CRM LESSON PLAN REPORT

MITIGATE IED IN A COMPOUND
071-FREBB010 / 2.0 ©

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		
071-410-0010 (*)	Conduct a Leader's Reconnaissance	Approved
191-379-4400 (*)	Direct Cordon and Search Operations	Approved
191-378-5400 (*)	Implement a Tactical Search and Seizure	Approved
191-405-0082 (*)	Determine if a Search and Seizure is Authorized	Approved
052-192-4532 (*)	Manage Military Search Operations	Superseded
191-379-7005 (*)	Complete Lawful Searches and Seizures	Approved
191-330-4052 (*)	Conduct a Vulnerability Assessment	Approved

Reinforced Task(s)

Task Number	Task Title	Status

Knowledge

Knowledge Id	Title	Taught	Required
011-455K	Knowledge of combat search and rescue mission	Yes	Yes
101-K-M019	Know how to conduct a well-organized, methodical, and systematic search.	Yes	Yes

Skill

Skill Id	Title	Taught	Required
101-S-M016	Ability to conduct a well-organized, methodical, and systematic search.	Yes	Yes
805C-S-0170	Ability to research publications.	No	Yes

Administrative/ Academic Hours

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

Academic	Resident Hours / Methods		
Yes	0 hrs	10 mins	Discussion (small or large group)
Yes	4 hrs	0 mins	Practical Exercise (hands-on/written)
Yes	0 hrs	35 mins	Problem Solving
Total Hours(50 min):	4 hrs	45 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	15 mins	Training Event Clean-up/Breakdown (non-FTX)
0 hrs	30 mins	Training Event Prep/Setup (non-FTX)
Total Hours (60 min): 1 hrs	10 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 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
FM 3-06.20 (Superseded)	(Superseded by ATP 3-06.20, 10 MAY 2013) Multi-Service Tactics, Techniques, and Procedures for Cordon and Search Operations	25 Apr 2006
FM 3-24 (Change 001, June 02, 2014)	INSURGENCIES AND COUNTERING INSURGENCIES http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm3_24.pdf	13 May 2014
FM 3-34.210	Explosive Hazards Operations	27 Mar 2007
FM 3-34.5	Environmental Considerations	16 Feb 2010
FMI 2-01.301 (Obsolete)	99 - INACTIVE (OBSOLETE) 21 November 2014	31 Mar 2009
TB 9-6695-316-10	(DRAFT) Operations Information for Detecting and Tracing Set, Metal: GA-72CD-ML	11 Aug 2009
THOR III	Technical Manual, Operation and Maintenance With Parts Breakdown Organization Level for the THOR III System P/N 118600-001	29 Sep 2009
VMC1	Operating Manual, Gizmo Metal Detector VMC1	06 Feb 2009
VMR2	Operation Manual, Dual-Sensor-Detector Minehound VMR2	06 Feb 2009

Student Study Assignment

Study for the next day's assignment.

Instructor Requirements

Instructor must be certified in the following courses: Army Basic Instructor Course (ABIC) 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

NONE

Additional Support Personnel Requirements

Name	Student Ratio	Qty	Man Hours
Driver		1	6.0
Bus Driver		1	2.0
NCOIC		1	5.0
Driver, LMTV		1	5.0
Medical Personnel or Combat Lifesaver Certified		1	5.0

