

Outline of Activities

Please be sure to describe the content and instructional activities in sufficient detail to ensure consistent delivery of instruction by different instructors.

Content	Instructor Notes / Description of Activities
Grabber: Pre-test	Hand out Pre-Quiz (Pre-test) Slide 1
Introduction: Instructor briefly introduces himself/herself, providing professional background/credentials to establish credibility.	Slide 2
Goal: Describe the general purpose of this block of instruction.	Slides 3 - 4 Instruction on [REDACTED] focusing on risk factors, behavioral assessment [REDACTED] [REDACTED]
Connection of Content to Job Roles & Responsibilities: Explain how this content relates to students' future job roles/responsibilities: Why is this course content important? How will students use knowledge/skills on the job? How will they benefit from knowing course content?	Slide 5 [REDACTED]
Learning Objective #1: Recall the following Risk/Threat Assessment Definitions – risk, threat, risk factors, management strategies	Slide 6 Q & A: Validity of terrorist behavioral “indicators”. Slides 7 Risk factors are: [REDACTED] Slides 8 - 9 [REDACTED]

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	Slide 10 Q & A: How do you deal with Risk? Slide 11 Traditional Risk Management Strategies Slide 12
Learning Objective #2:	Slide 13
Learning Objective #3:	Slides 14 – 15 Prior to Slide 16 - White Board Discussion on test application and results Slides 16 - 27 The problem with low base rate behavior is the <i>high</i>

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	<u>number of false positives</u> The Math of Risk Assessment and risk factors deals with Conditional probability – following a positive test result for a risk factor or indicator, the probability of actually having the condition (in the example “being a terrorist”) is still low. Q & A: How do you then determine whether or not the individual has the “condition”? The need is for another test – an in-depth assessment to refute or confirm the indicator.
Learning Objective #4:	Slides 29 – 31
Learning Objective #5:	
	Slides 32 - 34
	Slides 35 - 36
	Slides 37 - 43

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Learning Objective #6: 	Slides 44 - 47	b7E
		b7E
	RAF Lessons Learned:	b7E
		b7E
Learning Objective #6: 	Slides 49 – 50	b7E
	Stress this is an introduction and high level concepts will be discussed	b7E
	Slides 51 – 55	b7E
		b7E
Learning Objective #6: 	Slides 56 – 59	b7E
	Key Foundational Concepts are:	b7E

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Slides 60 – 61

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Slides 62 – 73

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- Centrality
- Groups
- Dyad vs. Triad links (ties)
- Cliques
- Equivalence
- Factions
- “The Key Player Problem”

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Slides 74 – 75

It is also important to realize that there are many different types of networks:

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Slides 76 – 77



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Slides 78 – 79



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Q & A: Can anyone give me a possible example of this?

or

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Slide 80

Summary for concepts of concepts

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Slides 81 – 83

Questions and References

Learning Objective #7:

Slides 84 – 87

Discuss Group Judgments, GroupThink. And prevention

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Slide 88

Mitigating factors

Slide 89

Q & A – [REDACTED]

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Slide 90

Q & A – [REDACTED]

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Slide 91

Q & A – [REDACTED]
[REDACTED]

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Slide 92

Beginning of Exercise:

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Slides 93 – 96

Q & A – Importance of knowing [REDACTED]
[REDACTED]

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Slides 97 – 106

Large Group Q & A and Discussions over initial information in the exercise from [REDACTED]
[REDACTED]

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Slide 107

Break into anywhere from 3 to 6 Groups and have them analyze additional information provided in [REDACTED] Handouts.

Give the groups no more than 10 minutes or so to discuss (depending on size) – [REDACTED]
[REDACTED]
[REDACTED]

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Recommended Order to discuss:

Slide 108

Travel –

Slides 109 - 111

Intercepts –

Slides 112 - 116

Web Postings –

Slides 117 - 119

From LEGAT London –

Slides 120 - 123

From LEGAT Sana'a –

(Final handout is Intelligence from Saudi Arabia)
to be discussed several slides down)

Q & A Discuss – What lessons did you learn the
most from this exercise?

Slides 124 - 125

Discuss possible real lessons learned from
Abdulmutallab

Slide 126

Q & A Discuss the Public's perception (per
Newsweek) of Screening procedures and real
screening procedures and thresholds ...

QUESTION: What do you think about these
numbers, in particular the 13,000 “extra
screening/reasonable suspicion” list?

Slide 127

Recall the Math of Risk Assessment – [REDACTED]

[REDACTED]

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Slide 128

Q & A Which of these are really [REDACTED]

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Q & A How can we use this exercise [REDACTED]

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[REDACTED]

Slide 129

Discuss a few angles [REDACTED]

[REDACTED]

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QUESTION: Who has the handout discussing
“Intelligence from Saudi Arabia” ?

QUESTION: is it reasonable to think that this would inform our assessment along the way or provide any context about what might happen?

Slide 131



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Slide 132

Stress the Caveats – no one is trying to Monday morning Quarterback but we must learn from past mistakes and even scenarios that come out well need to be critiqued.

Historically the Bureau is horrible about Lesson Learned reviews (QUESTION: Why?)

Slides 133 - 134

References

FEDERAL BUREAU OF INVESTIGATION
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