CRM LESSON PLAN REPORT

REACT TO AN IMPROVISED EXPLOSIVE DEVICE (IED)
071-FREBB003 / 02.0 ©

Analysis
21 May 2013

Effective Date: N/A

SCOPE:

None

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses

Course Number	Version	Title	Phase	Status
9E-F59/950-F38	02.0	Dismounted Counter-IED Tactics Master Trainer	N/A	Analysis

POIs

POI Number	Version	Title	Phase	Status
9E-F59/950-F38	02.0 ©	Dismounted Counter-IED Tactics Master Trainer	0	Analysis

Task(s) Taught(*) or Supported

Task Number	Task Title	Status
Individual		
171-300-0028 (*)	Conduct a Tracking Patrol	Approved
071-326-5611 (*)	Conduct the Maneuver of a Squad	Approved
071-720-0006 (*)	Establish a Patrol Base or Objective Rally Point	Approved
052-192-1251 (*)	React to Explosive Hazard Visual Indicators	Approved
171-300-0055 (*)	Conduct a Combat Patrol	Approved
052-192-3262 (*)	Prepare for an Improvised Explosive Device (IED) Threat Prior to Movement (UNCLASSIFIED/FOR OFFICIAL USE ONLY) (U//FOUO)	Approved
171-121-4024 (*)	Conduct a Mounted/Dismounted Patrol	Approved

Reinforced Task(s)

Task Number	Task Title	Status

Knowledge

Knowledge Id	Title	Taught	Required
052-K-00093	Understands Contemporary Operational Environment	Yes	Yes
052-K-00121	Military Explosives and Demolitions	Yes	Yes
171-K0608	Develop a response to an IED attack	Yes	Yes
052-K-00126	Minimum Safe Distance for Explosives	Yes	Yes

Skill

Skill Id	Title	Taught	Required
171-S0045	Ability to Predict IED hot spots in a deliberate attack	Yes	Yes
S0805	Ability to Determine Grid Coordinates	No	Yes
052-S-00011	Ability to Understand Written Instructions	Yes	Yes
052-S-00013	Ability to use FM's	No	Yes
052-S-00018	Ability to Identify Military Aspects of Terrain	No	Yes

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

Academic	Resident Hours / Methods		
Yes	1 hr	0 mins	Discussion (small or large group)
Yes	2 hrs	0 mins	Practical Exercise (hands-on/written)
Total Hours(50 min):	3 hrs	0 mins	

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

	Hours/Actions		
	0 hrs	10 mins	Classroom Breakdown
	0 hrs	15 mins	Classroom Setup
	0 hrs	30 mins	Training Event Clean-up/Breakdown (non-FTX)
	3 hrs	0 mins	Training Event Prep/Setup (non-FTX)
	0 hrs	30 mins	Training Rehearsal
Total Hours (60 min):	4 hrs	25 mins	

Test Lesson(s)

Hours	Lesson Number Version	Lesson Title
None		

Prerequisite Lesson(s)

Hours	Lesson Number Version	Lesson Title
None		

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Foreign Disclosure Restrictions

FD3. This training product has been reviewed by the developers in coordination with the MCOE Fort Benning, GA foreign disclosure officer. This training product cannot be used to instruct international military students.

References

Number	Title	Date
ATP 3-90.37	COUNTERING IMPROVISED EXPLOSIVE DEVICES	29 Jul 2014
ATP 4-01.45	TCO MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR TACTICAL CONVOY OPERATIONS https://armypubs.us.army.mil/doctrine/DR_pubs/dr_d/pdf/atp4_01x45.pdf	18 Apr 2014
ATP 5-19 (Change 001 09/08/2014 78 Pages)	RISK MANAGEMENT http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/atp5_19.pdf	14 Apr 2014
DD FORM 2977	DELIBERATE RISK ASSESSMENT WORKSHEET	01 Jan 2014
FB (Safety) Form 385-1-E	Daily Risk Management Assessment Matrix	01 Oct 2013
FM 3-21.8	THE INFANTRY RIFLE PLATOON AND SQUAD	28 Mar 2007
FM 3-34.210	Explosive Hazards Operations	27 Mar 2007
FM 3-34.5	Environmental Considerations	16 Feb 2010
FM 3-36	Electronic Warfare in Operations	09 Nov 2012
FM 4-30	Ordnance Operations http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm4_30.pdf	01 Apr 2014
JP 1-02	Department of Defense Dictionary of Military and Associated Terms (Amended through 15 August 2014) (in PDF only)	08 Nov 2010
JP 3-15.1	Counter-Improvised Explosive Device Operations	09 Jan 2012
STP 3-CIED-SM-TG	Soldier's Manual and Trainer's Guide for Counter Improvised Explosive Device	09 Dec 2011
TC 20-32-5	Commander'S Reference Guide for Land Mine and Explosive Hazards (IRAQ).	13 Feb 2003

Student Study Assignment

Read FM 3-34-210 Section II 5-4 and 5-5, Section 4 and STP 3-CIED- SM-TG P3-16 to P5-1.

Instructor Requirements

Instructor must be certified in the following courses: Army Basic Instructor Course (ABIC)/ Foundations Instructor-Facilitators (FIFC) Course or DOD equivalent, Dismounted Counter-IED Tactics Master Trainer (DCT-MT) Course, Combat Life Saver (CLS), Small Group Instructor Course (SGIC), and Hand Held Device (HHD).

Support Personnel Requirements

Medical personnel or Combat Lifesaver (CLS).

Additional Support Personnel Requirements

Name	Student Ratio	Qty	Man Hours
Combat Lifesaver		1	3.0
NCOIC		1	3.0

Equipment Required for Instruction

ID - Name	Student Ratio	Instructor Ratio	Spt	Qty	Exp
* T 05-062 - Improvised Explosive Device (IED) Kit	1:30				No
* TAD 201 - IED Kit (Ft. Benning Fabricated) (Local TADSS – Not in TSMATS/PAM 25-30)	1:30				No
1240-01-540-2890 - ACOG Kit	1:1	0:0	No	0	No
4110-01-485-3548 - Chest, Ice Storage, White, 162 Quart Capacity	1:15	0:0	Yes	2	No
5820-00-NSN - SCREEN, PROJECTION	1:15	0:0	Yes	2	No
5820-00-T93-6432 - PROJECTOR, VIDEO, LCD EPSON ELP33 WITH REMOTE	1:15	0:0	Yes	2	No
5860-01-363-8730 - Laser Pointer	1:15	0:0	No	0	No
5895-01-540-4543 - Computer, Laptop	1:10	1:3	Yes	2	No
6530-01-290-9964 - Litter, Folding, Rigid Pole	1:15	0:0	Yes	2	No
6545-01-532-3674 - Medical Equipment Set, Combat Lifesaver, Version 2005, UA 245A	1:30	0:0	Yes	1	No
6665-01-381-3023 - Wet Bulb-Globe Temperature Kit	1:15	0:0	Yes	1	No
6665-01-C10-2210 - Detecting Set, Mine: Vallon (Not in AESIP)	1:5	0:0	No	0	No
6685-01-590-1047 - Monitor, Heat Stress: Questemp 44	1:15	0:0	Yes	2	No
6695-01-I00-0773 - Detector, Body Worn, Strider	1:5	0:0	No	0	No
6760-00-985-6749 - Tripod, Photographic	1:30	0:0	Yes	1	No
7021-01-C17-2297 - PC Tablet, Data Entry: Galaxy Tab 2 WIFI 16GB Samsung	1:5	0:0	No	0	No
7240-00-098-3827 - Can, Military	1:15	0:0	Yes	2	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

1. Lesson plan with all appendices as applicable
2. All references linked to this lesson plan
3. Visitor Book
4. Risk Assessment
5. PowerPoint Lesson Presentation

Student Materials:

1. Student disc
2. All references linked to this lesson
3. Pen/Pencil and note taking material
4. Electronic Tablet if available

Classroom, Training Area, and Range Requirements

ID - Name	Quantity	Student Ratio	Setup Mins	Cleanup Mins
72114-0-0 Enlisted Barracks, Transient Training, 0 Square Foot, 0 Starting Point , Service Points, or Persons Supported	1		0	0
44224-0-0 Organizational Storage Building, 0 Square Foot, 0 Cubic Foot	2		0	0
17120-M-1200-30 Classroom, Multipurpose, 1200 Square Feet, 30 Students		1:30	5	5

Ammunition Requirements

DODIC - Name	Exp	Student Ratio	Instruct Ratio	Spt Qty
None				

Instructional Guidance/ Conduct of Lesson

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

1. Have on hand identified reference materials linked to the lesson plan.
2. Review presentation and develop a list of questions to use during class.
3. Review and prepare conference/discussion material presented.
4. Ensure all equipment listed for this Lesson Plan (LP) is present, operable, and set up for use before class.
5. Refer to the practical exercise, Appendix C, of this lesson plan. When necessary develop additional situations to use during the practical exercise.
6. PowerPoint users: Ensure the Instructor's file has been called up using Microsoft PowerPoint Viewer and Instructor/slide 1 is displayed on the screen before class.
7. Whenever noted, slides are available to assist in explanation of task steps. Use slides as needed during class or practical exercise to reinforce training. The Instructor may choose to use/not use the LP SLIs as developed, modify the existing SLIs content/order or insert new material as is necessary based on audience analysis to assist in Soldier learning. Changes must be annotated as a pen/ink change on the vault file master LP, VIP LP, and Instructor LP.
8. Whenever necessary, ask leading questions of Soldiers in order to prompt Soldier discussion.
9. Most materials associated with this LP are provided to Soldiers in digital format loaded on their school issued CD and student handout unless stated within instructional notes. Instructor will have to issue all necessary materials to Soldiers in hard copy unless they have individual Soldier laptop/digital capability.
10. Encourage Soldiers to relate their first hand experiences during the activities.
11. Facilitate this lesson using Instructor's methodologies.
12. Control group activities using Instructor's techniques.