Equipment Required for Instruction

ID - Name	Student Ratio	Instructor Ratio	Spt	Qty	Exp
* 05-107/1-M80 - (OBSOLETE) - TIED2, PRESSURE SENSITIVE LANDMINE	1:5				No
* 05-113/1 - IEDES, Increment 1, (IEDES1) Pressure Plate Training Device	0:0		1		No
* 05-113/2 - Improvised Explosive Device Effects Simulator, Increment 1, (IEDES1) Push Pull Booby Trap	0:0		1		No
* 05-114/1 - Improvised Explosive Device Effects Simulator (IEDES 1) 315 MHZ	0:0		1		No
* 1055-01-523-5600 - IED SIMULATOR, OMEGA 36/60/B2 (Local TADSS – Not in TSMATS/PAM 25-30)	1:10				No
* T 05-050/2 - Recognition Kit-Projectiles	1:5				No
* T 05-050/4 - Recognition Kit-Rockets	1:5				No
* T 05-050/7 - Recognition Kit-Placed Mines	1:5				No
* T 05-062 - Improvised Explosive Device (IED) Kit	1:5				No
* T 09-095 - Fuze, PTAB 2.5M (Modified)	1:5				No
* TAD 201 - IED Kit (Ft. Benning Fabricated) (Local TADSS – Not in TSMATS/PAM 25-30)	1:5				No
2310-01-090-7709 - Bus Transit 44 Passenger	1:28	0:0	No	0	No
2320-00-777-3284 - Truck, Van (DISCONTINUED WITHOUT REPLACEMENT)	1:10	0:0	No	0	No
2320-01-354-3385 - Truck Cargo: 4x4 LMTV W/E: M1078	1:10	0:0	No	0	No
2340-01-525-1656 - ATV, Polaris, 6x6	1:30	0:0	No	0	No
4110-01-485-3548 - Chest, Ice Storage, White, 162 Quart Capacity	1:30	0:0	No	0	No
4240-01-515-6935 - Portal Ladder	1:5	0:0	No	1	No
5820-00-NSN - SCREEN, PROJECTION	0:0	0:0	No	1	No
5820-00-T93-6432 - PROJECTOR, VIDEO, LCD EPSON ELP33 WITH REMOTE	0:0	0:0	No	1	No
5855-01-C16-9831 - Thermal Imaging System: 19015-0000-01 OA	1:5	0:0	No	1	No
5860-01-363-8730 - Laser Pointer	1:30	0:0	No	0	No
5895-01-540-4543 - Computer, Laptop	1:10	1:3	No	0	No
6530-01-290-9964 - Litter, Folding, Rigid Pole	1:30	0:0	No	0	No

6545-01-532-3674 - Medical Equipment Set, Combat Lifesaver, Version 2005, UA 245A	0:0	0:0	Yes	1	No
6665-01-381-3023 - Wet Bulb-Globe Temperature Kit	1:15	0:0	No	0	No
6665-01-504-7769 - Detecting Set, Mine: AN/PSS-14	1:9	0:0	No	1	No
6665-01-C10-2210 - Detecting Set, Mine: Vallon (Not in AESIP)	1:5	0:0	No	1	No
6665-01-C14-0261 - Detecting Set, Mine: MineHound VMR2 (Not in AESIP)	1:5	0:0	No	1	No
6685-01-590-1047 - Monitor, Heat Stress: Questemp 44	1:15	0:0	No	0	No
6695-01-I00-0773 - Detector, Body Worn, Strider	1:5	0:0	No	0	No
6695-99-494-7952 - Detecting and Tracing Set, Metal	1:5	0:0	No	0	No
6760-00-985-6749 - Tripod, Photographic	1:30	0:0	No	0	No
6910-01-C04-1411 - Improvised Explosive Device (IED) T: DVC-T 05-062 Universal System	1:5	0:0	No	1	No
7021-01-C17-2297 - PC Tablet, Data Entry: Galaxy Tab 2 WIFI 16GB Samsung	1:1	0:0	No	0	No
7240-00-098-3827 - Can, Military	1:30	0:0	No	0	No
8415-00-935-3139 - Helmet, Safety, White, Size 6-1/2 to 8	0:0	1:1	No	0	No
8960-01-430-4378 - Ice, 8 Pounds	1:5	0:0	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

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

Student Materials:

1. Student Disc
2. All references linked to this lesson
3. Pen/Pencil and note taking material

Classroom, Training Area, and Range Requirements

ID - Name	Quantity	Student Ratio	Setup Mins	Cleanup Mins
44224-0-0 Organizational Storage Building, 0 Square Foot, 0 Cubic Foot		1:30	0	0
74046-0-0 Consolidated Open Dining Facility, 0 Square Foot, 0 Seats	1		0	0
72114-0-0 Enlisted Barracks, Transient Training, 0 Square Foot, 0 Starting Point , Service Points, or Persons Supported	1		0	0
17996-0-0 MOUT Collective Training Facility (Small), 0 Square Foot, 0 Acre	1		50	50
17120-M-1200-30 Classroom, Multipurpose, 1200 Square Feet, 30 Students	1		15	15

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 and CIED SME (1:5)
Time of Instruction: 5 mins

Motivator

Slide 1: Introduction and Motivator

Learning to mitigate IEDs in a compound is a basic soldering skill that we, as leaders, need to become experts in and force down to the lowest level.

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

Note to Instructor/Facilitator.

1. Introduce yourself to the class if it is the first time you address these students.
2. The motivator is in the note page of this slide.

