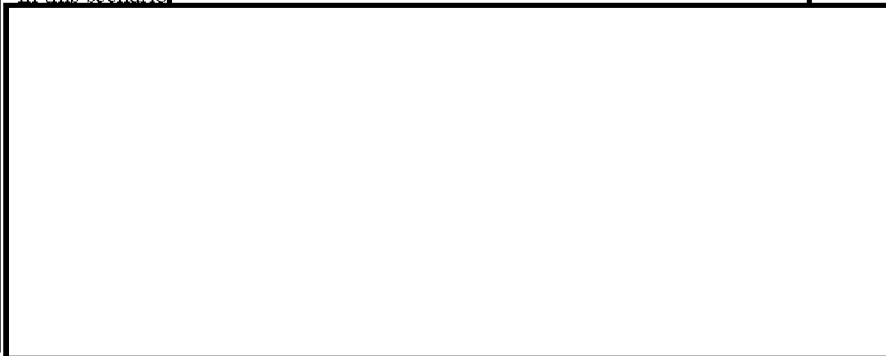
As the instructor, we ask that you try to intersperse these lessons throughout the presentation to provide the students additional instruction.

Exercise Solution & Link Charts

Solution

There is no full solution for this exercise, as the intent is to leave the students believing they will always have to plan additional collection to refine their analyses. The students will attempt to employ the to analyze the scenarios and plan for operational activity that will propel them closer and closer in this case operational planning in the United States. To the extent there is a solution it is as follows.

In this scenario



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The students will have to make decisions on which subjects will lead them to uncover
[redacted] activity and which ones will not. Remember, the goal is to collect intelligence
[redacted]

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Last Names – Keep in mind that [Redacted]

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Auto Insurance – [Redacted]

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[Redacted] Keep in mind, then, that any vehicles you may choose to employ in your operations could possibly be identified by the opposition.

Training – A noted below, many [Redacted] groups garner support from state sponsors. [Redacted]

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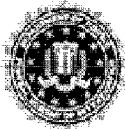
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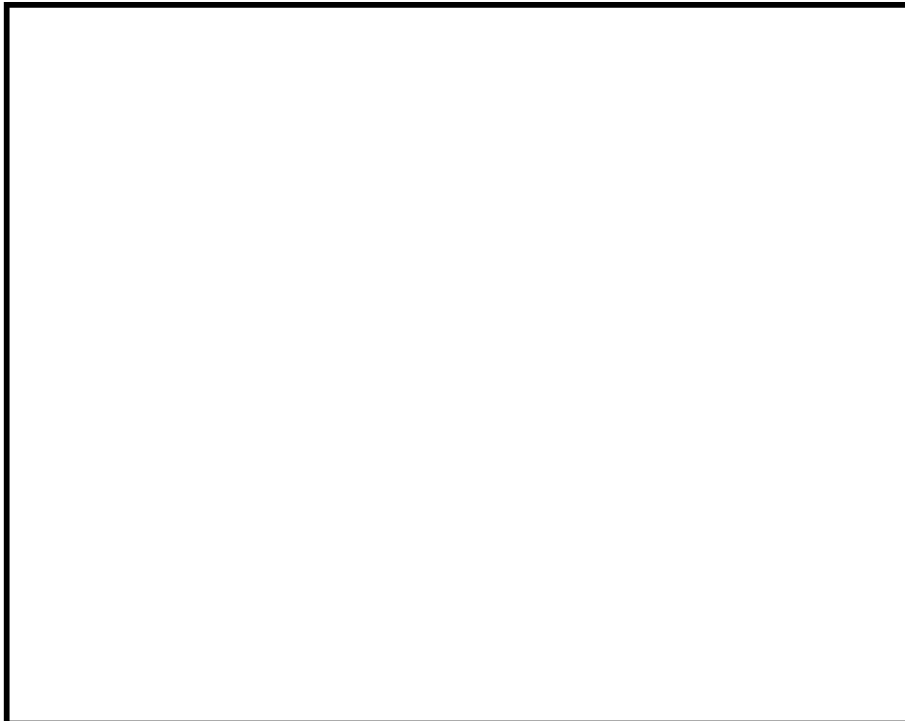
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Part I: The Scenario



Your Mission Statement

Headquarters and various Task Forces have been diligently working against a variety of [redacted] threats for quite some time, especially in the period after September 11, 2001. This includes collecting a wide array of intelligence on the activities of [redacted] [redacted] investigating those suspected [redacted] activities, and arresting those found to be involved in illegal activities. You are now being tasked by Washington with increasing and improving your Task Force's ability to work in more of an intelligence collection mode than an investigative mode. The reason for this is the sheer scope of

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activity worldwide.

