

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FREBB012 Version 2.0

PRACTICAL EXERCISE SHEET 071-FREBB012 PE1

Time: 3 hours 30 minutes

Title	Vulnerable Point/Vulnerable Area Search Practical Exercise (PE).
Lesson Number/Title	071-FREBB012 Version 2.0 / Danger Areas (Vulnerable Point/Vulnerable Area) Search Techniques
Security Classification	For Official Use Only

Introduction

As a leader of Soldiers, you must ensure they are proficient with various search techniques and TTPs required for a successful Vulnerable Point (VP) search. It is also imperative that your Soldiers understand that the enemy is constantly developing new explosive devices and methods in an effort to wound or kill our forces. Knowing how the enemy thinks and counteracting against the attack has proven beneficial in saving many lives and will continue to do so in the future.

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

Motivator

It is extremely important that you identify the most likely threats and use these methods to mitigate these threats. Your failure to do this could result in placing everyone involved in extreme danger.

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

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:	Demonstrate patrol formations that mitigate the threats in Danger Areas (VP/VA).
Conditions:	In a classroom/field environment, given a PowerPoint presentation, student resources, instruction on VP/VA search techniques, and current reference materials.
Standards:	Demonstrate patrol formations that mitigate the threats in Danger Areas (VP/VA) during STX and achieve a grade of 80% or greater on Test # 3 written examination. Domain: Cognitive 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 3-100.4, Environmental Considerations in Military Operations, Appendix G, 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

Instructor will make on the spot correction during the PE.

Instructional Lead-in

As a Soldier, you should know the importance of protecting yourself and your patrol as you move through hostile territory. There are times when you must dismount and physically check the ground you are moving over. This training gives several examples of how to search vulnerable points. You must choose the method that works best for you in the environment you're operating in.

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
4. Risk Assessment
5. All equipment needed for PE

Student Materials:

1. All references linked to this lesson
2. Pen/Pencil and note taking materials
3. All equipment needed for PE

Special Instructions

NONE

Procedures

Note: This station will require at least 1 hour for set up.

- (1) The road or trail for this station needs to be between 100m and 150m in length. It will need to be away from any objects or environmental considerations that would result in possible Electromagnetic (EMI).
- (2) The Instructor should search the entire lane before set up to ensure that no “false positives” will affect the outcome of the training. This will also assist to reinforce confidence in this search technique and the equipment being utilized.
- (3) The Instructor will emplace 1 IED in the VP and run the Command Wire (CW) in a logically tactical location in such a manner that CFs would find it with HHDs if the search was conducted properly.
- (4) Once the students are on site, the Instructor will break down the students by task/equipment use.
- (5) Once broken down, 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, being sure to explain to the group as he’s doing so what the job is for every position within the group.
- (6) It’s imperative that all students understand the duty requirement of EVERY position within the search party.
- (7) The Search Party will search their designated lane, marking as they go, until they reach the CW or visually identify the IED that was placed there in advance by the instructor.
- (8) When the IED or CW has been located, have the designated Patrol Leader verbally explain his actions (the 5Cs). Verbal explanation is best due to time involved. The act of actually conducting the 5Cs would require more time than is normally available. Discussing them verbally gives everyone a chance to hear the discussion and further understanding on their part.
- (9) When discussions are complete in regards to the lane search and the conduct of the 5Cs, the Instructor needs to explain how he set the lane up, the materials involved, and how the students, acting as Master Trainers, can go back to their units to set up lanes and teach what they have been taught.

Note: Material Requirements

- (1) 1 x Thor III Suite
- (2) 1 x Minehounds
- (3) 1 x Gizmo
- (4) 1 x DSP-27
- (5) Any available optics from unit
- (6) Section of terrain with a road or trail that crosses either a culvert or an intersection
- (7) Materials for marking searched lanes
- (8) Components for at least 1 x CWIED

Notes: Admin

- (1) Instructors will need to locate a piece of terrain that will support 2 x lane marking areas of a road or trail during hours of limited visibility, be centrally located to the day Round Robin Training.
- (2) Students are encouraged to bring optics from their unit.
- (3) Actual round robin rotation will be determined by the Lead Instructor on site. If possible, Round Robin should be conducted in the same vicinity as the day session to alleviate transportation requirements of shuttling Soldiers to another training site.
- (4) The day Observation station should be utilized for VISDES introduction.
- (5) Students are broken down into 2 groups.
- (6) At onset of darkness one group of students will be sent to the Observation area while the other group discusses (with the assistance of an Instructor) different techniques and reasons for marking a lane at night.
- (7) When all students have had the night marking discussion and introduction to the VISDES, the 2 teams are broken down on the 2 x marking lanes to begin marking simultaneously.

VISDES Introduction: Materials Required

- (1) All available VISDES
- (2) Approximately 25 x 3 volt batteries
- (3) Observation lane that was set up for the day portion with all observation materials still in place
- (4) Instructor will introduce the students to the VISDES, and ensure that the students are aware of its capabilities.
- (5) Once the students are familiar with operating the VISDES, they will be start the observation lane.
- (6) At completion of the lane, the Instructor will lead a discussion of how thermal devices can be used in C-IED operations, and how the students, as Master Trainers, can take what they have learned back to their unit.

Night Marking:

- (1) The Night Marking is nothing more than talking about how to mark lanes during hours of limited. The students are already familiar with techniques for marking during daylight hours. At this point they need to think about night marking with the typical equipment that they should have at their disposal such as Chemlights, IR strobes, IR paint, Q-tips dipped in Chemlight

juice, etc. The discussion needs to key on the time required to clear and mark during hours of limited visibility, the reasons why night time clearing operations may be required, and the time period that the markers will need to remain visible.

(2) Station setup requires at least 1 hour.

(3) Students are placed in 2 squads with each squad receiving 100 Chemlights, 2 x Minehounds, 1 x Thor III suite.

(4) Emphasis is placed on using the Minehound at night vs. the Gizmo due to the superior detection capabilities of the Minehound and its GPR.

(5) The road or trail for these two stations needs to be between 100m and 150m in length. It will need to be away from any objects or environmental considerations that would result in possible EMI.

(6) The Instructor should search the entire lane before set up to ensure that no "false positives" will affect the outcome of the training. This will also assist to reinforce confidence in this search technique and the equipment being utilized.

(7) The Instructor will emplace 1 IED at least $\frac{3}{4}$ of the distance down the course (of both lanes) to ensure that everyone has the opportunity to get involved with the search technique. It's important to note that the night lane should be a 2 Man Drill, rather than the 4 Man Drill that was conducted during the day phase.

(8) Once the students are on site, the Instructor will break down the students by task/equipment use. Once broken down, 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, being sure to explain to the group as he's doing so what the job is for every position within the group.

NOTE: It's imperative that all students understand the duty requirement of EVERY position within the search party.

(9) The Search Party will search their designated lane until they reach the IED that was placed there in advance by the instructor.

(10) When the IED has been located, have the designated Patrol Leader verbally explain his actions (the 5Cs). Verbal explanation is best due to time involved. The act of actually conducting the 5Cs would require more time than is normally available. Discussing them verbally gives everyone a chance to hear the discussion and further understanding on their part.

(11) When discussions are complete in regards to the lane search and the conduct of the 5Cs, the Instructor needs to explain how he set the lane up, the materials involved, and how the students, acting as Master Trainers, can go back to their units to set up lanes and teach what they have been taught.

Materials Required:

(1) 2 x IEDs

(2) Terrain as discussed in Admin Notes above

(3) Approximately 200 Chemlights, 4 x Minehounds, 2 x Thor III suites

Feedback Requirements

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