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:	Mitigate IEDs in a Compound
Conditions:	In a classroom or field setting, given simulated compound structures, student resources, lesson plan, and current reference materials.
Standards:	Apply IED mitigation techniques in a compound IAW App G, ATP 3-06.20 and JIEDDO 2012 Smart book and must receive 80% or greater on course examinations/rubrics. The conduct includes: 1. Plan a compound search 2. Conduct a compound search **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. 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 - 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.

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 operate inside of either an occupied or unoccupied compound. This training gives several examples of how to properly search compounds. 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.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Apply IED Mitigation Techniques in a Compound

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

Slide 3: Raid/Deliberate Attack

Instructor/Facilitator's Note:

(THIS IS A HIDDEN SLIDE) Have senior NCO talk though of a raid or Deliberate attack on a compound in an Urban environment by using a tactical call out. Capture steps to be use during discussion to use at the end of class

Slide 4: Common Doctrinal Terms used to describe actions during Compound search

1. Cordon and Search - A technique of conducting a movement to contact that involve isolating a target area and searching suspect locations within that target area to capture or destroy possible enemy forces and contraband. (FM 3-90-1)

2. Raid - (DOD) An operation to temporarily seize an area in order to secure information, confuse an adversary, capture personnel or equipment, or to destroy a capability culminating with a planned withdrawal. (JP 3-0) See FM 3-90-1, ATP 3-05.1.

3. Attack – An offensive task that destroys or defeats enemy forces, seizes and secures terrain, or both. (ADRP 3-90) See also defeat, deliberate attack, demonstration, destroy; feint, offensive operations, raid, secure, seize, spoiling attack.

Note. All military operations in a Urban or Rural Environment have a planned portion of the operation or the potential to conduct a Compound / Building Search

Instructor/Facilitator's Note:

- Instructor needs to relate common military operation in an Urban environment to incorporation of a plan to conduct a compound search in the target area. For the use of this class “compound search” will also apply to “building search”.

Slide 5: Definition of Compound Search

- Compound Search is the management and application of systematic search procedures and appropriate equipment used to locate specified targets within a building in support of military operations.

1. Occupied Compound:
   a. Tactical Questioning may be used.
   b. Items found on occupants may be linked to ownership.
2. Unoccupied Compound:
   a. Threat assessment changes between occupied and unoccupied compounds.

b. Explosive Ordnance Disposal (EOD) or other specialized units may be utilized.

Instructor/Facilitator's Note:

1. Compound searches require detailed planning prior to execution.

2. The leader must develop a COA for either a occupied or unoccupied compound.

3. If mission is planned to encounter an occupied compound and no occupants are present, an unoccupied compound search must also be planned and briefed so that all members are able to transition as soon as there is confirmation.

Slide 6: Planning Considerations

1. If occupants are expected, attempt a Tactical Call Out (TCO) (mission depending) using audio assets or by voice. Confirm the presence of occupants as this will dictate how your sequence of events will play out.

2. If no one answers, then threat assessment for IEDs increases and an unoccupied compound search can be carried out. Be prepared for both!

3. IED threat assessment is lower when occupants are present, and a Tactical Site Exploitation should proceed in accordance with unit SOPs.

Instructor/Facilitator's Note:

- Appendix G, ATP 3-06.20 addresses Tactical Call Out (TCO):

1. TCO is a technique used by ground forces to conduct an initial clear of structures or compounds from a stand-off distance by first containing and isolating the structure(s), the directing its occupant(s) to exit the structure(s).

2. Soldiers must be prepared to conduct an occupied or unoccupied compound search.

3. Ensure students understand that the rest of the class will concentrate on unoccupied compound.

Slide 7: Planning Considerations (cont.)

1. Authority for the search:

a. Status of Forces Agreement (SOFA)

b. AO Rules of Engagement (ROE)

2. Location of the target:

a. Rural unoccupied compounds have a high threat of IED attack outside the objective as well as inside. Care must be taken on the approach to the objective for this reason.

b. Urban unoccupied compounds have a lower threat of IED’s from approach due to the amount of foot traffic within approach routes.

c. On site assessment can be made to conduct approach clearance (or not) depending on the strategic environment encountered.

Instructor/Facilitator's Note:

1. If the compound search is a deliberate operation the leader should request all available intelligence on the target, particularly overhead imagery to allow and effectively plan.

2. Select a few of the bullets and have the students give examples.

Slide 8: Planning Considerations (cont.)