Your mission is to develop operational plans and to take action for increasing your intelligence collection coverage. When and where warranted, you may pursue any/all legally sanctioned actions.

Consider very carefully all of your decisions, as they will certainly impact decisions and actions being taken in other jurisdictions. The key is to operate on a long-term basis, not necessarily expecting to investigate and prosecute criminals but to collect and add intelligence information. Knowing and understanding your local community and sub-communities and how they interface with communities in other cities and countries is critical to helping on a worldwide basis.

Common Background Information

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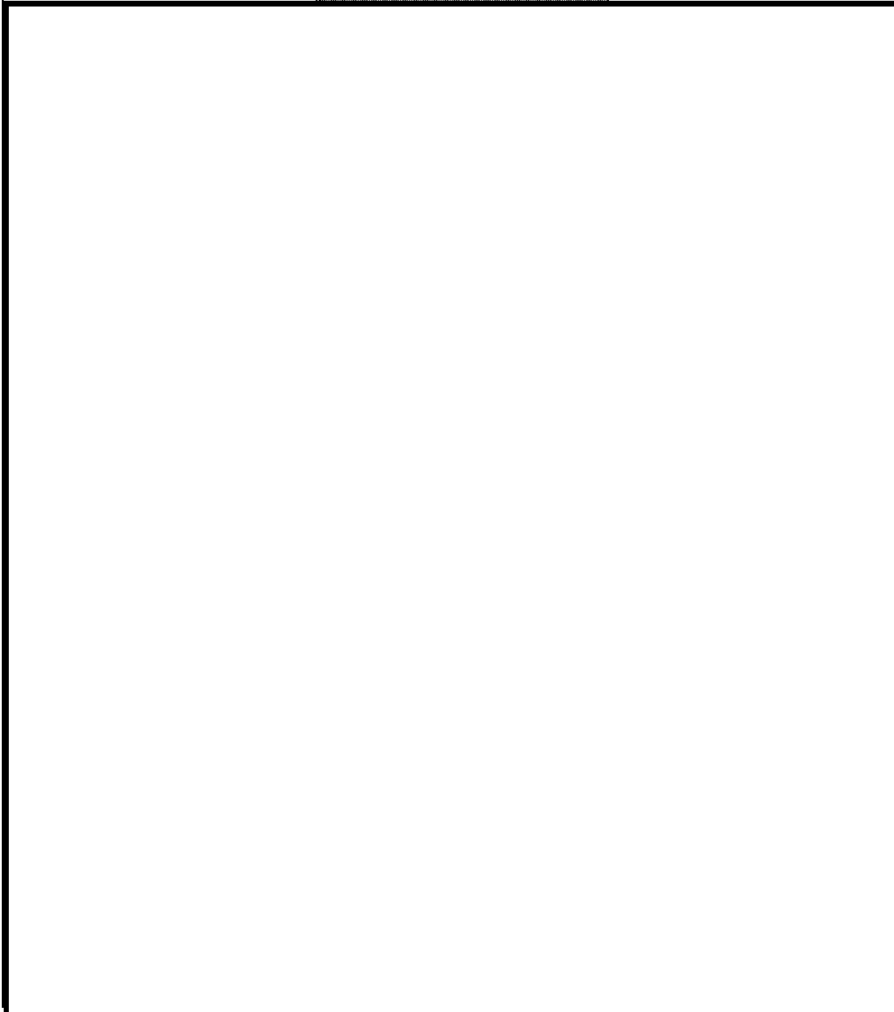
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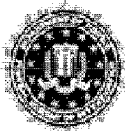
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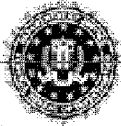
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Part II: Developing Leads

Task Forces across the country have now been working in their renewed efforts [REDACTED]

[REDACTED] You have all been working with your existing sources and, every day, are acquiring new contacts and sources. Additionally, new intelligence information is becoming available from other jurisdictions and other intelligence community members. Continue developing your plans for collecting new intelligence and identifying threats to US security. When you respond to the Instructions from Washington, please make sure you request information and investigative assistance from other Task Forces as appropriate.