1. DURING INSTRUCTION

a. Follow the lesson plan, show and discuss slides as appropriate, and facilitate group discussion.

b. Ensure students stay attentive and pay proper military respect to senior officers, dignitaries, and/or guest speakers.

c. Ensure students take notes and actively participate in group discussions and stay focused on the lesson training objectives.

2. AFTER INSTRUCTION

a. Ensure proper police of classroom and other areas used by the students.

b. Ensure that no classified/sensitive material is left in the classroom.

c. Check classroom for security, cleanliness, and energy conservation before departing area.

d. Annotate FB Form 1087a, Instructor/Evaluator Comment Record as appropriate.

3. BEFORE USING EQUIPMENT

a. Ensure students are given a specific safety briefing, if necessary.

b. Perform proper power up/down procedures for computer equipment.

Note: The above examples in no way limit the safety precautions that the individual instructor/facilitator may stress. There may be specific instances during conduct of lesson that the instructor/facilitator may caution students about.

Proponent Lesson Plan Approvals

Name	Rank	Position	Date
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH, ABIC/FIFC Qual, CIED SME (1:5)
Time of Instruction:	5 mins

Motivator

1. An IED is just one part of an ambush. Once the IED detonates, the enemy may attack with small arms fire and rocket propelled grenades or even secondary IEDs. The enemy may have mortars and rockets zeroed in on the IED kill zone or safe area.

2.The Squad must be ready to react to any threat after the IED detonates and move out of the kill zone as soon as possible.

Slide 1: Introduction - React to an IED

Instructor's note:

1. **TWO Options for conducting this class.**

a. **OPTION 1.** Conduct the entire class using problem based instruction IAW appendix C of this lesson plan and the React to an IED Job Aid found in the student Course CD or ask your Team leader. Appendix C information is included in the note pages of the last slide (hidden) for your convenience.

1) Using the power point slides is optional, but you must cover the academic portion (the first 50 min) of the class during the React to an IED PE. You may even allow 30 minutes for the students to discuss the PPT slides in groups prior to the PE.

2) You may have the students make notes on butcher paper or you may make key notes ahead of time.

b. If time permits, you may choose to make up a simple scenario to add realism to the PE. You should not give detailed instructions. The students should be able to determine how to solve the problem on their own.

c. **Definition. Problem-based instruction** is a method where learners review a realistic, ill-structured scenario, determine the problem, research the information they need to solve the problem, and determine the solution. Unlike case-based instruction, learners typically do not receive instruction on the topic prior to being presented the problem. However, the method can be modified based on the background and experience of the target audience.

2. **OPTION 2.** Conduct the class as shown in this presentation that includes:

a. 1 hour classroom presentation and,

b. 2 hours hands on Practical Exercise IAW appendix C. Appendix C information is included in the note pages of the last slide (hidden) for your convenience.

3. The **motivator** statement is in the notes pages of **Slide # 2 TLO.**

4. Let them know that this is a 3 hour class (1 hour classroom and 2 hours Practical Exercise).

5. Read the **Instructional Lead** as you transition to LSA 1.

Slide 2:

Terminal

Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	React to an Improvised Explosive Device (IED).
Conditions:	In a classroom setting and or field environment, given a PowerPoint presentation, student resources, and instructional materials, doctrinal references, and equipment.
Standards:	React to an IEDs IAW FM 3-34.210, and Chapter 1, ATP 3-90.37 and must achieve a score of 80% or greater on end of course examination and in the assessment rubrics used during STX mission 1, 2, and 3 planning and execution during week 2 of the course. **The reaction includes:** 1. Perform the 5/25/200 meter Battle Drill 2. Perform the 5 Cs Battle Drill 3. Submit a 9 Line IED / UXO Report 4. React to an SVBIED or PBIED Attack **Learning Domain:** Cognitive **Learning Level:** Application
Learning Domain - Level:	None assigned
No JPME Learning Areas Supported:	None

Safety Requirements

Safety Requirements in a Classroom Setting:

Safety is of the utmost importance in any training environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training. Safety is everyone's responsibility to recognize, mitigate, and report hazardous conditions.

Instructor note: The instructor will brief the students on the unit/facility SOP for classroom contingencies (i.e. what doors will be used to exit the classroom, rally points, severe weather, WBGT/Kestrel set up, etc).

Safety Requirements other than Classroom Settings:

Safety must be paramount in the complex outdoor environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions. Safety is everyone's responsibility to recognize, mitigate, and report hazardous conditions.

Instructor Note: The instructor will brief the unit/site SOP and Risk Management Worksheet for all potential contingencies encountered during that training period/event (i.e., WBGT/Kestrel set up, trail vehicles, for PT/foot marches, severe weather, fire, evacuation routes, muzzle awareness, range safety briefs, required medical FLA with driver and medics with emergency equipment, student injury procedures, rally points , etc.).

Risk Assessment Level

Low - All Army Instructors will conduct a Risk Assessment Worksheet (FB Form 385-1-E,

Daily Risk Management Assessment Matrix, OCT 2013) prior to training and brief Soldiers on identified hazards.

Assessment: The Principal Instructor will prepare a risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in Risk Management FM 5-19.

Controls: See Attached FB Form 385-1-E.

Leader Actions: See Attached FB Form 385-1-E.

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

It is the responsibility of all Soldiers and DA civilians to protect the environmental from damage. There are no environment concerns during this block of training.

Instructional Lead-in

IEDs can be used by an adversary against you. Understanding the IED will enable you to make an accurate threat assessment to employ current dismounted equipment to counter the IED threat.

Instructor's note:

Use this statement or develop one of your own relating to the material.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Perform the 5/25/200 meter checks

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH, ABIC/FIFC Qual, IED SME (1:5)
Time of Instruction:	10 mins
Media Type:	Handout / Practical Exercise / PowerPoint Presentation / Student Guide
Other Media:	Unassigned
Security Classification:	This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Slide 3: LSA 1 - Why are the Nine Principles of IED Combat Important?

1. Maintain an offensive mindset
2. Stay observant
3. Avoid setting patterns
4. Maintain standoff
5. Develop and maintain situational awareness
6. Utilize Blast/Fragmentation Protection
7. 360–Degree Security
8. Maintain Tactical Dispersion
9. Utilize Technology

Instructor's note:

1. Allow the students to reflect and share their interpretations of the 9 principles of IED.

2. Review and give an example of the 9 examples. If possible, use student experiences to expand on each principle.

a. Maintain an Offensive Mindset: Every leader must be prepared to rapidly develop the situation in order to gain and maintain contact with the enemy and advance his unit by fire and maneuver to ultimately kill or capture his adversaries. Keep in mind that aggressive, rapid pursuit is good but it can lead you to a baited ambush.

b. Develop & Maintain Situational Awareness: Good Situational Awareness (SA) is key to seeing, understanding, and then acting on pre-attack indicators to deny the enemy's advantage of surprise.

c. Stay Observant: Most IEDs found before detonation are located by the naked eye. Every Soldier should continuously scan their assigned sector in search of IED indicators. Be deliberate - speed greatly diminishes the likelihood of finding an IED before it finds you…know where/when to use speed.

d. Avoid Setting Patterns: Watching and waiting - the two tactical disciplines insurgents have mastered to target Coalition Forces. What are they watching and waiting for? Always vary your distance when conducting your dismounted 5/25/200 meter checks. Move your vehicles forward or backward when 5/25/200 meter checks are complete and troops remounting. Vary your patterns regularly - The insurgents regularly watch for patterns and complacency to emerge prior to attacking.

e. Maintain Standoff: When practical, avoid or keep a safe distance from locations most likely to conceal an IED, e.g. canalized engagement areas, irrigation canal crossings, shoulders of roadways, medians, intersections, static vehicles along the route, etc.

f. 360-Degree Security: Enemy activity that blends with the local populace is hard to detect and can threaten the unit from any direction. Therefore it is imperative that vigilant 360-degree security be maintained at all times, regardless of whether the convoy is mounted or dismounted. This includes your 5/25/200 meter checks.

g. Maintain Tactical Dispersion: In order to reduce risk, convoys must maintain adequate separation between vehicles and personnel as the situation dictates. Leaders must fight the tendency to close formations during halts. (METT-TC dependent).

h. Utilize Blast / Fragmentation Protection: Armor saves lives - use it, but don't become tied to it. Dismount when the situation allows. It is the most effective technique for spotting IEDs, along with meeting and developing a rapport with local communities.

i. Utilize your available technology: Know the capabilities and limitations of your CREW devices, their impact on other electronic systems, tactical employment techniques, and "no commo" procedures. Regularly monitor your CREW system to ensure it is turned on as well as your Passive Infrared Receiver (PIR) defeat systems. Scan using thermal imager, if available.

j. Read references: FM 3-34-210 Section II, and STP 3-CIED-SM-TG P3-16, P5-1

Slide 4: VOIED Strike

1. If this were your unit in the video, how would YOU react as the Patrol Leader?
2. Video of an VOIED

Instructor's note:

1. Show the VOIED Strike IED **Video (24 sec)**
2. In this video, an ANA Soldier moves into a VP and steps on a VOIED.
   a. If this were your unit, how would YOU react as the Patrol Leader?
3. Unit unknown, ANA final status unknown.