1. Reasons for search:
   a. People
   b. Material
   c. Information
   d. Resources employed by an adversary
2. Other considerations are:
   a. Previous search results
   b. Description of the target area
   c. Occupants (if any)
   d. Brevity codes
   e. Cordon details
   f. Available time
   g. Threat Assessment

Instructor/Facilitator's Note:

1. Ensure soldiers understand their ROE and that ROE can change depending on the AO they are in.
2. Understand that the rural compound approach lane has a higher threat than an urban compound and an on site assessment can be made, the threat assessment is an ongoing process.

Slide 9: **Clearing Compound during Enemy Contact**

1. MLCOA: SAF / IDF = Effective / Ineffective
2. MDCOA: Near a VP/VA = Baited to draw you into an IED (Complex Defense, mitigating multiple IED while taking SAF)

Instructor/Facilitator's Note:

1. Leader must determine if the threat from the direct fire is more of a threat than IEDs, if so assault, if not continue to mitigate the IED threat with your most capable enabler.
2. Discuss the immediate threat (MPCOA or MDCOA).
3. Consider distractions being used to draw attention away from assaulting troops.
4. Routes to the target must be varied and unexpected.
5. Based on your threat assessment and your assumption of risk, the most capable enabler should be utilized to mitigate IED threats.
6. When conducting clearing operations, with practice, speed will come naturally.
7. If SAF is not effective, speed should not be sacrificed as a substitute for the proper drills as this could result in casualties from IEDs.

Slides: 10 and 11:

Check on Learning:

1. What is the management and application of systematic search procedures and appropriate equipment used to

locate specific targets within a building in support of military mission?

Answer: Compound Search

2. The threat assessment does not change from an unoccupied compound to an occupied compound. True or False?

Answer: False

3. Items found on occupants during an occupied compound search may not be linked to ownership. True or False?

Answer: False

4. Who gives the authority to conduct the search?

Answer: Status of Forces Agreement (SOFA)

5. When searching an unoccupied compound, which type of compound search has the lower threat due to the amount of foot traffic within approach routes?

a. Rural
b. Urban
c. Suburb
d. Lake side

Answer: b. Urban

6. If occupants are expected, attempt a call out (mission depending using available audio assets or by voice). True or False?

Answer: True

Review Summary:

In this LSA we discussed how to apply mitigation techniques in a compound and includes:

1. Apply mitigation techniques in a compound:
   a. Planning considerations for compound search for occupied and unoccupied compound.
   b. Clearing compound during enemy contact.
2. Note. You may have the expand in these points.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Conduct a Compound Search.

Method of Instruction: Problem Solving
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH, ABIC/FIFC Qual and CIED SME (1:5)
Time of Instruction: 25 mins

Media Type: PowerPoint Presentation
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Slide 12: Mitigating IEDs in a Compound

1. Set the conditions for Compound Search (Isolation, SBF, containment in place)
2. Main entry points should be avoided at all times
3. Entry point selection should provide the largest tactical advantage

Slide 13: Compound Search Phases are the following:

1. Isolate
2. Clear approach
3. Clear entry point
4. Clear Compound

Instructor/Facilitator's Note:

1. Remember the compound search must be conducted systematically one step at a time.
2. Ensure that proper security and over watch are established prior to commencing isolation.
3. Briefly discuss each phase and have soldiers write down the phases if they don't already know them.

Slide 14: Isolate (CWIED)

1. Photo of compound that shows isolation sweep 50-100 metrs from compound.
2. Isolation is mitigating what IED Threat?
3. Use and placement of CREW.

Instructor/Facilitator's Note:

1. Instructor needs to stress that the Isolate Phase is conducted to mitigate the CWIED threat.
2. Talk the second purpose to get "eyes" on the objective – this will allow the unit to identify the best approach for the element.
3. Slide 14-34 Offer options for conducting these slides

OPTION 1. for conducting Isolate, Clear the approach, clear entry and clear compound slides. Teach these concepts by doing a walk thru. (all ready being conducted with practical exercise).

OPTION 2. Teach using only picture slides and the other can become notes/ information that reinforces the concepts.

OPTION 3. Continue facilitating the rest of the class.

Slide 15: Isolate (cont.)