News [REDACTED] Reporting

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Miami – *CBS News*: Miami – The U.S Coast Guard announced today that last night it had seized a small speedboat that had attempted to penetrate U.S. waters carrying 5 kilograms of high quality heroin. While the captain of the boat appeared to be a Venezuelan National, one Lebanese national was on board as well. Both are being held in a federal jail in Miami awaiting arraignment on narcotics possession and smuggling charges. Source: *CBS News* The U.S Coast Guard announced today that last night it had seized a small speedboat that had attempted to penetrate U.S. waters carrying 5 kilograms of high quality heroin. While the captain of the boat appeared to be a Venezuelan National, one Lebanese national was on board as well. Both are being held in a federal jail in Miami awaiting arraignment on narcotics possession and smuggling charges.

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Instructions from Washington

We have seen increasing indications that [REDACTED] plans to attack US interests in the Continental United States. Recent communications [REDACTED] indicate that particular attention is being focused on the West Coast [REDACTED] appears to be prepared to dispatch an operative [REDACTED] Based on reporting [REDACTED] we are particularly concerned [REDACTED]

We request that you provide immediately the following: A) your Task Force's assessment of which individuals from the your respective jurisdiction might have links to this activity; and B) what action(s) might be undertaken to collect more focused intelligence [REDACTED] planning so as to disrupt its plans.

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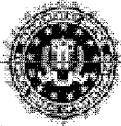
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Group 1: Heartsville

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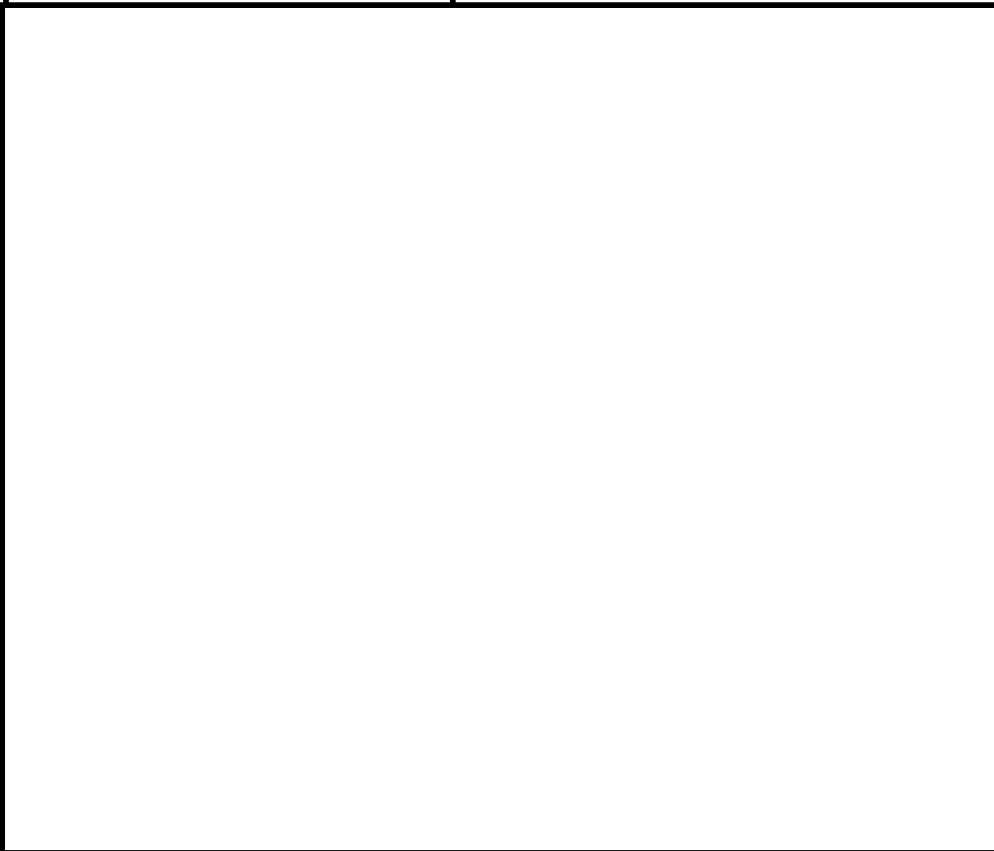
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Group 2: Northpoint

New Operational Information



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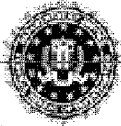
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Group 3: Pleasanton

New Operational Information

Coast Guard Information – In line with the Coast Guard seizure announced today, your office received a call from the Coast Guard apprising the Task Force that, in preliminary questioning, the [REDACTED] being held on narcotics possession and smuggling charges was named [REDACTED]. He revealed that he had intended to deliver the narcotics to a friend in Miami named [REDACTED] who would then transport the heroine to [REDACTED] where it would be cut and sold on the street. [REDACTED]

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Group 4: Coastal City

New Operational Information

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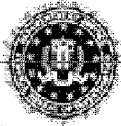
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Part III: Narrowing it Down

It is now five months since we have shifted resources to cover more fully the threats to American security. Please take some time to assess where your Task Force stands now.