Slide 5: CF Casualties 2001-2013

- Graphic of Casualty by Afghanistan Region

1. Fatalities by province
2. Extract from iCasualties.org

BUILD. Average monthly IED Events Jan 2013 - Jan 2015

1. The average number of monthly IED events over the past two years increased to 102; 154 IED events occurred Jan 2015.

2. Legend shows: Detonation (red), Found/cleared (yellow), Hoax (green) and Cache (blue)

Instructor's note:

1. Update this slide with current data if possible.
2. As you can see, IED is a worldwide problem.
3. Solicit student's reactions to these figures.

Slide 6: CF Casualties by Type

1. Land Mine: 27

2. Bomb: 6
3. IED Attack: 1335
4. PBIED Attack: 68
5. SVBIED Attack: 32
6. Total IED: 1468
7. Total Casualties for AFG: 3257
8. IED Related casualties account for 45.07%

Instructor's note:

1. Nearly HALF of all casualties in Afghanistan come from IED attacks.
2. As time passes in Theater, this number will undoubtedly increase.
3. Where else can we expect significant use of IEDs in the future?

Slide 7: Why perform 5/25/200 Meter Checks?

1. 5/25/200 Meter Checks are done to minimize the chances of becoming an IED casualty.
2. Short and Long Halt Procedures
   a. **5/25/200** meter checks conducted at every halt
   b. Incorporated into existing SQD and PLT SOPs
3. **5 meters**
   a. Consider best place to stop.
   b. Conduct a thorough search of the immediate area.
4. **25 meters**
   a. Expand search radius.
   b. Be cautious of Victim-Operated (VO) IEDs.
5. **200 meters and beyond**
   a. Scan for triggerman or observers.
   b. VBIEDs, PBIEDs, and complex attack.

Instructor's Note:

1. 2/25/200 meter checks, along with an understanding of VA/VPs and DC-IED TTPs will enhance a unit's ability to maneuver within their OE. Stress the importance of 5/25/200 meter checks during every halt.
2. 5-Meter Check:
   a. Identify a position to halt.
   b. Carry out a systematic visual check using binoculars or other available optics.
   c. Check for abnormalities such as disturbed earth, suspicious objects, or loose bricks in walls and security ties.
   d. Work from the ground and continue above head height.
   e. Take your time, search methodically, and utilize Night Vision Devices (NVD), thermal optics, weapon optics, or a white light during hours of reduced visibility, METT-TC dependent. Carry out a systematic visual check using binoculars or other optics. Identify a position to halt. Check for abnormalities such as disturbed earth, suspicious objects, security cables/clamps, or loose bricks in walls. Work from the ground and continue above head height. Utilize Night Vision Devices (NVD), a white light during hours of reduced visibility, or thermal devices. METT-TC dependent.

3. 25-Meter Check:

a. Once a 5-Meter Check is completed, continue visually clearing out to 25 meters.

b. Unless leadership's analysis of METT-TC deems otherwise (i.e. very high sniper or directionally focused explosive charge (DFFC) threat), immediately conduct a dismounted check to a radius of at least 25 meters around your position, checking for any potential IED indicators or anything out of the ordinary.

c. Continue visually clearing out to 25 meters.

d. If deemed necessary by the leadership, conduct a dismounted check to a radius of 25 meters around your position.

e. Check for any potential IED indicators or anything out of the ordinary.

f. Focus outward searching from near to far looking for any suspected enemy activity (such as trigger-men, cameramen, or snipers).

4. During the conduct of the 5/25/200 meter checks the element must remain focused outward searching from near to far (out to approximately 200 meters) looking for suspected enemy activity (such as triggermen, cameramen, or snipers).

5. **Play Video (19 sec)** of IED incident due to improper 5/25/200 meter checks. Not conducting 5/25/200 meter check can result in mission failure and casualties.

Check on Learning:

Slide 8.

1. When conducting 5/25/200 meter checks what should be done at 5 meters?

a. Conduct a thorough search of the immediate area

b. Expand your search radius

c. Look for a triggerman

d. None of the above

Answer: a.Conduct a thorough search of the immediate area

2. When do you conduct 5/25/200 meter checks?

Answer: Every halt

3. At how many meters do you lookout for triggerman or observers, Vehicle Borne IEDs, and complex attack?

Answer: 200 meters and beyond

Review Summary:

In this LSA, we covered perform the 5/25/200 Meter Checks, which included:

1. Maintain an offensive mindset
2. Stay observant
3. Avoid setting patterns
4. Maintain standoff
5. evelop and maintain situational awareness

6. Utilize Blast/Fragmentation Protection

7. 360–Degree Security

8. Maintain Tactical Dispersion

9. Utilize Technology

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Perform the 5 Cs Battle Drill

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - NON-ICH, ABIC/FIFC QUAL, CIED SME (1:5)
Time of Instruction:	10 mins
Media Type:	Motion Picture / Printed Reference Material / Handout / Practical Exercise / PowerPoint Presentation / Student Guide
Other Media:	Unassigned
Security Classification:	This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Slide 9: LSA2 - Perform the 5 C s

1. Check
2. Confirm
3. Clear
4. Cordon
5. Control

While the 5 Cs are conducted in no specific order, the response must be instinctive, effective, and based on METT-TC. Reference: STP 3-IED-SM-TG P3-16 and P5-1.

Instructor's note:

Instructor should read and review FM 3-90.119 pgs. 5-4 and 5-5, React to a Possible IED (052-192-1270), React to a Possible IED, VBIED, SVBIED, and a PBIED (05-2-3091), and Battle Drill 05-3-D0016, Conduct the 5 Cs prior to teaching this block of instruction.

Slide 10: The 5 C s, Check, What happens here?

1. Conduct 5/25/200 meter checks for devices
2. Look for materials and equipment that may lead to other IEDs (detonating cord, receivers, transmitters, cell phones, antennas, etc.)
3. Report suspicious items immediately

Instructor's note:

1. Check the immediate area around the site and cordoned positions for secondary devices using 5/25/200 meter checks. Expand the search using detailed search methods and optics as time/threat permits.

2. Look for IED indicators, secondary devices, and suspicious personnel.

3. All personnel should check their immediate area for secondary/tertiary devices by conducting 5/25/200 meter checks from their positions (refer to Battle Drill 05-3-D0019).

4. If Soldiers suspect an IED while performing the 5/25/200 meter checks, they should act like it could detonate at any moment, even if the suspected IED turns out to be a false alarm.

Slide 11: The 5 C s Confirm, What happens here?

1. Performed from a safe distance
2. Indicators/presence of suspicious item
3. Maximize use of frontal and overhead cover
4. Utilize optics for stand-off
5. Conduct visual 5/25/200 meter checks immediately
6. Once an IED is confirmed call the appropriate headquarters using the 9-line IED spot report / UXO Report

Instructor note:

1. The presence of the suspected IED should be confirmed.
2. The unit MUST confirm the existence of a suspected IED from a safe distance using any available standoff means (robot, Buffalo, optics, etc.).

a. Conduct surveillance from a safe distance, whenever possible, of both the suspected IED and likely enemy over watch locations.

b. Do not approach or attempt to move the suspected IED.

3. Use of hard cover and spotting equipment (binoculars and scopes) should be maximized.

- Use available hard cover (to include vehicles if present) to the maximum extent.

4. Conduct 5/25/200 meter checks from your position to ensure that no secondary devices are present.
5. The nearest Soldier (outside of 100 meters from the IED) with a radio must transmit the location of the IED to the remainder of the convoy using patrol using interval call signs and indicate the distance, direction, and description (3-Ds) of the threat.
6. After completing the 3-Ds the element must call the appropriate headquarters using the 9-Line IED / UXO Report.
7. Establish the requirement for EOD to clear the suspected IED by scanning the immediate surroundings from a 360-degree perspective if possible, while using optics, and staying as far back as possible. (1 +1 = IED)
8. Indicate the location of suspected IEDs using the unit-designated marking system.
9. The element remains outwardly focused looking for enemy activity (such as trigger-men, cameramen, or snipers).

Slide 12: The 5 Cs, Confirm (cont.)

Formula to Confirm IED (1+1=IED)

a. 1

1) Strong Visual Indicators
   a) Disturbed earth
   b) Ant trail
   c) Wire

Plus

b. 1

1) Vulnerable Point/Danger area/ Indicators:
   a) Culverts & Bridges

b) Water Crossing
c) Road Junction
d) Entry and Exit points
e) Previous IED locations
f) Support by fires
g) Linear Features
h) Previously used routes
i) Frequently used positions
j) Long stretches of open roads
k) Compound Interiors
l) Channelized Roads

c. Detection Equipment Indicators:

- Positive indication from any of the following:
  i. Military Working Dog
  ii. Metal or GPR detectors

Equal IED

Instructor's note:

1. This slide is due to the memorandum that TF Paladin put our on 14 Feb 2012, “Conventional Forces Role in Confirming a Suspected IED.
2. Instructor should read/review this document and be able to properly explain the information in the slide.
3. Show the **Video (19 sec)** of improper way to confirm IED.
4. This is a classic example of what NOT to do.
5. This Soldier is in a VA and sees a suspicious object.
6. What SHOULD his actions have been? (Think 1+1)
7. Reference is the Dismounted C-IED Smart-Book Version 3.2 Feb 2015

Slide 13: The 5 C s, Clear, What happens here?

1. Clear personnel from immediate area (METT-TC dependent)
2. Mark your location and note direction, distance, and description (3Ds) to device
3. Patrol Leader makes the decision on the size of the area to clear based on METT-TC
4. Detonation may be imminent
5. Maximize use of hard cover
   - No one should be in clear line of sight from suspect area to cleared positions

Instructor's note:

1. All personnel should be cleared from the area to a tactically safe position.
2. All leaders should use the factors of METT-TC to determine safe positions and distances.
   a. However, the minimum safe distance for exposed personnel should be 300 meters from the IED site.
   b. Direct people out of the danger area once distance and cover is adequate.
3. Remember to conduct 5 and 25 meter checks at all areas occupied.
   - Sweep the area for any secondary devices or triggermen.
4. Once all personnel are in a safe location; question, search, and detain as

necessary

5. Do not allow anyone to enter your cordon other than those responsible for rendering the IED safe (EOD).

6. If subsequent IEDs are located execute the procedures for clearing the area as above.

Slide 14: The 5 C s, Cordon, What happens here?