1. Conduct an isolation sweep (50-100 meters) around compound exterior (METT-TC dependent) using sweep team with available equipment
2. Recommend using most capable enabler: CREW, GSA, VISDEs, CIEA, VMR-2,

DSP-27, STRIDER, MWD

3. Use GSA (Human Indicators / Emplacement Indicators) while conducting isolation (scan near to far, right to left).

4. Check for trip wires and command wires, both buried and surface laid (IR / Red Lasers)

5. Use thermals (VISDEs) to identify surface laid devices

6. Isolation can be conducted by the containment / isolation elements on the objective.

Instructor/Facilitator's Note:

1. Recommended using the most capable enabler to conduct the isolation based on METT-TC.

2. The isolation process for the compound is similar to the VP 360 procedure, checking for CW.

3. During the isolation procedure the leader identifies the best possible entry point.

4. The leader is confirming or denying his entry point and approach lane that he selected during the planning phase.

5. The entry point should be advantages to us NOT the enemy.

6. Isolation can be conducted by the containment / isolation elements on the objective.

Slide 16: Clear Approach (cont.)

1. Photo of compound with areas highlighted

2. Clearing Approach is mitigating what IED Threat?

3. Use and placement of CREW.

Instructor/Facilitator's Note:

1. Containment can clear two approaches to the compound to establish security using ladders. This will give you width and depth in security.

2. It will also give you element the ability to enter the compound / breach at two locations.

Slide 17: Clear the Approach

1. Plan and clear an approach route to the compound entry point.

2. Recommend using most capable enabler: CREW, GSA, VISDEs, CIEA, VMR-2, DSP-27, STRIDER, MWD.

3. Avoid obvious approach routes (channeled). a. Clear at least a 1.5 meter wide lane to the designated entry point.

b. Check for possible mines, booby traps or IEDs.

c. Mark the lane as you progress.

d. Maintain a 10 meter separation between personnel.

Instructor/Facilitator's Note:

1. Ensure approach clearance party are properly covered by an overwatch position that can observe likely enemy locations.

2. Clear a large enough work area to fit the ladders, dogs and soldiers at the entry point.

3. Reinforce and give examples.

Slide 18: Clear Entry Point

1. Photo of compound that shows:
   a. Clear work area
   b. Clear wall, gain entry
   c. Clear area on far side of wall
   d. Clear a ground level exit to the cleared area
2. Clearing Entry Point is mitigating what IED Threat?
3. Use and placement of CREW.

Slide 19: Clear Entry Point

1. Recommend using most capable enabler: CREW, GSA, VISDEs, CIEA, VMR-2, DSP-27, STRIDER, MWD.
2. Visual check (consider threats from inside - Dogs etc.)
3. Trip wire feel (if threat exists) and search
4. Physical check: 3D sweep using metal detector
5. Areas of concern /high threat areas:
   a. Ladder locations/ Positioning
   b. Walls- Highest and lowest points, breaks in walls and mouse holes
   c. Door Way/Entrance Points
   d. Roof Top/Observation platforms
   e. Corners

Instructor/Facilitator's Note:

1. If required clear additional approaches to establish over watch positions that can observe into the compound.
2. The entry point should be advantages to the unit clearing the compound.

Slide 20: Clear Entry Point (cont.)

1. The method used by troops to gain entry to a compound will depend on the threat, mission and task, ground and partnering context. There are a number of options which include:
   a. Indigenous population
   b. Host Nation Forces
   c. Obstacle crossing (e.g. walls, rooftop, etc.)
   d. Explosive method of entry
   e. Existing entrances
2. NOTE: If a door must be opened, open remotely from a safe distance

Instructor/Facilitator's Note:

1. If a door must be opened, open the door remotely from a safe distance using the hook and line kit.

2. Reinforce and give examples.

Slide 21: Clear Entry Point (cont.)

1. Entry point selected should avoid choke points.

a. Corners

b. Choke points inside the compound such as tight alleys, entry next to doorway to building located within the wall.

2. NOTE: Clearance team should clear a path inside the compound to a ground level entry/exit. Once the path and entry/exit have been cleared, they should be marked.

Instructor/Facilitator's Note:

1. If a ground level door has not been used for entry, the clearance team should clear a path inside the building to a ground level door.

2. Once the path and door have been cleared, they should be marked and the entry door opened.

Slide 22: Clear Entry Point (cont.)

- Photo of doorway with VOIED

Instructor/Facilitator's Note:

1. The purpose of this slide is to point out that if this room where taken utilizing either the opposing corners technique or the strong wall technique, the assaulting force would have encountered IEDs that would have resulted in casualties.