New Intelligence Information

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Instructions from Washington

We continue to see increasing indications that [REDACTED] plans to attack US interests in the Continental United States. Recent communications between [REDACTED] indicates that particular attention is being focused on the West Coast, especially the region around [REDACTED] appears to have dispatched an operative [REDACTED] Unfortunately, we do not know which route the unknown operative may have taken to the U.S. Based on continued solid reporting from your Task Forces, and other intelligence, we are particularly concerned that contacts [REDACTED] [REDACTED] proceeding in their planning for a attack on U.S. soil.

We request that you provide immediately an updated assessment of which individuals [REDACTED] violent [REDACTED] attacks in the US.

Further, we request that you provide immediately, the Task Force's recommendations for pursuing proactive source and other operations to maintain a vigilant watch on any future [REDACTED] [REDACTED] Please include groupings or individuals of most concern.

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Group 1: Heartsville

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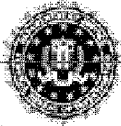
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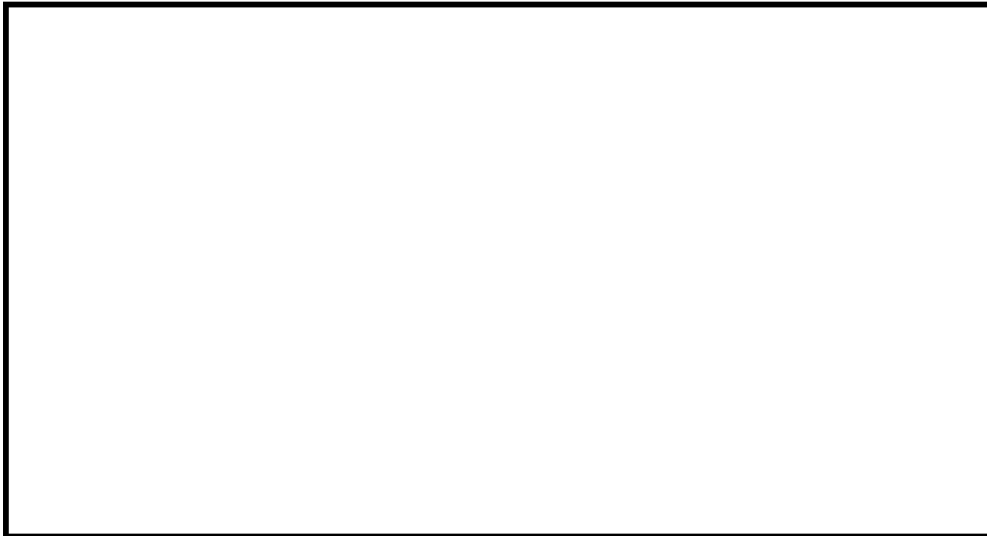


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Group 2: Northpoint



New Operational Information



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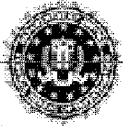
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Group 3: Pleasanton

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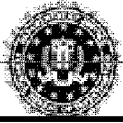
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Group 4: Coastal City

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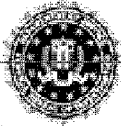
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Additional Verbal Information for Students

Facilitators may disperse the following information to the students as requested. Please wait until AFTER they have completed their analysis and presented their operational plans for Part I. Facilitators may also choose to provide the information should the students need assistance in learning and employing the [REDACTED]. The information is broken down into sections corresponding to the three parts of the exercise and the four cities (student groups). Nevertheless, you may choose to share any or all of the following information with any or all of the four student groups depending upon their requests for additional information.