1. Cordon should prevent unauthorized personnel from entering site

- Preserve scene for exploitation and to provide protection and security against command-initiated IEDs

2. Establish Incident Control Point (ICP)

3. Check suspicious personnel

4. Man perimeter until additional assets arrive on scene

5. Do not become distracted

Instructor's note:

1. The area should be cordoned off to a minimum of 300 meters.

a. The purpose of the cordon is to prevent unauthorized personnel and vehicles from entering the site (for their own protection and for the safety of the EOD responders),

b. To preserve the scene for further exploitation, and

c. To provide outward protection and security against command-initiated IEDs.

2. Some things to keep in mind in setting your cordon are:

a. Direct personnel out of the danger area.

b. Establish EOF measures per your ROE.

c. Identify, clear, and establish an area for an ICP and ECP.

d. Ensure personnel remain vigilant in providing protection and security against command initiated IEDs, PBIEDs, and VBIEDs and scan for other enemy activity from their cordoned positions such as; triggermen, cameramen, or snipers.

e. Allow entry only to authorized personnel.

f. Follow existing procedures to question, search, and detain suspects. Search everyone leaving the site to capture any potential triggermen.

g. If insufficient organic forces are available to properly enforce the cordon call for the QRF to reinforce the position.

3. An effective cordon will deny enemy observation of:

a. Friendly TTPs

b. Battle damage assessment

Slide 15: The 5 C s Control, What happens here?

1. Allow only authorized access to the area

2. Maintain visual line of sight to the IED

3. Report any personnel observed approaching the IED

4. Only first responders should enter cordon area

Instructor's Note:

1. Control the area inside the cordon to ensure only authorized personnel have access.

2. Only emergency services (medical, firefighting, or EOD) should be allowed to

enter the cordon.

3. All personnel and vehicles should enter and exit the cordoned area through the ICP/ECP.

4. All civilian and non-essential military traffic should be diverted away from the cordon.

5. To ensure that no tampering occurs, maintain (from a safe distance) visual line-of-sight (binoculars and scopes) to the IED.

6. Immediately report any personnel observed approaching the IED according to unit SOP.

7. A 360-degree cordon should be maintained until EOD has given the all-clear signal.

8. EOD will take control of the incident site.

Check on Learning:

Slide 16.

1. What does 1+1 equal?

Answer: IED

2. Which of the following 5 Cs relates to the 1+1 technique?

a. Clear
b. Check
c. Control
d. Confirm
e. Don't Know

Answer: d. Confirm

3. Maintain visual line of sight to the IED is an element in which one of the 5 Cs?

Answer: Control

Review Summary:

In this LSA we covered perform the 5Cs and actions that should be taken in each of the 5 Cs:

1. Check
2. Confirm
3. Clear
4. Cordon
5. Control

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Submit a 9 Line IED/UXO Report

Method of Instruction: Discussion (small or large group)

Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH, ABIC/FIFC Qual, CIED SME (1:5)
Time of Instruction: 10 mins
Media Type: Printed Reference Material / Handout / Practical Exercise / PowerPoint Presentation / Student Guide
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Slide 17: 9 Line IED/UXO Report

Sample 9 Line IED / UXO REPORT

Line 1: Date and time Discovered _**270945Z**___

Line 2: Location (grid) ____**NV 16549870**_____

Line 3: Frequency and Call sign F: __**36.875**____ CS: __**Red 6**____

Line 4: Type of Munitions _**Charlie**__

A – Dropped

B – Projected

C – Placed

D – Thrown

Line 5: NBC Contamination Y/N ____**No**_____

Yes – Identify

No

Line 6: Resources Threatened ___**MSR Gold**_____

Line 7: Impact on the Mission _**Ground CASAVAC must be re-routed**_

Line 8: Protective measure taken **Personnel evacuated to 300M, marked, sandbag barrier constructed etc.**_____

Line 9: Recommended Priority _**Alpha (Immediate)**_

A – Immediate

B – Indirect

C – Minor

D – No Threat

Instructor's note: Once confirmed, the unit calls in a 9 Line IED/UXO Report and request Explosive Ordnance Disposal (EOD).

1. Line 1, Date-Time Group. Complete this line with the date and time the item was discovered.

2. Line 2, Reporting Activity and Location. Complete this line with the unit and the 8-digit grid location of the Explosive Hazard (EH).

3. Line 3, Contact Method. Enter the radio frequency, call sign, point of contact (POC), and telephone number.

4. Line 4, Type of Ordnance. Document whether it was dropped, projected, placed, or thrown or whether it was a possible IED. Give the number of items, if more than one. Include as detailed of a description as possible of the item in question, to include the size, shape, and physical condition.

5. Line 5, Chemical Biological Radioactive and Nuclear (CBRN) contaminations. Be as specific as possible.

6. Line 6, Resources Threatened. Document equipment, facilities, or other assets

that were threatened.

7. Line 7, Impact on Mission. Provide a short description of the current tactical situation and how the Explosive Hazard (EH) affected the status of the mission.

8. Line 8, Protective Measures. Document any measures taken to protect personnel and equipment and how they are marked.

9. Line 9, Recommended Priority. Indicate whether it was immediate, indirect, minor, or no threat.

a. Immediate. Stops the unit maneuver and mission capability or threatens critical assets vital to the mission.

b. Indirect. Stops the unit maneuver and mission capability or threatens critical assets important to the mission.

c. Minor. Reduces the unit maneuver and mission capability or threatens noncritical assets.

d. No threat. Has little or no effect on the capabilities or assets of the unit.

- References used: FM 3-90.119 Appendix C and ATTP 4-32.2 Chapter VI

Slide 18 The 5 C s (cont.)

1. Shows a picture of soldiers patrolling thru an IED environment.

2. **What's wrong with this picture?**

Instructor's note:

1. Note the number of Soldiers in the picture (at least 5 + the camera man).

2. All are within about a 10 meter area.

3. All appear to be focused on the IED or the Soldier right behind the IED that appears to be probing.

4. They are in a VA (right next to a wall on a trail). Again, 1+1.

Check on Learning:

Slide 19.

1. On the 9 line UXO report, what line represents the impact on the mission?

Answer: Line 7

2. A unit calls in a 9 line UXO report and requests EOD when an IED is suspected. True or False?

Answer: False

3. Immediate priority on line 9 of a 9 line UXO report means: IED stops the unit mission and mission capability or threatens critical assets vital to the mission. True or False?

Answer: True

Review Summary: During this LSA we covered the 9 Line IED / UXO REPORT

Line 1: Date and time Discovered

_____

Line 2: Location (grid)

_____

Line 3: Frequency and Call sign F: _____ CS:

_____

Line 4: Type of Munitions _____

A – Dropped

B – Projected

C – Placed

D – Thrown

Line 5: NBC Contamination Y/N

_____

Yes – Identify

No

Line 6: Resources Threatened

_____

Line 7: Impact on the Mission

_____

Line 8: How Marked (identify)

_____

Line 9: Recommended Priority _____

A – Immediate

B – Indirect

C – Minor

D – No Threat

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. React to an SVBIED or PBIED Attack

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	Military - ICH, ABIC/FIFC QUAL, CIED SME (1:5)
Time of Instruction:	10 mins
Media Type:	Motion Picture / Printed Reference Material / Conference/Demonstration / Handout / Practical Exercise / Student Guide
Other Media:	Unassigned
Security Classification:	This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Slide 20: React to an SVBIED or PBIED

1. Suspected IED - What NOT to Do

a. NEVER approach a suspected IED

b. DO NOT pick up detonation cord

c. DO NOT trace command wires

d. DO NOT focus on the “found IED”

2. In the Video, do soldiers show complacency or do they lack training?

Instructor's note:

1. Never approach a suspected IED. Establish standoff by using binoculars and spotting scopes from multiple angles to confirm the presence of an IED. When in doubt, back off and call EOD.

2. Do not pick up Detonation (Det) Cord. Det cord is an explosive and the presence of it alone is enough to call EOD. Do not trace or pull on det cord.

3. Do not trace command wire (CW). The enemy has placed trip wires and other IEDs under/in the vicinity of command wires. If tracing a command wire is absolutely necessary: rather than walking parallel to the wire or over the wire to locate the initiation point, work in an “S” pattern, crossing the CW until the initiation point is located.

4. Do not focus on the “Found” IED. Once found, an IED is not going to move. Conduct sweeps for secondary devices and set in the cordon. Always think a couple steps ahead and have a plan for any possible encounters. Again, once positive IED indicators are found, move to a safe distance, and call EOD.

5. Do not stay inside your vehicle when the tactical situation requires you to dismount to clear an area or interact with the local population.

6. Do not open windows in armored vehicles. Opening the windows in an armored vehicle defeats the purpose of the armor and endangers everyone in the vehicle by exposing them to blast effects should you encounter an IED.

7. Read References: FM 3-34.210 Section II

8. Show the **video (37 sec).** Complacency or lack of training?

a. Issues:

1) Gizmo sweep not overlapping,

2) No lane marking,

3) No one walking in a swept (cleared) lane,

4) Digging at suspected IED locations….

b. BLUF: complacent attitude!!

Slide 21: React to an IED Attack While Dismounted

1. Any Soldier reports the IED attack to the patrol by using the **3 Ds**:

Distance

Direction

Description

2. Establish 360 degree security:

a. Instructing element members to perform 5/25/200 meter checks (push out further if needed)

b. Scan for any additional IED threats or enemy activity.

