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Practical Table Top Exercise
Lesson Plan

Instructor Guide

Classroom Resources	Computer Projector and screen
Instructor Material	Instructor guide PowerPoint presentation
Reference Material	Course syllabus Student Binders
Student Prerequisites	N/A

Lesson Time	22 hours – 1 hour small group/1 hour large groups
Lesson Description	Students will have This lesson provides students an opportunity to practice [redacted] [redacted] with immediate feedback from the instructors and peers. This lesson is designed to provide the students with the knowledge and skills to [redacted] [redacted] working within the FBI's guidelines. Some of the topics that will be discussed include [redacted]

Teaching Strategies	Instructor presentation with slides Facilitated discussion
Evaluation Strategies	All evaluations are performance based; students will demonstrate their mastery of the tasks in practical exercises.
Lesson Objectives	At the conclusion of this lesson, the students will be able to: [redacted]

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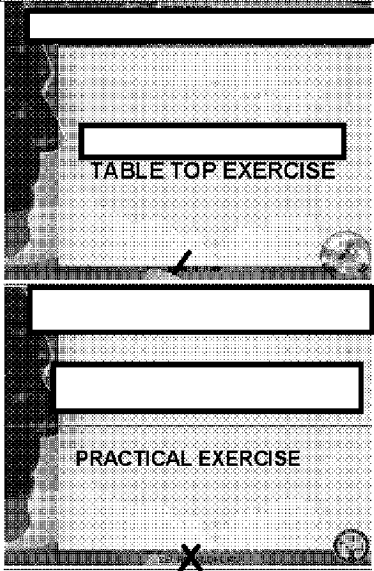
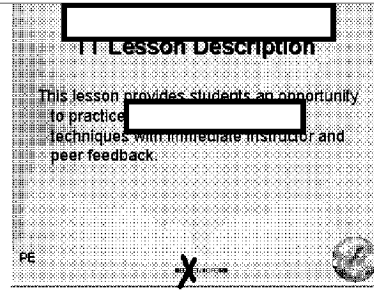
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5-3 Work within the FBI's policies, procedures,
and guidelines.

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Slide #	Slide Content	Instructor Information
Slide 1		Instructors should be sufficiently acquainted with this exercise to direct the facilitated discussion.
Slide 2		Briefly describe the lesson and its purpose.

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Slide #	Slide Content	Instructor Information
Slide 3	Lesson Objectives At the conclusion of this lesson, the students will be able to: Work within FBI policies, procedures, and guidelines.	Discuss each lesson objective.
Slide 42	SPOTTING/FILTERING You Have - FIG Let's practice: Practical Exercise You have: - FIG	Students will be asked to A spokesperson will brief the findings to the large group. Students will receive feedback and guidance in small group and large group as to the effectiveness of the students'

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Slide #	Slide Content	Instructor Information
		<u>Operational Risk vs.</u> <u>Intelligence Gain</u> After each presentation, the instructor should be prepared to discuss the pros and cons to augment the student presentations.

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Slide 4

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The instructor should be able to provide
examples based on his or her own
experiences or those of the other
instructors.

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what is it?
Two Types of

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Slide 56

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			Example:		
			Would you think [redacted] would be successful?	Do you think [redacted] would be successful?	
Slide 67					
	Leveraging other government agencies				Formatted: Font: Not Bold
	Examples:				Formatted: Left
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	• Local Law Enforcement—they know their community		Local Law Enforcement—they know their beat, they know the make up of their community. Tell them what you are looking for and share what you find with them. It cannot be one way.		b7E
Slide 78			Some things to consider when looking for a		
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Slide 9

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Slide 10

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Slide 11

Types of

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Slide 12

A command directive from management a
Headquarters element wanting seeking
intelligence onto meet a specific
requirement.

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Slide 13

You have not been given a specific
requirement but are working to fulfill
standing general collection orders.

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Slide 14

Who can we

it could just be something you stumbled on
to:

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Developing a [REDACTED]
The general steps in developing a [REDACTED] include but are not limited to the following:

Each [REDACTED] will be different depending on circumstances at that time. The purpose of a [REDACTED] is to make you think about what provide a documented road map of what youwe want to accomplish and to document how youwe plan to do thatcarry out the mission.

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Developing a
(continued)

5. Discuss plan with supervisor and peers.
6. Obtain appropriate approvals.
7. De-conflict within FBI and others.
8. Complete required documentation.

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Developing a

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What is a [redacted] to what you want to know.

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Slide 11

Applying a [redacted]
Large Group to Smaller Group

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Slide 12

Applying a [redacted]

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Slide 13

Applying a [redacted]
Small Group to Larger Group

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Slide 14

Applying a

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Slide 1218

Working Within FBI Policies, Procedures, and Guidelines

General crimes give us the ability to

Slide 1319

Questions
Do you have any questions?

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Slide 4

During the Large Group Discussion, the spokesperson be expected to brief the small group assessment as to the following

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Operational Risk vs.
Intelligence Gain:

After each presentation, the instructor
should be prepared to discuss the pros
and cons of each of the candidates to
augment the student presentations.

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