Part II

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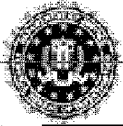
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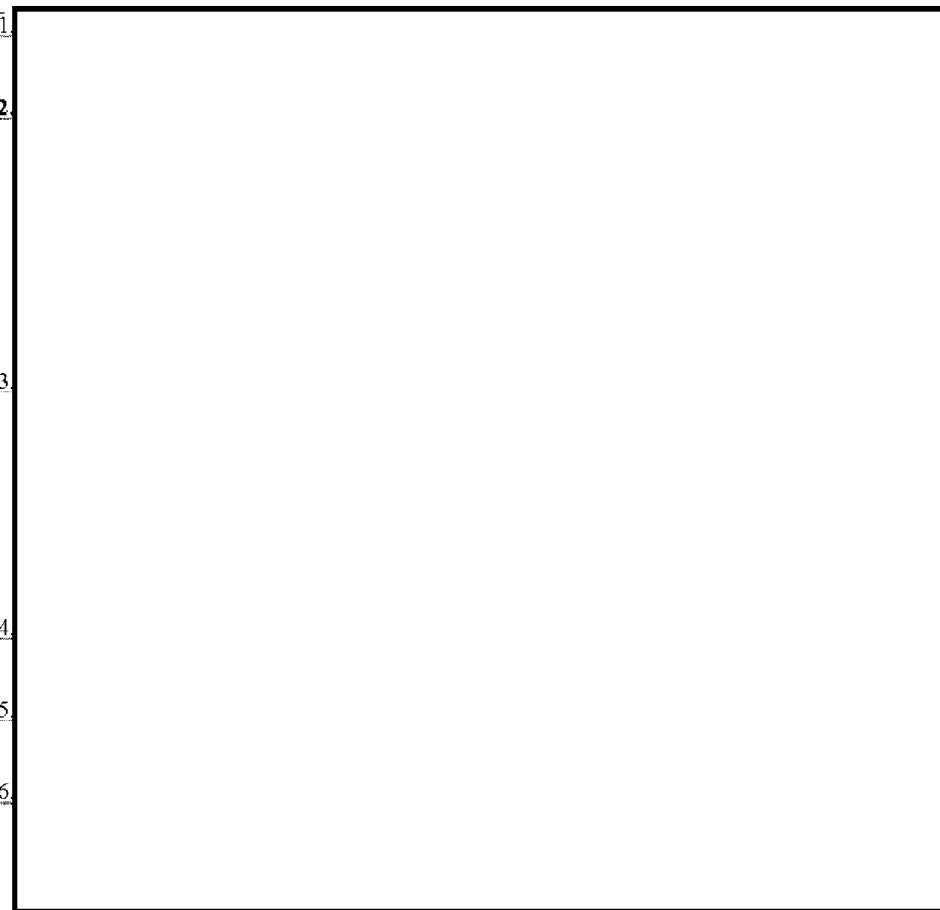
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Part III



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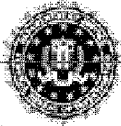
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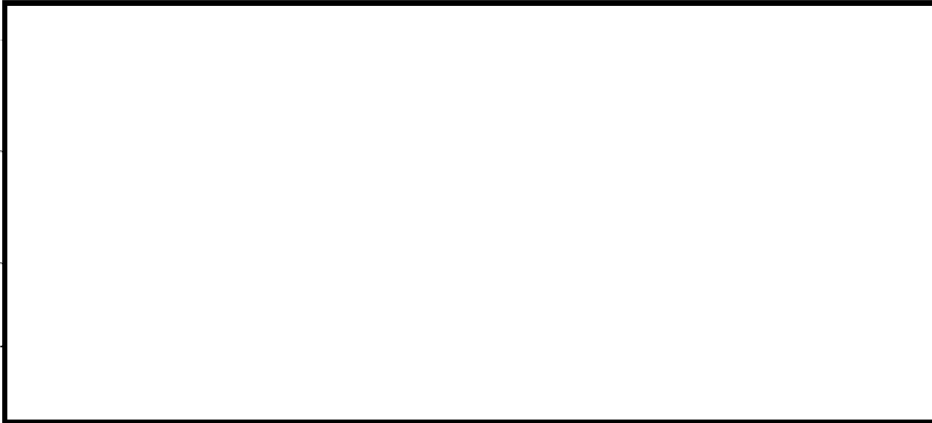
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Post-Exercise Debrief

The objective of the Post-Exercise Debrief is to demonstrate to the students that they have had their first experience [REDACTED] During this phase of the exercise, your objective is to prompt the students to provide you feedback on how useful they believe this approach is to the investigative work they have to undertake.

The following points should be made to the students:

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