3. Assault through enemy ambush or break contact if the situation allows, destroying enemy resistance using fire and maneuver techniques.

4. Clear to and secure casualties.

5. Employ tactical combat casualty care measures.

6. Conduct consolidation and reorganization.

Instructor's note:

1. Relate your experiences in relationship to the bullets listed

2. Reinforce 5Cs Battle Drill

3. Discuss how METT-TC may affect procedures

Slide 22: React to an IED Attack While Dismounted (cont.)

7. Directs the element members to report the status of Liquid, Ammunition, Casualties, and Equipment (LACE) report.

8. Evacuates any casualties.

9. Directs element movement to the rally point applying METT-TC.

10. Sends an updated SITREP and 9 Line IED / UXO Report to higher HQ.

Instructor's note:

1. Relate your experiences in relationship to the bullets listed

2. Reinforce 5Cs Battle Drill

3. Discuss how METT-TC may affect procedures

Slide 23: Complex Attack Consideration

1. Small Arms Fire

a. Effective SAF = seek cover, return fire (METT-TC dependent), maneuver if possible.

b. Ineffective SAF= tactical pause; consider that the enemy may be attempting to draw you in.

2. Must be prepared for attacks from multiple directions

3. Complex attack can be just multiple IEDs targeting a single patrol

Instructor's note:

1. If the fire isn't effective, they need to take a "tactical pause" and assess (using METT-TC) WHY the enemy is engaging them with ineffective fire.

2. If Soldiers are receiving effective fire, they need to assault (suppress, deploy, report)

a. The answer is probably because the enemy wants to "draw" the CFs into a KZ or IED belt.

b. At this stage in the fight in Afghanistan, enemy forces don't have a lot of ammo to throw away.

c. They usually fire for a purpose and with an intent.

d. If they are firing and not hitting your patrol, you need to ask WHY.

3. **Complex attack.**

a. Explain how multiple IEDs in one location would be considered a complex attack.

b. Discuss IED attack ICW SAF and/or RPG fire.

c. Ensure that students are aware that the term "Complex Attack" isn't a DOCTRINAL TERM. It's more correctly a MECHANICAL AMBUSH.

Slide 24: Establish SVBIED / PBIED Standoff

1. Maximize distance from the threat
2. Make use of natural barriers
3. Maintain good dispersion
4. 360 degree observation/security
5. Quickly establish perimeter
6. Establish over-watch of primary position/defend in depth
7. Keep roads clear of civilian vehicles

Instructor's note: Do not approach a likely IED, VBIED, SVBIED attack site if you don't have to.

1. Recon site prior to occupation.
2. Perform 5 and 25 meter checks upon halt.
3. Maximize distance from roadway (mines and buried IEDs may present a threat).
4. Make use of natural barriers.
5. Maintain good dispersion.
6. Quickly establish overt perimeter through use of cones, barbed wire, signs, and road spikes.
7. Establish over-watch of primary position.
8. Defend in depth. (Arrange weapons systems and obstacles to take advantage of each weapon's range and effectiveness.)
9. Keep roads clear of civilian vehicles.
10. 360 Observation/Security.

Slide 25 Escalation of Force Process

1. If time and circumstances permit,
   a. Visually inspect target for Positive Identification (PID) of hostile intent
   b. Use audible warnings
   c. Use visual aids
   d. Show weapons and demonstrate intent to use it
   e. Attempt non-lethal means
   f. Fire warning shots (If permitted by ROE - in the vicinity of the threat)
   g. Fire disabling shots (Vehicles- tires and engine block)
   h. Fire proportional lethal force (Personnel)
2. For Deadly Force Threats: Soldiers do not have to go through each step if the situation does not safely allow

Instructor note:

1. Standoff is key, Distance is time. Relate the EOF process with the Equipment that might be used during each step.

a. Visually inspect target for Positive Identification (PID) of hostile intent

b. Use audible communications to warn (horn, air horn, loudspeaker, flash/bang device, and siren)

c. Use visual aids, use hand-and-arm signals (lights, laser pointers, flares, colored flags, and signs)

d. Show weapon and demonstrate intent to use it

e. Attempt nonlethal means (stop strips, physical barrier, vehicle, visual/audio

signal, and signs)

f. Fire warning shots (in vicinity of threat)

g. Use disabling fire (tires, engine block, windshield and/or windows)

h. Use deadly force as a last resort (proportional to threat)

2. Use these steps in order to develop a better understanding of threatening situations. However, if the threat level becomes imminent and deadly, use of deadly force is authorized to neutralize the threat.

3. WARNING SHOTS ARE AUTHORIZED IN SITUATIONS WHERE FORCE, UP TO AND INCLUDING DEADLY FORCE, WOULD BE AUTHORIZED.

4. This means that warning shots CANNOT be used for EVERY situation. (See ROE for specific instances)

5. These principles are not just applicable when responding to threats to PERSON, but also threats to certain PROPERTY.

Slide 26 React to a SVBIED

1. Alerted the unit of the approaching vehicle using the 3 Ds.

2. Employed current EOF.

3. Employed current ROE.

4. Cleared the area around the possible SVBIED (the minimum safe distance for exposed personnel is 300 meters, dependent on METT-TC factors).

5. Established security, and scanned for possible secondary/tertiary IEDs and signs of enemy activity (such as an impending ambush, triggermen, cameramen, or snipers).

6. Reported the possible SVBIED to the leadership using the most expeditious manner possible and submitted a 9 line IED/UXO report as soon as the tactical situation allows.

7. Followed directions from leadership.

8. WARNING: Maintain a high degree of security. The enemy has been known to use multiple SVBIEDS when attacking coalition forces.

Instructor note:

1. Relate your experiences in relationship to the bullets listed

2. Reinforce 5Cs Battle Drill

3. Ask students about pre-cursors/ signs of SVBIED

4. ROE may be different in some Operational Environments

5. WARNING: SOLDIERS MUST PERFORM THE FOLLOWING STEPS ACCORDING TO THE CURRENT THEATER ROE AND USE THE PROPER EOF MEASURES. REACTION TIME DEPENDS UPON THE VEHICLE SPEED. SOLDIERS MUST BE READY TO SKIP THROUGH THE STEPS IN THE EOF MEASURES BY IMMEDIATELY OPENING FIRE ON THE VEHICLE DRIVER IF THE SOLDIER PERCEIVES THAT THE VEHICLE PRESENTS AN IMMEDIATE HOSTILE THREAT, IAW THEATER ROE AND EOF.

6. WARNING: IT IS IMPORTANT TO UNDERSTAND THAT THE LAST STEP IN ROE AND EOF MEASURES IS
LETHAL FORCE. AT THE POINT OF IMMEDIATE THREAT, THE MOST EFFECTIVE MEANS OF STOPPING THE

VEHICLE IS TO ENGAGE THE DRIVER.

7. Show video (40 sec), talk about VP, Could this have been avoided? (CoiST, Threat Assessment, Honesty Traces).

Slide 27: Two SVBIED videos

1. **Show video 1 (30 sec)**, talk about VP, Could this have been avoided? (CoiST, Threat Assessment, Honesty Traces).

2. **Show video 2 (25 sec)** of an SVBIED attack on road near compound entrance.

Instructor's note:

1. Show video, bring up talking points about what the target was, gate, vehicle?

2. What are some suspicious activities or pre-cursors of SVBIED.

3. If suspicious activity was reported from surveillance could personnel exiting gate have been avoided?

4. Old video from Iraq, but it speaks volumes about letting other vehicles get too close to your element.

Slide 28: React to a PBIED (Cont.)

1. Alerted the unit to possible PBIED using the 3Ds and make maximum use of available cover.

2. Issued a verbal command using an interpreter, or with a loud and firm voice in the local language to maintain maximum standoff until the suspect stops.

3. React to a non-compliant suspect.

4. React to a compliant subject.

5. Never attempt to “close and negotiate”.

Instructor's note:

1. React to a possible SVBIED according to current ROE and EOF measures.

2. WARNING: MAINTAIN SITUATIONAL AWARENESS, THE ENEMY HAS BEEN KNOWN TO USE MULTIPLE SVBIEDS WHEN ATTACKING COALITION FORCES.

a. Alert the unit of the approaching vehicle using the 3 Ds.

b. Signal the vehicle to stop by employing current EOF.

c. If the vehicle does not stop, follow your current ROE.

d. Clear the area around the possible SVBIED making maximum use of all available cover (the minimum safe distance for exposed personnel is 300 meters, dependent on METT-TC factors).

e. Establish security, and scan for possible secondary/tertiary IEDs and signs of enemy activity (such as an impending ambush, triggermen, cameramen, or snipers).

f. Report the possible SVBIED to the leadership using the most expeditious manner possible and submit a 9 Line IED/UXO Report as soon as the tactical situation allows.

g. Follow directions from leadership.

3. WARNING: THE FOLLOWING STEPS SHOULD BE TAKEN WHEN HOSTILE INTENT OR ACTIONS IS/ARE DETERMINED. REFER TO TASK 052-192-1271 (IDENTIFY VISUAL INDICATORS OF AN IED)

4. Alert the unit to possible PBIED using the 3 Ds and make maximum use of available cover.

SCAN SUSPECTED PBIED WITH THERMAL IMAGING DEVICES, IF

AVAILABLE. THEY CAN DISTINGUISH IF THERE IS ANYTHING HIDDEN OR CONCEALED UNDER THE CLOTHING DUE TO A DIFFERENCE IN HEAT LEVELS.

5. Issue a verbal command using your interpreter (if one is available) or with a loud and firm voice in the local language, to maintain maximum standoff until the suspect stops. Your weapon should be at the high ready position.