2. This slide shows a door breached with the main charge, power source, and a pressure strip.

Slide 23: Clear Compound

1. Recommend using most capable enabler: CREW, GSA, VISDEs, CIEA, VMR-2, DSP-27, STRIDER, MWD

2. When entry has been gained, conduct 5/25/200 meter checks during clearance.

3. When clearing a compound consider the following:

a. Use your most capable enabler to mitigate the different IED threat

b. Divide the compound up into sections GRG (Gridded Reference Graphic)

c. Work in a logical sequence

d. Work in pairs (consider blast effects in relation to the number of personnel being used to clear compound)

Instructor/Facilitator's Note:

1. High threat areas should be cleared first.

2. More than one sector can be cleared at a time depending on how many personnel you have and the time you have to accomplish the mission.

Slide 24: Clear Compound (Cont.)

- This slide depicts a method to compartmentalize the compound for sequential search.

Instructor/Facilitator's Note:

- Purpose of the numbers shows how the objective can be broken into different areas using a GRG. (Gridded Reference Graphic)

Slide 25: Clear Compound (Cont.)

1. Prioritize areas to be searched.
   a. Entrances to buildings
   b. Corners
   c. Alleys
   d. Stairways
2. Utilize threat assessment to mitigate risks while conducting compound search.
   a. Remember 5C's.
   b. Use hand held detector to indicate presence of possible IED.
   c. Since you are already in a vulnerable point, any ground sign is cause to mark and evacuate.
   d. If a Tactical Explosive Detector Dog (TEDD) is used to aid in confirmation, have a plan in place to communicate to others in the compound to take appropriate cover.
3. Note. Think during confirmation, and don't put others at risk.

Instructor/Facilitator's Note:

1. Think during confirmation, and don't put others at risk.
2. Reinforce and give examples.

Slide 26: Clear Compound (cont.)

1. Observe the following while clearing the building:
   a. Look, listen and smell prior to entering a new room.
   b. Open and remove all drawers remotely using the hook and line kit from a safe location.
   c. Ensure that all team members know that a drawer is being remotely opened, and ensure that they are in a known safe area.
   d. Mark all the drawers that have been remotely opened and cleared as directed by the Search Team Lead.

Instructor/Facilitator's Note:

1. Suspicious items should be investigated immediately.
2. If nothing is detected, the search team proceeds.

Slide 27: Mitigate IEDs in a Compound

- This slide depicts a method of gaining entrance using ladders.

Instructor/Facilitator's Note:

- Ask students for other possible methods.

Slide 28: Mitigate IEDs in a Compound(cont.)

- This slide depicts a method of clearing compounds adjacent to an alley way to identify Command Wire (CW) threats.

Instructor/Facilitator's Note:

- Discuss with students alternative methods or possible bypass techniques.

Slide 29: Mitigate IEDs in a Compound(cont.)

- This slide depicts the "steeple chase" method of bypassing a VP by passing through a series of compounds.

Instructor/Facilitator's Note:

- Discuss with students alternative methods or possible bypass techniques.

Slide 30: Mitigate IEDs in a Compound(cont.)

- This slide depicts a method to gain access to the center of a VP in order to clear outwards and reduce Victim Operated Improvised Explosive Device (VOIED).

Instructor/Facilitator's Note:

- Point out the configuration of the IEDs and how they are targeting dismounts not using HHDs.

Slide 31: Mitigate IEDs in a Compound(cont.)

- This slide depicts how the enemy commonly targeting dismount in a compound environment.

Instructor/Facilitator's Note:

- Explain how the IEDs are arrayed and how the high metal content items are away from the direction of movement.

Check on Learning:

Slide 32:

1. What is the required lane coverage when sweeping with either the Minehound or VMC-1?
   a. 1.0 meters
   b. 1.5 meters
   c. 2.0 meters
   d. 2.5 meters

Answer: b. 1.5 meters

2. When clearing the approach for a compound search, how many meters should separate search personnel?
   a. 1
   b. 5
   c. 10

d. 15

Answer: c. 10

3. When clearing a compound, what should be considered?

Answers:

1. Divide the compound into sections
2. Work in a logical sequence
3. Work in pairs

Review Summary:

In this LSAwe discussed how to apply mitigation techniques in a compound and includes:

1. Conduct a compound search:
   a. Mitigating IEDs in a compound
   b. Compound search phases:
      - Isolation
      - Clear approach
      - Clear entry point / Clear exit route
      - Clear compound
2. Note. You may ask the students to expand in this points

SECTION IV. SUMMARY

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

Check on Learning

Ask questions or administer an ungraded quiz to make sure the lesson learning objective was met. The TLO was to conduct compound search and includes:

1. Plan a compound search
2. Conduct a compound search

Provide feedback and correct misunderstandings.