6. DANGER: AFTER THESE ACTIONS, THERE IS A HIGH PROBABILITY THAT THE PBIED SUSPECT WILL ATTEMPT TO DETONATE THE EXPLOSIVE DEVICE. USE DEADLY FORCE ACCORDING TO THE THEATER ROE AND EOF MEASURES. DANGER: ENSURE THAT SOLDIERS DO NOT ATTEMPT TO PHYSICALLY RESTRAIN THE SUSPECT FROM DETONATING THE DEVICE. THIS IS VERY DANGEROUS DUE TO THE POSSIBILITY OF DETONATION OR USE OF A REMOTE INITIATION SYSTEM.

Slide 29: React to a PBIED

1. **How should you deal with a <u>non-compliant suspect?</u>**

a. If the suspect continues to approach, signal them to stop by employing current EOF.

b. If the suspect still does not stop, follow your current ROE.

c. Report the possible PBIED and EOF to the leadership using the most expeditious manner possible and submit a 9 Line IED/UXO Report as soon as the tactical situation allows.

d. Clear the area around the possible PBIED making maximum use of all available cover (the minimum safe distance for exposed personnel is 300 meters, METT-TC dependent).

e. Establish security, and scan for signs of enemy activity (such as additional PBIEDs, an impending ambush, triggermen, cameramen, or snipers).

f. Follow directions from leadership.

2. WARNING: DO NOT APPROACH OR ATTEMPT TO REMOVE THE IED FROM THE PERSON. WAIT FOR EOD.

<u>Instructor's note:</u>

- Have the students make a list on white board or butcher paper on how they think that they should handle a non-compliant suspect.

Slide 30: React to a PBIED (Cont.)

1. **How should you deal with a <u>compliant suspect?</u>**

a. Use either your interpreter (if available) or in a loud and firm voice, using the local language. Make use of all available cover while still being able to maintain communications with the suspect.

b. Tell the suspect to place all carried items on the ground and to step two paces away from them. Visually demonstrate if required.

c. Direct the compliant suspect to show hands palms up. The suspect must show palms and have fingers spread, so that you can determine if the suspect is palming a detonator (there may be a remote detonator). Visually demonstrate if required.

d. Direct the suspect to remove outer clothing, such as jackets, and place the

garments on the ground. Maintain cultural sensitivities when dealing with females if possible.

e. Direct the suspect to raise or pull tight any layered clothing while turning in a complete circle in order to reveal any possible concealed devices. Maintain cultural sensitivities when dealing with females if possible.

2. WARNING: DO NOT APPROACH OR ATTEMPT TO REMOVE THE IED FROM THE PERSON. WAIT FOR EOD.

Instructor's note:

- Have the students make a list on white board or butcher paper on how they think that they should handle a non-compliant suspect.

Slide 31: PBIED Attack

1. Show **video 1 (23 sec)** of PBIED attack on vehicle
2. Show **video 2 (9 sec)** of cartoon PBIED

Instructor's note:

1. Show video, talk about pre-cursors/signs of a PBIED.
2. What are some things to look for on a suspicious individual?
3. Relate some points back to the 9 principles, maintain offensive mindset, stay observant, develop and maintain situational awareness, tactical dispersion, etc.

Slide 32: MEDEVAC Planning

1. Medical Facility level and locations
2. Planned HLZ Locations
3. Historic HLZ Usage
4. HLZ Clearance

Instructor's note:

1. Planning for lines of death (what classification of medical facilities do you have available at what stage on the battlefield and how long for support from those facilities),
2. Dlearing HLZs,
3. Knowing when HLZs were last used,
4. What is the plan to clear HLZs.

Slide 33: Casualty Evacuation Planning

- Picture of casualty and two man team

Instructor's note:

1. Lead/Point Man (using most capable HHD) - must mark the safe lane because of the higher threat of secondary and tertiary devices/pressure plates.

a. Where there is one IED/Pressure Plate there are usually more.

b. The Lead man is the only person who truly knows were the search head on his Hand Held Device has cleared and where it has not.

1) There are many examples of where inches have made the deference between what was cleared and what had not been cleared.

2) The difference in inches has cost more US and Coalition casualties than it should have.

2. Second Man (slack man) - needs to maintain a higher level of security due to the IED going off in the vulnerable point.

- We should always assume that IED engagement area, like most obstacles, will be covered direct fire, until proven otherwise.

Slide 34: Clearing up to the Casualty

- Picture of two man team clearing up to casualty

Instructor's note:

1. This picture portrays a column clearing formation being used to clear the safe lane up to the casualty.

a. A more effective TTP while clearing, may be to clear a lane using the 2 Man Drill.

- The 2 Man Drill will double the amount of cleared/safe area that is cleared for the safe lane.

b. Use either technique to clear up to where the casualty has landed after the blast.

c. The equipment on the casualty may give a positive reading on the metal detector mode on the HHD. So once the lead man has cleared up to the casualty that is as far as he will clear.

d. Since casualties never seem to land in the blast seat, it can be assumed that the casualty may land facing any direction and in any way.

2. A method to use when extracting a casualty is to use a 10 foot piece of either rope or tubular nylon with a D-Ring attached.

a. This device will be used as a toe line to pull the casualty into the cleared/safe lane.

b. After clearing up to the casualty, select the closest part of the body, as the casualty lays, to attach the extraction/toe line too.

c. If exposed you may want to attach the toe line to the pull-handle of the back of the Soldiers equipment.

Slide 35: Extracting the Casualty into the Safe Lane

- Picture of two man team extracting the casualty

Instructor's Note:

1. Standing at least 3 meters away. IEDs/explosives placed in the ground, have a tendency to blow up and out using the path of least resistance.

2. Drag the casualty back into the cleared/safe lane.

a. This technique is used to mitigate or prevent causing additional casualties during the extraction of the first casualty.

b. If there are secondary or tertiary devices/pressure plates under the casualty and one blows up, hopefully there will still only be one casualty.

3. There have been several reported incidents were Soldier assumed they were in a safe lane, and after prepping the casualty for CASEVAC, they either knelt on or stepped on a VOIED that was under the casualty.

Slide 36 : Pull the Casualty into the Cleared/Safe Lane

- Picture of two man team and the casualty in the cleared/safe lane

Instructor's Note:

1. By clearing a wider lane up to the casualty using the 2 Man Drill clearing technique, the medic/first responder will have additional space on either side of the

casualty.

2. This space will assist with treating and prepare the casualty for movement, without the risk of initiating a secondary/ tertiary devices/pressure plates.

Slide 37: Considerations for selecting a Helicopter landing Zone (HLZ)

1. Helicopter Landing Zone (HLZ) locations
   a. Preplanned Near Danger Areas (VAs/VPs)
   b. Near Identified Enemy IED Engagement Areas
   c. On Call, when needed
2. Historic HLZ usage
   a. Look for Patterns
   b. Enemy Targeting CASEVAC Aircraft

Instructor's Note:

1. Helicopter Landing Zone (HLZ) locations need to be identified near potential IED engagement areas and Danger Areas (VPs/VAs) that can't be availed.

   a. These pre-planning HLZs will facilitate a quicker reaction to possible casualties near these locations.

   b. Units will also need to develop SOP for the establishment of an HLZ when needed.

2. When discussing Historic HLZ usage.

   a. Units need to identify historically where HLZ have been used before.

   b. 80 percent of the IED are placed in and around prior engagement areas.

   c. It can be assumed that Units have already used the most obvious HLZs and its possible the enemy will target them the next time they are used.

   d. We need to look at what patterns we (US and CF) have set and what Enemy TTPs have been used to targeting CASEVAC aircraft.

3. Units need to establish HLZ clearance and marking SOPs.

   a. These SOP will standardize how to proper clear a HLZ for the medevac aircraft and how these HLZs will be marked for both day and night operations.

   b. Touch down points sizes for both UH-60 (25 meters) and CH-47 (35 meters) aircraft need to be covered in the HLZ clearance SOP.

Slide 38: Marking an HLZ with an Inverted Y

- Depiction of inverted Y

Instructor's Note:

1. HLZs should always be cleared.
   - Never assume that the HLZs do not have IED emplaced on them.
2. Units should conduct deliberate clearance of HLZ prior to using them, especially when they are located near IED engagement areas.

   a. In the past the most obvious HLZ located near IED engagement areas have also been seeded with IEDs.

   b. Units should insure that they keep eyes on the HLZ at all times after it is cleared.

   c. If at any time that the HLZ is not under observation, a deliberate clearing of the HLZ must be done again.

3. Units will need to develop a HLZ clearing and marking SOP that will be used to

clear an area large enough to land the aircraft safely. (Example - UH-60 single A/C 25 meters minimum. CH-47 single A/C 35 meter minimum).

4. In this example the 12 o'clock (direction of flight for landing) is marked with an Inverted Y.

a. The Inverted Y may be marker with IR/Red chemlights.

b. IR/Red chemlights may also be used to mark the cleared area of the HLZ.

c. Cleared lanes leading to the HLZ can be marked with IR/Red mini-chemlights (example - two lines approach from the right).

1) If mini-chemlights are not available, Q-tips soaked in visible chemlight juice can be used.

2) Even with brownout conditions exist on the HLZ, mini-chemlights placed into the ground will stayed in place and are visible.

3) Avoid using Blue/Green chemlights when marking at night. The aviator's night vision goggles have a filter that prevents them from observing these colors and that makes it hard to distinguish the marked touch down point and cleared area.

5. As long as there is communication between the pilot and the ground crew, the HLZ and the touch down point can be marked with anything during the day.

Slide 39 HLZ Targeting

- Copy of RAPID report format

Instructor's note:

- RAPID report of specifically targeted HLZ

Slide 40 HLZ Targeting (cont.)