Review/ Summary

Slide 34: Summary

In this lesson we discussed how to apply mitigation techniques in a compound and includes:

1. Apply mitigation techniques in a compound:
   a. Planning considerations for compound search for occupied and unoccupied compound.
   b. Clearing compound during enemy contact.
2. Conduct a compound search:
   a. Mitigating IEDs in a compound
   b. Compound search phases:
      - Isolation
      - Clear approach
      - Clear entry point / Clear exit route
      - Clear compound

Slide 35: Questions

SECTION V. STUDENT EVALUATION

Testing Requirements

This material will be tested on Course Examination 3. You must receive a passing score of 80% on the written examination 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 student questions about the test. Provide remedial training as needed.

Appendix A - Viewgraph Masters

Mitigate IED in a Compound
071-FREBB010 / Version 2.0 ©

Sequence	Media Name	Media Type
0	Compound Search	PPTX

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FREBB010 Version 2.0 ©

PRACTICAL EXERCISE SHEET 071-FREBB010 PE1

Time: 4 hours 0 minutes

Title

Compound Search Practical Exercise (PE).

Lesson Number/Title

071-FREBB010 Version 2.0 © / Mitigate IED in a Compound

Security Classification

For Official Use Only

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.

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:	Mitigate IEDs in a Compound
Conditions:	In a classroom or field setting, given simulated compound structures, student resources, lesson plan, and current reference materials.
Standards:	Apply IED mitigation techniques in a compound IAW App G, ATP 3-06.20 and JIEDDO 2012 Smart book and must receive 80% or greater on course examinations/rubrics. The conduct includes: 1. Plan a compound search 2. Conduct a compound search **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

Instructor will conduct on the spot corrections during the PE.

Instructional Lead-in

Learning to conduct Compound Search is a basic Soldering skill that we as leaders need to become experts in and force down to the lowest level.

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. All equipment needed for the PE

3. Pen/Pencil and note taking materials

Special Instructions

NONE

Procedures

a. The students will be oriented to the compound in question. The Instructor will assign a Patrol Leader (Squad Leader) and start the students from well outside the compound exterior, prompting questions and discussion about the best tactical way to enter.

b. The students will conduct the isolation, clear an approach route, clear an entry point, and then clear the compound. Time is critical. Rather than a “full blown” isolation, approach route clearance, and entry point clearance with all of the marking involved, the Instructor can walk the students through the procedures, discussing along the way the best TTPs to achieve the stated goal of searching the compound.

c. Once the students have moved inside the compound, the Instructor will point out the obvious VPs that need to have particular attention, ensuring along the way that safety is adhered to when dealing with assault ladders, stairs, and crossing over walls.

d. The Instructor should be sure to point out Thor III masking issues, TEDD issues and uses, blast effect issues in the event of an IED detonation, search techniques around doors, windows, roof lines, corners, stairs, and other objects located inside the structure itself. When discussions are complete in regards to the compound search and the conduct of the 5Cs, the Instructor needsto explain how he set the compound 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

a. 1 x Thor III Suite
b. 1 x Minehounds
c. 1 x Gizmo
d. 1 x DSP-27
e. Any available optics from unit
f. 2-3 assault ladders or their equivalent
g. Compound with exterior courtyard walls if available
h. Materials for marking searched lanes
i. Components for numerous IEDs based on the training compound being used
j. Common sense tactical approach from an enemy perspective on IED emplacement

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-FREBB010 PE1

Instructor will conduct on the spot corrections during the PE.

Appendix D - Student Handouts

Mitigate IED in a Compound
071-FREBB010 / Version 2.0 ©

Sequence	Media Name	Media Type
None		

Mitigate IED in a Compound

071-FREBB010 / Version 2.0 ©

DRAFT

1. The importance of this lesson: (Why)

Perform compound search techniques.

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

Perform compound search techniques and receive a score of 80% or greater on the written examination.

Domain: Cognitive
Level: Application

3. Tasks to be taught

Task Number	Task Title	Task Type
071-410-0010	Conduct a Leader's Reconnaissance	Individual TAUGHT
191-379-4400	Direct Cordon and Search Operations	Individual TAUGHT
191-378-5400	Implement a Tactical Search and Seizure	Individual TAUGHT
191-405-0082	Determine if a Search and Seizure is Authorized	Individual TAUGHT
052-192-4532	Manage Military Search Operations	Individual TAUGHT
191-379-7005	Complete Lawful Searches and Seizures	Individual TAUGHT
191-330-4052	Conduct a Vulnerability Assessment	Individual TAUGHT

Additional Non-Standard Tasks

None

4. References:

Reference Number	Reference Title	Date
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
FM 3-06.20 (Superseded)	(Superseded by ATP 3-06.20, 10 MAY 2013) Multi-Service Tactics, Techniques, and Procedures for Cordon and Search Operations	25 Apr 2006
FM 3-24 (Change 001, June 02, 2014)	INSURGENCIES AND COUNTERING INSURGENCIES http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm3_24.pdf	13 May 2014
FM 3-34.210	Explosive Hazards Operations	27 Mar 2007
FM 3-34.5	Environmental Considerations	16 Feb 2010
FMI 2-01.301 (Obsolete)	99 - INACTIVE (OBSOLETE) 21 November 2014	31 Mar 2009
TB 9-6695-316-10	(DRAFT) Operations Information for Detecting and Tracing Set, Metal: GA-72CD-ML	11 Aug 2009
THOR III	Technical Manual, Operation and Maintenance With Parts Breakdown Organization Level for the THOR III System P/N 118600-001	29 Sep 2009
VMC1	Operating Manual, Gizmo Metal Detector VMC1	06 Feb 2009
VMR2	Operation Manual, Dual-Sensor-Detector Minehound VMR2	06 Feb 2009

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 4 hrs 45 mins

LAND: Classroom, Training Area, and Range Requirements

Id	Name
44224	Organizational Storage Building
74046	Consolidated Open Dining Facility
72114	Enlisted Barracks, Transient Training
17996	MOUT Collective Training Facility (Small)
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
* 05-107/1-M80	(OBSOLETE) - TIED2, PRESSURE SENSITIVE LANDMINE
* 05-113/1	IEDES, Increment 1, (IEDES1) Pressure Plate Training Device
* 05-113/2	Improvised Explosive Device Effects Simulator, Increment 1, (IEDES1) Push Pull Booby Trap
* 05-114/1	Improvised Explosive Device Effects Simulator (IEDES 1) 315 MHZ
* 1055-01-523-5600	IED SIMULATOR, OMEGA 36/60/B2 (Local TADSS – Not in TSMATS/PAM 25-30)
* T 05-050/2	Recognition Kit- Projectiles
* T 05-050/4	Recognition Kit- Rockets
* T 05-050/7	Recognition Kit- Placed Mines
* T 05-062	Improvised Explosive Device (IED) Kit
* T 09-095	Fuze, PTAB 2.5M (Modified)
* TAD 201	IED Kit (Ft. Benning Fabricated) (Local TADSS – Not in TSMATS/PAM 25-30)
2310-01-090-7709	Bus Transit 44 Passenger
2320-00-777-3284	Truck, Van (DISCONTINUED WITHOUT REPLACEMENT)
2320-01-354-3385	Truck Cargo: 4x4 LMTV W/E: M1078
2340-01-525-1656	ATV, Polaris, 6x6
4110-01-485-3548	Chest, Ice Storage, White, 162 Quart Capacity
4240-01-515-6935	Portal Ladder
5820-00-NSN	SCREEN, PROJECTION
5820-00-T93-6432	PROJECTOR, VIDEO, LCD EPSON ELP33 WITH REMOTE
5855-01-C16-9831	Thermal Imaging System: 19015-0000-01 OA
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
6665-01-504-7769	Detecting Set, Mine: AN/PSS-14
6665-01-C10-2210	Detecting Set, Mine: Vallon (Not in AESIP)
6665-01-C14-0261	Detecting Set, Mine: MineHound VMR2 (Not in AESIP)
6685-01-590-1047	Monitor, Heat Stress: Questemp 44
6695-01-I00-0773	Detector, Body Worn, Strider
6695-99-494-7952	Detecting and Tracing Set, Metal
6760-00-985-6749	Tripod, Photographic
6910-01-C04-1411	Improvised Explosive Device (IED) T: DVC-T 05-062 Universal System
7021-01-C17-2297	PC Tablet, Data Entry: Galaxy Tab 2 WIFI 16GB Samsung
7240-00-098-3827	Can, Military
8415-00-935-3139	Helmet, Safety, White, Size 6-1/2 to 8
8960-01-430-4378	Ice, 8 Pounds

(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.