1. Photos of CWIED

2. (Build) If you didn't drop it, Don't Pick It Up!! Photo of VOIED

Instructor note:

1. Do not pick up suspicious objects, objects that appear out of place, or discarded military equipment that would be a particularly attractive souvenir. Even ordinary household items such as tools, appliances, clocks, and battery operated toys can be a potential IED.

2. Suspicious Object Situation (Picture). ANP patrol observed rounds on the ground which led to an AK-47 magazine. They did not pick it up and it was called in by CJSOTF to EOD as possibly being booby trapped. EOD found it was rigged with an anti-lift device (pressure release) which was attached to 3 107mm rockets. The device was also armed with a MOD 5 Spider device.

a. Items Recovered

1) One DTMF Mod 5 receiver in a dark gray plastic rectangular box.

2) One "JMK type YB2.5L-C" 12 volt motorcycle battery.

3) Several lengths of white multi-strand, dual conductor lamp cord.

4) Three 107mm rockets, two of which were incendiary Chinese Type 63-1. The other was a Chinese Type 63-2 HE. The rockets were individually primed by lead wires that originated from a small box, in essence daisy chained together.

b. Construction Method and Mode of Operation

1) This IED had a booby trap pressure release feature implemented into it. At the bottom of the creek bed the bomber laid out several loose munitions designed to

attract the victim to a fully loaded AK-47 magazine that was resting atop a small wooden box. The initiator wires from all three rocket warheads led back to the box, and the power output leads from
the
DTMF receiver supplied power to it.

2) With the weight of the magazine holding the box lid down, no power could flow to the detonators. However, upon removal of the magazine, the victim would release the weight allowing the box top to spring open, closing the circuit and detonating the three rocket warheads.

Check on Learning:

Slide 41

1. When should you approach an IED?
   a. On Contact
   b. When disarmed
   c. When in doubt
   d. Never

   Answer d. never

2. If you suspect an IED what are the four things you should not do?

   Answer:
   Never approach a suspected IED
   Do Not pick up detonation cord
   Do Not trace command wire
   Do Not focus on the “found IED”

3.When involved in a SVBIED/ PBIED standoff you should maximize the distance from the threat and not be concerned with civilian vehicles using the roads. True or False?

   Answer: False

Review Summary:

During this this LSA we covered react to an SVBIED or PBIED attack:

1. NEVER approach a suspected IED

2. DO NOT pick up detonation cord
3. DO NOT trace command wires
4. DO NOT focus on the “found IED”

SECTION IV. SUMMARY

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH, ABIC/FIFC Qual and CIED SME (1:5)
Time of Instruction:	5 mins

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Confirm that the students can:

1. Perform the 5/25/200 meter Battle Drill
2. Perform the 5 Cs Battle Drill
3. Submit a 9 Line IED / UXO Report
4. React to an SVBIED or PBIED Attack

Ask the students questions and correct misunderstandings. Detailed check on learning are done in each LSA.

Review/ Summary

Slide 42:

During this lesson we covered:

1. Perform the 5/25/200 meter Battle Drill should be conducted at every halt in order to minimize casualties
2. Perform the 5 Cs Battle Drill Check (Confirm, Clear, Cordon, Control)
3. Once IED is confirmed, the unit calls in a 9 Line IED/UXO Report and request Explosive Ordnance Disposal (EOD).
4. React to an SVBIED or PBIED Attack. Maintain a high degree of security.

Slide 43: Questions.

Unlucky insurgent video.

Instructor"s note:

1. Make sure that students met the Lesson Objective which is Read to an IED. Make sure that the standards are met. The two hour PE will bring the Learning level to "Application" they learn points
2. Standards:
   a. Perform the 5/25/200 meter Battle Drill
   b. Perform the 5 Cs Battle Drill
   c. Submit a 9 Line IED / UXO Report
   d. React to an SVBIED or PBIED Attack
3. - Reference the video - “FEEL GOOD” video of the day. Some days you’re the bug; some days you’re the windshield.
4. **MAKE SURE THAT YOU BRIEF THE STUDENTS ON UPCOMMING PRACTICAL EXERCISE PER ANNEX C.**

SECTION V. STUDENT EVALUATION

Testing Requirements

This material will be tested on Course Examinations and Mission Planning and other subjects evaluated thru rubrics. You must receive a passing score of 80% on the written examinations and/or rubrics to complete this course.

Feedback Requirements

Note: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students and questions about the test. Provide remedial training as needed.

Appendix A - Viewgraph Masters

React to an Improvised Explosive Device (IED)
071-FREBB003 / Version 02.0 ©

Sequence	Media Name	Media Type
0	React to an IED	PPTX

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FREBB003 Version 02.0 ©

PRACTICAL EXERCISE SHEET 071-FREBB003 PE1

Time: 2 hours 0 minutes

Title

React to an IED attack while maintaining movement.

Lesson Number/Title

071-FREBB003 Version 02.0 © / React to an Improvised Explosive Device (IED)

Security Classification

Unclassified

Introduction

Once students are broken down into groups, the Instructor orients the students to the terrain, gives a very brief threat overview, and places the students where they need to go at the start point.

Motivator

On today's modern battlefield, Soldiers are being faced with new threats such as IED's. There is still the challenge of trying to win the hearts and minds of the population that resides in our theater of operation. To be effective, every Soldier needs to learn and adapt to the enemies tactics while being sensitive to the culture and religions of the region.

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	React to an Improvised Explosive Device (IED).
Conditions:	In a classroom setting and or field environment, given a PowerPoint presentation, student resources, and instructional materials, doctrinal references, and equipment.
Standards:	React to an IEDs IAW FM 3-34.210, and Chapter 1, ATP 3-90.37 and must achieve a score of 80% or greater on end of course examination and in the assessment rubrics used during STX mission 1, 2, and 3 planning and execution during week 2 of the course. **The reaction includes:** 1. Perform the 5/25/200 meter Battle Drill 2. Perform the 5 Cs Battle Drill 3. Submit a 9 Line IED / UXO Report 4. React to an SVBIED or PBIED Attack **Learning Domain:** Cognitive **Learning Level:** Application

Safety Requirements

Safety Requirements in a Classroom Setting:

Safety is of the utmost importance in any training environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training. Safety is everyone's responsibility to recognize, mitigate, and report hazardous conditions.

Instructor note: The instructor will brief the students on the unit/facility SOP for classroom contingencies (i.e. what doors will be used to exit the classroom, rally points, severe weather, WBGT/Kestrel set up, etc).

Safety Requirements other than Classroom Settings:

Safety must be paramount in the complex outdoor environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions. Safety is everyone's responsibility to recognize, mitigate, and report hazardous conditions. The instructor will brief the unit/site SOP and Risk Management Worksheet for all potential contingencies encountered during that training period/event (i.e. WBGT/Kestrel set up, trail vehicles for PT/foot marches, severe weather, fire, evacuation routes, muzzle awareness, range safety briefs, required medical FLA with driver and medics with emergency equipment, student injury procedures, and rally points etc).

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Training will be conducted in the proper designated areas only. This ensures natural and environmental resources are maintained properly for continued training realism. Using the proper designated areas also eliminates conflicting or controversial situations. Equipment will be operated to conform to environmental operating permits. Improper disposal of trash and refuse, inadequate clean up of training areas, pollutes ground and water resources. This may result in a potential health/safety hazard.

Evaluation

Your knowledge on RTeact to an IED will be tested during Mission Planning conducted in week 2.

Instructional Lead-in

Soldiers must be vigilant in performing their duties, remain alert, and maintain a strong security posture to avoid becoming a victim of an IED ambush. Soldiers must have a good appreciation of the type of devices and employment techniques that they may encounter. All Soldiers must be able to identify improvised explosive devices.

Note: Use this statement or develop one of your own relating to the material.

Resource Requirements

Instructor Materials:

1. Lesson plan with Appendix A, C, and D as applicable
2. All references linked to this lesson plan
3. Visitor Book on DVD and Automation Equipement. I.E Warrior University.
4. Risk Assessment worksheet.

Student Materials:

1. Lesson plan with Appendix A, C, and D as applicable
2. All references linked to this lesson plan
3. Visitor Book on DVD and automation equipement. I.E Warrior University.
4. Risk Assessment worksheet.

Special Instructions

None

Procedures

Instructor's Note

1. There are two options listed in note pages of slide 1.
2. The 50 minutes academic material of the class can be covered at the beginning of this PE if you chose **Option 1** to conduct this class.

3. If you chose **Option 2** to conduct this class which is a combination of classroom instruction (1 hr.) and PE (2hrs.), you can either conduct this PE right after the classroom portion or combine this PE with other PEs, like Ground sign awareness, VP 360 etc.
4. This part of the Ground Sign Awareness class can be presented through **Problem Based Instruction (PBI) method**.
5. The following is a simple/generic scenario that can be issue to the students in order to add realism to the training.
6. **The 5Ws for this PE are as follows:**
   a. **Who:** Team TF of which you are a member
   b. **What:** Establish safe conditions which include identifying potential IED threats.
   c. **Where:** Designated area starting approximately 1000 meters before the town entrance
   d. **When:** In the next 24-36 hours
   e. **Why:** For the a convoy transporting high ranking US diplomats to meet with local town officials
5. **Background.**
   a. You are a DCT-MT member of a Tm TF tasked with establishing safe conditions for a convoy that transports US Diplomats into a local town.
   b. US Troops have experienced several IED related attacks and incidents in that particular area in the last 10 months. You know that your life, the life of senior US official and your career it's at stake.
   c. Today you are preparing to rehearse what you learned in the React to an IED class when you attended the DCT-MT course which includes:
      1) Perform the 5/25/200 meter Battle Drill
      2) Perform the 5 Cs Battle Drill
      3) Submit a 9 Line IED / UXO Report
      4) React to an SVBIED or PBIED Attack
6. Feel free to modify this PBI or create your own as long as you are meet the objective of this exercise.

General Description of the Task:

This performance task ensures that leaders and their Soldiers are proficient with reacting to an IED. An IED is just one part of an ambush. Once the IED detonates, the enemy may attack

with small arms fire and rocket propelled grenades or even secondary Ides. The enemy may have mortars and rockets zeroed in on the IED kill zone or safe area. The squad must be ready to react to any threat after the IED detonates and move out of the kill zone as soon as possible. Tasks will run for approximately 30 minutes for each iteration. The task is complete when all soldiers are proficient with the proper procedures when reacting to an IED.

Prior to the Start (Prep Time: 1 hr.)

The instructor will:

1. **Prepare:** Select an area that is flat and clear so the instructor will be able to show all required steps and an area where an IED has detonated. Give brief threat overview, and dismounted movement formations (traveling, traveling over watch, bounding over watch, or modified wedge or file).

2. **Setup:** Have talking points ready. Once the Soldiers are on site, break down Soldiers by task/ equipment use. Give a terrain orientation and a brief threat overview. Place the Soldiers in a dismounted movement formation (traveling, traveling over watch, bounding over watch, or modified wedge or file)

3. **Brief** - Tell the Soldiers the following:

a. Once an IED has detonated any Soldier must report the IED attack to the patrol by using the 3 Ds (distance, direction and description).

b. The Squad will establish 360 degree security by instructing element members to perform 5/25/200 meter checks (pushing out further if needed) and scan for any additional IED threats or enemy activity.

c. Consideration of Small Arms Fire (SAF) are as follows:

i. Effective SAF: If you receive effective fire, you need to assault (suppress, deploy, and report)

ii. Seek cover and return fire (METT-TC) dependent, maneuver if possible.

iii. Ineffective SAF: If the fire isn't effective, you need to take a "tactical pause" and assess (using METT-TC) WHY the enemy is engaging you with ineffective fire. The answer is probably because the enemy wants to "draw" the CFs into a KZ or IED belt. The enemy usually will fire for a purpose and with intent. If they are firing and not hitting your patrol, you need to ask WHY.

iv. Brief the considerations of a complex attack. Explain how multiple Ides in location is considered a complex attack. Considerations of a SVBIED/ PBIED attack are: Emphasis that you do not approach a likely SVBIED/ PBIED. Maximize distance from the threat. Make use of natural barriers. Maintain good dispersion. 360 degree observation/ security. Quickly establish perimeter. Establish an over-watch of primary position/ defend in depth. Keep roads clear of civilian vehicles.

d. The instructor will brief how the Squad will assault through enemy ambush or break contact if the situation allows, destroying enemy resistance using fire and maneuver techniques.

e. Clear to and secure casualties.

i. Employ tactical combat casualty care measures.

ii. Evacuates any casualties.

f. Conduct consolidation and reorganization.

g. Directs the Squad to report the status of Liquid, Ammunition, Casualties, and Equipment

(LACE) report.

h. Directs element movement to the rally point applying METT-TC.

i. Sends an updated SITREP and 9 Line IED/ UXO report to higher HQ.

4. **Notify:** When the brief is completed, put the squad in movement formation and have them go through actions on detonation of an IED.

Performance Learning Objectives (The Learner will…)

1. Know the importance of protecting themselves and their patrol as you they move through hostile territory.

2. Know that there are times while dismounted that they will have to react to a possible IED attack.

3. Learn from several examples of procedures for reacting to IED attack.

Critical Teaching Points (The Learner will…)

- Be able to perform action to be taken following the detonation of an IED attack.

Safety Precautions:

1. Safety must be paramount in the complex outdoor environment and is everyone's responsibility.

2. During the training process, instructors will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken in the field conditions given.

3. The instructor will brief the Soldiers on for outdoor contingencies (i.e. rally points, severe weather, WBGT/Kestrel set up, etc.).

Equipment per Team:

1. 1ea x Thor III Suite
2. 2ea x Minehounds
3. 2ea x CEIA
4. 2ez x DSP27 or Strider
5. Optics

Squad Rotation Schedule: NOTE. Each squad will do the “react to an IED” task, See the General description paragraph.

Feedback Requirements

Feedback is essential to effective learning. Schedule and provide feedback on the any information to help answer student's questions.

SOLUTION FOR
PRACTICAL EXERCISE 071-FREBB003 PE1

Must demonstrate what you learned in this class.

Appendix D - Student Handouts

React to an Improvised Explosive Device (IED)
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Sequence	Media Name	Media Type
None		

React to an Improvised Explosive Device (IED)

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DRAFT

1. The importance of this lesson: (Why)

React to an Improvised Explosive Device (IED).

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

React to an IEDs IAW FM 3-34.210, and Chapter 1, ATP 3-90.37 and must achieve a score of 80% or greater on end of course examination and in the assessment rubrics used during STX mission 1, 2, and 3 planning and execution during week 2 of the course.

The reaction includes:

1. Perform the 5/25/200 meter Battle Drill
2. Perform the 5 Cs Battle Drill
3. Submit a 9 Line IED / UXO Report
4. React to an SVBIED or PBIED Attack

Learning Domain: Cognitive
Learning Level: Application

3. Tasks to be taught

Task Number	Task Title	Task Type
171-300-0028	Conduct a Tracking Patrol	Individual TAUGHT
071-326-5611	Conduct the Maneuver of a Squad	Individual TAUGHT
071-720-0006	Establish a Patrol Base or Objective Rally Point	Individual TAUGHT
052-192-1251	React to Explosive Hazard Visual Indicators	Individual TAUGHT
171-300-0055	Conduct a Combat Patrol	Individual TAUGHT
052-192-3262	Prepare for an Improvised Explosive Device (IED) Threat Prior to Movement (UNCLASSIFIED/FOR OFFICIAL USE ONLY) (U//FOUO)	Individual TAUGHT
171-121-4024	Conduct a Mounted/Dismounted Patrol	Individual TAUGHT

Additional Non-Standard Tasks

None

4. References:

Reference Number	Reference Title	Date
ATP 3-90.37	COUNTERING IMPROVISED EXPLOSIVE DEVICES	29 Jul 2014
ATP 4-01.45	TCO MULTI-SERVICE TACTICS, TECHNIQUES, AND PROCEDURES FOR TACTICAL CONVOY OPERATIONS https://armypubs.us.army.mil/doctrine/DR_pubs/dr_d/pdf/atp4_01x45.pdf	18 Apr 2014
ATP 5-19 (Change 001 09/08/2014 78 Pages)	RISK MANAGEMENT http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/atp5_19.pdf	14 Apr 2014
DD FORM 2977	DELIBERATE RISK ASSESSMENT WORKSHEET	01 Jan 2014
FB (Safety) Form 385-1-E	Daily Risk Management Assessment Matrix	01 Oct 2013
FM 3-21.8	THE INFANTRY RIFLE PLATOON AND SQUAD	28 Mar 2007
FM 3-34.210	Explosive Hazards Operations	27 Mar 2007
FM 3-34.5	Environmental Considerations	16 Feb 2010
FM 3-36	Electronic Warfare in Operations	09 Nov 2012
FM 4-30	Ordnance Operations http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm4_30.pdf	01 Apr 2014
JP 1-02	Department of Defense Dictionary of Military and Associated Terms (Amended through 15 August 2014) (in PDF only)	08 Nov 2010
JP 3-15.1	Counter-Improvised Explosive Device Operations	09 Jan 2012
STP 3-CIED-SM-TG	Soldier's Manual and Trainer's Guide for Counter Improvised Explosive Device	09 Dec 2011
TC 20-32-5	Commander'S Reference Guide for Land Mine and Explosive Hazards (IRAQ).	13 Feb 2003

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 3 hrs 0 mins

LAND: Classroom, Training Area, and Range Requirements

Id	Name
72114	Enlisted Barracks, Transient Training
44224	Organizational Storage Building
17120-M-1200-30	Classroom, Multipurpose, 1200 Square Feet, 30 Students

AMMO: Ammunition Requirements

DODIC	Name
None	

MISC: Materiel Items and TADSS Requirements

Id	Name
* T 05-062	Improvised Explosive Device (IED) Kit
* TAD 201	IED Kit (Ft. Benning Fabricated) (Local TADSS – Not in TSMATS/PAM 25-30)
1240-01-540-2890	ACOG Kit
4110-01-485-3548	Chest, Ice Storage, White, 162 Quart Capacity
5820-00-NSN	SCREEN, PROJECTION
5820-00-T93-6432	PROJECTOR, VIDEO, LCD EPSON ELP33 WITH REMOTE
5860-01-363-8730	Laser Pointer
5895-01-540-4543	Computer, Laptop
6530-01-290-9964	Litter, Folding, Rigid Pole
6545-01-532-3674	Medical Equipment Set, Combat Lifesaver, Version 2005, UA 245A
6665-01-381-3023	Wet Bulb-Globe Temperature Kit
6665-01-C10-2210	Detecting Set, Mine: Vallon (Not in AESIP)
6685-01-590-1047	Monitor, Heat Stress: Questemp 44
6695-01-I00-0773	Detector, Body Worn, Strider
6760-00-985-6749	Tripod, Photographic
7021-01-C17-2297	PC Tablet, Data Entry: Galaxy Tab 2 WIFI 16GB Samsung
7240-00-098-3827	Can, Military

(Note: Asterisk before ID indicates a TADSS.)

Additional Non-Standard Resources

None

6. A possible technique to achieve the outcome:

None

7. Conduct AAR with Soldier and Cadre.

None

NOTE: Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.